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Trabajo Fin de Grado

An in-depth analysis of the terminology
surrounding the concept of noun and its associated
structures and functions in English grammar.

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Abstract

The present study aims to analyse the chapters that deal with the noun and its structure in different grammar books in order to find out why some authors use one term to refer to the noun structure (Noun Phrase) and why others use another (Nominal Group or Noun Group), and thus which would be more suitable for an English class. A number of criteria have been followed to choose the books, which have in turn been divided into student's books and grammatical school books. The name used to refer to the noun structure, the section given for this purpose by each book, its length, the explanation of the concept, the purpose of each book, the reason for the choice of the term and which term would be more appropriate for an English class are the factors or aspects that have been analysed and sorted into tables. The main finding is that the reason why some books use one term and others use another seems to be related to the level of the target audience, "Noun phrase" prevailing for simpler or lower levels and "Noun group" and "Nominal Group" for higher level users. In conclusion, the more appropriate term for an English class would be "Nominal group" because the term is more beneficial on account of its clearer didactic purpose, the adaptation of form and meaning that underlies it and its general appropriateness in other respects.

-Key words: grammar, noun structure, noun phrase, noun group, nominal group, target audience's level, purpose, appropriateness, English class, morphology, syntax, form, function.

1. Introduction

1.1. Background

Knowing a language not only implies having a good command of certain communicative skills and strategies but also knowing all its properties and how to use them. The study of a language is usually divided into five main fields: phonology, morphology, syntax, semantics and pragmatics. The morphology and syntax areas are covered by the knowledge or branch called `grammar´. Grammar is, therefore, one of the skills necessary to use a language and, to a large extent, underlies vocabulary, writing, reading, listening and speaking.

This field takes up a vast part in the educational programs that teachers use to teach a language, which is not surprising since, as can be seen in the following dictionary entry, the term gathers a field of knowledge, a system of rules and a descriptive procedure as well as a book type and a sociolinguistic tool: grammar is "1. the branch of linguistics that deals with syntax and morphology, sometimes also phonology and semantics, 2. the abstract system of rules in terms of which a person's mastery of his native language can be explained, 3. a systematic description of the grammatical facts of a language, 4. a book containing an account of the grammatical facts of a language or recommendations as to rules for the proper use of a language, 5. the use of language with regard to its correctness or social propriety". (Collins COBUILD advanced dictionary, 2009, p. 682)

To sum up, grammar is an important part of a language that learners must know in order to be successful in its usage.

Whether you adopt a morphological or semantic standpoint, the lexicon of English is normally divided into different word classes. According to some authors such as Biber, Conrad & Leech (2002, pp. 20), there are two groups of word classes: the

lexical word classes (nouns, verbs, adjectives and adverbs) and the function word classes (prepositions, determiners, pronouns, auxiliary verbs, coordinators, subordinators, and adverbial particles). Each lexical word class and some function word classes have their own structure in the clause, which may perform several syntactical roles within the clause. This dissertation focuses on one lexical word class and its associated structures: the noun and the noun phrase/ group.

1.2. Statement of the problem

As I have said before, each lexical word class has a structure which carries out several functions in the clause; the name of this structure can be "phrase", as I was taught in class; but in my little survey of English grammars I have been able to see that there is more than one name to refer to the structure that the noun and its constituents or the set of words which have a noun as head make up; these other names boil down to the notion of "group", thus generating the terms " noun phrase", "noun group" or "nominal group". Therefore, the question is if these names are synonyms and mean the same thing or if they are different terms and each author uses one or the other for a certain reason. Nevertheless, the Collins COBUILD advanced Dictionary (2009) defines these concepts as synonyms by saying that a phrase is a small group of words which forms a unit, either on its own or within a sentence; a group is a set of people, organizations, or things which are considered together because they have something in common; and a noun group is a noun or pronoun, or a group of words based on a noun or pronoun. (p. 1170; p. 700; p. 1065) In the sentence, 'He put the bottle of wine on the kitchen table', 'He', 'the bottle of wine', and 'the kitchen table' are all noun groups; and a noun phrase and a nominal group are defined as the same thing, that is, a noun group. (p. 1065; p. 1056) In addition, the Cambridge Advanced Learner's Dictionary (2008) states that a group is a number of people or things that are put together or considered as a unit (p.

636); a phrase is 1. a group of words which is part rather than the whole of a sentence and 2. a short group of words which are often used together and have a particular meaning (p. 1066); a noun phrase is a group of words in a sentence which together behave as a noun (p. 970); and there is no definition for noun group and nominal group.

Even an online resource in common use such as Wikipedia defines these concepts conflating the notions of phrase and group: "a phrase may be any group of words, often carrying a special idiomatic meaning. In linguistic analysis, a phrase is a group of words (or possibly a single word) that functions as a constituent in the syntax of a sentence; a single unit within a grammatical hierarchy." "A noun phrase or nominal phrase (abbreviated NP) is a phrase which has a noun (or indefinite pronoun) as its head word, or which performs the same grammatical function as such a phrase. Noun phrases are very common cross-linguistically, and they may be the most frequently occurring phrase type. Noun phrases often function as verb subjects and objects, as predicative expressions, and as the complements of prepositions." However, there is no definition for "noun group" in this resource, but there is one for "nominal group", which is claimed to be "a group of words which expresses an entity".

Furthermore, these concepts are also related to specific grammatical theories such as SFG (Systemic Functional Grammar). Wikipedia also explains that the term is considered to be a synonym of noun phrase in some grammatical models but it also argues that Halliday, who coined the term "nominal group", set up a theory which distinguishes "group" from "phrase" by pointing out that "a phrase is different from a group in that, whereas a group is an expansion of a word, a phrase is a contraction of a clause."

Therefore, both dictionaries consider both concepts as forming and behaving as a unit; although an everyday usage resource has revealed a difference between the terms made by Halliday.

To sum up, this paper aims to analyse different books about grammar regarding the chapters or sections where the structure of the noun and its constituents is explained as well as their roles in the clause, in order to answer the question of why some authors use one term and other authors use another. As a consequence, another goal of the present study is to find out what are the differences and similarities between one term and another. In addition, I will briefly discuss the appropriateness of one term or another for an English grammar class environment on the basis of the results obtained.

2. Research questions and hypotheses

1. Why are there different names/terms used to explain a set of words which have a noun as head? Which are the implications of the different names?
2. What are the main differences between them?
3. In which contexts is each term used and for what purpose?
4. According to the results obtained in this study, which term would I use for a grammar unit in an English class context in order to better explain how English works?

3. Methodology

3.1. Instruments

This work has been carried out by means of the analysis of thirteen books:

1. Biber, D. , Conrad, S. & Leech, G. (2002). *Student Grammar of Spoken and Written English.* Harlow: Longman.

2. Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English: a comprehensive guide: spoken and written English, grammar and usage.* Cambridge: Cambridge University Press.

3. Downing, A. & Locke, P. (2002). *A University Course in English Grammar.* London & New York: Routledge.

4. Downing, A. & Locke, P. (2006). *A University Course in English Grammar.* (3rd ed.). London & New York: Routledge.

5. Greenbaum, S. & Quirk, R. (1990). *A Student's Grammar of the English Language.* Harlow: Longman

6. Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*. (2nd ed.). London: Arnold

7. Halliday, M.A.K. (2004). *An Introduction to Functional Grammar*. (3rd ed.). London: Arnold.

8. Huddleston, R. (1988). *English Grammar: an outline.* Cambridge: Cambridge University Press

9. Huddleston, R. & Pullum, G.K. (2002). *The Cambridge Grammar of the English Language.* Cambridge: Cambridge University Press

10. Huddleston, R. & Pullum, G.K. (2005). *A Student's Introduction to English Grammar.* Cambridge: Cambridge University Press.

11. Quirk, R. & Greenbaum, S. (1973). *A University Grammar of English.* London: Longman

12. Sinclair, J. (Ed.).(1990). Collins Cobuild English Grammar. London: Collins

13. Thompson,G. (1996). *Introducing Functional Grammar*. London: Arnold.

3.2. Criteria followed for the choice of the books.

The thirteen books chosen for the analysis were selected on the basis of a set of criteria capable of representing a diversity of approaches. Accordingly, some texts are general, comprehensive grammars while others originate from particular grammatical schools; in addition, the texts also vary in terms of scope or audience, and therefore the corpus includes introductions and student's grammars. Therefore, the books have been classified into two main groups according to the approach that each one follows. The first main group comprises those books which belong to a particular grammatical school, that is, Functional Grammar. These books are:

1. Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*. (2nd ed.). London: Arnold

2. Halliday, M.A.K. (2004). *An Introduction to Functional Grammar*. (3rd ed.). London: Arnold.

3. Thompson,G. (1996). *Introducing Functional Grammar*. London: Arnold.

The second main group includes those books which are addressed to students of grammar, that is, student`s grammar books. In turn, this group is divided into two subgroups which can be labelled as general books and grammatical school books. The general books are the following:

1. Biber, D. , Conrad, S. & Leech, G. (2002). *Student Grammar of Spoken and Written English.* Harlow: Longman.

2. Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English: a comprehensive guide: spoken and written English, grammar and usage*. Cambridge: Cambridge University Press.

3. Greenbaum, S. & Quirk, R. (1990). *A Student's Grammar of the English Language.* Harlow: Longman

4. Huddleston, R. & Pullum, G.K. (2005). *A Student's Introduction to English Grammar.* Cambridge: Cambridge University Press.

5. Quirk, R. & Greenbaum, S. (1973). *A University Grammar of English.* London: Longman

6. Sinclair, J. (Ed.).(1990). Collins Cobuild English Grammar. London: Collins

7. Huddleston, R. (1988). *English Grammar: an outline.* Cambridge: Cambridge University Press

8. Huddleston, R. & Pullum, G.K. (2002). *The Cambridge Grammar of the English Language.* Cambridge: Cambridge University Press

The specific grammatical school books belong to the student's grammar book type but at the same time they are based on a particular grammatical school, which is Halliday's systemic functional grammar of English. These books are:

1. Downing, A. & Locke, P. (2002). *A University Course in English Grammar.* London & New York: Routledge.

2. Downing, A. & Locke, P. (2006). *A University Course in English Grammar.* (3rd ed.). London & New York: Routledge.

3.3. Procedure

The procedure followed to obtain results suitable for a well-grounded discussion of the research questions mentioned above has involved taking into account the following aspects and sorting them into a table for comparative purposes:

1) Which name is used.

2) Name of the section given in the book or if the section is part of a larger unit.

3) Size of the section dedicated to the explanation of NP/NG (pages).

4) Function/objective/purpose of the book (addressee: for students, for teachers, grammar in use).

5) Reason why this specific name is used.

6) Explanation given in each name.

7) Which term/name would be better adjusted for a grammar unit and for an explanation of how English works.

As item no. 6 is rather wide, it is divided into a number of subsections in order to make its function clearer, including the following secondary aspects:

1) Which sections or subsections are there within the bigger section dedicated to the NP/NG?

2) Length of each subsection (in order to contrast them later on)

3) To see which subsection is treated with more priority (syntax, morphology)

4. Results

Owing to the research questions mentioned above, before presenting the results of the present study it is necessary to gather all data in tables so that the source of the results can be identified in a graphic way.

Table 1 illustrates the names that each book gives to the noun structure at the sentence level, the sections dedicated to it and their length. There are seven out of thirteen books which use the name "Noun Phrase (NP)" in order to refer to the structure that the noun and its dependents make up. Others employ another name to make reference to this structure, which is "Nominal Group". It is applied by five other books out of the thirteen ones which are the object of the present study. In addition, there is one final name which is also used for this purpose, namely "Noun Group". As shown in

the Tables, the reference to the noun structure with this final name is just made by one out of the thirteen books.

These books have been chosen because they give special attention to the subject matter of this dissertation. They have some sections where the noun is considered; the difference between all these books is that not a single one of the sections is approached in the same way. Regarding the name of the sections, a grouping and a distinction can be created out of these books; that is to say, the second column of Table 1 provides a small clue to the differences and similarities among them. The first and clearest group of books is the one that includes Biber , Conrad & Leech (2002)'s and Quirk & Greenbaum (1973)'s books. The sections of both of them have almost identical titles. Having investigated these two books, I have found out that Quirk & Greenbaum (1973) is the parent book of Biber, Conrad & Leech (2002). This means that what Quirk & Greenbaum (1973) includes is exactly what the other consists of but with the incorporation of some new elements, since it is the most current one as it originates from Corpus Linguistics. A second group can also be created with Downing & Locke (2002) and Downing & Locke (2006), which appear to be the same books, from different editions, and are obviously similar, although they contain some significant differences, too, as discussed later on. Therefore, this is also the case with the books Halliday (1994) and Halliday (2004), which constitute the next group. The following group is made up by Carter & McCarthy (2006), Greenbaum & Quirk (1990) and Huddleston (1988), which are written by different authors but show some resemblances in the name of their sections. In particular, the books Carter & McCarthy (2006) and Huddleston (1988) look alike in that the first section which is dedicated to the noun is a general one, which deals with words and phrases, and the other sections of the three books are divided into the same parts, which are the noun, the determiner, the pronoun

and the Noun Phrase (NP). Besides, the last book in the list is also similar to this previous group, especially to Huddleston (1988) because it moves from a general description of groups and phrases to a more specific one where it deals with the Nominal Group. In spite of this, there are some differences between them because as it can be observed, the final book talks about "groups and phrases", which gives the clue that this book makes a distinction between these two terms while the other books just mention "phrases". Finally, the contents and terminology of Sinclair (Ed.).(1990) suggest that it should be associated with the second group, which consists of the two editions of Downing & Locke, whose title states that the structure of the noun is used to speak about people and things.

The third column in the Table indicates the length of the sections, which helps to see the importance given to the noun in each case. Firstly, there is a clear difference between two of the books and the rest; these two special books are Downing & Locke (2002); and Huddleston & Pullum (2002). These two publications dedicate a great amount of space to the noun, 107 pages and 200 pages respectively. Furthermore, there is a coincidence in their date of publication. In addition, Downing & Locke (2002) shows a clear difference in comparison to its third edition since it just gives 59 pages to the noun section. Secondly, as it has been stated before, Biber, Conrad & Leech (2002) has as parent book another one which is written by Quirk & Greenbaum. There is another book in the list which was written by the same two authors and they provide the noun with the same number of pages as Biber, Conrad & Leech`s publication. All the remaining books have less than 100 pages dedicated to this notion. What stands out is that there is a difference in the amount of space given to the noun item between Halliday's second and third edition, the third one being longer. Finally, there is a book

which barely deals with the noun, which is the last one from the list, using just 6 pages for this purpose.

Furthermore, an analysis was conducted to determine the goal of the book and consequently the reason why such authors chose between one of the three terms mentioned above to define the structure of the noun. This is what is compiled in Table 2. It contains one of the most relevant pieces of information necessary to understand the findings of the present study. In the first place, the purpose of the books and their addressee are summarised in the table together with the possible reasons why the authors have chosen one term or another. Both statements are related with each other. Biber, Conrad & Leech (2002) is addressed to university students, for educational purposes; it also focuses on the use of English and the grammatical structure. It does not mention explicitly the difference between "phrase" and "group" but the authors clearly opt for the concept of "phrase" by defining it as structures which behave as units. Carter & McCarthy (2006) is also designed for students but in a more comprehensive way; it distinguishes between spoken and written forms taking also into account different registers. This book makes also use of the term "phrase" as units which are in the sentence and which have different functions. Downing & Locke (2002) deals with grammar from a functional approach, especially Halliday's functional grammar; it is addressed to students at a high level. In this case, the term chosen is "group". In addition, there is a great difference between this book and the others, since while other books use the term "group" for the noun structure and the term "phrase" for the preposition structure, this book uses the term "group" for both structures because of the following reasons. A "group" is said to be a unit belonging to the clause, which is the highest element of the rank. The preposition group has two elements which form a

single unit at the clause level. As a result, the number of elements is not relevant, but the fact that both constitute a unit that operates at clause level (hence a 'group').

The next book, which is the third edition of the previous book, defines "group" in the same way but it incorporates an important difference with regard to its first edition, since it distinguishes between the use of "group" for the nominal structure and the use of "phrase" for the prepositional one. The reason why this structure is called prepositional phrase is because this structure is composed of two elements, a preposition and its complement(s), which are compulsory in the structure since a preposition cannot act alone as a unit in the clause.

Greenbaum & Quirk (1990) explain in a vague way the concept of Noun phrase, making a distinction between form and function and centring their attention on function rather than on form. It also states that a prepositional phrase consists of a preposition and a noun phrase.

Halliday (1994 & 2004) are the second and third edition of Halliday's introduction to functional grammar; therefore, they narrate a different type of grammar. They are books for non-beginner students and for scholars. They focus on the textual aspect of English. The third edition adds a lot of exemplification from real extracts of language. Furthermore, these two books make a distinction between "phrase" and "group". The term "group" is defined by both publications as "a combination of words built up on the basis of a particular logical relation". Because it is a group of words, it is called by the author like this. They also mention that there are other grammars which name this structure with the word "phrase"; for this reason, they differentiate "group" from "phrase" by defining the former as "an expansion of a word" and the latter as "a contraction of a clause", but making it clear that they have an equal position in the rank scale.

Huddleston (1988) is an easy guide and a textbook for beginner students of English grammar. Here, "phrase" is the term chosen; it is defined as a structure which is made up by a set of words forming a unit; at the same time, this set of words consists of a head and its dependents. Furthermore, the kind of structure developed by the noun may realise different functions at the clause level.

Huddleston & Pullum (2002) is a description of English grammar focusing on the modern Standard variety of English. It is addressed to any kind of reader. This book opts for the name "phrase" which is formed by a central element and several constituents. Furthermore, the authors describe a different definition of a noun phrase claiming that it is made up by a nominal plus determinative. Huddleston & Pullum (2005) is mainly based on the later one, so it also focuses on the variety of English previously mentioned. It is also used as a textbook for students at university who have not much knowledge about grammar. This book uses the term "phrase" defining it as an element that contains more than one word; although they prefer dropping that definition, and using it as a structure which has a head and dependents.

Quirk & Greenbaum (1973) is addressed to university students, but contains no explicit mention of the difference between "phrase" and "group". Here, the option is "phrase" and it is explained through exemplification. The noun phrase is defined as a structure with a noun behaving as head. In addition, the prepositional phrase is claimed to be a "Noun Phrase dominated by a preposition".

Sinclair (Ed.).(1990) describes the grammar of present-day English supported by extracts from the COBUILD database. Its audience is expected to consist of advanced students of English and teachers. It focuses on English usage and follows a progressive order from word to discourse level. The book leans towards the term "phrase" and noun phrase is vaguely defined as a structure built around a noun. However, they use a new

type of definition to refer to this structure as the one used "for the things we want to talk about".

Finally, Thompson (1996) is based on the previously mentioned Halliday's *Introduction to Functional Grammar*. It is used as a textbook for students of Language Teaching and Learning, teachers and researchers. The book deals with functional grammar through simplicity. The author makes an explicit difference between "phrase" and "group", but this time is a distinct one. The language is formed by different units which are structured in different ranks: clauses, groups, words and morphemes. Each unit is composed of the unit from the rank below. "Groups" are said to be separate components in the clause which are made up by sets of words. The words in the group have different functions and in turn the group has different functions in the clause. Once this has been discussed, a "clause" is defined as "a finite verbal group", while "phrase" is "a non-finite verbal group". As a consequence, a "group" is "an expansion of a word" or a single word and a "phrase" is "a contraction of a clause" or two minimum elements. For this reason, although the nominal structure is called nominal group, the name used for the prepositional one is "phrase", since it does not fit in with the same structure as nominal groups do (head + modifiers); instead, it is made up by Preposition + Nominal Group.

As regards the amount of space that each book dedicates to the noun, its length and what section is treated with more priority over the others, Biber, Conrad & Leech (2002) is characterised by giving over two sections to the noun. The first section is oriented to morphology and other issues such as the types of nouns, determiners and pronouns. It also deals with important issues like number, gender, genitives and countability. The second section is oriented towards the functions that these former

words and others have within the structure of the noun phrase, dealing with modification and complementation. In general, the book establishes as a matter of priority the genitives and the uses of pronouns in the first section and the modification of the noun in the noun phrase across registers in the second one. Carter & McCarthy (2006) also gives two sections to the noun, the first one being a very general introduction of the noun and the noun phrase. The second section discusses in depth the noun, and is thus divided into several subsections which deal with the noun phrase, nouns, determiners and pronouns; mixing form with meaning and function. It is a very extensive book which gives priority to countability and the differences of pronouns and determiners in usage. Downing & Locke (2002) gives a long explanation of the nominal group and its section is divided into different modules, whose titles are somewhat different from the other books'. They all revolve around the "thing": the classes of things, the complements and features of things, the issues related to them such as countability, and the realisation of their complements in the nominal structure. Therefore, the book centres on the explanation of the components of the nominal group and their organisation and on definiteness and countability. Downing & Locke (2006) is the third edition of this latter book. However, it uses half of the pages that the other book gives to the noun. Now, the subsections are divided into units and they are more specific in their titles, enunciating structure of the nominal group, types of head, plurals, definiteness, determiners, pre-modifiers, post-modifiers and complement clauses. The book focuses on the explanation of the nominal group elements.

Greenbaum & Quirk (1990) dedicates three sections to talking about the noun. It is a more concise book which uses the sections to focus on determiners, definiteness, proper nouns, number, gender, genitives, pronouns and modification, especially the post-one.

Halliday (1994 & 2004) have the same sections and subsections dedicated to the noun. They make a different explanation of it. They begin by the experiential structure of the nominal group; they continue with their order and the explanation of the qualifier and end up with its logical structure and the difference between noun and nominal. There is also a brief section which talks about hypotaxis in the nominal group. Huddleston (1988) is a short publication which dedicates a few number of pages to explain the noun and its structure. In spite of this, it is explained in a simple and clear way since the author makes a good use of the limited space by dividing the sections into the necessary subsections in order to make the grammatical structure comprehensible. There are three sections which go from the general to the specific information. The book places the emphasis on the third section, focusing on the subclasses of nouns, countability and pronouns, specially their uses depending on registers. Huddleston & Pullum (2002) is the longest book and it gives 200 pages to the noun. There is a single section which is divided into 20 subsections. It provides a wide explanation of all the issues concerning the noun and its structure in the clause. It also covers topics such as number, gender and countability. To sum up, the section gives explanation to the elements of the noun phrase and the functions they realise; it also mentions countability and types of plurals and makes a difference between proper noun and proper names; but especially it is a book centred on uses and registers: the uses of pronouns in relation to gender and the uses of the Nominative and Accusative cases according to registers. Huddleston & Pullum (2005) also dedicates a short section to an account of the noun and its structure. Firstly, there is a small introduction, the next point is for number and countability, and the next subsections explain the different elements of the noun phrase in form and function. Then, there are two final sections dedicated to the pronouns and the genitive. The book gives priority to countability, pronouns and their uses, and the

difference between genitive and possessive. Quirk & Greenbaum (1973) makes also a distinction between its first and its second section. In its first section, it deals with morphological issues like noun classes, types of determiners, articles and pronouns. It also leaves a part for gender, genitive and number. The second section illustrates the modification of nouns. The book assigns priority to plurals, genitives, pronouns and modification. Sinclair (Ed.).(1990) resembles Downing & Locke (2002) in that it also introduces the notion of "things" in the titles of its sections. This book does not provide as much information as others do about the functions of the elements in the noun group. The book gives priority to the morphological explanation of nouns, pronouns and determiners. Finally, Thompson (1996) gives only six pages to the noun account. It deals with the head, the pre-modifier and the post-modifier functions of the Nominal Group in a general way.

One of the research questions is related to the appropriateness of the books for an English class. Table 4 aims to indicate the appropriateness of each book for a class where the subject is how English language works. For this purpose, according to the results of the table and in accordance with the level of each book and their target audience, there are four groups of books. The first group is the one comprised by those books which are addressed to any kind of reader. These books are Carter & McCarthy (2006) and Huddleston & Pullum (2002). As it can be observed, both books belong to the Cambridge Grammar. They are easy level books which are addressed to all types of readers and to users of English. They are comprehensible books and at the same time, detailed and extensive. Both of them deal with uses and registers of English. However, Carter & McCarthy (2006) treats written and spoken styles and makes a contrast

between academic and everyday usage of English, while Huddleston & Pullum (2002) centres its attention on Standard English.

The second group of books is formed by those publications which are designed for beginner students of English grammar. These books are Greenbaum & Quirk (1990), and Huddleston (1988). In addition, they have some other common features. Both of them have a reduced and summarised explanation of the noun and its structure and, at the same time, they are comprehensible, extensive, detailed and descriptive. Besides, they have a fixed order which makes a progress from the general or simplest to the specific or most complex information. Nevertheless, Greenbaum & Quirk (1990) distinguishes between spoken and written styles, formal and informal registers, and British and American varieties of English, while Huddleston (1988) is used as an elementary book in English classes and has exercises to practice and clarify the input.

The third group consists of those books which are used in classes as textbooks for the study of English usage by university students with a basic or simple level. These books are Biber, Conrad & Leech (2002), Huddleston & Pullum (2005), and Quirk & Greenbaum (1973). As they are used as textbooks in classes, all the books are easy, simple and comprehensible for university students who do not have much knowledge about grammar. Furthermore, Quirk & Greenbaum (1973) is known as the parent book of Biber, Conrad & Leech (2002). Both make a distinction between written and spoken styles, informal and formal registers and British and American varieties of English. However, Huddleston & Pullum (2005) focuses on Standard English. Furthermore, in their explanation of the noun, the books go from morphology and form to syntax and function. In addition, Biber, Conrad & Leech (2002) has reviews at the end of each part and Huddleston & Pullum (2005) has exercises for the students to practice.

The final group is formed by those books which are used by advanced (university) students, teachers, researchers and scholars. These books are Downing & Locke (2002); Downing & Locke (2006); Halliday (1994); Halliday (2004); Sinclair (Ed.).(1990); and Thompson (1996). All these books, except Sinclair (Ed.).(1990), belong to functional grammar. All of these publications represent a higher level of description and discussion. However, Sinclair (Ed.).(1990) and Thompson (1996) are characterised by their simplicity and clarity, although both are used by teachers and advanced students; and by Language Teaching and Learning students, teachers, and researchers, respectively. Furthermore, Sinclair (Ed.).(1990) adds extracts of real English from the COBUILD database. Halliday (1994 & 2004) also incorporate extracts of real English from an English corpus. They are also used mainly by scholars. Finally, Downing & Locke (2002 & 2006) are used by university students at higher levels. These two books include tasks and deal with context and usage of British and American varieties of English.

Regarding the analysis conducted through the tables in order to answer the research questions, the major findings of the study are as follows. Firstly, the reason why some books use one term and others use another is related to the information presented in the previous table, that is, the main reason for the choice of name is related to the level of the target audience. As a consequence, the term "Noun Phrase" is used by the books belonging to the aforementioned groups 1, 2, and 3, which are comprised by those books which are addressed to all kind of readers and to beginner and university students with a basic level. Therefore, "Noun Phrase" is used as a simple term in the input that students with basic or no previous grammatical level receive. However, the term "Nominal Group" is commonly used by those books from group 4 which belong to Functional Grammar. This term, then, is used for higher level people who have previous

knowledge about grammar. Consequently, the remaining book from group 4, which is the one that uses the term "Noun Group", and whose target audience includes teachers and advanced students, also makes use of extracts from a very specific source, the COBUILD database, to help learners with real English language. The term "phrase" seems to be a simpler one and it implies a single word or a set/group of words behaving as units. These units have a main or central word which functions as head. The term "group" is said to be a combination of words "logically" related to each other behaving as units which represent separate components in the clause. A "group" is put at the same level as a word complex. Furthermore, some authors explain the difference between "nominal" and "noun", a (common) noun being "a word class" and "a nominal a larger word class", as Halliday (2004) claims. Huddleston& Pullum (2002 & 2005) state that a "nominal" is a larger word class which is intermediate between the noun and the noun phrase. It represents more than one word in the noun phrase, that is, a group of words; the nominal is the noun plus its components. Therefore, the nominal is the head of the noun phrase, and the noun is the head of the nominal, not directly of the noun phrase.

Secondly, some of the authors treated in this dissertation make an explicit difference between "phrase" and "group". First of all, the language is divided into different units which belong to a rank scale. These units are clauses, groups or phrases (depending on the author or the type of book), words and morphemes. As it can be noticed, "group" and "phrase" have an equal status in the rank scale and both of them are inside the clause. Thompson (1996) repeats the previous definition of "group" as being a group of words which behave as units and that such units form separate components in the clause. He also defines "phrase" as "a non-finite verbal group". Furthermore, Thompson (1996) and Halliday (1994&2004) make an explicit difference between them by stating that a "group" is an expansion of a word, i.e. it may be formed by a single word; while a

"phrase" is a contraction of a clause, i.e. it must consist of at least two obligatory elements. This difference can be seen especially in the prepositional structure, which varies depending on the type of book: some books name it "prepositional group" and others call it "prepositional phrase". The main difference resides in the ability of its components to behave as a unit. "Prepositional Group" is the structure which has two elements combined and such elements together have the ability to behave as a unit. However, "Prepositional Phrase" is the structure which has the necessity to have two elements because the preposition itself is unable to form a unit in the clause.

Finally, in order to answer the third research question, it has already been mentioned that the use of one term is related to the level of the target audience and to the context where the term will be used. Therefore, the term "noun phrase" is used as a simple term in order to explain the noun structure in the clause to a target audience with basic grammatical levels and to promote comprehension. So, it can be employed in several contexts such as people interested in grammar and in the functioning and structure of the English language; it can also be introduced in textbooks in schools for English classes to be used by beginner students of grammar; and it can also be included in basic-level books for university students who study how English works.

The term "nominal group" is used by people who have previous knowledge about grammar; therefore, it implies a more difficult level. It is especially employed in Functional Grammar. It may be introduced in textbooks for advanced students but it is also used by scholars and researchers who are carrying out research. Furthermore, this term is also applied in contexts where the subject is the teaching of language. Finally, "noun group" is also a term used by authors to promote advanced students understanding.

5. Discussion

On the basis of the results provided above, the books analysed for this study can be divided into four different groups according to their target audience and the level of the audience in terms of proficiency. The first group would consist of books oriented towards all kind of readers; the second one would be addressed to beginner students, the third one to university students with basic knowledge of grammar, and the fourth one to advanced students, to students of LTL (Language Teaching and Learning), to teachers and to researchers and scholars. However, groups one, two and three use the same term to refer to the structure of the noun in the clause, that is, "Noun Phrase"; while the books from group 4 make use of the term "Nominal Group", with the exception of Sinclair (Ed.).(1990), which employs a different term named "Noun Group". As regards the ones which use the term "Noun Phrase", Biber, Conrad & Leech (2002) is a student's grammar book written for university students with a basic level; it dedicates two sections with a total of 89 pages to describing the noun and its structure in the clause. The first one focuses on morphological issues, and the second one deals with the structure of the Noun Phrase and its elements. In my view, there is too much emphasis on morphological aspects such as the classification of nouns, of determiners and of pronouns. However, it discusses an interesting topic which is gender bias with regard to the use of personal pronouns. The second section deals more with the components of the noun phrase from a more syntactic approach, considering the pre- and post-modifiers and the noun complement clauses. Carter & McCarthy (2006) also uses the term Noun Phrase. It is a general book addressed to any kind of reader and to users of English. It dedicates two sections to the noun, the first one being a general introduction to the noun and its structure and the second one a more detailed explanation of Noun Phrases. In the second section, there is again too much information about the morphological features of

nouns, determiners and pronouns. Instead, the function and the roles that the elements of the NP realise occupy a small part of the explanation. It also mentions the issues of personal pronouns and the notion of correctness. I consider that this book gives more priority to morphological issues than to syntactical ones. Another book which employs the term is Greenbaum & Quirk (1990). Now there are three sections of a total of 87 pages on the topic of the noun, the first one being about nouns and determiners, the second one about pronouns and the third one about the "noun phrase". There is more balance between the morphological and syntactic information with regard to the former books. However, the first two sections deal entirely with morphology. As an English teacher, I would focus on the third section which deals more with the structure of the noun phrase, dividing it into pre-modifier, head and post-modifier. There is clear exemplification as well as treatment of both morphology and syntax. However, I believe that the third section is not as complete as it may seem at first sight, since it resembles ~~to~~ a morphological description, but now of the elements of the "noun phrase" since it focuses on the different types of pre- and post-modifiers. The next book to comment on is Huddleston (1988) which is addressed to beginner students. It deals briefly with the noun and its structure, the first two sections being of an introductory nature. Here, the NP structure is different, consisting of pre-head dependents (determiners and modifiers) and post-head dependents (complements, modifiers, and peripheral dependents). The book also uses a different name to refer to the other books' name for "uncountable or non-count" nouns. This name is "mass". As I see it, this book is okay for a little introduction to the noun structure. Another book which makes use of the term NP is Huddleston & Pullum (2002). It is a general book addressed to any kind of reader. Furthermore, it is the longest one, employing 200 pages for the explanation of the noun and its structure. It begins by an introduction to the NP structure and then goes on to

discuss issues such as countability, types of plural, types of determiners, of quantification, and of pronouns. Furthermore, it deals briefly with the elements of the noun phrase, which are a bit different from the rest of the books: determinative phrases, pre-determiner modifiers, peripheral modifiers, internal dependents (complements, modifiers, and appositive modifiers). As far as I am concerned, there is too much emphasis on the explanation of each individual type of NP element, as is the case with determinatives "all, both, each, every", etc and little emphasis on the functional elements of the noun phrase. However, the book brings up the interesting issue of the differences in style level depending on case (nominative and accusative). The next book is Huddleston & Pullum (2005), with a simple and short description of the "noun phrase". In my opinion, the book makes a general overview of the "Noun Phrase" in a simple and introductory way. The last book which uses this term is Quirk & Greenbaum (1973). The first section dedicated to the noun is about morphology and the second one is identical to Greenbaum & Quirk (1990)'s third section. Therefore, the book gives priority to morphology.

In contrast with the above books, the only one which uses the term "Noun Group" is Sinclair (Ed.).(1990), which is a student's grammar book for higher level users. The whole chapter deals with nouns, pronouns and determiners from a morphological approach and there is only a brief mention of the "Noun Group" in the introduction of the chapter. Therefore, the book pays attention to the word unit rather than to the phrase/group level. However, it makes an interesting distinction between "mass" and "uncount" nouns by defining the latter as "things not usually counted" and the former as nouns referring to quantities(often of food and drink) that are clear by the context. Therefore, they are not used with quantifiers.

Finally, the first book which uses the term "Nominal Group" is Downing & Locke (2002). There is a single and long section dedicated to the noun or to "things". It includes morphological issues with subtlety but centres on group level, that is, the functions and roles of the "Nominal Group" elements. The structure presented in this book is completely different from the rest of books, since the Nominal Group is described as consisting of determiner, epithet, classifier, head and qualifier. The next book in question is the third edition of the former book; however, it is shorter and introduces some new aspects. One important aspect is the fact that it provides two new names to the defining (or restrictive) and non-defining (or non-restrictive) post-modifiers, the first type being "embedded" and the second one "supplementive". A second important difference is the name given to the prepositional structure. The first edition calls it Prepositional Group, while the third one names it Prepositional Phrase. I would recommend the second name because the term "phrase" implies the existence of more than one structural element and in a prepositional structure there must exist a preposition and a nominal group. The next three books which use the term "Nominal Group" belong to the Functional Grammar school; the first one is Halliday (1994)'s second edition. This book provides a different structure for the "Nominal Group" and makes an overview of each element. These components are deictic, numerative, epithet, classifier, Thing, and qualifier. The book uses the functional label "Thing" instead of "Head", but it also makes a distinction between them, by stating that in the "Nominal Group", there is always a head but not always a Thing; that is, a noun can be the Thing and the head; but a personal pronoun can be the head, but never the Thing. The chapter is short but clear and it includes visual aids such as diagrams, which promote simplicity. Furthermore, from my point of view, the information is developed in a good order. The next 'functional' book is the third edition of this former one. It contains some new

aspects such as the introduction of three topics which are countability, animacy and generality. Furthermore, this book points out that the word class which realise the function of deictic are the determiners, while in the rest of books the determiners are the function which is realised by the determinative word class. The last book Thompson (1996) is very short, thus providing a small introduction to functional grammar. The structure of the "Nominal Group" here is a bit different, it begins by the general (pre-modifier, head, and post-modifier) and then it includes the deictic, numerative, epithet and classifier in the pre-modifiers, the "thing" in the head, and relative clauses in post-modifiers. Nevertheless, it offers the necessary information to study the structure of the "Nominal Group". To sum up, all the books which make use of the terms "Noun Phrase" and "Noun Group" give more priority to morphology and, as a consequence, to the word class level. However, the ones which employ the term "Nominal Group" consider the group/phrase level in its entirety.

In conclusion, as an English teacher, I would use and would recommend the functional notion "Nominal Group" due to a number of major reasons. The first one is the target audience's level. I believe that the term "Noun Phrase" is good enough as a way to introduce grammar to people who have not much grammatical knowledge, but it is not enough to go beyond in grammatical analysis. Besides, as has been shown along the present study, all the books which use this term include morphology, which is good for basic levels, but does not really explain how a language works. "Nominal Group" is more appropriate for advanced students, since it allows to describe the noun structure in a very precise manner. However, descriptive accuracy should not be regarded as a difficulty since I believe that, once students start learning the noun structure under the scope of this particular 'functional' notion, it will be easier for them to apply it later in a comprehensive study of the grammar of English.

The second reason is the didactic purpose, which I think is the most significant one, since didactic aspects are of paramount importance for EFL teachers and students who are learning how to teach a language. The distinction between head and Thing, i.e. the possibility of a two-level interpretation of the Nominal Group, structural as well as semantic, avoids creating simplistic one-to-one correspondences (of the type of e.g. heads are nouns, or nouns are heads) between meaning and grammar . In fact, the third reason is the adaptation of form and meaning, the Nominal Group books being the only ones which make a balance between form and meaning, favouring an approach based on meaning and function relationships.

Finally, the last factor to take account of is the appropriateness of the term itself. Firstly, the choice is between "phrase" and "group". As we already know, "phrase" evokes two obligatory elements (i.e. a chain or sequence of components); this is the case of Prepositional phrases and phrasal verbs. By contrast, "group" is less structurally-oriented and thus does not exclude single-word units per se, as is sometimes the case with "Nominal Groups", which usually have a personal pronoun as head. For this reason, the terms "Noun phrase" and "Noun group" do not adjust, either, to the notion underlying the structure because their name implies that the head is a noun, and this is not always true. This is why the use of an adjective such as "nominal" is the most appropriate choice, since this adjective readily evokes a quality rather than a particular word class (noun) and thus relates the word group directly to the notion of function rather than to a word class proper.

6. Appendix

Table 1. Name and length of the sections dedicated to the noun and its structure.

	1) name used	2) name of the section in the book and if it's part of a largest unit	3) size of the section
1) Biber, D. , Conrad, S. & Leech, G. (2002). *Student Grammar of Spoken and Written English.*	Noun Phrase (NP)	1) "Nouns, pronouns and the simple noun phrase." (it is chapter 4 of the book) 2) "Complex noun phrases." (it is chapter 9)	- First section: pages 55-101 - Second section: pages 263- 306
2) Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English: a comprehensive guide: spoken and written English, grammar and usage.*	Noun Phrase (NP)	In this book there are no numbered chapters; they are in green. Two sections: 1) "Word and phrase classes." (which is the third statement marked in green and where there are two subsections which are the ones of interest for this dissertation: 1. Nouns; 2. noun phrases) 2) "Nouns: the noun phrase, nouns and determiners and pronouns." (which is the fourth one)	- First section: pages 295-316 -Second section: 317- 393
3) Downing, A. & Locke, P. (2002). *A University Course in English Grammar.*	Nominal Group	1) "Talking about 'things': The Nominal Group". (it is chapter 10 of the book)	Pages 403- 510
4) Downing, A. & Locke, P. (2006). *A University Course in English Grammar.* **(3ʳᵈ ed.).**	Nominal Group	1) "Talking about people and things: the Nominal Group" (it is chapter 10 of the book)	Pages 359- 418
5) Greenbaum, S. & Quirk, R. (1990). *A Student's Grammar of the English Language.*	Noun Phrase (NP)	1) "Nouns and determiners." (it is chapter 5 of the book) 2) "Pronouns" (it is chapter 6 of the book) 3) "The noun phrase." (it is chapter 17)	- First section: pages 70- 107 -Second section: pages 108-128 - Third section: pages 363-393
6) Halliday, M. A. K. (1994). *An*	Nominal Group	Two sections which are inside "Part II. Above, Below and Beyond the Clause."	-First section: pages 180-195

Introduction to Functional Grammar. (2nd ed.).		And at the same time they are inside two different chapters: 1)"Nominal Group". (it is the second subsection of chapter 6: "Below the clause: groups and phrases.") 2) "Hypotaxis: nominal group" (it is the third subsection of chapter 7: "Additional: Group and phrase complexes.")	-Second section: pages 276-277
7) Halliday, M.A.K. (2004). ***An Introduction to Functional Grammar. (3rd ed.).***	Nominal Group	Two sections which are inside "Part II. Above, Below and Beyond the Clause." And at the same time they are inside two different chapters: 1) "Nominal Group". (it is the second subsection of chapter 6: "Below the clause: groups and phrases.") 2) "Hypotaxis: nominal group" (it is the third subsection of chapter 8: "Group and phrase complexes.")	- First section: pages 311- 335 - Second section: pages 493- 495
8) Huddleston, R. (1988). ***English Grammar: an outline.***	Noun Phrase (NP)	1) "Words and phrases" (it is the third subsection of chapter 2: "The parts of speech: a preliminary outline.") 2)"Nouns" (it is the second subsection of the fourth subsection, "The open classes", of chapter 2: " The parts of speech: a preliminary outline.") 3)"Nouns and noun phrases." (it is chapter 6 of the book)	-First section: pages 24-26 -Second section: page 29 -Third section: pages 84-108
9) Huddleston, R. & Pullum, G.K. (2002). ***The Cambridge Grammar of the English Language.***	Noun Phrase (NP)	1) "Nouns and noun phrases" (it is chapter 5 of the book)	Pages 323-523
10) Huddleston, R. & Pullum, G.K. (2005). ***A Student's Introduction to English Grammar.***	Noun Phrase (NP)	1) "Nouns and noun phrases" (it is chapter 5 of the book)	Pages 82- 111
11) Quirk, R. & Greenbaum, S. (1973). ***A University Grammar of English.***	Noun Phrase (NP)	1) "Nouns, pronouns, and the basic noun phrase." (it is chapter 4 of the book) 2) "The complex noun phrase." (it is chapter 13)	- First section: pages 59-113 - Second section: pages 375-405
12) Sinclair, J.	Noun Group	1) "Referring to people and things (Nouns,	Pages 1-60

(Ed.).(1990). **Collins Cobuild English Grammar.**		Pronouns, Determiners)." (it is chapter 1 of the book)	
13) Thompson,G. (1996). *Introducing Functional Grammar.*	Nominal Group	One section which is inside the Chapter 9: "Groups and Phrases"; and at the same time it is the first subpart of the first subsection of this chapter entitled "Groups". 1) "Nominal Groups".	Pages 179-185

Table 2. Relation between the name given to the noun structure and the book purpose.

	4) Purpose of the book	**5) Reason of the choice of name**
1) Biber, D. , Conrad, S. & Leech, G. (2002). *Student Grammar of Spoken and Written English.*	- pedagogical course book - for advanced students at university or on teacher-training courses - study of the usage of English + examination of grammatical structure	- not a explicit mention to the difference between group and phrase PHRASES: - words organized in larger units - a single word or a group of words - behave as units - embedded→ part of the structure of another phrase - different types - differences in phrase structure→ differences in meaning
2) Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English: a comprehensive guide: spoken and written English, grammar and usage.*	- comprehensive guide - for learners and users of English - how the language works and its usage (in both spoken and written forms) - two registers: real everyday usage and academic English	- not a explicit mention PHRASES: - units or building blocks of different size in the sentence - have individual functions in the sentence
3) Downing, A. & Locke, P. (2002). *A University Course in English Grammar.*	- traditional descriptions of English -functional approach - grammar in use and context - for (university) students of English Language -course book -exercises - based on Hallidayan systemic-	Unit→ " any stretch of language which constitutes a semantic whole and which has a recognised pattern": clause-group-word-morpheme - each unit→ one or more units of the rank below it GROUP: - classified according to the class of

	functional grammar - spoken and written, British and American English	word which is the head - two types of structure: ENDOCENTRIC: - main element cannot be omitted - main element can replace the whole structure EXOCENTRIC: - two elements, neither of which is subordinate to the other -PrepG → neither preposition nor its completive → can have the same syntactic functions as the whole unit→ 2 elements combined→ a single unit (group)
4) Downing, A. & Locke, P. (2006). *A University Course in English Grammar.* **(3rd ed.).**	- traditional descriptions of English -functional approach - grammar in use and context - for (university) students of English Language -course book -exercises - based on Hallidayan systemic-functional grammar - spoken and written, British and American English - aims: To further students' knowledge of English, to make the relation between form and meaning and meaning to use in context more comprehensible, to provide a basic terminology	Unit→ " any stretch of language which constitutes a semantic whole and which has a recognised pattern": clause-group-word-morpheme - each unit→ one or more units of the rank below it GROUP: - classified according to the class of word which is the head - NG, VG, AdjG, AdvG → main element cannot be omitted and can replace the whole structure - PP→ unit formed by prep. And its complement - prep→ cannot function alone as a unit, both elements→ obligatory
5) Greenbaum, S. & Quirk, R. (1990). *A Student's Grammar of the English Language.*	- a shorter and revised version of *A Comprehensive Grammar of the English Language* - for students with little background - clear exemplification - discourse features - distinction between spoken and written, informal and formal, British and American English - description of English grammar→ from the simpler features to the more complex ones - First cycle (general framework), second cycle (basic constituents which comprise the simple sentence), third cycle (complexity of the syntactic structure)	- not a explicit mention - reference to phrases by examples of sentences (language units) - distinction between function and form - same formal unit→ more than one function - same function→ can be performed by different formal units - realizations of S, O, C→ NP -NP→ formal units→ nouns and pronouns -PrepP→ a prep+ a NP
6) Halliday, M. A. K. (1994). *An*	- description of Halliday's systemic functional grammar of English	- pattern of the clause→ 3 distinct structures combined into one

Introduction to Functional Grammar. (2nd ed.).	- for all students of English textual analysis
	
	- Functional Grammar → to apply in any context of language use
		- pattern of the group→ 3 components also, but not presented in the form of separate whole structures→ but contributions to single structural line
		- difference→ structure
		  - clause → 3 operations
		  - group→ one operation
		- GROUP→ equivalent to a word complex
		  → a combination of words built up on the basis of a particular logical relations → reason why it is called GROUP (= GROUP OF WORDS)
		- In western grammatical tradition→ group→ not recognized as a distinct structural unit → instead, simple sentences→ analyzed into words
		- explicit difference between group and phrase:
		  → group→ an expansion of a word
		  → phrase→ a contraction of a clause
		the two → the same status in the rank scale, as units that lie somewhere intermediate between the rank of a clause and that of a word.

7) Halliday, M.A.K. (2004). *An Introduction to Functional Grammar*. (3rd ed.).	- description of Halliday's systemic functional grammar of English
	
	- for all students of English textual analysis
	
	- Functional Grammar → to apply in any context of language use
	
	- examples of real data from a corpus of English
	
	- for students and scholars → relation of grammar, meaning and discourse
		- GROUP→ equivalent to a word complex
		  → a combination of words built up on the basis of a particular logical relations → reason why it is called GROUP (= GROUP OF WORDS)
		→ not recognized as a distinct structural unit → instead, simple sentences→ analyzed into words
		- explicit difference between group and phrase:
		  → group→ an expansion of a word
		  → phrase→ a contraction of a clause
		the two → the same status in the rank scale, as units that lie somewhere intermediate between the rank of a clause and that of a word.

8) Huddleston, R. (1988). *English Grammar: an outline.*	- elementary textbook of English grammar
	- for students with no previous background of the structure of English (an easier manual for them)
	- descriptive overview of the structure of English
		Classification of words :
		  - open Word classes→ verb, noun, adjective and Adverb
		  - closed word classes→ preposition and determinative
		as heads of phrases
		PHRASE:
		- different from traditional grammar

		(phrase→ a set of words→a unit) - a type of construction containing a head element optionally accompanied by one or more dependents. Dependents→ optional head→ stand alone - may consist of a single word (unlike traditional concept) - a NP or a noun→ S, DO, C of prep.
9) Huddleston, R. & Pullum, G.K. (2002). *The Cambridge Grammar of the English Language.*	- " a synchronic, descriptive grammar of general purpose, present-day, international Standard English" - comprehensive descriptive grammar of English - accessible to readers without any training in the field	- not a explicit mention PHRASE: - constituents containing more than one word, containing a central word and its accompanying words that contribute to the sentence - phrasal categories→ phrase types - phrase→ noun+ its constituents = nominal - NP= nominal+ determinative
10) Huddleston, R. & Pullum, G.K. (2005). *A Student's Introduction to English Grammar.*	- undergraduate textbook on modern Standard English grammar - for students at university with little background in grammar - based on *The Cambridge Grammar of the English Language*	Clause→ subject + predicate NPs→ head + dependents →phrases with a noun as head head→ element what defines what sort of phrase it is -traditional grammars→ phrase→ more than one word, BUT, this book→ drop this → NP
11) Quirk, R. & Greenbaum, S. (1973). *A University Grammar of English.*	- parent book: *A Grammar of Contemporary English* - for university students→ comprehensiveness - the "common core" of English - distinction between spoken and written, formal and informal, British and American English	- not a explicit mention - element realization types→ sentence elements→ realized by linguistic structures of different forms -NP→ noun as head → explained through examples - Prepositional P→ a NP dominated by a preposition
12) Sinclair, J. (Ed.).(1990). Collins Cobuild English Grammar.	- the actual grammar of today's English - COBUILD database - for advanced students and teachers of English - description of the language - real patterns of use in today's English - organized from word to discourse level to promote understanding - Structures→ explained in terms of meaning and function	- correspondences between structure and function - structural patterns→ more than one function - noun groups→ structures built around a noun → " structures we use for the things we want to talk about"
13) Thompson,G. (1996).	- based on Michael Halliday's An *Introduction to functional Grammar* - a comprehensive course book	- explicit difference between group and phrase GROUPS→ the words in a clause can

Introducing Functional Grammar.	- theoretical treatment of grammar - for students of Language Teaching and Learning, teachers and researchers - functional grammar → new way to look at grammar - simplicity - functional approach→ necessary to know how grammar is used in order to create meaning - meaning→ context - examples and practice activities	often be grouped together into separate components of the clause each consisting on more than one word. CLAUSE→ a finite verbal group PHRASE→ a non-finite verbal group Clauses → <u>functional slots</u> (subject, object, etc) → filled by elements <u>(groups), structural fillers</u> Types of group→ structural fillers Ranks→ clause-group-word-morpheme Units at each rank can be made up only of units from the rank below GROUPS: - can be divided into words - each word contributes a distinct element to the meaning of the group - every word has a function as part of a group and every group has a function as part of a clause - only groups have a function at the level of the clause prepositional phrases → different from groups - Preposition + Nominal Group - do not fit into the same Head + Modifiers pattern as groups→ they have a structure which is more like that of clauses Groups→ a single word→ an expansion of a word Phrases→ two elements→ a contraction of a clause

<u>Table 3. Information given by each book.</u>

	6) Explanation
1) Biber, D. , Conrad, S. & Leech, G. (2002). *Student Grammar of Spoken and Written English.*	**1) Subsections:** **1st section (4. Nouns, pronouns and the simple noun phrase):** A. <u>Types of nouns</u> (1. countable and uncountable nouns; 2. proper nouns; 3. collective nouns, unit nouns and species nouns)

B. <u>Types of determiners</u> (1. the definite and indefinite articles *the* and *a(n)*) ; 2. possessive and demonstrative determiners; 3. quantifiers and numerals; 4. semi-determiners and wh-determiners)

C. <u>Number and case in nouns</u> (1. number: singular and plural; 2. regular and irregular plurals; 3. genitives as determiner and as modifier; 4. independent genitives, group genitives, and double genitives; 5. genitives and of-phrases)

D. <u>Gender and noun formation</u> (1. masculine, feminine, personal, and neuter; 2. derived nouns: common noun suffixes; 3. noun compounds)

E. <u>Types of pronouns</u> (1. personal pronouns; 2. possessive, reflexive, and reciprocal pronouns; 3. demonstrative pronouns; 4. indefinite pronouns; 5. other pronouns)

2nd section (complex noun phrases):
A. <u>Types of noun modification</u> (1. the different structures used to modify noun phrases; 2. the patterns of use for noun modification across the registers)

B. <u>Premodification</u> (1. modifiers that occur in front of the head noun in a noun phrase: attributive adjectives, noun+noun sequences, and other more specialized structures)

C. <u>Relative clauses</u> (1. options in the structure of relative clauses, such as the choice between different relative pronouns; 2. factors that are associated with each option)

D. <u>Other postmodifier types</u> (1. modifiers other than relative clauses that occur following the head noun in a noun phrase: non-finite clauses, prepositional phrases, and appositive noun phrases)

E. <u>Noun complement clauses</u> (1. the different kinds of noun complement clauses: that-clauses, to-infinitive clauses, of-ing clauses and wh-interrogative clauses; 2. the functions of the different types of noun complement clauses)
2) Length of each subsection:

1st section→ 46 pages

2nd section→ 43 pages

3)Which subjection is treated with more priority: the determiners, especially the articles; the different types of genitives and the USES of pronouns (in the first section);

	Noun phrases with pre- & post-modifiers across REGISTERS (in the second section)
2) Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English: a comprehensive guide: spoken and written English, grammar and usage*.	**1) Subsections:** **1st section (Word and phrase classes: introduction to word classes and phrase classes) :** 1. <u>Nouns</u> (a. Nouns: forms; b. Nouns: types; c. Nouns: syntactic characteristics) 2. <u>Noun phrases</u> (a. Noun phrases: form; b. Noun phrases: functions) **2nd section (Nouns)** 1. <u>The noun phrase</u> (a. introduction; b. heads; c. dependent elements; d. modifiers; e. postmodifiers; f. complements; g. noun phrases occurring together (in apposition), h. the noun phrase in speech and writing; i. panel: formation of nouns (nominalisation)) 2. <u>Nouns and determiners</u> (a. introduction; b. count nouns; c. non-count nouns; d. partitive expressions (a bit of, a pair of) ; e. non-count nouns used countably; f. count nouns used as non-count nouns; g. noun phrase agreement; h. panel: gender and animate/ inanimate reference; i. proper names; j. panel: names of geographical features; k. panel: names of regions, countries, nationalities and languages; l. determiners: introduction; m. determiners: characteristics of use; n. determiners and types of head noun; o. Determiners and pronouns; p. of+definite noun phrase; q. of+possessive pronoun after the head noun; r. possessive's; s. numerals; t. agreement problems with determiners; u. important distinctions in the use of determiners) 3. <u>Pronouns</u> (a. introduction; b.personal pronouns; c. personal pronouns and notions of correctness; d. panel: personal pronouns and spoken English; e. possessive pronouns; f. reflexive pronouns; g. reciprocal pronouns; h. relative pronouns; i. interrogative pronouns; j. demonstrative pronouns; k. indefinite pronouns; l. *whatever, whoever, whichever*; m. substitute *one*; n. empty *it* and existential *there*; o. anticipatory *it*; p. archaic forms) **2) Length of each subsection:** **1st section→ 21 pages** **2nd section→ 76 pages** **3)Which subjection is treated with more priority:** Countability, determiners and distinctions in their USE, and pronouns and the use of personal pronouns
3) Downing, A. & Locke,	**1) Subsections:**

P. (2002). *A University Course in English Grammar.*	**1st section: Talking about "things": the nominal group** Module 45: <u>Expressing our experience of "things"</u> (1. classes of things; 2. what a nominal group looks like; 3. types of experiential information ; 4. examples of NG structures; 5. Pronominal heads; 6. Substitute heads) Module 46: <u>Presenting "things" as mass, countable, indefinite and definite</u> (1. the system of countability; 2. grammatical markers of countability; 3. degrees of countability; 4. the system of definiteness; 5. Indefinite NGs; 6. definite NGs; 7. Discourse functions of the system of definiteness; 8. generic statements about "things") Module 47: <u>Selecting and particularising "things"</u> (1. the system of determination; 2. specific deictic determinatives; 3. non-specific deictic determinatives; 4. WH-deicitc determinatives, such; 5. adjectival determinatives; 6. selection by quantity; 7. partitive selection; 8. modification of determiners; 9. determinatives used as elliptical heads; 10. summary of experiential features of determination; 11. use of determiners in texts Module 48: <u>Expressing intrinsic features of "things"</u> (1. intrinsic features of "things"; 2. the epithet; 3. the classifier; 4. words that have dual function; 5. epithets and classifiers as elliptical heads) Module 49: <u>Expressing extrinsic features of "things"</u> (1. extrinsic features; 2. communicative functions of the qualifier; 3. realisations of the qualifier; 4. nominal qualifiers; 5. circumstantial qualifiers; 6. attributive qualifiers) Module 50: <u>Organising and communicating our experience of "things"</u> (1. summary of experiential structure of the NG; 2. logical structure of the NG; 3. recursive realisation of the head element; 4. recursive realisation of the classifier; 5. recursive realisation of the epithet; 6. recursive realisation of the determiner; 7. recursive realisation of the qualifier; 8. functions of the nominal group; 9. nominal group complexes; 10. verbal style and nominal style) Tasks **2) Length of each subsection:** **1st section: 107 pages** **3)Which subjection is treated with more priority:** the explanation of the NG elements and their organisation and countability and definiteness

4) Downing, A. & Locke, P. (2006). *A University Course in English Grammar.* **(3rd ed.).**	**1) Subsections:** **1st section (Talking about people and things):** Unit 45: Expressing our experience of people and things (1. Nouns and nominal groups; 2. Overview: the structure of the nominal group; 3. The head element 1: nouns; 4. Regular and irregular plurals; 5. Countability: count and non-count nouns; 6. The head element 2: proper nouns; 7. The head element 3: pronouns) Unit 46: Referring to people and things as definite, indefinite, generic (1. definite and indefinite reference; 2. indefinite reference: specific and non-specific; 3. indefinite proper nouns; 4. definite reference; 5. discourse functions of definite and indefinite nominal groups; 6. generic reference) Unit 47: Selecting and particularising the referent: the determiner (1. the determiner function; 2. demonstrative and possessive determinatives; 3. wh-determinatives: which, whose, what; 4. quantifiers; 5. the semi-determinatives: such, what, certain, same, (an)other, former, latter; 6. summary of determinative features; 7. ordering of determinatives) Unit 48: Describing and classifying the referent: the pre-modifier (1. the pre-modifier functions: descriptor and classifier; 2. adjectives as epithet: descriptive and attitudinal uses; 3. ordering of multiple adjectives; 4. functions and properties of the classifier; 5. adjectives, participles and nouns as classifiers; 6. words functioning as both descriptor and classifier; 7. multiple classifiers; 8. mixed pre-modifiers and their ordering) Unit 49: Identifying and elaborating the referent: the post-modifier (1. communicative functions of the post-modifier elements; 2. defining and non-defining realisations of the post-modifier; 3. finite relative clauses as post-modifiers; 4. non-finite relative clauses as post-modifiers; 5. Other types of unit as post-modifier) Unit 50: Noun complement clauses (1. features of the that-complement clause; 2. to-infinitive complement clauses; 3. of+ -ing complement clauses; 4. wh-complement clauses; 5. prepositional complements of nouns; 6. functions of the nominal group; 7. Nominalisation) Further reading Exercises **2) Length of each subsection:** **1st section → 59 pages**

	3)Which subjection is treated with more priority: Explanation of the different elements of the Nominal Group: head (nouns, proper nouns and pronouns) and its dependents (determinatives, pre-modifiers, post-modifiers and complements)
5) Greenbaum, S. & Quirk, R. (1990). *A Student's Grammar of the English Language.*	**1) Subsections:** **1st section: Nouns and determiners:** 1- partitive constructions 2-determiners 3-the articles in specific reference 4- the articles in generic reference 5- proper nouns 6-number 7-gender 8-case **2nd section: pronouns:** 1- central pronouns 2-pronouns without a person contrast **3rd section: the noun phrase:** 1-restrictive and non-restrictive 2- temporary and permanent 3-postmodification 4- postmodification by non-finite clauses 5- postmodification by prepositional phrases 6-nominalization 7-minor types of postmodification 8-multiple modification 9-apposition 10-premodification 11- discontinuous modification **2) Length of each subsection:** **1st section→ 37 pages** **2nd section→ 20 pages** **3rd section→ 30 pages** **3)Which subjection is treated with more priority:** the articles (in the first section), the types of pronouns (in the second section) and the modification, specially postmodification (in the third section)
6) Halliday, M. A. K. (1994). *An Introduction to Functional Grammar.* **(2nd ed.).**	**1) Subsections:** **1st section (Nominal Group):** 1. Experiential structure of the nominal group: from Deictic to Classifier

	2. Experiential structure of the nominal group: interpretation of ordering: the Qualifier 3. Experiential structure of the nominal group: the Thing 4. A note on interpersonal and textual contributions 5. Logical structure of the nominal group 6. Head and Thing **2nd section (Hypotaxis: nominal group)** **2) Length of each subsection:** **1st section→ 15 pages** **2nd section→ 1 page** **3)Which subjection is treated with more priority:** The book focuses on the elements of the Nominal Group and their structure, based on the systemic functional grammar.
7) Halliday, M.A.K. (2004). *An Introduction to Functional Grammar*. **(3rd ed.).**	**1) Subsections:** **1st section (Nominal Group):** 1. Experiential structure of the nominal group: from deictic to classifier (1. Deictic; 2. Numerative;3. Epithet; 4. Classifier; 5. Experiential functions and word classes) 2. Experiential structure of the nominal group: interpretation of ordering; the Qualifier (1. Ordering; 2. the Qualifier) 3. Experiential structure of the nominal group: the Thing 4. A note on interpersonal and textual contributions 5. Logical structure of the nominal group 6. Head and Thing **2nd section (Hypotaxis: nominal group):** 1. Elaborating 2. Extending **2) Length of each subsection:** **1st section→ 24 pages** **2nd section→ 2 pages** **3)Which subjection is treated with more priority:** The book is focused on the structure of the Nominal Group,

	on the difference between some elements such as the one between epithet and classifier, noun and nominal, rank-shifted and ranking elements, Head and Thing; and on three factors of the Thing: countability, animacy and generality from a functional point of view.
8) Huddleston, R. (1988). *English Grammar: an outline.*	**1) Subsections:** **1st section (Words and phrases).** **2nd section (Nouns):** 1. Function. 2. Dependents. 3. Inflection 4. Lexical morphology **3rd section (Nouns and noun phrases):** 1. Nouns 2. Noun phrase structure 3. Determiners 4. Number 5. Count and mass uses of nouns 6. Definiteness 7. Pre-head modifiers 8. Post-head dependents 9. Constituent structure 10. Proper nouns 11. Pronouns 12. Nominalisation 13. Exercises **2) Length of each subsection:** **1st section→ 2 pages** **2nd section→ 1 page** **3rd section→ 24 pages**

	3) Which subsection is treated with more priority: The third section is dealt with more priority, focusing on the subclasses of nouns, countability and pronouns, specially their USES depending on registers.
9) Huddleston, R. & Pullum, G.K. (2002). *The Cambridge Grammar of the English Language.*	**1) Subsections:** **1st section (Nouns and noun phrases):** 1. <u>Distinctive properties of nouns and NPs.</u> (1. Summary of defining properties of NPs; 2. Summary of defining properties of nouns; 3. Inflection of nouns; 4. Pronouns included in the category of nouns; 5. Other functions of NPs; 6. Inclusion of dummies in the category of NP; 7. Inclusion of bare role NPs in the category of NPs) 2. <u>Overview of noun classes and NP structure</u> (1. Common nouns, proper nouns and pronouns; 2. Count and non-count nouns; 3. Nominals; 4. Functions in the structure of the NP; 5. Fused-head constructions; 6. Subordinate clauses excluded from the NP category) 3. <u>Number and countability</u> (1. Count and non-count nouns; 2. Singular and plural nouns; 3. Non-count quantificational nouns; 4. Number agreement and selection within the NP) 4. <u>The determiner function</u> 5. <u>Quantification</u> (1. Existential quantification, universal quantification, and negation; 2. Scalar entailments and implicatures) 6. <u>The articles and the category of definiteness</u> (1. The definite article "the"; 2. The indefinite article "a") 7. <u>Other determinatives</u> (1. The demonstrative determiners "this" and "that"; 2. The personal determinatives "we" and "you"; 3. The universal determinatives "all" and both"; 4. The distributive determinatives "each" and "every"; 5. The existential determinatives "some" and "any"; 6. Cardinal numerals; 7. The disjunctive determinatives "either" and "neither"; 8. the negative determinatives "no" and "none"; 9. the alternative additive determinative "another"; 10. The positive paucal determinatives "a little", "a few", "several"; 11. the degree determinatives "many", "much", "few", "little"; 12. The sufficiency determinatives "enough", "sufficient"; 13. The interrogative determinatives "which", "what", "whichever", "whatever"; 14. The relative determinatives "which", "what", "whichever", "whatever") 8. <u>Referential and non-referential uses of NPs</u> (1. Reference and denotation; 2. The contrast between referential and non-

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referential NPs; 3. Some special cases of non-referential NPs; 4. Restricted non-referential uses of the articles; 5. Restricted non-referential of bare NPs)

9. Fused-head and elliptical NPs (1. Overview of the fused-head construction; 2. Fusion of determiner and head; 3. Fusion of internal modifier and head;4. Fusion of predeterminer and head; 5. The fused-head analysis compared with alternatives; 6. Compound determinatives; 7. Ellipsis as postmodifiers)

10. Pronouns (1. Subcategories of pronouns; 2. The structure of NPs with pronouns as head)

11. Determinative Phrases

12. Predeterminer modifiers

13. Peripheral modifiers

14. Internal dependents (1. Complements; 2. Modifiers; 3. Appositive modifiers; 4. Composite nominals vs compound nouns)

15. Order of elements in NP structure

16. Case (1. Preliminaries; 2. Nominative and accusative; 3. Six types of genitive construction; 4. Genitive pronouns; 5. Subject-determiner genitives; 6. Head and phrasal genitives; 7. The adjective "own" in construction with genitives)

17. Gender and pronoun-antecedent agreement (1. Gender as a grammatical category; 2. Agreement between personal pronouns and their antecedents; 3. Agreement between relative pronouns and their antecedents)

18.Subject-verb agreement (1. Simple agreement; 2. Semantically motivated overrides with collective and number-transparent nouns; 3. Further overrides and alternations; 4. Coordination within the subject)

19. Number in predicatives and their predicands (1. The semantic nature of matching number; 2. Distributive and non-distributive predicatives in non-quantificational constructions; 3. Distributive interpretations in quantified constuctions)

20. Proper names, proper nouns, and vocatives (1. The distinction between proper names and proper nouns; 2. The form of proper names; 3. Embellishments; 4. Secondary

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	uses of proper names; 5. NP in vocative function)
	2) Length of each subsection: 1st section→ 200 pages **3)Which subjection is treated with more priority:** The book provides a wide explanation of the elements and functions in NPs with an emphasis on countability and types of plural; on the uses of pronouns in relation to gender, on the uses of the Nominative and Accusative cases according to registers; and on the distinction between proper names and proper nouns. USES AND REGISTERS
10) Huddleston, R. & Pullum, G.K. (2005). *A Student's Introduction to English Grammar.*	**1) Subsections:** **1st section (Nouns and noun phrases):** 1. Introductory survey (1. Distinctive properties of prototypical noun phrases; 2. Distinctive properties of prototypical nouns; 3. Nouns and concrete objects; 4. Types of dependent; 5. Nominals; 6. Internal and external dependents; 7. Subclasses of noun) 2. Number and countability (1. Nouns with fixed number; 2. Count and non-count nouns; 3. Subject- verb agreement) 3. Determiners and determinatives (1. Definiteness; 2. Determiners as modifiers; 3. Determinative phrases) 4. Complements (1. PP complements; 2. Subordinate clause complements; 3. Indirect complements) 5. Internal modifiers (1. Pre-head modifiers; 2. Post- head modifiers; 3. Combinations of modifiers) 6. External modifiers 7. The fused-head construction (1. three kinds of fused-head; 2. Fused-determiner heads; 3. Fused-modifier heads; 4. Compound forms) 8. Pronouns (1. Deictic and anaphoric uses of pronouns; 2. Personal pronouns; 3. Inflection) 9- Genitive case (1. Genitive NPs as subject-determiner; 2. Other uses of the genitive) 10. Exercises **2) Length of each subsection:**

	1st section→ 29 pages **3)Which subjection is treated with more priority:** The appearance of a new term: nominals; countability, pronouns and their uses, genitives and their difference with possessive.
11) Quirk, R. & Greenbaum, S. (1973). *A University Grammar of English.*	**1) Subsections:** **1st section (Nouns, pronouns, and the basic noun phrase):** 1. Noun classes 2. Determiners 3. Reference and the articles 4. Number 5. Gender 6. The genitive 7. Pronouns **2nd section (The complex noun phrase):** 1. Restrictive relative clauses 2. Non-restrictive relative clauses 3. Non-finite postmodifiers 4. Prepositional phrase postmodification 5. Premodification by adjective 6. Premodification by participle 7. Premodification by genitive 8. Premodification by noun 9. Multiple premodification **2) Length of each subsection:** **1st section→ 54 pages** **2nd section→ 30 pages** **3)Which subjection is treated with more priority:** The first section mainly focuses on the types of plural, the genitives and the types of pronoun; the second section gives

	more attention to post-modification and pre-modification.
12) Sinclair, J. (Ed.).(1990). Collins Cobuild English Grammar.	**1) Subsections:** **1ˢᵗ section (Referring to people and things):** 1. Introduction to the noun group 2. Identifying people and things: nouns (1. things that can be counted: count nouns; 2. Things not usually counted: uncount nouns ; 3. when there is only one of something: singular nouns; 4. referring to more than one thing: plural nouns; 5. referring to groups: collective nouns; 6. referring to people and things by name: proper nouns; 7. Nouns which are rarely used alone; 8. sharing the same quality: adjectives as headwords; 9. nouns referring to males and females; 10. referring to activities and processes: "-ing" nouns; 11. specifying more exactly: compound nouns) 3. Referring to people and things without naming them: pronouns (1. referring to people and things: personal pronouns; 2. mentioning possession: possessive pronouns; 3. referring back to the subject: reflexive pronouns; 4. referring to a particular person or thing: demonstrative pronouns; 5. referring to people and things in a general way: indefinite pronouns; 6. showing that two people do the same thing: reciprocal pronouns; 7. joining clauses together: relative pronouns; 8. asking questions: interrogative pronouns; 9. other pronouns) 4. Identifying what you are talking about: determiners (1. the specific way: using "the"; 2. the specific way: using "this", "that", "these" and "those"; 3. The specific way: using possessive determiners; 4. the general way; 5. the general way: using "a" and "an"; 6. the general way: other determiners) **2) Length of each subsection:** **1ˢᵗ section→ 60 pages** **3)Which subjection is treated with more priority:** This book gives priority to the (morphological) explanation of nouns, determiners and pronouns.
13) Thompson,G. (1996). *Introducing Functional Grammar*.	**1) Subsections:** **1ˢᵗ section (Nominal Groups):** 1.Head 2. Premodifier (1. Deictic; 2. Numerative; 3. Epithet; 4. Classifier) 3. Postmodifier (1. finite and non-finite relative clauses) **2) Length of each subsection:**

	1st section→ 6 pages **3)Which subjection is treated with more priority:** This book deals with the head, the pre-modifier and the post-modifier functions of the Nominal Group in a general way.

Table 4. Appropriateness of the term for a grammar unit.

	7) **Class environment**
1) Biber, D. , Conrad, S. & Leech, G. (2002). *Student Grammar of Spoken and Written English.*	- used by university students for the study of English usage - Registers - clear division between form and function (1st section→ form, 2nd section→ function within the noun phrase) - review (a small summary)→ at the end of each subpart
2) Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English: a comprehensive guide: spoken and written English, grammar and usage.*	- contrast of academic and everyday usage - written and spoken styles - used by learners and users of English→ easier - extensive and detailed book -great space given to the noun -emphasis on usage of determiners and pronouns
3) Downing, A. & Locke, P. (2002). *A University Course in English Grammar.*	- functional grammar → not so simply - university students → more difficult level -context and usage - two varieties of English -extensive explanation of the "things" -different book→ "thing" -tasks→ at the end of the chapter
4) Downing, A. & Locke, P. (2006). *A University Course in English Grammar.* **(3rd ed.).**	- functional grammar → not so simply - university students → more difficult level -context and usage - two varieties of English -shorter than its first edition→ more specific -exercises at the end of the chapter
5) Greenbaum, S. & Quirk, R. (1990). *A Student's Grammar of the English Language.*	- used by beginner students - clear examples - fixed order: from the simplest to the most complex information→ more simple and comprehensible for students - distinction between styles, registers and varieties - more summarised book -sections divided into simple and clear subparts
6) Halliday, M. A. K. (1994). *An Introduction to Functional Grammar.* **(2nd ed.).**	- functional grammar - for students at a high level→ textual analysis - different explanation - appearance of the term "nominal"

	- difference between "head" and "thing"
7) Halliday, M.A.K. (2004). *An Introduction to Functional Grammar*. **(3rd ed.).**	-functional grammar - for students at a high level and scholars→ textual analysis - exemplification and extracts from an English corpus - different explanation - appearance of the term "nominal" - difference between "head" and "thing"
8) Huddleston, R. (1988). *English Grammar: an outline.*	- elementary textbook→ used in English classes → easy level - general overview of the structure of English - for beginner students - 3 sections→ from the general to the specific - few space used → reduced but very clear explanation -exercises at the end of the chapter
9) Huddleston, R. & Pullum, G.K. (2002). *The Cambridge Grammar of the English Language.*	- easy to all types of readers - comprehensive and descriptive - focused on Standard English - the longest book→ 200 pages to noun - form and function - uses and registers→ gender / pronouns; cases
10) Huddleston, R. & Pullum, G.K. (2005). *A Student's Introduction to English Grammar.*	-used as a textbook in university classes - easy book for university students → with little knowledge of grammar - focused on Standard English - difference between genitive and possessive -exercises at the end of the chapter
11) Quirk, R. & Greenbaum, S. (1973). *A University Grammar of English.*	- distinction between styles, registers and varieties - used by university students - comprehensible - from morphology to syntax (modification)
12) Sinclair, J. (Ed.).(1990). Collins Cobuild English Grammar.	- used as a textbook by teachers and advanced students - clear and simple organization→ to promote understanding - extracts of present-day English from COBUILD database -helping learners with real English - few information about functional forms in the noun group -morphology
13) Thompson,G. (1996). *Introducing Functional Grammar.*	- functional grammar→ more difficult level - for advanced level students→ used as a course book by students of Language Teaching and Learning, teachers and researchers -simplicity -very few space -generality

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