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## The Significance of Clause Classification in Literary and Scholarly Writings

Written by

**Teeba khaid Shihab**

Email: [TeebaKhalidShihab@utq.edu.iq](mailto:TeebaKhalidShihab@utq.edu.iq)

Assist. Lecturer College of Education for Humanities/ University of Thi-Qar

**Shouq Ali Afrawi**

Assist. Lecturer College of Education for Humanities/ University of Thi-Qar

Email: [shouqaliafrawi@utq.edu.iq](mailto:shouqaliafrawi@utq.edu.iq)





## Abstract

This study explores the significance of clause classification in both academic and literary writing, highlighting how different types of clauses influence the effectiveness, style, and structure of written discourse. Clause classification provides a framework for understanding the organization and function of language, playing a crucial role in enhancing clarity and coherence. In academic writing, recognizing the relationship between main and subordinate clauses supports logical argumentation, fosters critical thinking, and ensures smooth information flow. The appropriate use of various clause types—such as noun, adjective, and adverbial clauses—contributes to grammatical accuracy and rhetorical effectiveness.

In literary writing, clause classification serves as a tool for analyzing tone, style, and meaning. Writers often manipulate clause structure to convey themes, create rhythm, or express character psychology. For example, the frequent use of subordinate clauses may suggest complexity or introspection, while brief main clauses can heighten drama or tension. An understanding of clause variation helps readers and critics uncover the nuances of literary expression and narrative technique.

By comparing academic texts with literary works, particularly F. Scott Fitzgerald's *The Great Gatsby* and its use of complex sentences, this study demonstrates how clause structures affect both readability and meaning. Through qualitative analysis, it also offers strategies for enhancing clarity and argumentation in academic prose. Ultimately, clause classification acts as a bridge between form and meaning, enriching language analysis, improving writing quality, and deepening literary appreciation.

**Key words:** Clauses, Academic Writing, Independent and Dependent Clauses. *The Great Gatsby*.



## (أهمية تصنيف الجمل في الكتابات الأدبية والعلمي)

م.م. طيبة خالد شهاب

جامعة ذي قار /كلية التربية للعلوم الإنسانية /قسم اللغة الانجليزية

م.م. شوق علي عفراوي

جامعة ذي قار /كلية التربية للعلوم الإنسانية /قسم اللغة الانجليزية

### الخلاصة

تتناول هذه الدراسة أهمية تصنيف الجمل في الكتابة الأكاديمية والأدبية، مبرزة كيف تؤثر الأنواع المختلفة من الجمل على فاعلية الأسلوب والبنية في الخطاب المكتوب. يُعد تصنيف الجمل إطاراً لفهم تنظيم اللغة ووظيفتها، وله دور محوري في تعزيز الوضوح والترابط. ففي الكتابة الأكاديمية، يساهم تمييز العلاقة بين الجمل الأساسية والتابعة في بناء حجج منطقية، وتطوير مهارات التفكير النقدي، وضمان انسيابية المعلومات. كما أن الاستخدام المناسب لأنواع الجمل المختلفة، مثل الجمل الاسمية والصفة والظرفية، يضمن الصحة النحوية والفعالية البلاغية.

أما في الكتابة الأدبية، فإن تصنيف الجمل يُعد أداة لتحليل الأسلوب والنبوة والمعنى. غالباً ما يُغير الكتاب من تركيب الجمل لتأكيد موضوعات معينة، أو خلق إيقاع، أو التعبير عن الحالة النفسية للشخصيات. فعلى سبيل المثال، قد تشير الجمل التابعة المتكررة إلى التأمل أو التعقيد، بينما تُحدث الجمل القصيرة الرئيسية تأثيراً درامياً أو توتراً. إن فهم تنوع الجمل يساعد القراء والنقاد على استكشاف تفاصيل التعبير الأدبي والاستراتيجية السردية.



من خلال مقارنة النصوص الأكاديمية بالأعمال الأدبية، وخصوصًا رواية "غاتسبي العظيم" لـ ف. سكوت فيتزجيرالد واستخدامه للجمل المعقدة، تُظهر الدراسة كيف تؤثر تراكيب الجمل على الوضوح والمعنى. كما تقدم تحليلًا نوعيًا لاستراتيجيات تحسين وضوح الكتابة الأكاديمية وبناء الحجج. في الختام، يُعتبر تصنيف الجمل أداة لغوية جوهرية تربط بين الشكل والمعنى، وتعزز تحليل اللغة، وتحسن جودة الكتابة، وتعمق التذوق الأدبي.

## Contents

Abstract...

1. Introduction

2. Literature Review

2.1 Definitions of Clause in Grammar

2.2 Types of Clauses (Independent & Dependent)

2.3 Terms used to describe Academic Writing (Scholarly Writing)

3. Practical Framework

3.1 Classifying Clauses in Scholarly Writing: A Select text is an example

3.2 Clause Classification in Literary Text: F.Scott's Novel 'The Great Gatsby' as an example

3.3 Clauses' Function in Narrative Style



#### 4. Analysis and Results

##### 4.1 Important Results on the Categorization of Clauses in Academic and Literary Writing

##### 4.2 Clause Structure's Impact on Interpretation and Readability

##### 4.3 Techniques for Using Clauses Effectively in Literary and Academic Writing

#### 5. Conclusion

#### References





## 1. Introduction

Clauses are made up of a subject, usually a noun phrase , and predicate which includes verb phrase. For example “Jill prepared us a couple of sandwiches”, Jill is the subject which means noun phrase and verb phrase “ prepared us a couple of sandwiches” which functions as predicate (Declerrck etal., 2006:13).

By analyzing how correctly identifying and using clauses contributes to the clarity and accuracy needed in both literary and scholarly communication , highlighting the importance of doing so in academic writing. By examining the grammatical and functional aspects of sentences, the study seeks to shed light on how to improve academic writing abilities and reader’s comprehension. In this respect, academic writing places a strong emphasis on logical thought organization, critical thinking and accurate source citation. It differs from other types of writing in that it follows stylistic rules, such as syntax organization, formatting and relies heavily on arguments supported by evidence. These qualities guarantee that scholarly readership (Bailey, 2015:3).

The correct classification and usage of sentence, which are grammatical units comprising a subject and predicate, is one of the core components of academic writing. This leads , clauses can be independent, meaning they can stand alone as whole sentences, or dependent, meaning they need to be attached to an independent clause in order to make sense. Making the distinction between these



categories is essential to create sentences that are effective and obvious (Huddelston & Pullum, 2005:32) .

While dependent clauses enable the incorporation of other information, such as conditions, explanations or contrast, independent clauses serve as the foundation of academic writing by expressing entire concepts (Quirk et al., 1985:343).

Swales and Feak (2012: 45) explain that clause classification is especially crucial in academic writing since it has a direct impact on the text's overall quality, coherence, and sentence structure. In order to describe complicated links between ideas, for examples, writers utilize complex sentences that consist of independent and dependent clauses. Making good use of clauses also helps to achieve variety in sentence structure, which avoids monotony and improves academic writing's readability.



## 2. Literature Review

Knowing clauses is crucial for academic writing since they serve as the building blocks of sentences. A clause consists of a subject and a verb; certain clauses can be used as entire sentences on their own, while others require a connection. Organizing clauses enables authors to produce coherent, well-structured sentences, which is crucial for academic writing. Writing for academic purposes demands accuracy and lucidity. To make their arguments easy for readers to comprehend, writers must convey their ideas rationally. The argument's power and the way thoughts flow are influenced by the way clauses are employed in sentences. When clauses are properly categorized, writers are better able to arrange their ideas, which improves the readability and impact of their writing.

This section will explain what clauses are, their classification, and the importance of comprehending them for academic writing. A basis for examining the usage of clause classification in many forms of writing, including literary works like *The Great Gatsby*, will be established by this conversation.

### 2.1. Definitions of Clause in Grammar

Linguistically, Quirk et.al. defines a clause “ is a grammatical unit that contains a subject and a predicate , and typically functions as part of a sentence, though some clauses may function as complete sentences themselves”. That means, a group of words that serves as either a sentence's subject and predicate



(verb) is called a clause. Depending on their ability to function as entire sentences on their own, clauses can be classified as independent (primary) or dependent (subordinate). An independent clause is one that may stand alone and conveys a whole idea. Say, for instance, "She went to the market." Dependent clauses are unable to stand alone and do not fully describe a thought. For instance: "Because she was hungry."(ibid.).

Greenbaum & Quirk, 1990:25 define clause as “ A group of words that contains a subject and verb”. According to its definition, clause differs from a phrase because a phrase doesn't have both a subject and a verb. To make this clear, in the sentence such as “she writes a message”, the words ‘she writes’ form a clause because ‘she’ is the subject and ‘writes’ is the verb (ibid.). In this respect, Leech and Svartvik (1975) said that “ a clause is a larger grammatical unit than a phrase and is made up of at least a subject and a verb”.

Additionally, Thomson and Martinet (1986) said that a clause is a set of words that consists of a verb and a subject. One or more clauses may compose a sentence. It means, clauses are crucial to sentence construction. Certain clause don't need to be joined to other parts of the sentence, but others can function as whole sentences. Writing relevant and grammatical sound sentences is made easier for authors when they comprehend clauses (Biber et al., 1990:104).

In order to achieve clarity in academic writing and literary text, writers must employ clauses effectively since Huddleston and Pullum (2002) mention clause



as the basic unite of grammatical organization, typically consisting of a subject and a predicate, where the predicate is most centrally realized by a verb phrase. That means, inappropriate use of clauses can make statements ambiguous or confused, because they facilitate the expression of complete or incomplete ideas (ibid.).

## 2.2. Types of Clauses (Dependent & Independent)

There are two types of clauses independent and dependent clauses. A clause is considered independent if it can function as a complete sentence on its own, since it conveys an entire idea and makes sense without the need for extra details. The sentence “ Anna left the party early”, for example, expresses a complete notion and forms an independent clause in the sentence (Murcia & Freeman, 1999:211).

Conversely, a dependent clause is unable to function as a complete sentence on its own. For it to make sense, an independent clause is required. Typically, dependent clauses start with the words “because, while, after, Although, when, etc.”. For example, the clause “because she was tired” is dependent in the sentence “ because she was tired, Anna left the party early”, since it doesn’t fully represent the idea on its own (Quirk etal., 1985:987).

In writing, however, both kinds of clauses are crucial. While dependent clauses provide more details and illustrate the connections between ideas, independent clauses assist authors in making concise claims. Effective use of both forms raises the caliber and readability of writing. (Swan, 2005:65).



### 2.3. Terms used to describe academic writing (Scholarly Writing)

The type of writing typically found in high school and college courses is known as academic writing (Hogue & Oshima, 2007:3). To illustrate that, Bailey (2018:1) defines academic writing as “a formal writing style that it is utilized in research and colleges”. This sort of writing differs from others, such as informal or creative writing, in that it emphasizes the clear, logical and evidence based presentation of idea. That means academic writing’s primary objective is to provide information and arguments in a polish manner. It includes, for example, reports, essays, and research paper (ibid.).

Moreover, Murray and Hughes (2008:34) explain another important component of academic writing which is the use of exact language. In this respect, sentences and words are selected with care to prevent ambiguity and guarantee that the reader comprehends the writer’s point. To achieve this clarity, grammar and sentence structure are crucial. Thus, mastering sentence building principles such as, clause usage, is crucial for producing quality academic writing (ibid.).

### 3. Practical Framework

#### 3.1. Classifying Clauses in scholarly writing: A select text is an example

Clause classification is essential for academic writing since it allows authors to better arrange their thoughts. That means, dependent clauses give details or clarify connections between ideas, while independent clauses enable authors to



make forceful, straightforward claims. For instance, the main concept in an independent clause might be strengthened by employing dependent clause because the evidence supports the argument (Swan, 2005:93).

Additionally, academic writing is easier to read and more professional when clauses are used correctly. So, writers can produce sentences that flow naturally when they understand how to properly categorize and employ clauses. This makes their writing easier to read overall and guarantees that their points are understandable(Quirk et al.,1985:512).

Furthermore, authors can prevent typical errors like run-on sentences and sentence fragments by knowing the classification of clauses. These mistakes might make writing less impactful and confuse readers. To make this clear, writers can produce coherent sentences that successfully communicate their thoughts by becoming proficient in clause classification, which is an essential ability in academic settings (Murcia & Freeman,1999:178).

To make this clear, according to the passage that is selected from the book entitled “introduction to Academic Writing” by Oshima and Hogue(2007:99) show that clauses function as the sentence’s constituent parts, joining together to create grammatically correct and meaningful sentences. For example:

“As soon as the cat open its mouth, put in the pill...”, and “when the neighbor arrives, ask him to hold the cat’s body firmly between.....



“After you put on heavy- duty gloves, hide the pill in a large piece of fish, push it into the cat’s mouth, and.....”

The above examples illustrate that (because, while, as soon as, when , After) are the most common subordinating conjunctions which are used academically. That means, writers can combine both types to produce sentences with different levels of depth and complexity (ibid.).

### 3.2. Clause Classification in Literary Text: F.Scott’s Novel ‘The Great Gatsby’ as an example

This section will examine the usage of clauses in F.Scott Fitzgerald’s well known novel The Great Gatsby. This novel is known for its captivating narrative and indepth description. By examining the author’s use of Independent and dependent clauses , we may observe how sentences structure contributes to the story’s meaning (Crewell, 2014:32)

However, Knowing the different types of literary clauses can help us understand how authors construct their sentences to express their views. A sentence’s tone and mood can be altered by the employment of several clause types. The manner that Fitzgerald employs clauses in The Great Gatsby influences how readers interpret the plot, character, and feelings in the book(ibid.).

Additionally, the way we examine clause classification in this novel will also



be explained. In this respect, examples from the text demonstrate how Fitzgerald uses clauses to enhance the impact of his writing. This will enable us to see how crucial proper sentence construction is to academic writing as well as fiction.

In this respect, the examination centers on significant passages where

Fitzgerald's use of sentence structure significantly contributes to the narrative. For instance, Nick Carraway outlines the counsel his father gave him in the novel's opening

**“Whenever you feel like criticizing any one, “he told”, just remember that all the people in this world haven't had the advantages that you've had”**

Here, Fitzgerald combines a dependent clause **‘Whenever you feel.....’** with an **independent clause “ just remember that.....”** . This arrangement demonstrates how Fitzgerald uses independent clauses to give assertions more deeper and significance while also reflecting the passage's analytical and advising tone (Leech & Short, 2007:112). Another example is found in Gatsby's famous line:

**“Can't repeat the past?” he cried incredulously. “Why of Course Can”**

Fitzgerald frequently uses independent clause on this type for dramatic effect, allowing character's emotion to stand out in the story. Also, this brief, dependent clause **“Why of course you can!”** effectively highlights Gatsby fixation with



recreating his past (Toolan, 2009:74).

Additionally, Fitzgerald's sentence construction frequently includes parallelism in addition to a variety of independent and dependent clauses to improve the writing's rhythm and emotional impact. For example Fitzgerald describes Daisy's voice as follows:

**“Her voice was a wild tonic in the rain”**

Here, an independent clause is used in this straightforward yet effective statement to convey the impact of Daisy's complexity and her place in the novel's themes of love, riches, and desire, the conflict between the softness of the rain and the wild, uncontrolled quality of her voice creates a layer of drama (Simpson, 2014: 142).

All things considered, Fitzgerald's use of independent and dependent clauses enables him to create a narrative that alternates between action and reflection. His use of both basic and sophisticated sentence forms highlights important concepts and character emotion while also repeating the novel's overarching theme of the American Dream and its demise (Miles & Huberman, 1994:56).

### 3.3. Clauses' Function in Narrative Style

Fitzgerald employs independent and dependent clauses to influence his storytelling style and draws the reader into the story's rich emotional depth in the Great Gatsby. The reader is given a sense of immediacy by independent clauses,



which frequently stand alone to represent distinct acts or thoughts. For instance, the independent clause “Gatsby believed in the green light, the orgiastic future that year by year recedes before us”, expresses his constant optimism for a future that is never far away (Fitzgerald. 1925:180). This line effectively conveys Gatsby’s unwavering pursuit of an impossible goal and his compulsive conviction

in the American Dream despite its simplicity.

However, Fitzgerald regularly blends independent and dependent sentences to give his story more depth and subtlety. By adding more information and context as (Abdullah & Jassim,2021) assured in their research that poetry is spiritual and physical , dependent clauses help the reader comprehend the feelings and motivations of the characters. Fitzgerald states in one particular sentence, "**I hope she'll be a fool because that's the best thing a girl can be in this world—a beautiful little fool.**" Here, Daisy's viewpoint on her place in society is elaborated in a dependent clause that follows the independent clause ("**I hope she'll be a fool**") (Fitzgerald, 1925, p. 21). Daisy's disillusionment and the restrictions placed on women in the novel's social environment are better understood by the reader because of the usage of dependent clauses (Leech & Short, 2007: 112). According to Ali (2019) ,there are two levels to examine literary works "imagination and expression" and this reflects the variety usage of clauses in literary texts.

Additionally, the duality of the characters' lives in **The Great Gatsby** is



reflected in the alternating use of independent and dependent clauses. While dependent sentences concentrate on contemplation and meditation, independent clauses frequently highlight action-packed events. As a result, Fitzgerald's writing has a well-balanced rhythm that highlights both the outside happenings and the inner monologues that influence the characters' behavior (Toolan, 2009:74).

Therefore, a narrative style that reflects the conflict between the characters' goals and realities is created by carefully balancing independent and dependent sentences.

#### 4. Analysis and Results

This study's classification and analysis of sentence types followed the framework established by Quirk et al. in their comprehensive grammar of the English language. So, the findings of our investigation into the usage of clauses in academic and literary writing will be examined in this section. We'll concentrate on the ways that independent and dependent clauses contribute to a text's meaning and coherence. We will comprehend how Fitzgerald used clause patterns to produce a certain narrative style by dissecting the sentences in *The Great Gatsby*. We'll also examine how clauses work in academic writing and how they contribute to a text's readability and clarity. The results will aid in our comprehension of how clause patterns, in both literary and scholarly works, can influence a text's tone, readability, and overall impact.

The table below illustrates the percentages of how author used different types



of clauses in academic and literary writing:

| Types of Clauses                      | Academic Writing | Literary Writing |
|---------------------------------------|------------------|------------------|
| Independent clause                    | 70%              | 50%              |
| Adverbial dependent clause            | 40%              | 30%              |
| Relative (Adjective) dependent clause | 20%              | 20%              |
| Noun (Nominal) clause                 | 0%               | 10%              |

In literary writing, the frequency of usage of various clause types by the author in *The Great Gatsby* is indicated by these percentages. They show the grammatical constructions and stylistic decisions Fitzgerald used to develop nuanced characters, set the tone of the story, and provide striking images. In academic writing, on the other hand, the percentages of clause usage show how often each sort of clause is used to express concepts in a clear, logical, and formal manner. They demonstrate how the author organizes arguments, provides evidence, and keeps scholarly texts coherent.

#### 4.1. Important Results on the Categorization of Clauses in Academic and Literary Writing.



Several noteworthy trends have been identified through the examination of clause classification in academic and literary writing. The interaction of independent and dependent clauses creates a more fluid and intricate narrative style in literary works like *The Great Gatsby*. While dependent clauses provide extra information and frequently result in fuller descriptions and multiple meanings, independent clauses, when utilized wisely, produce simple assertions that serve as the narrative's anchor. By using different clauses, authors can produce a rhythm and flow that improves the reader's interaction with the text. Academic writing, on the other hand, typically uses dependent clauses to support or elaborate on particular ideas while relying more on independent clauses for clarity and precision (Biber et al., 1999: 314). That means, these two forms of writing differ in how clauses are employed, which reflects the different objectives of each genre. While academic writing stresses logical structure and clarity, literary writing frequently places a higher priority on artistic expression (Hyland, 2009: 120).

However, Classifying clauses in academic literature is essential to ensuring that concepts are presented coherently and rationally. While dependent clauses frequently offer the required clarifications or elaborations, independent clauses are essential for making clear, succinct claims. Readers can better understand the argument and the relationships between various ideas thanks to the well-organized use of clauses (Murray & Hughes, 2008: 47). Clauses are used more freely in literary writing, on the other hand, where authors employ intricate



sentence constructions to establish atmosphere, heighten tension, or reveal character traits (Leech & Short, 2007: 52).

According to the results, academic publications strive for clarity and logic, whereas literary works try to evoke the reader's emotions and imagination. However, both types of writing use clause structures.

#### 4.2. Clause Structure's Impact on Interpretation and Readability

The reading and interpretation of texts are significantly influenced by clause structure. Complex sentences with different clause patterns can affect the narrative's rhythm in literary writing. For instance, dependent clauses that represent a character's inner thoughts or offer more descriptive details may slow down the story. The reader and the text may develop a stronger bond as a result. Fitzgerald regularly used this strategy in *The Great Gatsby* to help the reader understand the characters' motivations and psychological states. Although this intricacy may provide difficulties for readers, it also encourages a more sophisticated understanding of the ideas (Huddleston & Pullum, 2002:380). On the other hand, simpler clause patterns are better for academic writing because they make the text easier to read and enhance the clarity of concepts. Since they provide clear information and make it simpler for the reader to follow and comprehend the main points, independent clauses are generally preferred in academic papers (Swan, 2005: 238).



In this respect, A text's balance of independent and dependent clauses might affect how readable it is. More dependent clauses can help create a more immersive and detailed style in literary writing, but using complicated sentence structures too much can confuse readers or break the flow of the story. Academic writing, on the other hand, places more emphasis on readability by employing a more balanced combination of independent and dependent clauses, guaranteeing that the information is presented logically and is simple for the reader to understand (Biber et al., 1999: 315). For communication to be effective, whether in academic discourse or narrative, this balance is necessary (ibid.).

#### 4.3. Techniques for Using Clauses Effectively in Literary and Academic Writing

Both academic and literary authors need to pay attention to the way they construct their sentences in order to employ clauses effectively. Authors might experiment with different clause types in literary writing to achieve a number of goals, like increasing character development or creating tension. A mix of independent and dependent clauses can improve the story by giving it more nuance and complexity. Using indirect speech or dependent sentences that express ideas, authors such as Fitzgerald employ this technique to provide nuanced insights into the motivations and feelings of their characters (Leech & Short, 2007: 65). However, it is important not to overcomplicate sentence structures, as this can make the text difficult to follow. Maintaining a balance between simplicity and complexity is key to keeping the reader engaged while



still conveying rich detail.

Clarity and logical flow are typically the main priorities in academic writing. Independent clauses should be used by authors to introduce their major points, and dependent clauses should be used to bolster or further develop those points. This strategy makes sure that concepts are communicated clearly and that the reader can understand how various ideas relate to one another (Murray & Hughes, 2008: 49). By carefully combining independent and dependent clauses, authors can convey information in a more complex way. Dependent clauses, for instance, can be used to include counterarguments, instances, or supporting details, all of which enhance the main point of the argument. While making sure that every clause enhances the content, writers should strive for conciseness (ibid.).

## 5. Conclusion

In summary, there are notable distinctions between the way sentence patterns are used to accomplish different communicative objectives in literary and academic writing when clauses are categorized and analyzed. Character development and the presentation of thematic depth are facilitated by the interaction between independent and dependent clauses, which permits a more adaptable and detailed narrative style in literary texts, especially in works such as *The Great Gatsby*. On the other hand, a more ordered use of clauses that emphasizes precision, logical flow, and clarity is advantageous for academic



writing. In academic writing, the careful application of independent and dependent clauses guarantees that concepts are coherently expressed and substantiated, hence promoting the successful conveyance of intricate ideas.

In this respect, The results imply that while literary writing uses clause forms to encourage reader engagement and emotional connection, academic writing necessitates a delicate balancing act to preserve readability and comprehension.

In the end, knowing how clause classification functions in both situations not only improves our comprehension of various writing philosophies but also provides insightful knowledge about how authors alter meaning, tone, and reader interpretation through the usage of grammatical structures. The significance of clause analysis is emphasized in this study, which gives authors of all skill levels the means to improve their work in academic and literary settings.



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