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Explaining English Grammar (Oxford Handbooks for Language Teachers Series) Yule, George. Published by Oxford University Press Espa?aa,

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This handbook provides an authoritative, critical survey of current research and knowledge in the grammar of the English language. Following an introduction from the editors, the volume's expert contributors explore a range of core topics in English grammar, beginning with issues in grammar writing and methodology. Chapters in part II then examine the various theoretical approaches to grammar, such as cognitive, constructional, and generative approaches, followed by the chapters in part III, which comprehensively cover the different subdomains of grammar, including compounds, phrase structure, clause types, tense and aspect, and information structure. Part IV offers coverage of the relationship between grammar and other fields - lexis, phonology, meaning, and discourse - while the concluding part of the book investigates grammatical change over time, regional variation, and genre and literary variation. The handbook's wide-ranging coverage will appeal to researchers and students of English language and linguistics from undergraduate level upwards.

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linguistic structure, the text, and working its way down through successively smaller structures (sentences, words, and finally speech sounds). The advantage of presenting language this way is that students are first given the larger picture – they study language in context – and then see how the smaller pieces of language are a consequence of the larger goals of linguistic communication. Second, the book does not contain invented examples, as is the case with most comparable texts, but instead takes its sample materials from the major computerised databases of spoken and written English, giving students a more realistic view of language.

The last decade has seen a rise in popularity in construction-based approaches to grammar. The various approaches within the rubric 'construction grammar' all see language as a network of constructions – pairings of form and meaning. Construction Grammar, as a kind of cognitive linguistics, differs significantly from mainstream generative grammar as espoused by Chomsky and his followers. Advocates of Construction Grammar see it as a psychologically plausible theory of human language. As such, it is capable of providing a principled account of language acquisition, language variation and language change. Research in Construction Grammar also includes multidisciplinary cognitive studies in psycholinguistics,

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neurolinguistics, and computational linguistics. The Oxford Handbook of Construction Grammar is the first authoritative reference work solely dedicated to Construction Grammar. Divided into five sections, the book will be an invaluable resource that students and scholars alike can turn to for a comprehensive account of current work on Construction Grammar, its theoretical foundations, and its applications to and relationship with other kinds of linguistic enquiry.

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This book seeks to support and maintain teacher wellbeing, particularly for language teachers, through a variety of approaches. While acknowledging the importance of contextual factors, the book

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serves as a practical guide for individual teachers, helping them discover strategies for nurturing and promoting their wellbeing.

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