

Cognitive Linguistics

Cognitive Linguistics

Cognitive Linguistics argues that language is governed by general cognitive principles, rather than by a special-purpose language module. This introductory textbook surveys the field of cognitive linguistics as a distinct area of study, presenting its theoretical foundations and the arguments supporting it. Clearly organised and accessibly written, it provides a useful introduction to the relationship between language and cognitive processing in the human brain. It covers the main topics likely to be encountered in a course or seminar, and provides a synthesis of study and research in this fast-growing field of linguistics. The authors begin by explaining the conceptual structures and cognitive processes governing linguistic representation and behaviour, and go on to explore cognitive approaches to lexical semantics, as well as syntactic representation and analysis, focusing on the closely related frameworks of cognitive grammar and construction grammar. This much-needed introduction will be welcomed by students in linguistics and cognitive science.

Cognitive Linguistics: Basic Readings

Over the past decade, Cognitive Linguistics has grown to be one of the most broadly appealing and dynamic frameworks for the study of natural language. Essentially, this new school of linguistics focuses on the meaning side of language: linguistic form is analysed as an expression of meaning. And meaning itself is not something that exists in isolation, but it is integrated with the full spectrum of human experience: the fact that we are embodied beings just as much as the fact that we are cultural beings. Cognitive Linguistics: Basic Readings brings together twelve foundational articles, each of which introduces one of the basic concepts of Cognitive Linguistics, like conceptual metaphor, image schemas, mental spaces, construction grammar, prototypicality and radial sets. The collection features the founding fathers of Cognitive Linguistics: George Lakoff, Ron Langacker, Len Talmy, Gilles Fauconnier, and Charles Fillmore, together with some of the most influential younger scholars. By its choice of seminal papers and leading authors, Basic Readings is specifically suited for an introductory course in Cognitive Linguistics. This is further supported by a general introduction to the theory and, specifically, the practice of Cognitive Linguistics and by trajectories for further reading that start out from the individual chapters.

Cognitive Linguistics

Nearly three decades since the publication of the seminal "Metaphors We Live By," Cognitive Linguistics is now a mature theoretical and empirical enterprise, with a voluminous associated literature. It is arguably the most rapidly expanding school in modern linguistics, and one of the most exciting areas of research within the interdisciplinary project known as cognitive science. As such, Cognitive Linguistics is increasingly attracting a broad readership both within linguistics as well as from neighbouring disciplines including other cognitive and social sciences, and from disciplines within the humanities. This volume contains over 20 papers by leading experts in cognitive linguistics which survey the state of the art and new directions in cognitive linguistics. The volume is divided into 5 sections covering all the traditional areas of study in cognitive linguistics, as well as newer areas, including applications and extensions. Sections include: Approaches to semantics; Approaches to metaphor and blending; Approaches to grammar; Language, embodiment and cognition; Extensions and applications of cognitive linguistics."

New Directions in Cognitive Linguistics

Learning About Language is an exciting and ambitious series of introductions to fundamental topics in language, linguistics and related areas. The books are designed for students of linguistics and those who are studying language as part of a wider course. Cognitive Linguistics explores the idea that language reflects our experience of the world. It shows that our ability to use language is closely related to other cognitive abilities such as categorization, perception, memory and attention allocation. Concepts and mental images expressed and evoked by linguistic means are linked by conceptual metaphors and metonymies and merged into more comprehensive cognitive and cultural models, frames or scenarios. It is only against this background that human communication makes sense. After 25 years of intensive research, cognitive-linguistic thinking now holds a firm place both in the wider linguistic and the cognitive-science communities. An Introduction to Cognitive Linguistics carefully explains the central concepts of categorization, of prototype and gestalt perception, of basic level and conceptual hierarchies, of figure and ground, and of

metaphor and metonymy, for which an innovative description is provided. It also brings together issues such as iconicity, lexical change, grammaticalization and language teaching that have profited considerably from being put on a cognitive basis. The second edition of this popular introduction provides a comprehensive and accessible up-to-date overview of Cognitive Linguistics: Clarifies the basic notions supported by new evidence and examples for their application in language learning Discusses major recent developments in the field: the increasing attention paid to metonymies, Construction Grammar, Conceptual Blending and its role in online-processing. Explores links with neighbouring fields like Relevance Theory Uses many diagrams and illustrations to make the theoretical argument more tangible Includes extended exercises Provides substantial updated suggestions for further reading.

An Introduction to Cognitive Linguistics

As a usage-based language theory, cognitive linguistics is predestined to have an impact on applied research in such areas as language in society, ideology, language acquisition, language pedagogy. The present volumes are a first systematic attempt to carve out pathways from the links between language and cognition to the fields of language acquisition and language pedagogy and to deal with them in one coherent framework: applied cognitive linguistics.

Applied Cognitive Linguistics: Theory and language acquisition

Cognitive foundations of language introduces the reader to the abilities and processes in which research in Cognitive Linguistics is grounded. The book looks at key concepts, such as embodiment, salience, entrenchment, construal, categorization, and collaborative communication, and discusses their genesis and implications for cognitive linguistic research.

Cognitive Linguistics - Foundations of Language

The chapters provide comprehensive surveys of the major subfields of Cognitive Linguistics. Apart from phonology, construction grammar and lexical semantics, the areas of language use, language acquisition and literary discourse are comprehensively presented.

Cognitive Linguistics - A Survey of Linguistic Subfields

As a usage-based language theory, cognitive linguistics is predestined to have an impact on applied research in such areas as language in society, ideology, language acquisition, language pedagogy. The present volumes are a first systematic attempt to carve out pathways from the links between language and cognition to the fields of language acquisition and language pedagogy and to deal with them in one coherent framework: applied cognitive linguistics.

Applied Cognitive Linguistics: Language pedagogy

Cognitive Linguistics is not a unified theory of language but rather a set of flexible and mutually compatible theoretical frameworks. This volume is of interest to scholars and students wishing to inform themselves about the state and possible future developments of Cognitive Linguistics

Cognitive Linguistics

This volume offers an introduction to cognitive linguistics, written by authors who were engaged in the field from its beginnings. It starts by reviewing these early studies and provides an overview of the sources and conceptual underpinnings of the theory. This is followed by a description of how cognitive linguistics has been (and continues to be) applied in all subcomponents of language study. From the point of view of the history of Linguistics, it presents the evolution of the theory over time in a range of directions, including its view of the nature of Language itself, as well as how

it is acquired. The final chapter provides an overview of relatively new approaches, in particular those which are provoking a significant challenge to the generative account.

Cognitive Linguistics for Linguists

Cognitive linguistics is one of the most rapidly expanding schools in linguistics with, by now, an impressive and complex technical vocabulary. This alphabetic guide gives an up-to-date introduction to the key terms in cognitive linguistics, covering all the major theories, approaches, ideas and many of the relevant theoretical constructs. The Glossary also features a brief introduction to cognitive linguistics, a detailed annotated reading list and a listing of some of the key researchers in cognitive linguistics. The Glossary can be used as a companion volume to Cognitive Linguistics, by Vyvyan Evans and Melanie Green, or as a stand-alone introduction to cognitive linguistics and its two hitherto best developed sub-branches: cognitive semantics, and cognitive approaches to grammar. Key features: * A handy and easily understandable pocket guide for anyone embarking on courses in cognitive linguistics, and language and mind. * Supplies numerous cross-references to related terms. * Includes coverage of newer areas such as Radical Construction Grammar, Embodied Construction Grammar, Primary Metaphor Theory and Principled Polysemy.

Glossary of Cognitive Linguistics

Cognitive Linguistics: Current Applications and Future Perspectives is an up-to-date survey of recent research in Cognitive Linguistics and its applications by prominent researchers. The volume brings together generally accessible syntheses and special studies of Cognitive Linguistics strands in a sizable format and is thus an asset not only to the Cognitive Linguistics community, but also to neighbouring disciplines and linguists in general. The volume covers a wide range of fields and combines wide accessibility with a highly specific information value. Key features: An excellent source for the study of Applied Cognitive Linguistics, one of the most popular and fastest growing areas in Linguistics. Authoritative and detailed survey articles by leading scholars in the field. Accessible to a general audience, yet also characterized by a highly specific information value.

Cognitive Linguistics: Current Applications and Future Perspectives

A general introduction to the area of theoretical linguistics known as cognitive linguistics, this textbook provides up-to-date coverage of all areas of the field, including recent developments within cognitive semantics (such as Primary Metaphor Theory, Conceptual Blending Theory, and Principled Polysemy), and cognitive approaches to grammar (such as Radical Construction Grammar and Embodied Construction Grammar). The authors offer clear, critical evaluations of competing formal approaches within theoretical linguistics. For example, cognitive linguistics is compared to Generative Grammar and Relevance Theory. In the selection of material and in the presentations, the authors have aimed for a balanced perspective. Part II, Cognitive Semantics, and Part III, Cognitive Approaches to Grammar, have been created to be read independently. The authors have kept in mind that different instructors and readers will need to use the book in different ways tailored to their own goals. The coverage is suitable for a number of courses. While all topics are presented in terms accessible to both undergraduate and graduate students of linguistics, cognitive linguistics, psycholinguistics, cognitive science, and modern languages, this work is sufficiently comprehensive and detailed to serve as a reference work for scholars who wish to gain a better understanding of cognitive linguistics.

Cognitive Linguistics

The book testifies of the great tolerance of Cognitive Linguists towards internal variety within itself and towards external interaction with major linguistic subdisciplines. Internally, it opens up the broad variety of CL strands and the cognitive unity between convergent linguistic disciplines. Externally, it provides a wide overview of the connections between cognition and social, psychological, pragmatic, and discourse-oriented dimensions of language, which will make this book attractive to scholars from different persuasions. The book is thus expected to raise productive debate inside and outside the CL community. Furthermore, the book examines interdisciplinary connections from the point of view of the internal dynamics of CL research itself. CL is rapidly developing into different compatible frameworks with extensions into levels of linguistics description like discourse, pragmatics, and sociolinguistics among others that have only recently been taken into account in this orientation. The book covers two general topics: (i) the relationship between the embodied nature of language, cultural models, and social action; (ii) the role of metaphor and metonymy in inferential activity and as generators of discourse ties. More specific topics are the nature and scope of constructional meaning, language variation and cultural models; discourse acts; the relationship between communication and cognition, the argumentative role of metaphor in discourse, the role of mental spaces in linguistic processing, and the role of empirical work in CL research. These features endow the book with internal unity and consistency while preserving the identity of each of the contributions therein.

Cognitive Linguistics

The volume explores the ways in which language change is studied within the framework of Cognitive Linguistics, a semantics-based theory of language production and perception. The eleven chapters explore two kinds of changes: firstly, those which involve mental prototypes or 'best instances' of particular concepts and extensions of these prototypes, and secondly, those which relate to conceptual networks, for example via metaphor or metonymy. More specifically, the papers address syntactic and lexical change, as well as the evolution of language and changes in the expression - usually metaphoric - of emotions. In presenting a wide range of current work of this kind, the volume demonstrates the value of cross-fertilization between historical and cognitive linguistics, and is intended to open the way for further related research. The included papers are of particular relevance to those working in metaphor theory and syntactic / semantic change within Cognitive Linguistics, but will also be of interest to other historical linguists and those studying cognitive semantics and metaphor from a synchronic viewpoint.

Historical Cognitive Linguistics

This volume presents new developments in cognitive grammar and explores its descriptive and explanatory potential with respect to a wide range of language phenomena. These include the formation and use of locationals, causative constructions, adjectival and nominal expressions of oriented space, morphological layering, tense and aspect, and extended uses of verbal predicates. There is also a section on the affinities between cognitive grammar and early linguistic theories, both ancient and modern.

Topics in Cognitive Linguistics

This cutting-edge volume describes the implications of Cognitive Linguistics for the study of second language acquisition (SLA). The first two sections identify theoretical and empirical strands of Cognitive Linguistics, presenting them as a coherent whole. The third section discusses the relevance of Cognitive Linguistics to SLA and defines a research agenda linking these fields with implications for language instruction. Its comprehensive range and tutorial-style chapters make this handbook a valuable resource for students and researchers alike.

Handbook of Cognitive Linguistics and Second Language Acquisition

The best survey of cognitive linguistics available, this Handbook provides a thorough explanation of its rich methodology, key results, and interdisciplinary context. With in-depth coverage of the research questions, basic concepts, and various theoretical approaches, the Handbook addresses newly emerging subfields and shows their contribution to the discipline. The Handbook introduces fields of study that have become central to cognitive linguistics, such as conceptual mappings and construction grammar. It explains all the main areas of linguistic analysis traditionally expected in a full linguistics framework, and includes fields of study such as language acquisition, sociolinguistics, diachronic studies, and corpus linguistics. Setting linguistic facts within the context of many other disciplines, the Handbook will be welcomed by researchers and students in a broad range of disciplines, including linguistics, cognitive science, neuroscience, gesture studies, computational linguistics, and multimodal studies.

The Cambridge Handbook of Cognitive Linguistics

The Bloomsbury Companion to Cognitive Linguistics is a comprehensive and accessible reference resource to research in contemporary cognitive linguistics. Written by leading figures in the field, the volume provides readers with an authoritative overview of methods and current research topics and future directions. The volume covers all the most important issues, concepts, movements and approaches in the field. It devotes space to looking specifically at the major figures and their contributions. It is a complete resource for postgraduate students and researchers working within cognitive linguistics, psycholinguistics and those interested more generally in language and cognition.

The Bloomsbury Companion to Cognitive Linguistics

The Oxford Handbook of Cognitive Linguistics presents a comprehensive overview of the main theoretical concepts and descriptive/theoretical models of cognitive linguistics, and covers its various

subfields - theoretical as well as applied. The first twenty chapters give readers the opportunity to acquire a thorough knowledge of the fundamental analytic concepts and descriptive models of Cognitive Linguistics and their background. The book starts with a set of chapters discussing different conceptual phenomena that are recognized as key concepts in Cognitive Linguistics: prototypicality, metaphor, metonymy, embodiment, perspectivization, mental spaces, etc. A second set of chapters deals with Cognitive Grammar, Construction Grammar, and Word Grammar, which, each in their own way, bring together the basic concepts into a particular theory of grammar and a specific model for the description of grammatical phenomena. Special attention is given to the interrelation between Cognitive and Construction Grammar. A third set of chapters compares Cognitive Linguistics with other forms of linguistic research (functional linguistics, autonomous linguistics, and the history of linguistics), thus giving a readers a better grip on the position of Cognitive Linguistics within the landscape of linguistics at large. The remaining chapters apply these basic notions to various more specific linguistic domains, illustrating how Cognitive Linguistics deals with the traditional linguistic subdomains (phonology, morphology, lexicon, syntax, text and discourse), and demonstrating how it handles linguistic variation and change. Finally they consider its importance in the domain of Applied Linguistics, and look at interdisciplinary links with research fields such as philosophy and psychology. With a well-known cast of contributors from around the world, this reference work will be of interest to researchers and advanced students in (cognitive) linguistics, psychology, cognitive science, and anthropology.

The Oxford Handbook of Cognitive Linguistics

The key topics discussed in this book illustrate the breadth of cognitive linguistic research and include semantic typology, space, fictive motion, argument structure constructions, and prototype effects in grammar. New themes such as individual differences, emergence, and default non-salient interpretations also receive coverage.

Cognitive Linguistics - Key Topics

This book puts cognition back at the heart of the language learning process and challenges the idea that language acquisition can be meaningfully understood as a purely linguistic phenomenon. For each domain placed under the spotlight - memory, attention, inhibition, categorisation, analogy and social cognition - the book examines how they shape the development of sounds, words and grammar. The unfolding cognitive and social world of the child interacts with, constrains, and predicts language use at its deepest levels. The conclusion is that language is special, not because it is an encapsulated module separate from the rest of cognition, but because of the forms it can take rather than the parts it is made of, and because it could be nature's finest example of cognitive recycling and reuse.

What it Takes to Talk

This book explores the importance of Cognitive Linguistics for specialized language within the context of Frame-based Terminology (FBT). FBT uses aspects of Frame Semantics, coupled with premises from Cognitive Linguistics to structure specialized domains and create non-language-specific knowledge representations. Corpus analysis provides information regarding the syntax, semantics, and pragmatics of specialized knowledge units. Also studied is the role of metaphor and metonymy in specialized texts. The first section explains the purpose and structure of the book. The second section gives an overview of basic concepts, theories, and applications in Terminology and Cognitive Linguistics. The third section explains the Frame-based Terminology approach. The fourth section explores the role of contextual information in specialized knowledge representation as reflected in linguistic contexts and graphical information. The final section highlights the conclusions that can be derived from this study.

A Cognitive Linguistics View of Terminology and Specialized Language

Cognitive Linguistics takes an experientialist approach towards language, emphasizing the centrality of (physical) experience for cognitive development. That is, cognition is regarded as embodied, and language - as part of the human cognitive system - is shaped by how human beings interact with their physical and social environment. Thus, language is usage-based and form-meaning mappings can be explained and systematized on the basis of their conceptual motivation. Despite the pedagogical potential of this theory, Cognitive Linguistic applications in foreign language teaching and learning are still in their initial stages and empirical research testing the effect of Cognitive-Linguistic teaching approaches in real classroom settings is rather scarce. The aim of this monograph is to provide insight into key tenets of the Cognitive Linguistic framework under the premise of their relevance for foreign language pedagogy. Empirical studies are presented focusing on how phrasal verbs can be taught from a Cognitive Linguistic perspective via awareness-raising methods. Based on statistical analyses and considering individual learner variables such as

language aptitude, cognitive load and how students evaluated their own learning outcome, the author discusses the merits of a Cognitive Linguistic approach to phrasal verbs.

Cognitive Linguistics in the English as a foreign language classroom

Vyvyan Evans focuses on the linguistic and conceptual resources we make use of when we fix events in time.

Language and Time

In view of the considerable number of recent publications devoted to various applications of Cognitive Linguistics, the book focusses on fields that have not been extensively dealt with within the CL framework. The book gathers presentations that deal with fields of application as defined in the introduction to the first volume in the ACL series (Kristiansen et al 2006). The articles in the first section ("From loop to cycle") are defining papers written by eminent scholars whose position within the field of CL has been firmly established. They touch upon issues of continuing relevance to the discipline and introduce thematic areas covered in the next four sections of the volume. Papers in these sections are mainly written by young scholars, whose research illustrates various ways to implement the cycle through different forms of contextualization, either presenting descriptive applications that lead to theoretical amendments or widening the field of possible applications, often interdisciplinary, e.g. to theological or metaphysical discourse. Frequently, section papers provide illustration for the empirical turn in Cognitive Linguistics, demonstrating the ways in which application of theory to new data using new methodologies leads to refinement, development or modification of the theoretical framework. The book is of relevance to students of (applied) linguistics, interested or specializing in language acquisition and pedagogy, intercultural communication, literary and translation studies, as well as to academics and students representing cognate disciplines.

Cognitive Linguistics in Action

This book illustrates the ways that cognitive linguistics, a relatively new paradigm in language studies, can illuminate and facilitate language research and teaching. The first part of the book introduces the basics of cognitive linguistic theory in a way that is geared toward second language teachers and researchers. The second part of the book provides experimental evidence of the usefulness of applying cognitive linguistics to the teaching of English. Included is a thorough review of the existing literature on cognitive linguistic applications to teaching and cognitive linguistic-based experiments. Three chapters report original experiments which focus on teaching modals, prepositions and syntactic constructions, elements of English that learners tend to find challenging. A chapter on "future directions" reports on an innovative analysis of English conditionals. Pedagogical aids such as diagrams and sample exercises round out this pioneering and innovative text.

Cognitive Linguistics and Poetics of Translation

Methods in Cognitive Linguistics is an introduction to empirical methodology for language researchers. Intended as a handbook to exploring the empirical dimension of the theoretical questions raised by Cognitive Linguistics, the volume presents guidelines for employing methods from a variety of intersecting disciplines, laying out different ways of gathering empirical evidence. The book is divided into five sections. Methods and Motivations provides the reader with the preliminary background in scientific methodology and statistics. The sections on Corpus and Discourse Analysis, and Sign Language and Gesture describe different ways of investigating usage data. Behavioral Research describes methods for exploring mental representation, simulation semantics, child language development, and the relationships between space and language, and eye movements and cognition. Lastly, Neural Approaches introduces the reader to ERP research and to the computational modeling of language.

Cognitive Linguistics and Second Language Learning

This is a revised and updated edition of a seminal text in the field of Cognitive Linguistics, written in an engaging and accessible style for a new generation of scholars and students. The author surveys and incorporates a wealth of more recent studies conducted in different areas since the book's original publication in 2009, exploring how new areas of research within Cognitive Linguistics have emerged and flourished, and taking account of key studies that have progressed the field since its inception. This new edition has been revised throughout to review, analyse and synthesise the

latest state of the art in Cognitive Linguistics-inspired second language learning and teaching research, and suggests other areas that might benefit from further exploration. It will be essential reading for academics, educators and students across Linguistics and Education, particularly those with an interest in cognitive linguistics, second language acquisition, foreign language teaching and language education.

Methods in Cognitive Linguistics

In contemporary linguistics, both cognitive and critical approaches to language have been elaborated in some detail. Unfortunately, the two perspectives have seldom converged, despite the potential theoretical advances such collaboration offers. The contributions to this volume explore the convergence of cognitive and critical trends in the guise of cognitive linguistics and critical discourse analysis. The volume addresses a range of socio-political discourses in various international contexts, including discourses on nation, education, immigration, and war. One single integrated model is not presented, but rather, a number of methodologies are developed and assessed across the chapters. The application of established cognitive linguistic theories, including conceptual metaphor theory, conceptual blending theory and frame semantics, are discussed, as well as developing theories, such as metaphor power theory and discourse space theory. The book is of value to anyone interested in the interaction between language, mind, and society, including both students and scholars of cognitive linguistics and critical discourse analysis.

Cognitive Linguistics in the Redwoods

This collection takes a cognitive linguistic view on analyzing language and presents innovative contemporary Finnish research to the international audience. The volume brings together nine chapters presenting empirical case studies that rely on various kinds of corpus data and experimental data or combine both types of empirical evidence. The topics vary from semantics to grammatical description, from terminological choices to language acquisition, and they study language from perspectives as diverse as psycholinguistics, comparative linguistics, and translation studies. A multi-methodological approach to linguistic research is promoted in this book. The idea is that language in all its diversity can best be studied by using the entire spectrum of modern quantitative and qualitative methods. It will appeal to academic readers, students, and established researchers, interested in the study of authentic linguistic material especially from the cognitive perspective.

Applying Cognitive Linguistics to Second Language Learning and Teaching

The total body of papers presented in this volume captures research across a variety of languages and language groups, to show how particular elements of linguistic description draw on otherwise separate aspects (or fields) of linguistic investigation. As such, this volume captures a diversity of research interest from the field of cognitive linguistics. These areas include: lexical semantics, cognitive grammar, metaphor, prototypes, pragmatics, narrative and discourse, computational and translation models; and are considered within the contexts of: language change, child language acquisition, language and culture, grammatical features and word order and gesture. Despite possible differences in philosophical approach to the role of language in cognitive tasks, these papers are similar in a fundamental way: they all share a commitment to the view that human categorization involves mental concepts that have fuzzy boundaries and are culturally and situation-based.

Cognitive Linguistics in Critical Discourse Analysis

This book applies the theory of cognitive linguistics to the analysis of a variety of grammatical phenomena in non-Indo-European languages. In previous studies of languages from non-Indo-European families, cognitive linguistics has been remarkably useful in explaining non-prototypical structures as well as more common ones. The book expands that effort into a new set of families and languages.

Empirical Approaches to Cognitive Linguistics

This collection of twelve papers demonstrates that the concepts developed within the Cognitive Linguistics movement afford an insightful perspective on several important areas of second language acquisition and pedagogy. In the first part of the book, three papers show how three Cognitive Linguistics constructs provide a useful theoretical frame within which second language acquisition

data can be analyzed. First, Talmy's typology of motion events is argued to constitute the base relative to which acquisition discrepancies in motion events are most valuably investigated. Secondly, the notion of "construction" is invoked in order to account for systematic differences between the native and non-native speakers' use of the English verb *get*. Finally, frequency and similarity effects are shown to play a crucial part in the learning of prepositions in a second language. The second part of the book shows that the key concepts commonly invoked in Cognitive Linguistics analyses allow language teachers to insightfully structure the presentation of problematic material in the foreign language classroom. These concepts include among others polysemy, the figure/ground gestalt, the usage-based conception of grammar, the radial organization of categories, metaphors, and cultural scripts. The Cognitive Linguistics paradigm has already shown its viability to analyze a wide array of linguistic phenomena. This book establishes its relevance in the areas of second language acquisition and language pedagogy. Its intended public is composed of Cognitive Linguists, Second Language Acquisition specialists, as well as foreign language pedagogy researchers, instructors, and students.

Cognitive Linguistics Investigations

Cognitive models, perspectives, and the construction of situated meaning have always been core concepts in Cognitive Linguistics. The papers in this volume present applications of those concepts to the study of discourse phenomena like the use and interpretation of metaphors, modal expressions, focus particles, tag questions, indirect speech acts, and iconographic textual references. The volume also includes two studies focussing on cognitive processes involved in discourse production.

Give

Mastering the vocabulary of a foreign language is one of the most daunting tasks that language learners face. The immensity of the task is underscored by the realisation that it is not only single words but also numerous standardised phrases (idioms, collocations, etc.) that need to be acquired. There is thus a clear need for instructional methods that help learners tackle this task, and yet few proposals for vocabulary instruction have so far gone beyond techniques for rote-learning and familiar means of promoting of noticing. The reason for this is that vocabulary and phraseology have long been assumed arbitrary. The volume offers a long-overdue alternative by exploring and exploiting the presence of linguistic 'motivation' - or, systematic non-arbitrariness - in the lexicon. The first half of the volume reports ample empirical evidence of the pedagogical effectiveness of presenting vocabulary to learners as non-arbitrary. The data reported indicate that the proposed instructional methods can benefit when both the nature of the target lexis and the basic cognitive orientations of particular learners are taken into account. The first half of the book mostly targets lexis that has already attracted a fair amount of attention from Cognitive Linguists in the past (e.g. phrasal verbs and figurative idioms). The second half broadens the scope considerably by revealing the non-arbitrariness of diverse other lexical patterns, including collocations and word partnerships generally. This is achieved by recognising some long-neglected dimensions of linguistic motivation - etymological and phonological motivation, in particular. Concrete suggestions are made for putting the non-arbitrary nature of words and phrases to good use in instructed language learning. The volume is therefore of interest not only to applied linguists and researchers in Second Language Acquisition/Foreign Language Teaching, but also to second and foreign language teaching professionals.

Cognitive Linguistics and Non-Indo-European Languages

Cognitive Linguistics, Second Language Acquisition, and Foreign Language Teaching

http://development.digicelgroup.com/EPDF/7635N77200/5954N10/sars-tax_guide-2014-part_time_employees.pdf
http://development.digicelgroup.com/RTF/vq/8261173QV9260929/york_simplicity-manual.pdf
http://development.digicelgroup.com/EPDF/76319SB/141928290926/lincoln-impinger_1301_parts_manual.pdf
http://development.digicelgroup.com/EBOOK/po292609/2P2611O442141928/7-grade-science_workbook_answers.pdf
http://development.digicelgroup.com/DOC/ue292609/U35362E577141928/2012_yamaha_ar190-sx190_boat-service_manual.pdf
http://development.digicelgroup.com/DOC/15333WQ/7345633WQ7/chapter-9_the_cost_of_capital-solutions.pdf
http://development.digicelgroup.com/DOC/qn/52Q2N16/hyundai_excel_95_workshop-manual.pdf
http://development.digicelgroup.com/PDF/tm/783M01352T260929/baka_updates-manga-shinmai-maou_no_keiyakusha.pdf
http://development.digicelgroup.com/KINDLE/141928/9K453797M9/vauxhall-nova_manual_choke.pdf

http://development.digicelgroup.com/CHAPTER/C2461M2634/C6278M1/orion_pit_bike-service_manuals.pdf