

Cognitive English Grammar Cognitive Linguistics In Practice

This textbook serves a dual purpose. It is, first, a comprehensive introduction to historical linguistics, intended for both undergraduate and graduate students who have taken, at the least, an introductory course in linguistics. Secondly, unlike many such textbooks, this one is based in the theoretical framework of Cognitive Linguistics, a semantics-based theory which emphasizes the relationship between cognition and language. Descriptions and explanations touch on cognitive, social, and physiological aspects of language as it changes across time. Examples come principally from Germanic (English, German, Yiddish) and Romance (French and Spanish), but with some exploration of aspects of the history of other languages as well. Each chapter concludes with exercises based on material in the chapter and also with suggestions for extensions of the content to wider issues in diachronic linguistics.

This volume contains selected papers from the 5th ICLC, Amsterdam 1997. The papers present cognitive analyses of a

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variety of constructions (phrasal verbs, prepositional phrases, transitivity, accusative versus dative objects, possessives, gerunds, passives, causatives, conditionals), in a variety of languages (English, German, Dutch, Polish, Greek, Hebrew, Japanese, Thai, Fijian). Besides analyses of 'objective construal', the volume reflects the increasing interest in subjectivity (grounding and speaker involvement). It also includes, lastly, contributions on the acquisition and agrammatic loss of constructions.

This book constitutes another step of the linguistic community in translating cognitive linguistics research into a set of guidelines applicable in the foreign language classroom. The authors, language scholars, and experienced practitioners discuss a collection of both more theoretical and practical issues from the area of second and foreign language pedagogy. These are matters that not only enhance our comprehension of particular grammatical and lexical problems, but also lead to the improvement of the efficiency of teaching a foreign language. The topics range from learners' emotions, teaching grammatical constructions, prepositions, and vocabulary, to

specific issues in phonology. The observations concern the teaching of three different languages: English, French, and Italian. As a result, the book is of interest to scholars dealing with further developments of particular linguistic issues and practitioners who want to learn how to improve the quality of their classroom work.

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

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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.

Cognate Object Constructions in English

Analytic Tools for Students of English

The Cognitive Basis of Grammar

Cognitive Linguistics - Foundations of Language

Cognitive Phonology in Construction Grammar

Handbook of Cognitive Linguistics and Second Language

Acquisition

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.

This book reviews the basic claims and descriptive constructs of Cognitive Grammar, outlines major themes in its ongoing development, and applies these notions to central problems in grammatical analysis.

In the last 25 years foreign language teaching has been able to increase its efficiency through an orientation towards authentic language materials, pragmatic language functions and interactive learning methods. However, so far foreign language teaching has lacked a sufficiently strong theoretical framework to support the teaching of language in all its aspects. Arguably, such a linguistic theory has to be usage-based and cognition-oriented. Since cognitive linguistics - and especially cognitive grammar - is concerned with conceptual issues against the larger background of human cognition and because it is based on actual language use, it becomes a powerful tool for dealing adequately with the main issues of a pedagogical grammar. A pedagogical grammar aims at providing all the essential linguistic patterns considered relevant by theoretical and descriptive linguistics for the preparation of teaching materials and their exploitation in foreign language instruction. The volume contains thirteen contributions organized into three parts. In Part 1 Langacker, Taylor and Broccias introduce the

basic grammar concepts, rules and models that are available in cognitive linguistics and which are directly relevant to the construction of a pedagogical grammar. Meunier, on the other hand, describes how such a grammar could benefit from corpus linguistics. Part 2 looks at some cognitive tools and conceptual errors with contributions by Danesi and Maldonado and also reconsiders contrastive analysis in the papers by Ruiz de Mendoza and Valenzuela & Rojo. Part 3, finally, discusses language-specific constraints on a number of linguistic phenomena such as the construal of motion events (papers by Cadierno and De Knop & Dirven), distinctions in the tense-aspect system (papers by Niemeier & Reif and Schmiedtová & Flecken), and voice (Chen & Oller). Tailored to students, this abridged version of Cognitive Grammar positions Langacker's authoritative work as an accessible, attractive cornerstone of cognitive linguistics as the field continues to evolve.

***The Cambridge Handbook of Cognitive Linguistics
Selected papers from the Fifth International Cognitive Linguistics Conference,
Amsterdam, 1997***

A Volume in Honour of René Dirven

Essentials of Cognitive Grammar

An Introduction

Cognitive English Grammar

The book offers a basic introduction to the theory of Cognitive Grammar, which claims that meaning resides in conceptualization, and that grammar is inherently meaningful, residing in

the structuring and symbolization of conceptual content.

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.

This volume makes accessible a substantial range of recent research in Cognitive Grammar. From disparate sources, it brings together a dozen innovative papers, revised and integrated to form a coherent whole. This work continues the ongoing program of progressively articulating the theoretical framework and showing its descriptive application to varied grammatical phenomena. A number of major topics are examined in depth through multiple chapters viewing them from different perspectives: grammatical constructions (their general nature, their metonymic basis, their role in grammaticization), nominal grounding (quantifiers, possessives, impersonal it), clausal grounding (its relation to nominal grounding, an epistemic account of tense, a systemic view of the English auxiliary), the "control cycle" (an abstract cognitive model with many linguistic manifestations), finite clauses (their internal structure and external grammar), and complex sentences (complementation, subordination, coordination). In each case the presentation builds from fundamentals and introduces the background needed for comprehension. At the same time, by bringing fresh approaches and new descriptive insights to classic problems, it represents a significant advance in understanding grammar and indicates future directions of theory and research in

the Cognitive Grammar framework. The book is of great interest to students and practitioners of cognitive linguistics and to scholars in related areas.

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: Basic Readings

A Cognitive Grammar Approach to Teaching Tense and Aspect in the L2 Context

Ten Lectures on Applied Cognitive Linguistics
Constructions in Cognitive Linguistics
The Oxford Handbook of Cognitive Linguistics
Constructional Approaches to English Grammar

Grammar and Conceptualization documents some major developments in the theory of cognitive grammar during the last decade. By further articulating the framework and showing its application to numerous domains of linguistic structure, this book substantiates the claim that lexicon, morphology, and syntax form a gradation consisting of assemblies of symbolic structures (form-meaning pairings).

This textbook is an accessible introduction to both English phonology and phonology in general. It analyzes some central phenomena of the sound system of two standard varieties of English, Southern British English and General American. The framework adopted is Cognitive Linguistics and Construction Grammar, and this entails in particular that all the elements of the sound system are tightly interwoven with the meaningful units: morphemes, words, phrases and sentences. The book contains chapters on articulatory phonetics, sounds and meaning, alternation patterns, word stress and intonation. Each chapter ends with an invitation to analyze English and other languages with the tools of Cognitive Linguistics. The book is designed for students as well as teachers of English and linguistics, and while the target readership should already have a background in linguistics, a beginner in phonology will find all the basic concepts clearly defined.

This book covers derivational and compound word formation in English morphology in depth,

using a cognitive linguistics semantic framework.

Cognitive English Grammar is designed to be used as a textbook in courses of English and general linguistics. It introduces the reader to cognitive linguistic theory and shows that Cognitive Grammar helps us to gain a better understanding of the grammar of English. The notions of motivation and meaningfulness are central to the approach adopted in the book. In four major parts comprising 12 chapters, Cognitive English Grammar integrates recent cognitive approaches into one coherent model, allowing the analysis of the most central constructions of English. Part I presents the cognitive framework: conceptual and linguistic categories, their combination in situations, the cognitive operations applied to them, and the organisation of conceptual structures into linguistic constructions. Part II deals with the category of 'things' and their linguistic structuring as nouns and noun phrases. It shows how things are grounded in reality by means of reference, quantified by set and scalar quantifiers, and qualified by modifiers. Part III describes situations as temporal units of various layers: internally, as types of situations; and externally, as located relative to the time of speech and grounded in reality or potentiality. Part IV looks at situations as relational units and their structuring as sentences. Its two chapters are devoted to event schemas and space and metaphorical extensions of space. Cognitive English Grammar offers a wealth of linguistic data and explanations. The didactic quality is guaranteed by the frequent use of definitions and examples, a glossary of the terms used, overviews and chapter summaries, suggestions for further reading, and study questions. For the Key to Study Questions [click here](#).

Applying Cognitive Grammar in the Foreign Language Classroom
Historical Linguistics

Grammar and Conceptualization

Cognitive Approaches to Pedagogical Grammar

descriptive application. Volume 2

An Introduction to Cognitive Linguistics

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.

This volume offers the first comprehensive description of English imperatives made from a Cognitive Linguistic perspective. It proposes a new way of explaining the meaning and function of the imperative independently of illocutionary act classifications, which allows

for quantifying the strength of imperative force in terms of parameters and numerical values. Furthermore, the book applies the theory of Construction Grammar to account for the felicity of imperatives in complex sentences. The model of description explains explicitly a wide range of phenomena, including frequency of use, prototypical vs. non-prototypical uses of the English imperative and the choice between longer vs. shorter directives including the imperative. *A Cognitive Linguistic Analysis of the English Imperative: With Special Reference to Japanese Imperatives* is intended for both researchers and students interested in the English imperative and Directive Speech Acts at large and for the linguists working within the Cognitive Linguistics and/or Construction Grammar approach.

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.

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.

Figurative language in use, constructions and typology

Morphology in English

Ten Lectures on the Basics of Cognitive Grammar

A Practical Guide

Internal Dynamics and Interdisciplinary Interaction

Topics in 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.

This is the second volume of a two-volume work that introduces a new and fundamentally different conception of language structure and linguistic investigation. The central claim of cognitive grammar is that grammar forms a continuum with lexicon and is fully describable in terms of symbolic units (i.e. form-meaning pairings). In contrast to current orthodoxy, the author argues that grammar is not autonomous with respect to semantics, but rather reduces to patterns for the structuring and symbolization of conceptual content. This volume suggests how to use the theoretical tools presented in Volume I, applying cognitive grammar to a broad array of representative grammatical phenomena,

primarily (but by no means exclusively) drawn from English. Reviews "The amount of data and the wealth of analyses presented is impressive. . . .

Langacker has again succeeded in producing a very stimulating and coherent piece of work. And the material analyses offered deserve much more careful attention and reflection than is possible within the limits of a review." —Canadian Journal of Linguistics "Finding ways to talk about language as a cognitive process intricately interwoven with conceptual behavior seems to be the unifying concern of cognitive linguistics in general, and Langacker's work is of major significance in this respect. It has not been possible in this short review to do justice to the enormous complexity of the theoretical enterprise presented in Foundations of Cognitive Grammar nor the detail of analytical procedures and findings." —Australian Journal of Linguistics

This lucid and authoritative introduction to Cognitive Grammar presents the theory and its rationale in careful, systematic detail. Its application to central domains of language structure makes a compelling case that grammar is inherently meaningful. The book holds great interest for linguists, linguistics students, and professionals in related disciplines.

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

Teaching English Tense and Aspect

Foreign Language Pedagogy in the Light of Cognitive Linguistics Research

Cognitive Linguistics - Key Topics

Foundations of Cognitive Grammar

Applying Cognitive Linguistics

Cognitive Linguistics, Second Language Acquisition, and Foreign Language Teaching

This classic research monograph develops and illustrates the theory of linguistic structure known as Cognitive Grammar, and applies it to representative phenomena in English and other languages. Cognitive grammar views language as an integral facet of cognition and claims that grammatical structure cannot be understood or revealingly described independently of semantic considerations.

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.

Cognitive Linguistics is an approach to language study based on the assumptions that our linguistic abilities are firmly rooted in our cognitive abilities, that meaning is essentially conceptualization, and that grammar is shaped by usage. The Handbook of Cognitive Linguistics provides state-of-the-art overviews of the numerous subfields of cognitive linguistics written by leading international experts which will be useful for established researchers and novices alike. It is an interdisciplinary project with contributions from linguists, psycholinguists, psychologists, and computer scientists which will emphasise the most recent developments in the field, in particular, the shift towards more empirically-based research. In this way, it will, we hope, help to shape the field, encouraging methodologically more rigorous research which incorporates insights from all the cognitive sciences. Editor Ewa Dąbrowska was awarded the Alexander von Humboldt Professorship 2018.

This collection of articles brings together new research from both established and emerging international experts in the study of English

grammar, all of whom have engaged with the notion of 'construction' in their work. The research here is concerned with both synchrony and diachrony, with the relationship between Construction Grammar and other linguistic theories, and with a number of issues in the study of grammar, such as raising and control phenomena, transitivity, relative clause structure, the syntax of gerunds, attributive and predicative uses of adjectives, modality, and grammaticalization. Some of the articles are written within a constructional framework, while others highlight potential problems with constructional approaches to English grammar; some of the articles are based on data collected from corpora, some on introspection; some of the articles suggest potential developments for diachronic construction grammar, while others seek to compare Construction Grammar with other cognitive linguistic theories, most particularly Word Grammar. The research reported in this volume presents a series of ways of looking at the relationship between constructions and patterns in English grammar, either now or in the past. The book addresses scholars and advanced students who are interested in English grammar, constructional approaches to language, and the relationship between functional and formal issues in linguistic description and theory.

Word Formation in Cognitive Grammar

Cognitive Grammar in Stylistics

Cognitive Linguistics

Concept, Image, and Symbol

Convergence and Expansion

A cognitive grammar introduction

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.

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.

The monograph constitutes an attempt to demonstrate how Cognitive Grammar (CG) can be employed in the foreign language classroom with a view to aiding learners in better understanding the complexities of English grammar. Its theoretical part provides a brief overview of the main tenets of Cognitive Grammar as well as illustrating how the description of English tense and aspect can be approached from a traditional and a CG perspective. The empirical part reports the findings of an empirical study which aimed to compare the effects of instruction utilizing traditional pedagogic descriptions with those grounded in CG on the explicit and implicit knowledge of the Present Simple and Present Continuous Tenses. The book closes with the discussion of directions for further research when it comes to the application of CG to language pedagogy as well as some pedagogic implications.

In recent years, Cognitive Linguistics (CL) has established itself not only as a solid theoretical approach but also as an important source from which different applications to other fields have emerged. In this volume we identify some of the current, most relevant topics in applied CL-oriented studies – analyses of figurative language (both metaphor and metonymy) in use, constructions and typology –, and present high-quality research papers that illustrate best practices in the research foci identified and their application to different fields including intercultural communication, the

psychology of emotions, second and first language acquisition, discourse analysis and translation studies. It is also shown how different methodologies –the use of linguistic corpora, psycholinguistic experiments or discourse analytic procedures– can shed some light on the basic premises of CL as well as providing insights into how CL can be applied in real world contexts. Finally, all the studies included in the volume are based on empirical data and there are some analyses of languages other than English (Japanese, Russian, Spanish, Danish, German and Polish), thus overcoming the contentions that CL-theoretically-based research is often based on linguistic intuition and focused only on the English language. We hope that the present volume will not only contribute to a better understanding of how CL can be applied but that it will also help to encourage, even further, more robust empirical research in this field. Originally published as a special issue of Review of Cognitive Linguistics 14:1 (2016).

The Oxford Handbook of Modality and Mood

Ten Lectures on the Elaboration of Cognitive Grammar

A Basic Introduction

Cognitive Grammar

Investigations in Cognitive Grammar

A Cognitive-linguistic Account

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.

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.

This handbook offers an in depth and comprehensive state of the art survey of the linguistic domains of modality and mood. An international team of experts in the field examine the full range of methodological and theoretical approaches to the many facets of the phenomena involved. Following an opening section that provides an introduction and historical background to the topic, the volume is divided into five parts. Parts 1 and 2 present the basic linguistic facts about the systems of modality and mood in the languages of the world, covering the semantics and the expression of different subtypes of modality and mood respectively. The authors also examine the interaction of modality and mood, mutually and with other semantic categories such as aspect, time, negation, and evidentiality. In Part 3, authors discuss the features of the modality and mood systems in five

typologically different language groups, while chapters in Part 4 deal with wider perspectives on modality and mood: diachrony, areality, first language acquisition, and sign language. Finally, Part 5 looks at how modality and mood are handled in different theoretical approaches: formal syntax, functional linguistics, cognitive linguistics and construction grammar, and formal semantics.

This volume links Cognitive Grammar explanations to the area of second-language learning and instructed grammar teaching. It represents a contribution to empirically based knowledge promoting a new perspective on the process of teaching and learning about English language structures. The theoretical part of the book provides an overview of the basic tenets of Cognitive Grammar, and discusses elements of the theory that are of crucial importance for understanding English tense and aspect structures. The second part brings together these two fields of study and tests a Cognitive Grammar approach to teaching tense and aspect to less advanced learners of English. To this end, an experimental study was conducted, comparing the effects of Cognitive Grammar-inspired instruction on the language learning process with those of teaching

methods which employ more traditional grammatical descriptions. As such, the book is of particular relevance to Cognitive Grammar research, and second-language learning and teaching research, and for learners and teachers of a foreign language.

With Special Reference to Japanese Imperatives

A Cognitive Linguistic Analysis of the English Imperative

Handbook of Cognitive Linguistics

Cognitive Grammar in Stylistics: A Practical Guide provides an engaging, accessible and practically-focused introduction to cognitive grammar outlining how central principles of the field can be used in stylistic analyses. Assuming no prior knowledge, the book leads students through the basics of cognitive grammar, outlining its place within the field of cognitive linguistics as a whole, providing clear explanations of key principles and concepts. It then explains how these can be used to study a range of literary and non-literary texts. The book argues that cognitive grammar offers a powerful alternative to more traditional grammatical models when analysing texts. Its primary focus is on the practical application of cognitive grammar to examples of language in context and on its potential for both literary and non-literary material. It offers a clear and facilitating approach to allow students to describe language features carefully and to explore how these descriptions can be developed into full and rich analyses. Suitable for undergraduate students taking modules in stylistics, English language, and cognitive linguistics, as well as postgraduates encountering the field for the first time, the book provides a much-needed and essential guide to this exciting subject.

A series of 10 lectures on various aspects of Cognitive Linguistics as these relate to matters of language

teaching and learning.

Cognitive Grammar offers a radical alternative to mainstream linguistic theories. This book introduces the theory in clear, non-technical language, relates it to current debates about the nature of linguistic knowledge, and applies it to in-depth analyses of a range of topics in semantics, syntax, morphology, and phonology. Study questions and suggestions for further reading accompany each of the main chapters.