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Cognitive English
Grammar

*Cognitive
English
Grammar
Cognitive
Linguistics
In Practice*

**This cutting-edge
volume describes
the implications of**

Page 1/197

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Grammar
**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**

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Grammar
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**

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**comprehensive
range and tutorial-
style chapters make
this handbook a
valuable resource
for students and
researchers alike.
In the last 25 years
foreign language
teaching has been
able to increase its
efficiency through**

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**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**

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Linguistics In
Practice

**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**

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Linguistics In
Practice

**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**

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Grammar
**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**

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Linguistics In
Practice

**preparation of
teaching materials
and their
exploitation in
foreign language
instruction. The
volume contains
thirteen
contributions
organized into
three parts. In Part
1 Langacker,**

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Linguistics In
Practice

**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,**

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Linguistics In
Practice

**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**

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**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**

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Practice

**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).**

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**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**

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**within cognitive
semantics (such as
Primary Metaphor
Theory, Conceptual
Blending Theory,
and Principled
Polysemy), and
cognitive
approaches to
grammar (such as
Radical
Construction**

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Practice

Grammar and Embodied Construction Grammar). The authors offer clear, critical evaluations of competing formal approaches within theoretical linguistics. For example, cognitive linguistics is

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Grammar
**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**

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Linguistics In
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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

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Linguistics In
Practice

**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**

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Grammar
**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**

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Grammar
**understanding of
cognitive
linguistics.**

**This book
constitutes another
step of the
linguistic
community in
translating
cognitive linguistics
research into a set
of guidelines**

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Linguistics In
Practice

**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**

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Grammar

**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

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Linguistics In
Practice

**teaching a foreign
language. The
topics range from
learners' emotions,
teaching
grammatical
constructions,
prepositions, and
vocabulary, to
specific issues in
phonology. The
observations**

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Grammar
concern the
Cognitive
teaching of three
Linguistics In
different
Practice
languages: English,
French, and Italian.
As a result, the
book is of interest
to scholars dealing
with further
developments of
particular
linguistic issues

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**and practitioners
who want to learn
how to improve the
quality of their
classroom work.**

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Linguistics and
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Psychology of
Language

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from the Fifth
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Conference,
Amsterdam, 1997
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Linguistics
Investigations
Cognitive
Linguistics:
Current

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**Applications and
Future
Perspectives**

Linguistics In
Practice
**Where cognitive
grammar and task-
based language
teaching meet**

**This book,
which gathers
in one place
the theories
of 10 leading**

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Cognitive
Linguistics In
Practice

**cognitive and
functional
linguistics,
represents a
new approach
that may
define the
next era in
the history of
psychology: It
promises to
give**

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Grammar
psychologists

Cognitive
a new
Linguistics In
appreciation

Practice
of what this
variety of

linguistics
can offer

their study of
language and

communication.
In addition,

it provides co

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Cognitive
Linguistics In
Practice

**gnitive-
functional
linguists new
models for
presenting
their work to
audiences
outside the
boundaries of
traditional
linguistics.
Thus, it**

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Grammar

**serves as an
excellent text
for courses in
psycholinguist
ics, and
appeal to
students and
researchers in
cognitive
science and
functional
linguistics.**

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Grammar

**The focus on
communication
in TBLT often
comes at the
expense of
form. In this
book, the task-
based approach
is enhanced
and coupled
with insights
into**

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Grammar
(cognitive)
Cognitive
Linguistics In
Practice
grammar, an
approach which
sees grammar
as meaningful.
The book shows
how grammar
teaching can
be integrated
into a
communicative
lesson in a

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Grammar
**non-explicit
way, i.e., "by
the backdoor".**

Linguistics In
Practice
**The learners
are involved
in situations
that they may
also encounter
outside their
classrooms and
they are given
communicative**

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Cognitive
Linguistics In
Practice

**tasks they are
to work on and
solve, usually
with a partner
or in small
groups. What
teachers need
to invest for
preparing such
lessons is
their own
creativity, as**

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Grammar
Cognitive
Linguistics In
Practice

**they have to
come up with
communicative
situations
which guide
the learners
into using a
specific
grammatical
structure. The
book first
discusses the**

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Grammar
Cognitive
Linguistics In
Practice

**didactic and
the linguistic
theories
involved and
then
translates
these
theoretical
perspectives
into actual
teaching
practice,**

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Grammar
Cognitive
Linguistics In
Practice

**focusing on
the following
grammatical
phenomena:**

**tense, aspect,
modality,
conditionals,
passive voice,
prepositions,
phrasal verbs,
verb complemen
tation,**

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Grammar
pronouns and
articles.

Cognitive
Linguistics In
Practice
This
collection of
articles
brings
together new
research from
both
established
and emerging
international

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Grammar
**experts in the
study of
English**
Cognitive
Linguistics In
Practice

grammar, all
of whom have
engaged with
the notion of
'construction'
in their work.
The research
here is
concerned with

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Grammar
**both synchrony
and diachrony,
with the
relationship
between
Construction
Grammar and
other
linguistic
theories, and
with a number
of issues in**

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Grammar
Cognitive
Linguistics In
Practice

**the study of
grammar, such
as raising and
control
phenomena,
transitivity,
relative
clause
structure, the
syntax of
gerunds,
attributive**

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Grammar

and

predicative

uses of

adjectives,

modality, and

grammaticaliza

tion. Some of

the articles

are written

within a

constructional

framework,

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Grammar
Cognitive
Linguistics In
Practice

**while others
highlight
potential
problems with
constructional
approaches to
English
grammar; some
of the
articles are
based on data
collected from**

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Cognitive
Linguistics In
Practice

**corpora, some
on
introspection;
some of the
articles
suggest
potential
developments
for diachronic
construction
grammar, while
others seek to**

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Grammar

compare

Cognitive

Construction

Linguistics In

Grammar with

Practice

other

cognitive

linguistic

theories, most

particularly

Word Grammar.

The research

reported in

this volume

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Cognitive
Linguistics In
Practice

**presents a
series of ways
of looking at
the
relationship
between
constructions
and patterns
in English
grammar,
either now or
in the past.**

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**The book
addresses
scholars and
advanced
students who
are interested
in English
grammar,
constructional
approaches to
language, and
the**

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Cognitive
Linguistics In
Practice

**relationship
between
functional and
formal issues
in linguistic
description
and theory.
The Oxford
Handbook of
Cognitive
Linguistics
presents a**

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comprehensive
Cognitive
overview of
Linguistics In
the main
Practice
theoretical
concepts and d
escriptive/the
oretical
models of
Cognitive
Linguistics,
and covers its
various

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Grammar
subfields,
Cognitive
theoretical as
Linguistics In
well as
Practice
applied. The
first twenty
chapters give
readers the
opportunity to
acquire a
thorough
knowledge of
the

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Linguistics In
Practice

**fundamental
analytic
concepts and
descriptive
models of
Cognitive
Linguistics
and their
background.
The book
starts with a
set of**

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chapters
discussing
different
conceptual

phenomena that
are recognized
as key

concepts in
Cognitive

Linguistics: p
rototypicality
, metaphor,

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Grammar
metonymy,
Cognitive
embodiment, pe
Linguistics In
rspectivizatio
Practice
n, mental
spaces, etc. A
second set of
chapters deals
with Cognitive
Grammar,
Construction
Grammar, and
Word Grammar,

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Grammar
Cognitive
Linguistics In
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**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**

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Grammar
phenomena.
Cognitive
Special
Linguistics In
Practice
attention is
given to the
interrelation
between
Cognitive and
Construction
Grammar. A
third set of
chapters
compares

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**Cognitive
Linguistics
with other
forms of
linguistic
research
(functional
linguistics,
autonomous
linguistics,
and the
history of**

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Grammar
Linguistics),
Cognitive
Linguistics In
Practice
thus giving a
readers a
better grip on
the position
of Cognitive
Linguistics
within the
landscape of
linguistics at
large. The
remaining

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Linguistics In
Practice

**chapters apply
these basic
notions to
various more
specific
linguistic
domains,
illustrating
how Cognitive
Linguistics
deals with the
traditional**

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Linguistics In
Practice

**linguistic
subdomains
(phonology,
morphology,
lexicon,
syntax, text
and
discourse),
and
demonstrating
how it handles
linguistic**

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Grammar
**variation and
change.**

Cognitive
Linguistics In
Practice
**Finally they
consider its
importance in
the domain of
Applied
Linguistics,
and look at in
terdisciplinary
y links with
research**

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Grammar
fields such as
Cognitive
philosophy and
Linguistics In
psychology.

Practice
With a well-
known cast of
contributors
from around
the world,
this reference
work will be
of interest to
researchers

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and advanced
students in
(cognitive)
Linguistics In
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linguistics,
psychology,
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science, and
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Image, and
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Symbol
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in Cognitive
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Approaches to
Pedagogical
Grammar
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*This lucid and
authoritative
introduction to
Cognitive
Grammar presents
the theory and
its rationale in
careful,*

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***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,***

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Practice

***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***

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*Grammatical
Cognitive
Linguistics in
Practice*

***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
A series of 10***

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**lectures on
various aspects
of Cognitive
Linguistics as
these relate to
matters of
language
teaching and
learning.
Proposing a
unitary account
of the
possessive
morpheme, this**

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work takes

"Cognitive

Grammar", as

developed by

Ronald Langacker

as its

theoretical

framework. It

introduces the

conceptual

apparatus of the

theory, and

develops an

account of the

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*full range of
possessive
constructions in
English.*

*Cognate Object
Constructions in
English*

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Linguistics
Cognitive
Linguistics and
Poetics of*

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grammar teaching
Practice
of English
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Grammar Approach
to Teaching
Tense and Aspect
in the L2
Context
Historical
Linguistics
The key topics

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***discussed in this
book illustrate
the breadth of
cognitive
linguistic
research and
include semantic
typology, space,
fictive motion,
argument
structure
constructions,***

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Practice

and prototype effects in grammar. New themes such as individual differences, emergence, and default non-salient interpretations also receive coverage.

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***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***

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Practice

***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***

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***interdisciplinary
project known as
cognitive
science. As such,
Cognitive
Linguistics is
increasingly
attracting a broad
readership both
within linguistics
as well as from
neighbouring***

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***disciplines
including other
cognitive and
social sciences,
and from
disciplines within
the humanities.***

***This volume
contains over 20
papers by leading
experts in
cognitive***

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***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***

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areas, including
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extensions.***

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semantics;***

***Approaches to
metaphor and
blending;***

Approaches to

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Grammar;
*grammar;
Language,
embodiment and
cognition;
Extensions and
applications of
cognitive
linguistics."*

*Cognitive
Linguistics:
Current
Applications and*

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Future Perspectives is an up-to-date survey of recent research in Cognitive Linguistics and its applications by prominent researchers. The volume brings together

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***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***

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***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***

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*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.*

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***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.***

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***The papers
compiled in the
present volume
aim at***

***investigating the
many fruitful
manners in which
cognitive
linguistics can
expand further on
cognitive
translation***

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Linguistics In
Practice

studies. Some papers (e.g. Halverson, Muñoz-Martín, Martín de León) take a theoretical stand, since the epistemological and ontological bases of both areas (cognitive linguistics and

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Linguistics In
Practice

***translation
studies) should
be known before
specific
contributions of
cognitive
linguistic to
translation are
tackled. Several
works in the
volume attempt
to illustrate how***

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Linguistics In
Practice

***some of the
notions imported
from cognitive
linguistics may
contribute to
enrich our
understanding of
the translation
process in a
general
translation
problem such as***

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Cognitive
Linguistics In
Practice

metaphor (e.g. Samaniego), the relationship between form and meaning (e.g. Tabakowska, Rojo and Valenzuela) or cultural aspects (e.g. Bernárdez, Sharifian/Jamarani).

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Cognitive
Linguistics In
Practice
***translation as an
empirical field to
test some of the
basic***

***assumptions of
cognitive
linguistics such
as frames (e.g.
Boas), metonymy
(e.g. Brdar/Brdar-
Szabó), and
lexicalisation***

Grammar
Cognitive
Linguistics In
Practice

***patterns (e.g. Ibar
retxe-Antuñano/F
ilipovi?). Finally,
another set of
papers (e.g. Feist,
Hatzidaki) opens
up new lines of
investigation for
experimental
research, a very
promising area
still***

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Grammar
underdeveloped.

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*Advances in
Some Theoretical
Models and
Applications*

*Cognitive
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Ten Lectures on
Applied Cognitive*

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Foundations of
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Cognitive
Grammar***

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5th ICLC,
Amsterdam 1997.
The papers present**

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Cognitive
Linguistics
cognitive analyses
of a variety of
constructions
(phrasal verbs,
prepositional
phrases,
transitivity,
accusative versus
dative objects,
possessives,
gerunds, passives,
causatives,
conditionals), in a
variety of

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Grammar
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

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Grammar
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Practice
**involvement). It
also includes,
lastly,
contributions on
the acquisition and
agrammatic loss of
constructions.**

**This volume offers
an introduction to
cognitive
linguistics, written
by authors who
were engaged in
the field from its**

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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

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**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.

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**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**

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Grammar
(or fields) of
Cognitive
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,

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Grammar
pragmatics,
Cognitive
narrative and
Linguistics In
discourse,
Practical
computational and
translation models;
and are considered
within the contexts
of: language
change, child
language
acquisition,
language and
culture,
grammatical

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**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**

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Grammar
categorization
involves mental
concepts that have
fuzzy boundaries
and are culturally
and situation-
based.

Cognitive
Linguistics argues
that language is
governed by
general cognitive
principles, rather
than by a special-

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purpose language
Cognitive
linguistics In
Practice
**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**

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Grammar
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

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Practice

**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**

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**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**

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Grammar
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be welcomed by
students in
linguistics and
cognitive science.

Cognitive
Linguistics for
Linguists
Handbook of
Cognitive
Linguistics and
Second Language
Acquisition
descriptive
application.

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**Applying Cognitive
Grammar in the
Foreign Language
Classroom**

**Internal Dynamics
and**

**Interdisciplinary
Interaction**

**The Cognitive
Basis of Grammar**

This book covers
derivational and
compound word

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Linguistics
formation in English
morphology in depth,
using a cognitive
linguistics semantic
framework.

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

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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

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a complete resource for postgraduate students and researchers working within cognitive linguistics, psycholinguistics and those interested more generally in language and cognition.

Review text: "Ronald W. Langacker is universally acclaimed as one of the founding fathers of the cognitive

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linguistics movement.

His pioneering efforts

towards developing a

meaning-oriented, usage-

based theory of

grammar have given

cognitive linguistics

many of its key

concepts, and his theory

of Cognitive Grammar

is not only one of the

cornerstones of

cognitive linguistics, it is

also a magnificent

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achievement in its own
right." Dirk Geeraerts,
January 2009.

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.

Convergence and

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Expansion
Cognitive Linguistics
Cognitive and In
Functional Approaches
To Language Structure
Morphology in English
Teaching English Tense
and Aspect
A Cognitive Linguistic
Analysis of the English
Imperative
Grammar and
Conceptualization

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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

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substantiates the claim that lexicon, morphology, and syntax form a gradation consisting of assemblies of symbolic structures (form-meaning pairings).

This volume links Cognitive Grammar explanations to the area of second-

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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

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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

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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

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effects of Cognitive
Cognitive
Linguistics In
Practice
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

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Grammar research,
and second-
language learning
and teaching
research, and for
learners and
teachers of a foreign
language.

This book fills a long
standing need for a
basic introduction to
Cognitive Grammar
that is current,

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authoritative,
comprehensive, and
approachable. It
presents a synthesis
that draws together
and refines the
descriptive and
theoretical notions
developed in this
framework over the
course of three
decades. In a
unified manner, it

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accommodates both
the conceptual and
the social-interactive
basis of linguistic
structure, as well as
the need for both
functional
explanation and
explicit structural
description. Starting
with the
fundamentals,
essential aspects of

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the theory are systematically laid out with concrete illustrations and careful discussion of their rationale.

Among the topics surveyed are conceptual semantics, grammatical classes, grammatical

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constructions, the
lexicon-grammar
continuum

characterized as
assemblies of
symbolic structures
(form-meaning
pairings), and the
usage-based
account of
productivity,
restrictions, and well-
formedness. The

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theory's central
claim - that
grammar is
inherently
meaningful - is
thereby shown to be
viable. The
framework is further
elucidated through
application to
nominal structure,
clause structure,
and complex

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sentences. These are examined in broad perspective, with exemplification from English and numerous other languages. In line with the theory's general principles, they are discussed not only in terms of their structural characterization, but

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also their
conceptual value
and functional
motivation. Other
matters explored
include discourse,
the temporal
dimension of
language structure,
and what grammar
reveals about
cognitive processes
and the construction

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of our mental world.
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

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Grammar
of CL strands and
Cognitive
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Practice
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

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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

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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

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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

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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

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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

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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.

Grammar and

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The Bloomsbury
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Ten Lectures on the
Elaboration of
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This textbook serves a dual purpose. It is, first, a comprehensive introduction to historical linguistics, intended for both undergraduate and graduate

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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

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Cognitive
Linguistics, a
semantics-based
theory which
emphasizes the
relationship
between
cognition and
language.
Descriptions
and
explanations

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touch on
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cognitive,
social, and
physiological
aspects of

language as it
changes across
time. Examples
come principally
from Germanic
(English,
German,

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Yiddish) and
Romance
(French and
Spanish), but
with some
exploration of
aspects of the
history of other
languages as
well. Each
chapter
concludes with

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exercises based
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on material in
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the chapter and
Practice
also with

suggestions for
extensions of
the content to
wider issues in
diachronic
linguistics.

This is the
second volume

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of a two-volume
Cognitive
work that
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introduces a
new and
fundamentally
different
conception of
language
structure and
linguistic
investigation.
The central

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claim of
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cognitive
grammar is that
grammar forms
a continuum
with lexicon and
is fully
describable in
terms of
symbolic units
(i.e. form-
meaning

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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

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and

Cognitive
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symbolization of
conceptual

content. This
volume suggests
how to use the
theoretical tools
presented in
Volume I,
applying
cognitive
grammar to a

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broad array of
representative
grammatical
phenomena,
primarily (but
by no means
exclusively)
drawn from
English.

Reviews "The
amount of data
and the wealth

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of analyses
presented is
impressive. . . .

Practice
Langacker has
again succeeded
in producing a
very stimulating
and coherent
piece of work.

And the
material
analyses offered

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deserve much
more careful
attention and
reflection than
is possible
within the limits
of a review."

—Canadian
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"Finding ways
to talk about

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language as a
cognitive
process
intricately
interwoven with
conceptual
behavior seems
to be the
unifying
concern of
cognitive
linguistics in

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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

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enterprise
Cognitive
presented in
Linguistics In
Foundations of
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Cognitive
Grammar nor
the detail of
analytical
procedures and
findings."

—Australian
Journal of
Linguistics

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This volume
presents new
developments in
cognitive
grammar and
explores its
descriptive and
explanatory
potential with
respect to a
wide range of
language

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phenomena.
These include
the formation
and use of
locationals,
causative
constructions,
adjectival and
nominal
expressions of
oriented space,
morphological

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Grammar
layering, tense
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and aspect, and
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extended uses
Practice
of verbal
predicates.

There is also a
section on the
affinities
between
cognitive
grammar an
early linguistic

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theories, both
ancient and
modern.

This volume
offers the first
comprehensive
description of
English
imperatives
made from a
Cognitive
Linguistic

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perspective. It
proposes a new
way of
explaining the
meaning and
function of the
imperative
independently
of illocutionary
act
classifications,
which allows for

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quantifying the
strength of
imperative force
in terms of
parameters and
numerical
values.

Furthermore,
the book applies
the theory of
Construction
Grammar to

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account for the
felicity of
imperatives in
complex

sentences. The
model of
description
explains
explicitly a wide
range of
phenomena,
including

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frequency of
use,
prototypical vs.
non-prototypical
uses of the
English
imperative and
the choice
between longer
vs. shorter
directives
including the

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imperative. A
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Analysis of the
English
Imperative:
With Special
Reference to
Japanese
Imperatives is
intended for
both

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researchers and
students
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interested in the
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imperative and
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Speech Acts at
large and for
the linguists
working within
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A cognitive
grammar
introduction
Across
languages,

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fields and
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Mind Style and
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Pedagogy in the
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Linguistics

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The monograph constitutes an attempt to demonstrate how Cognitive Grammar (CG) can be employed in the foreign language

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classroom with a
Cognitive
Linguistics In
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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

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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

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pedagogic
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descriptions with
those grounded in
CG on the explicit
an implicit
knowledge of the
Present Simple and
Present Continuous
Tenses. The book
closes with the
discussion of
directions for further
research when it

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comes to the
application of CG to
language pedagogy
as well as some
pedagogic
implications
Mind Style and
Cognitive Grammar
advances our
understanding of
mind style: the
experience of other
minds, or

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worldviews, through language in literature. This book is the first to set out a detailed, unified framework for the analysis of mind style using the account of language and cognition set out in cognitive grammar. Drawing on insights from

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cognitive linguistics,
Louise Nuttall aims
to explain how
character and
narrator minds are
created
linguistically, with a
focus on the strange
minds encountered
in the genre of
speculative fiction.
Previous analyses
of mind style are

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reconsidered using
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cognitive grammar,
alongside original
analyses of four
novels by Margaret
Atwood, Kazuo
Ishiguro, Richard
Matheson and J.G.
Ballard. Responses
to the texts in online
forums and literary
critical studies
ground the analyses

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in the experiences
of readers, and
support an
investigation of this
effect as an
embodied
experience cued by
the language of a
text. Mind Style and
Cognitive Grammar
advances both
stylistics and
cognitive linguistics,

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whilst offering new insights for research in speculative fiction.

This classic research monograph develops and illustrates the theory of linguistic structure known as Cognitive Grammar, and applies it to

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representative
Cognitive
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Practice
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

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independently of
semantic
considerations.

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

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concepts, such as
embodiment,
salience,
entrenchment,
construal,
categorization, and
collaborative
communication, and
discusses their
genesis and
implications for
cognitive linguistic
research.

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linguistic Account
Cognitive
Linguistics In
Practice
New Directions in
Cognitive Linguistics
An Exploration in
Cognitive Grammar
A Volume in Honour
of René Dirven
Cognitive Linguistics
- Key Topics
An Introduction
Over the past decade,
Cognitive Linguistics

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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

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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

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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

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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

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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

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from the individual
chapters.

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textbook in courses of
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introduces the reader
to cognitive linguistic
theory and shows that
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helps us to gain a

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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

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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

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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

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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

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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

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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](#).

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