Conceptual Structure Discourse And Language

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Worlds Behind Words

Expanding the notion of translation, this book specifically focuses on the transferences between music and text. The concept of 'translation' is often limited solely to language transfer. It is, however, a process occurring within and around most forms of artistic expression. Music, considered a language in its own right, often refers to text discourse and other art forms. In translation, this referential relationship must be translated too. How is music affected by text translation? How does music influence the translation of the text it sets? How is the sense of both the text and the music transferred in the translation process? Combining theory with practice, the book questions the process and role translation has to play in a musical context. It provides a range of case studies across interdisciplinary fields. It is the first collection on music in translation that is not restricted to one discipline, including explorations of opera libretti, surtitling, art song, musicals, poetry, painting, sculpture and biography, alongside looking at issues of accessibility.

Linguistic Variation and Change

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

Grammar, Meaning, and Concepts

What can we learn about the human mind by studying language? The predominant approaches in American linguistics use theoretical assumptions about the formal nature of grammar to answer this question. But these studies are restricted to unapplied models of language, not how language functions in actual speech situations—and as a result, their power to reveal the workings of the human mind is limited. This book overcomes those limitations by examining data on naturally occurring language usage, not simplified theoretical examples. The cognitive and

functional arguments made here start from psychologically realistic principles and arrive at perspectives of linguistics that unveil mechanisms of the mind—based on how language is actually used. Moving within a cognitive and functional framework, this volume focuses on the motivations for linguistic patterning in human social and cognitive experience, and on the dynamic properties of language construal, use, and development. Among the main research avenues represented are first language acquisition, metaphor, language processing and discourse, and conceptual structure and grammar.

Finding Metaphor in Grammar and Usage

The volume explores key convergences between cognitive and discourse approaches to language and language learning, both first and second. The emphasis is on the role of language as it is used in everyday interaction and as it reflects everyday cognition. The contributors share a usage-based perspective on language - whether they are examining grammar or metaphor or interactional dynamics - which situates language as part of a broader range of systems which underlie the organization of social life and human thought. While sharing fundamental assumptions about language, the particulars of the areas of inquiry and emphases of those engaged in discourse analysis versus cognitive linguistics are diverse enough that, historically, many have tended to remain unaware of the interrelations among these approaches. Thus, researchers have also largely

overlooked the possibilities of how work from each perspective can challenge, inform, and enrich the other. The papers in the volume make a unique contribution by more consciously searching for connections between the two broad approaches. The results are a set of dynamic, thought-provoking analyses that add considerably to our understanding of language and language learning. The papers represent a rich range of frameworks within a usage-based approach to language. Cognitive Grammar, Mental Space and Blending Theory, Construction Grammar, ethnomethodology, and interactional sociolinguistics are just some of the frameworks used by the researchers in this volume. The particular subjects of inquiry are also quite varied and include first and second language learning, signed language, syntactic phenomena, interactional regulation and dynamics, discourse markers, metaphor theory, polysemy, language processing and humor. The volume is of interests to researchers in cognitive linguistics, discourse and conversational analysis, and first and second language learning, as well as signed languages.

Language in the Context of Use

Educating for Advanced Foreign Language Capacities

This volume examines how people deal with information in a computerized

environment, looking at what happens when people actively explore information space looking for objects without specific goals in mind. The topics are particularly relevant to the industrial application of computer supported cooperative work (CSCW) techniques, especially with regard to teleworking and virtual organizations. This volume will be useful for researchers interested in human computer interaction, virtual communities, and information visualization.

A Crosslinguistic Study of the Language of Space

This book fills a long standing need for a basic introduction to Cognitive Grammar that is current, 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 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 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 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 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 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 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 of our mental world.

Conceptual Structure in Childhood and Adolescence

First published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

Social Navigation of Information Space

This collection of papers contains historical case studies, systematic contributions of a general nature, and applications to specific sciences. The bibliographies of the contributions contain references to all central items from the traditions that are relevant today. While providing access to contemporary views on the issue, the papers illustrate the wide variety of functions of metaphors and analogies, as well

as the many connections between the study of some of these functions and other subjects and disciplines.

Conceptual Structures

"This volume consists of selected papers from the seventh meeting of the semi-regular Conceptual Structure, Discourse, and Language (CSDL) Conference held at the University of Alberta in October 2004."

Anthropological 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.

Talking with the President

Researchers in critical discourse analysis (CDA) have often pointed to grammar as a locus of ideology in discourse. This book illustrates the role that grammars as models of language (and image) can play in revealing ideological properties of texts and discourse in social and political contexts. The book takes the reader

through three distinct grammatical frameworks – functional grammar, multimodal grammar and cognitive grammar. Using examples taken from a range of discourses relating to globalisation, including discourses of immigration, war, corporate practice and political protests, the book demonstrates the individual utility and the interconnectedness of these models inside CDA. A key argument advanced is that the cognitive processes necessarily involved in making sense of language are based in visual experience. This position offers new ways of understanding the ideological effects of grammatical choices in texts and suggests a reassessment of the relationship between linguistic and multimodal grammars in CDA. The book will appeal to students and researchers interested in CDA and the relationship between discourse, cognition and social action.

Cognitive Linguistics: Current Applications and Future Perspectives

Cognitive linguists have proposed that metaphor is not just a matter of language but of thought, and that metaphorical thought displays a high degree of conventionalization. In order to produce converging evidence for this theory of metaphor, a wide range of data is currently being studied with a large array of methods and techniques. Finding Metaphor in Grammar and Usage aims to map the field of this development in theory and research from a methodological

perspective. It raises the question when exactly evidence for metaphor in language and thought can be said to count as converging. It also goes into the various stages of producing such evidence (conceptualization, operationalization, data collection and analysis, and interpretation). The book offers systematic discussion of eight distinct areas of metaphor research that emerge as a result of approaching metaphor as part of grammar or usage, language or thought, and symbolic structure or cognitive process.

Cognitive Grammar

Language Structure, Discourse and the Access to Consciousness

Our understanding of the nature and processing of figurative language is central to issues in cognitive science, including the relationship of language and thought, how we process language, and how we comprehend abstract meaning. Points on these and related questions are raised and argued by experts in the area of figurative language.

Figurative Language and Thought

The LNAI series reports state-of-the-art results in artificial intelligence research, development, and education, at a high level and in both printed and electronic form. Enjoying tight cooperation with the R&D community, with numerous individuals, as well as with prestigious organizations and societies, LNAI has grown into the most comprehensive artificial intelligence research forum available. The scope of LNAI spans the whole range of artificial intelligence and intelligent information processing including interdisciplinary topics in a variety of application fields. The type of material published traditionally includes -proceedings (published in time for the respective conference) -post-proceedings (consisting of thoroughly revised final full papers) -research monographs (which may be based on PhD work) More recently, several color-cover sublines have been added featuring, beyond a collection of papers, various added-value components; these sublines include -tutorials (textbook-like monographs or collections of lectures given at advanced courses) -state of the art surveys (offering complete and mediated coverage of a topic) -hot topics (introducing emergent topics to the broader community)

Music, Text and Translation

This book constitutes the proceedings of the Third International Conference on Conceptual Structures, ICCS '95, held in Santa Cruz, California in August 1995. Conceptual structures are a modern treatment of Peirce's existential graphs, a

graphic notation for classical logic with higher order extensions. Besides three invited papers, there are included 21 revised full papers selected from 58 submission. The volume reflects the state-of-the-art in this research area of growing interest. The papers are organized in sections on natural language, applications, programming in conceptual graphs, machine learning and knowledge acquisition, hardware and implementation, graph operations, and ontologies and theory.

The Conceptual Structure(s) of Modality

The Discourse Function of Inversion in English

Conceptualizing Music

Figurative Language and Thought

The focus of this collective volume is on the mutual determination of language structure, discourse patterns and the accessibility to consciousness of mental

contents of different types of organization and complexity. The contributions address the following problems, among others: the history of the interpretation of 'conscious' and 'unconscious' mind in the theoretical discourse of modern linguistics; the determination of the structure of consciousness by the grammatical structure; the levels of access of grammatical and lexical information to consciousness; the development of cognitive complexity and control in ontogeny; pathologies of consciousness access in discourse comprehension and production; the cognitive contextual prerequisites for the representation of meaning in consciousness; the relationships between language structure and qualia in the phenomenology of experience; the dialogical structure of intentionality and meaning representation, etc. (Series B)

Discourse, Grammar and Ideology

Our understanding of the nature and processing of figurative language is central to several important issues in cognitive science, including the relationship of language and thought, how we process language, and how we comprehend abstract meaning. Over the past fifteen years, traditional approaches to these issues have been challenged by experimental psychologists, linguists, and other cognitive scientists interested in the structures of the mind and the processes that operate on them. In Figurative Language and Thought, internationally recognized experts in the field of figurative language, Albert Katz, Mark Turner, Raymond W.

Gibbs Jr., and Cristina Cacciari, provide a coherent and focused debate on the subject. The book's authors discuss a variety of fundamental questions, including: What can figures of speech tell us about the structure of the conceptual system? If and how should we distinguish the literal from the nonliteral in our theories of language and thought? Are we primarily figurative thinkers and consequently figurative language users or the other way around? Why do we prefer to speak metaphorically in everyday conversation, when literal options may be available for use? Is metaphor the only vehicle through which we can understand abstract concepts? What role do cultural and social factors play in our comprehension of figurative language? These and related questions are raised and argued in an integrative look at the role of nonliteral language in cognition. This volume, a part of Counterpoints series, will be thought-provoking reading for a wide range of cognitive psychologists, linguists, and philosophers.

Research and Scholarship in Integration Processes

The way people normally view a GIS is 2-dimensional, a greatly limiting form. However, as developments occur within the field, researchers and practitioners are finding ways to make a GIS 3-dimensional, and in some instances even 4-dimensional. Being able to view a GIS in more than 2 dimensions greatly enhances its usability. This forward-looking text, looks at the ways in which 3- and 4-dimensional (multidimensional) GIS can be incorporated into the area in the

future using a variety of programming techniques. The author of this unique book also discusses current examples and uses of multidimensional GIS in the field and shows the way forward for users in the coming years.

Anaphora and Conceptual Structure

Conceptual Structures: From Information to Intelligence

This collection of papers is the result of the first Conceptual Structure, Discourse and Language conference (CSDL) held at the University of California, San Diego. The conference brought together researchers from both 'Cognitive' and 'Functional' approaches to linguistics. The papers in this volume span a variety of topics, but the common thread running through them is the claim that semantics and discourse properties are fundamental to the understanding of language. The themes presented in the volume include an emphasis on the dynamic nature of language, the relevance of a notion of viewpoint in grammatical analysis, the role and nature of metaphor and cognitive blend, the possibility of non-derivational ways to capture relationships among constructions and the importance of lexical semantics. This volume will appeal to a wide range of linguists, echoing the theme of the conference - bringing together two diverse approaches to linguistics.

Conceptual Structures: Applications, Implementation and Theory

The research is useful for anyone interested in the study of academic discourse, metaphor in specialized discourse, and register variation in general. In addition to furthering our knowledge of the characteristics of academic discourse, its focus on methodology will bei helpful to those concerned with the methodological aspects of metaphor analysis."--Back cover.

Conceptual Structures: Standards and Practices

The present volume contains a selection of papers presented at the conference Cognitive Approaches to English, an international event organized to mark the 30th anniversary of English studies at the Faculty of Philosophy, Josip Juraj Strossmayer University, Osijek, which was held in Osijek on October 18–19, 2007. The participants were invited to discuss issues in cognitive accounts of English, ranging from fundamental to methodological to interdisciplinary and applied. The volume is accordingly divided into four parts. Part I, Motivation in grammar, deals with various phenomena in the grammar of English in the broadest sense of the term, all of which are shown to be motivated by metaphorical and/or metonymic operations. Part II, Constructing meaning (between grammar and lexicon), contains

five chapters dealing with phenomena ranging from various peculiarities of form-meaning pairings (such as synonymy, polysemy, and figurative meanings) to concept formation. The four chapters that make up Part III are concerned with the phenomenon of interlinguistic and intercultural variation in the use of metaphorical and metonymic processes. The volume is concluded by Part IV, the three papers of which attempt to reconsider some TEFL issues from a cognitive linguistic point of view.

The Role of American Sign Language and "conceptual Wholes" in Facilitating Language, Cognition, and Literacy

A comprehensive study of variation and change, including current debates in the area.

Studies in English Literature

Cognitive Approaches to English

This book provides a pragmatic analysis of presidential language. Pragmatics is concerned with "meaning in context," or the relationship between what we say and

what we mean. John Wilson explores the various ways in which U.S. Presidents have used language within specific social contexts to achieve specific objectives. This includes obfuscation, misdirection, the use of metaphor or ambiguity, or in some cases simply lying. He focuses on six presidents: John F. Kennedy, Richard M. Nixon, Ronald W. Reagan, William F. Clinton, George W. Bush, and Barack H. Obama. These presidents cover most of the last half of the twentieth century, and the first decade of the twenty first century, and each has been associated with a specific linguistic quality. John F. Kennedy was famed for his quality of oratory, Nixon for his manipulative use of language, Reagan for his gift of telling stories, Clinton for his ability to engage the public and to linguistically turn arguments and descriptions in particular directions. Bush, on the other hand, was famed for his inability to use language appropriately, and Obama returns us to the rhetorical flourishes of early Kennedy. In the case of each president, a range of specific examples are explored in order to highlight the ways in which a pragmatic analysis may provide an insight into presidential language. In many cases, what the president says is not necessarily what the president means.

Metaphor in Academic Discourse

This study takes George Lakoff's dictum seriously that arguments about conclusions will be pointless unless there is agreement on the premises. Subscribing to the view that linguistic categorization is necessarily theory-driven, it

reconstructs and assesses, on the basis of domain-independent parameters derived from General Systems Theory and Leonard Talmy's Overlapping Systems Model of Cognitive Organization, hegemonic western conceptualizations of modality. Arguing against such propositional models of modality, the book outlines, modifies, and extends conceptualizations from a Cognitive Linguistics point of view, grounding «modality» especially on Talmy's Imaging System of Force Dynamics. The authors conceive of modality as an experientially and perceptually motivated radial category of Image Schemata, ultimately challenging the categorial status of modality as a cognitively motivated category.

Discourses in Interaction

This book constitutes the refereed proceedings of the 7th International Conference on Conceptual Structures, ICCS'99, held in Blacksburg, Virginia, USA in July 1999. The 34 revised full papers presented were carefully reviewed and selected for inclusion in the book. Also included is a 65 page proposed draft standard for conceptual graphs. The papers are organized in sections on conceptual graph modeling; natural language; applications; SISYPHUS-I, contexts, logics and conceptual graphs; and position papers.

Conceptual and Discourse Factors in Linguistic Structure

Classifier constructions are universal to sign languages and exhibit unique properties that arise from the nature of the visual-gestural modality. The major goals are to bring to light critical issues related to the study of classifier constructions and to present state-of-the-art linguistic and psycholinguistic analyses of these constructions. It is hoped that by doing so, more researchers will be inspired to investigate the nature of classifier constructions across signed languages and further explore the unique aspects of these forms. The papers in this volume discuss the following issues: *how sign language classifiers differ from spoken languages; *cross-linguistic variation in sign language classifier systems; *the role of gesture; *the nature of morpho-syntactic and phonological constraints on classifier constructions; *the grammaticization process for these forms; and *the acquisition of classifier forms. Divided into four parts, groups of papers focus on a particular set of issues, and commentary papers end each section.

Conceptual Structure, Discourse and Language

This book examines spatial language in sign languages (Turkish Sign Language, Croatian Sign Language, American Sign Language, and Austrian Sign Language) and spoken languages (Turkish, English, and Croatian). The book presents a novel model, the Crossmodal Spatial Language, to account for similarities and differences in these languages. The model, which consists of Spatial Representations, Reference Frames, Temporal Representations, Conceptual

Structure, and Linguistic Representations, shows that the features from spatial input are not necessarily mapped on the spatial descriptions regardless of modality and language. The book reports several studies to examine the descriptions of static and dynamic spatial scenes which involve, among others, spatial relationals such as left-right, front-back, besides, in, on, to, toward, pass by, away, and cause to move. The findings suggest that language users construct a spatial relation between the objects in a given time, employ a reference frame, which may not be encoded in the message, and use the same conceptual structure consisted of BE-AT for static spatial situations and GO-BE-AT for static dynamic situations.

Perspectives on Classifier Constructions in Sign Languages

The fourteen contributions in this collection come from different approaches in pragmatics, interactional linguistics, conversation analysis, discourse analysis and dialogue analysis; the name given to what is studied ranges from spoken language and conversation to interaction, dialogue, discourse and communication. What the articles have in common is a similar starting point: they are informed by a form of linguistic understanding which has emerged within what could be called the interactional turn. The materials investigated come from several different languages, representing a variety of interactions: private and public, written and spoken, historical and present-day. While studies of such diverse materials naturally differ in their starting points, goals and aims, engaging them in a

dialogue can help reveal where old beliefs may be challenged and new understandings may emerge. The interactional approaches to discourse presented in this volume show that there are several discourses on interaction: interconnected, parallel, but also varying and even divergent.

Multidimensional Geographic Information Science

Advanced language learning has only recently begun to capture the interest and attention of applied linguists and professionals in language education in the United States. In this breakthrough volume, experts in the field lay the groundwork for approaching the increasingly important role of advanced language learning in the larger context of multilingual societies, globalization, and security. This volume presents both general and theoretical insights and language-specific considerations in college classrooms spanning a range of languages, from the commonly taught languages of English, French, and German to the less commonly taught Farsi, Korean, Norwegian, and Russian. Among theoretical frameworks likely to be conducive to imagining and fostering instructed "advancedness" in a second language, this volume highlights a cognitive-semantic approach. The theoretical and data-based findings make clear that advanced learners in particular are characterized by the capacity to make situated choices from across the entire language system, from vocabulary and grammar to discourse features, which suggests the need for a text-oriented, meaning-driven approach to language

teaching, learning, and research. This volume also considers whether and how information structuring in second-language composition reveals first-language preferences of grammaticized concepts. Other topics include curricular and instructional approaches to narrativity, vocabulary expansion, the demands on instructed programs for efficiency and effectiveness in order to assure advanced levels, and learners' ability to function in professional contexts with their diverse oral and written genre requirements. Finally, the volume probes the role and nature of assessment as a measurement tool for both researching and assessing advanced language learning and as an essential component of improving programs.

Empirical and Experimental Methods in Cognitive/functional Research

Christine Howe addresses both psychological and educational concerns by looking in detail at three areas of physics: heat transfer, propelled motion and object flotation. She draws on her own empirical work in this area as well as that of others to build a new model of conceptual growth. Her results are surprising, in some cases supporting work by Piaget and Vygotsky, but in others contradicting them. Conceptual Structure in Childhood and Adolescence will be of interest to developmental psychologists, particularly those interested in cognitive

development, and relevant to the work of all those engaged in educational research.

The Oxford Handbook of Cognitive Linguistics

The play of concepts and conceptual structures typical of music theory is thus not something remote from our appreciation of music, but is instead basic to it."--Jacket.

Metaphor and Analogy in the Sciences

Grammar, Meaning, and Concepts: A Discourse-Based Approach to English Grammar is a book for language teachers and learners that focuses on the meanings of grammatical constructions within discourse, rather than on language as structure governed by rigid rules. This text emphasizes the ways in which users of language construct meaning, express viewpoints, and depict imageries using the conceptual, meaning-filled categories that underlie all of grammar. Written by a team of authors with years of experience teaching grammar to future teachers of English, this book puts grammar in the context of real language and illustrates grammar in use through an abundance of authentic data examples. Each chapter also provides a variety of activities that focus on grammar, genre, discourse, and

meaning, which can be used as they are or can be adapted for classroom practice. The activities are also designed to raise awareness about discourse, grammar, and meaning in all facets of everyday life, and can be used as springboards for upper high school, undergraduate, and graduate level research projects and inquiry-based grammatical analysis. Grammar, Meaning, and Concepts is an ideal textbook for those in the areas of teacher education, discourse analysis, applied linguistics, second language teaching, ESL, EFL, and communications who are looking to teach and learn grammar from a dynamic perspective.

Foundations of Meaning

Karen van Hoek presents a cogent analysis of the classic problem of constraints on pronominal anaphora within the framework of Cognitive Grammar. Van Hoek proceeds from the position that grammatical structure can be characterized in terms of semantic and phonological representations, without autonomous syntactic structures or principles such as tree structures or c-command. She argues that constraints on anaphora can be explained in terms of semantic interactions between nominals and the contexts in which they are embedded. Integrating the results of previous work, Van Hoek develops a model in which some nominals function as "conceptual reference points" that dominate over stretches defined by the semantic relations among elements. When a full noun is in the domain of a reference point, coreference is ruled out, since the speaker would be sending

contradictory messages about the salience of the noun's referent. With profound implications for the nature of syntax, this book will interest theoretical linguists of all persuasions.

ROMANCE ACTION & ADVENTURE MYSTERY & THRILLER BIOGRAPHIES & HISTORY CHILDREN'S YOUNG ADULT FANTASY HISTORICAL FICTION HORROR LITERARY FICTION NON-FICTION SCIENCE FICTION