

COGNITIVE LINGUISTICS in PRACTICE 



Cognitive  
English Grammar

GÜNTER RADDEN *and*  
RENÉ DIRVEN

John Benjamins Publishing Company

# Cognitive English Grammar Cognitive Linguistics In Practice

**Ensheng Dong**



## **Cognitive English Grammar Cognitive Linguistics In Practice:**

Cognitive English Grammar Günter Radden, René Dirven, 2007-07-05 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](#)

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click here      **Cognitive Linguistics: Basic Readings** Dirk Geeraerts,2008-08-22 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      Current Research in Applied Linguistics Teresa Fanego,Evelyn Gandón-Chapela,Paula Rodríguez-Puente,2014-06-26 This volume offers a representative selection of the papers presented at the Third ELC International Postgraduate Conference on Language and Cognition ELC3 held in Santiago de Compostela 21 22 September 2012 The book is structured into four parts Part I comprises syntactic studies on the auxiliary verb get in Indian English the grammar of verbs capable of occurring with or without an object in Contemporary English and isolated if clauses Part II includes two papers dealing with word formation patterns and with crosslinguistic influences on motion expression in English and Spanish The studies in Part III discuss topics related to second language acquisition such as the difficulties encountered by Spanish speakers in learning English pronunciation verbal morphology production by Japanese learners of English and the effects of elicitation on students production of English past tense forms The papers in Part IV revolve around discourse analysis and psycholinguistics addressing topics such as automatic sentiment detection perspectival construal patterns in language and cognition and the effect of emotional valence on disambiguation processes      *Motion and the English Verb* Judith Huber,2017 This work is a study of how motion is expressed in medieval English It provides extensive inventories of verbs used in intransitive motion meanings in Old and Middle English and discusses these in terms of the manner salience of early English      'COME' and 'GO' off the Beaten Grammaticalization Path Maud Devos,Jenneke van der Wal,2014-05-21 This edition brings together some lesser known grammaticalization paths travelled by come and go in familiar and less familiar languages No single book volume has been dedicated to the topic of grammatical targets different from tense and aspect so far This study will increase our insight in grammaticalization processes in general as they force us to rethink certain aspects of grammaticalization      **Multidisciplinary Research on Teaching and Learning W.** Schnotz,A. Kauertz,H. Ludwig,A. Müller,J. Pretsch,2015-04-07 This collection indicates how research on teaching and

learning from multiple scientific disciplines such as educational science and psychology can be successfully pursued by a cooperation between researchers and school teachers. The contributors adopt different methodological approaches ranging from field research to laboratory experiments.

**Developments in English** International Association of University Professors of English. Conference, 2015. Addresses current issues in corpus linguistics, methodological, theoretical, and applied with special reference to Englishes past and present.

*Reconnecting Form and Meaning* Caroline Gentens, Lobke Ghesquière, William B. McGregor, An Van Linden, 2023-02-15. This volume is intended as a celebration of Kristin Davidse's work and its impact within the broad traditions of cognitive functional and usage-based grammars. Reflecting this wide functionalist lens, the contributions develop ideas central to Neo-Firthian theories of grammar in particular: Semiotic Grammar and SFL, the Prague School Functional Discourse Grammar (FDG) and broader cognitive functional e.g. Construction Grammar and usage-based approaches e.g. Entrenchment and Conventionalization theory, corpus-based sociolinguistics. The range of topics addressed makes the volume particularly relevant to linguists investigating information structure, construction grammar, functional discourse grammar, spatial deixis, pronoun and case systems, and/or the semantics of verbal constructions.

**Phonology** Geoffrey S. Nathan, 2008. This textbook introduces the reader to the field of phonology from allophones to faithfulness and exemplars. It assumes no prior knowledge of the field and includes a brief review chapter on phonetics. It is written within the framework of Cognitive Linguistics but covers a wide range of historical and contemporary theories from the Prague School to Optimality Theory. While many examples are based on American and British English, there are also discussions of some aspects of French and German colloquial speech and phonological analysis problems from many other languages around the world. In addition to the basics of phoneme theory, features, and morphophonemics, there are chapters on casual speech, first and second language acquisition, and historical change. A final chapter covers a number of issues in contemporary phonological theory, including some of the classic debates in Generative Phonology: rule ordering, abstractness, derivationalism, and proposals for usage-based phonologies.

**Cognitive Grammar in Stylistics** Marcello Giovanelli, Chloe Harrison, 2024-08-22. Providing an engaging, accessible, and practically focused introduction to cognitive grammar, this book demonstrates how central cognitive grammar principles can be used in stylistic analyses. Assuming no prior knowledge, it 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 and explaining how these can be used to support the study of a range of literary and non-literary texts. Thoroughly updated throughout to encompass emerging trends in the field, this second edition features increased exploration of a range of topics, including specificity and definiteness, scanning, perfective and imperfective verbs, action chains, and subjective and objective construal. A brand new chapter on extended projects in cognitive grammar, additional activities including on a wider range of literary texts, further solutions to modelled answers, updated examples, references, and further reading recommendations. Presenting cognitive grammar as a

powerful alternative to more traditional grammatical models to enable the analysis of texts the book's primary focus is on the practical application of cognitive grammar to examples of language in context and on its potential for specifically 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

**Linguistics and Language Behavior Abstracts**, 2009-04 Folia Linguistica, 2007 *Applying Cognitive Grammar in the Foreign Language Classroom* Jakub Bielak, Mirosław Pawlak, 2013-01-12 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 Language George Melville Bolling, Bernard Bloch, 2007 Proceedings of the annual meeting of the Society in v 1 11 1925 34 After 1934 they appear in Its Bulletin *Annual Bibliography of English Language and Literature* Modern Humanities Research Association, 2007 Includes both books and articles *Teaching Grammar, Structure and Meaning* Marcello Giovanelli, 2014-07-17 Teaching Grammar Structure and Meaning introduces teachers to some basic ideas from the increasingly popular field of cognitive linguistics as a way of explaining and teaching key grammatical concepts Particularly suitable for those teaching post 16 English Language this book offers a methodology for teaching key aspects of linguistic form and an extensive set of learning activities Written by an experienced linguist and teacher this book contains an evaluation of current approaches to the teaching of grammar and linguistic form a revised pedagogy based on principles from cognitive science and cognitive linguistics a comprehensive set of activities and resources to support the teaching of key linguistic topics and text types a detailed set of suggestions for further reading and a guide to available resources Arguing for the use of drama role play gesture energy dynamics and visual and spatial representations as ways of enabling students to understand grammatical features this book explores and analyses language use in a range of text types genres and contexts This innovative approach to teaching aspects of grammar is aimed at English teachers student teachers and teacher trainers

**New Directions in Cognitive Grammar and Style** Marcello Giovanelli, Chloe Harrison, Louise Nuttall, 2020-12-10 In recent years the Cognitive Grammar account of language and mind has become an influential framework for the study of textual meaning and interpretation This book is the first to bring together applications of Cognitive Grammar for a range of stylistic purposes including the analysis of both literary and non literary discourse Demonstrating the diverse range of uses for Cognitive

Grammar chapters apply this framework to diverse text types including poetry narrative fiction comics press reports political discourse and music as well as exploring its potential for the teaching of language and literature in a range of contexts

Combining cutting edge research in cognitive critical and pedagogical stylistics *New Directions in Cognitive Grammar and Style* showcases the latest developments in this field and offers new insights into our experiences of literary and non literary texts by drawing on current understandings of language and cognition English Studies, 2008 Concise Encyclopedia of Educational Linguistics B. Spolsky, R. E. Asher, 1999-08-20 The volume comprises 232 thematically organised articles based on the highly successful *Encyclopedia of Language Linguistics* and the *International Encyclopedia of Education* 2nd edition revised and where necessary updated and supplemented throughout Dealing with all topics at the intersection between education and language the work will prove an invaluable reference for all researchers in the field Never has there been more intense debate over different attitudes and approaches to teaching and language This volume will provide a state of the art description of all the topics of interest to language educators and all those concerned with making and implementing policy in language education Fundamental topics include the social context society national school and curricular policy literacy and oracy language acquisition bi and plurilingualism testing TEFL TESOL SLA

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