Record Nr. UNINA9910462220103321 A cognitive linguistics view of terminology and specialized language **Titolo** [[electronic resource] /] / edited by Pamela Faber Pubbl/distr/stampa Berlin; ; Boston, : De Gruyter Mouton, 2012 **ISBN** 1-283-62843-0 9786613940889 3-11-027720-4 Descrizione fisica 1 online resource (322 p.) Applications of cognitive linguistics, , 1861-4078;; 20 Collana Applications of Cognitive Linguistics [ACL];; 20 Altri autori (Persone) FaberPamela B. <1950-> Disciplina 415 Soggetti Cognitive grammar Sublanguage Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references (p. [259]-295) and indexes. Front matter -- Contents -- Index of Tables -- Index of Figures --Nota di contenuto Image authorship and copyright -- 1. Introduction / Faber, Pamela --2. Basic concepts -- 3. Terms as specialized knowledge units -- 4. Contextual information in specialized knowledge representation: linguistic contexts and images -- 5. Conclusions / Faber, Pamela -- 6. References -- Thematic index -- Author index Sommario/riassunto This book explores the importance of Cognitive Linguistics for specialized language within the context of Frame-based Terminology (FBT). FBT uses aspects of Frame Semantics, coupled with premises from Cognitive Linguistics to structure specialized domains and create non-language-specific knowledge representations. Corpus analysis provides information regarding the syntax, semantics, and pragmatics

of specialized knowledge units. Also studied is the role of metaphor and metonymy in specialized texts. The first section explains the purpose and structure of the book. The second section gives an overview of basic concepts, theories, and applications in Terminology and Cognitive Linguistics. The third section explains the Frame-based

Terminology approach. The fourth section explores the role of

contextual information in specialized knowledge representation as reflected in linguistic contexts and graphical information. The final section highlights the conclusions that can be derived from this study.