1. Record Nr. UNINA9910780741103321

Titolo Cognitive linguistics in action [[electronic resource]]: from theory to

application and back / / edited by Elzbieta Tabakowska, Michal

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Pubbl/distr/stampa Berlin, : Mouton de Gruyter, 2010

ISBN 1-282-88474-3

9786612884740 3-11-022609-X

Descrizione fisica 1 online resource (417 p.)

Collana Applications of Cognitive Linguistics [ACL];; 14

Classificazione ER 300

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Disciplina 371.33/5

Soggetti Cognitive grammar

Language and languages - Study and teaching

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 and index.

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back at 30 years of Cognitive Linguistics -- Recontextualizing Grammar: Underlying trends in thirty years of Cognitive Linguistics -- How theory informs teaching and how teaching informs theory -- Part II. The context for prototypes -- Why not? Prototypes and blocking of language change in Russian verbs -- A prototype-based taxonomy of idiomatic expressions -- Part III. Contexts for Cognitive Grammar -- Control and the mind/body duality: Knowing vs. execting -- A discourse perspective to nominal reference-point constructions --

Lexicalizing indirect path: Focus on Finnish motion verbs -- A cognitive

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Translation Studies -- Mundane Transcendence? Conceptualisations of faith in prosperity theology -- From GOD IS A FATHER to GOD IS A FRIEND. Conceptual integration in metaphors for God in Christian discourse -- Backmatter

Sommario/riassunto

In view of the considerable number of recent publications devoted to various applications of Cognitive Linguistics, the book focusses on fields that have not been extensively dealt with within the CL framework. The book gathers presentations that deal with fields of application as defined in the introduction to the first volume in the ACL series (Kristiansen et al 2006). The articles in the first section ("From loop to cycle") are defining papers written by eminent scholars whose position within the field of CL has been firmly established. They touch upon issues of continuing relevance to the discipline and introduce thematic areas covered in the next four sections of the volume. Papers in these sections are mainly written by young scholars, whose research illustrates various ways to implement the cycle through different forms of contextualization, either presenting descriptive applications that lead to theoretical amendments or widening the field of possible applications, often interdisciplinary, e.g. to theological or metaphysical discourse. Frequently, section papers provide illustration for the empirical turn in Cognitive Linguistics, demonstrating the ways in which application of theory to new data using new methodologies leads to refinement, development or modification of the theoretical framework. The book is of relevance to students of (applied) linguistics, interested or specializing in language acquisition and pedagogy, intercultural communication, literary and translation studies, as well as to academics and students representing cognate disciplines.