

Processing Interclausal Relationships

Computational Linguistics 2000

Encyclopedia of Language and Linguistics 2005-11-24 The first edition of ELL (1993, Ron Asher, Editor) was hailed as "the field's standard reference work for a generation". Now the all-new second edition matches ELL's comprehensiveness and high quality, expanded for a new generation, while being the first encyclopedia to really exploit the multimedia potential of linguistics. * The most authoritative, up-to-date, comprehensive, and international reference source in its field * An entirely new work, with new editors, new authors, new topics and newly commissioned articles with a handful of classic articles * The first Encyclopedia to exploit the multimedia potential of linguistics through the online edition * Ground-breaking and International in scope and approach * Alphabetically arranged with extensive cross-referencing * Available in print and online, priced separately. The online version will include updates as subjects develop ELL2 includes: * c. 7,500,000 words * c. 11,000 pages * c. 3,000 articles * c. 1,500 figures: 130 halftones and 150 colour * Supplementary audio, video and text files online * c. 3,500 glossary definitions * c. 39,000 references * Extensive list of commonly used abbreviations * List of languages of the world (including information on no. of speakers, language family, etc.) * Approximately 700 biographical entries (now includes contemporary linguists) * 200 language maps in print and online Also available online via ScienceDirect - featuring extensive browsing, searching, and internal cross-referencing between articles in the work, plus dynamic linking to journal articles and abstract databases, making navigation flexible and easy. For more information, pricing options and availability visit www.info.sciencedirect.com. The first Encyclopedia to exploit the multimedia potential of linguistics Ground-breaking in scope - wider than any predecessor An invaluable resource for researchers, academics, students and professionals in the fields of: linguistics, anthropology, education, psychology, language acquisition, language pathology, cognitive science, sociology, the law, the media, medicine & computer science. The most authoritative, up-to-date, comprehensive, and international reference source in its field

The Linguistics Enterprise Martin Everaert 2010 The linguistics enterprise : from knowledge of language to knowledge in linguistics / Martin Everaert ... [et al.] -- Scope ambiguities through the mirror / Raffaella Bernardi -- Phonetic and phonological approaches to early word recognition : empirical findings, methodological issues, and theoretical implications / Paola Escudero & Titia Benders -- Restructuring head and argument in West-Germanic / Arnold E. Evers -- Scope assignment in child language : on the role of the question under discussion / Andrea Gualmini & Sharon Unsworth -- The learnability of A-bar chains / Jacqueline van Kampen -- Looking at anaphora : the psychological reality of the primitives of binding model / Arnout W. Koornneef -- Incremental discourse processing : how coherence relations influence the resolution of pronouns / Willem M. Mak & Ted J.M. Sanders -- Theoretical validity and psychological reality of the grammatical code / Ad Neeleman & Hans van de Koot -- Monitoring for speech errors has different functions in inner and overt speech / Sieb Nooteboom -- What's in a quantifier? / Rick Nouwen -- Minimal versus not so minimal pronouns : feature transmission, feature deletion, and the role of economy in the language system / Eric Reuland -- Against partitioned readings of reciprocals / Sivan Sabato & Yoad Winter -- The representation and processing of fixed and compositional expressions / Joost Schilperoord & Rein Cozijn -- Clitic doubling in Spanish : agreement of the third kind / Jan Schrotten -- Metalinguistic processing and acquisition within the MOGUL framework / Michael Sharwood Smith -- Catching heffalumps : onset fricatives in child speech / Wim Zonneveld
Mapping Metaphorical Discourse in the Fourth Gospel Beth M. Stovell 2012-06-07 In *Mapping Metaphorical Discourse in the Fourth Gospel*, Beth M. Stovell examines the metaphor of Jesus as king throughout the Fourth Gospel using an interdisciplinary metaphor theory incorporating cognitive and systemic functional linguistic approaches with literary approaches.

Reading in a Second Language Xi Chen 2015-11-19 Reading in a Second Language offers a comprehensive survey of the phenomenon and process of reading in a second language, with graduate and upper-level undergraduate students in second language acquisition, psycholinguistics, and applied psychology as its primary audience. The book explores reading processes from a number of complementary standpoints, integrating perspectives from fields such as first and second language reading, second language acquisition, linguistics, psycholinguistics, and cognitive neuroscience. The first half examines major factors in second language reading: types of scripts, the cognitive and neural substrates of reading; metalinguistic awareness, word recognition, language transfer, and lexical knowledge. The second part of the book discusses the social and educational contexts in which reading development occurs, including issues related to pedagogy, the use of technology in the classroom, reading disorders, and policy making. Reading in a Second Language provides students with a full, logically organized overview of the primary factors that shape reading development and processes in a second language.

Dictionary of Cognitive Science Olivier Houdé 2004-03-01 A translation of the renowned French reference book, *Vocabulaire de sciences cognitives*, the Dictionary of Cognitive Science presents comprehensive definitions in more than 120 subjects. Topics range from 'Abduction' to 'Writing', and each entry is covered from as many perspectives as possible within the domains of psychology, artificial intelligence, neuroscience, philosophy, and linguistics. The editor and his advisory board, each a specialist in one of these areas, have brought together 60 internationally recognized scholars to give the reader a comprehensive understanding of the most current and dynamic thinking in the cognitive sciences.

Past, Present, and Future Contributions of Cognitive Writing Research to Cognitive Psychology Virginia Wise Berninger 2012 This volume tells the story of research on the cognitive processes of writing--from the perspectives of the early pioneers, the contemporary contributors, and visions of the future for the field. It includes the very latest in findings from neuroscience and experimental cognitive psychology, and provides the most comprehensive current overview on this topic.

Encyclopedia of Linguistics Philipp Strazny 2013-02-01 Utilizing a historical and international approach, this valuable two-volume resource makes even the more complex linguistic issues understandable for the non-specialized reader. Containing over 500 alphabetically arranged entries and an expansive glossary by a team of international scholars, the Encyclopedia of Linguistics explores the varied perspectives, figures, and methodologies that make up the field.

Processing interclausal Relationships Jean Costermans 2014-03-18 During the last 10 years, more and more linguistic and psycholinguistic research has been devoted to the study of discourse and written texts. Much of this research deals with the markers that underline the connections and the breaks between clauses and sentences plus the use of these markers -- by adults and children -- in the production and comprehension of oral and written material. In this volume, major observations and theoretical views from both sides of the Atlantic are brought together to appeal to a wide range of linguists, psychologists, and speech therapists. The volume presents contributions from researchers interested specifically in adult language and from others concerned with developmental aspects of language. Some contributors deal primarily with production, whereas others concentrate on comprehension. Some direct their attention to oral discourse while others focus on written texts. To preserve overall coherence, however, the contributors were given the following recommendations: * With regard to the level of linguistic analysis, the emphasis should be on the clause level -- more particularly, on the relationships between clauses. * Special emphasis should also be placed on linguistic markers (e.g., connectives, markers of segmentation, punctuation). * An overview of a given field of research should be offered, and current research should be put into perspective. * For contributors in the developmental field, attention should be paid to the fact that an account of the acquisition of some language functions throughout childhood should be included only if general principles of interclause relations that might be masked by the exclusive examination of adult evidence could be derived from it.

Through the Models of Writing D. Alamargot 2012-12-06 This book provides both young and senior scientists with a comparative view of current theoretical models of text production. Models are clearly situated in their

historical context, scrutinized in their further evolution with a fine-grained observation of differences between models. Very complete and informative to read, this book will be useful to people working in teaching of writing or studying this specific human activity.

Morphosyntactic Issues in Second Language Acquisition Danuta Gabryś 2008 This volume presents a selection of second language acquisition studies at the level of morphosyntax. It looks at different aspects of morphosyntactic development of bilingual language learners/users such as language transfer, syntactic processing, morphology and the pragmatics of language among others. The studies report on projects carried out in different language contact contexts, ranging from: English, German, Polish, Greek and Turkish. The volume also includes those studies which show the interface between research findings and pedagogy of foreign language teaching.

Contemporary Perspectives on Science and Technology in Early Childhood Education Olivia Saracho 2008-01-01 For decades, politicians, businessmen and other leaders have been concerned with the quality of education, including early childhood education, in the United States. While more than 50% of the children between the ages of three and five are enrolled in preschool and kindergarten programs in the United States, no state, federal, or national standards exist for science or technology education in preschool or kindergarten programs. Knowledge about science and technology is an important requirement for all in contemporary society. An increasing number of professions require the use of scientific concepts and technological skills and society as a whole depends on scientific knowledge. Scientific and technological knowledge should be a part of every individual's education. There are many ways to enhance young children's scientific thinking and problem-solving skills as well as their technological abilities. The purpose of this volume is to present a critical analysis of reviews of research on science and technology education in early childhood education. The first part of the volume includes contributions by leading scholars in science, while the second part includes contributions by leading scholars in technology.

Cognitive Pragmatics Hans-Jörg Schmid 2012-08-31 Speakers tend to compose their utterances in such a way that the message they want to get across is hardly ever fully encoded by the meanings of the words and the grammar they use. Instead speakers rely on hearers adding conceptual and emotive content while interpreting the contextually appropriate meanings and intentions behind utterances. This insight, which is of course particularly relevant in all kinds of indirect, figurative or humorous talk, lies at the heart of the linguistic discipline of pragmatics. If pragmatics is the study of meaning-in-context, then cognitive pragmatics can be broadly defined as encompassing the study of the cognitive principles and processes involved in the construal of meaning-in-context. While it would seem only natural that pragmatics as such should have addressed such cognitive issues anyway, it has mainly been due to the historical rooting of this discipline in the philosophy of language that psychological aspects have not been in the pragmatic limelight to date. Being part of the 9-volume-series Handbooks of Pragmatics, this volume is the first to systematically survey this terrain from a wide range of perspectives. It collects state-of-the-art contributions by leading experts from the fields of pragmatics, psycholinguistics, cognitive linguistics, clinical linguistics and historical linguistics. The volume is divided into four parts which tackle the following questions: Part I: The cognitive principles of pragmatic competence What are the general cognitive principles underlying pragmatic competence, i.e. the skill to arrive at context-dependent meanings of utterances? What are the cognitive underpinnings of language users' ability to compute or infer intended meanings in the role of hearers and to give hints as to how to decode intended meanings in the role of speakers? Part II: The psychology of pragmatics What are the actual cognitive processes taking place during online construal of meaning-in-context on the basis of encoded messages? How is pragmatic competence acquired in childhood? What are the types, sources and effects of pragmatic disorders, i.e. impairments of pragmatic competence? Part III: The construal of non-explicit and non-literal meaning-in-context What are the cognitive principles and processes involved in the construal of meanings of non-explicit and indirect utterances? How do we process figurative meanings, humour and gestures? Part IV: The emergence of linguistic structures from meaning-in-context What are the repercussions of the (repeated) construal of context-dependent meanings on linguistic structures and the linguistic system? How does the system change under the influence of the construal of meanings in social situations? Reduced series price (print) available! degruyter@de.rhenus.com.

Concise Encyclopedia of Pragmatics J.L. Mey 2009-08-07 Concise Encyclopedia of Pragmatics, Second Edition (COPE) is an authoritative single-volume reference resource comprehensively describing the discipline of pragmatics, an important branch of natural language study dealing with the study of language in its entire user-related theoretical and practical complexity. As a derivative volume from Encyclopedia of Language and Linguistics, Second Edition, it comprises contributions from the foremost scholars of semantics in their various specializations and draws on 20+ years of development in the parent work in a compact and affordable format. Principally intended for tertiary level inquiry and research, this will be invaluable as a reference work for undergraduate and postgraduate students as well as academics inquiring into the study of meaning and meaning relations within languages. As pragmatics is a centrally important and inherently cross-cutting area within linguistics, it will therefore be relevant not just for meaning specialists, but for most linguistic audiences. Edited by Jacob Mey, a leading pragmatics specialist, and authored by experts The latest trends in the field authoritatively reviewed and interpreted in context of related disciplines Drawn from the richest, most authoritative, comprehensive and internationally acclaimed reference resource in the linguistics area Compact and affordable single volume reference format

Situation Models and Levels of Coherence Isabelle Tapiero 2007 "Situation Models and Levels of Coherence proposes an integrated view of the various theoretical approaches to discourse comprehension, and in particular of situation-model building, as evidenced by empirical findings and computational models. The objective has been to arrive at an in-depth definition of the internal structure of situation models, and of the cognitive processes that underlie their elaboration, while articulating these two aspects of the reader's mental representations by bringing to the fore the core concept of coherence." (cit. 4e p. de couv.).

The Mind's Eye Ralph Radach 2003-06-05 The book provides a comprehensive state-of-the-art overview of current research on cognitive and applied aspects of eye movements. The contents include peer-reviewed chapters based on a selection of papers presented at the 11th European Conference on Eye Movements (Turku, Finland 2001), supplemented by invited contributions. The ECEM conference series brings together researchers from various disciplines with an interest to use eye-tracking to study perceptual and higher order cognitive functions. The contents of the book faithfully reflect the scope and diversity of interest in eye-tracking as a fruitful tool both in basic and applied research. It consists of five sections: visual information processing and saccadic eye movements; empirical studies of reading and language production; computational models of eye movements in reading; eye-tracking as a tool to study human-computer interaction; and eye movement applications in media and communication research. Each section is concluded by a commentary chapter by one of the leading authorities in the field. These commentaries discuss and integrate the contributions in the section and provide an expert view on the most significant present and future developments in the respective areas. The book is a reference volume including a large body of new empirical work but also principal theoretical viewpoints of leading research groups in the field.

The Descent of the New Jerusalem Andreas Hoek 2003 This study applies discourse analysis to the book of Revelation and offers thus a novel approach to an important biblical text. The object of examination is the last of John's visions in his Apocalypse, Rev. 21:1-22:5, a text famous for its biblical-theological density and for the great problems of literary and exegetical quality revealed by the history of exegesis. The author accurately defines his text concept, explains what he means by discourse analysis of the text and states its phases of application. He evaluates recognized exegetes of the Apocalypse and then moves on to his analysis of the pericope 21:1-22:5. Seven macro-sentences are marked out and explained. The novelty of the method applied yields a fresh and invigorating exegesis through a distinctive adherence to the literary data of the text while observing unusual alertness toward verb tenses.

Reading Development and Difficulties David A. Kilpatrick 2019-09-25 This book provides an overview of current research on the development of reading skills as well as practices to assist educational professionals with assessment, prevention, and intervention for students with reading difficulties. The book reviews the Componential Model of Reading (CMR) and provides assessment techniques, instructional recommendations,

and application models. It pinpoints specific cognitive, psychological, and environmental deficits contributing to low reading skills, so educators can accurately identify student problems and design and implement appropriate interventions. Chapters offer methods for assessing problems in decoding, word and sound recognition, and comprehension. In addition, chapters emphasize the recognition of student individuality as readers and learners, from understanding distinctions between difficulties and disabilities to the effects of first-language orthography on second-language learning. Topics featured in this book include: Learning the structure of language at the word level. Reading comprehension and reading comprehension difficulties Assessing reading in second language learners. Effective prevention and intervention for word-level reading difficulties. The neurobiological nature of developmental dyslexia. Reading Development and Difficulties is a must-have resource for researchers, practitioners, and graduate students in varied fields, including child and school psychology; assessment, testing, and evaluation; social work; and special education. "I think the book has the potential to be a game changer. It will certainly challenge the expectations of policy makers, not to mention the teachers of beginning readers. These chapters will enhance the knowledge base of those in our schools who are charged with the lofty task of assuring that children have the best possible opportunities to acquire the skill of reading." Sir Jim Rose Chair and author of Independent Review of the Teaching of Early Reading: Final Report (2006)

Concise Encyclopedia of Semantics Keith Allan 2010-04-06 Concise Encyclopedia of Semantics is a comprehensive new reference work aiming to systematically describe all aspects of the study of meaning in language. It synthesizes in one volume the latest scholarly positions on the construction, interpretation, clarification, obscurity, illustration, amplification, simplification, negotiation, contradiction, contraction and paraphrasing of meaning, and the various concepts, analyses, methodologies and technologies that underpin their study. It examines not only semantics but the impact of semantic study on related fields such as morphology, syntax, and typologically oriented studies such as 'grammatical semantics', where semantics has made a considerable contribution to our understanding of verbal categories like tense or aspect, nominal categories like case or possession, clausal categories like causatives, comparatives, or conditionals, and discourse phenomena like reference and anaphora. COSE also examines lexical semantics and its relation to syntax, pragmatics, and cognitive linguistics; and the study of how 'logical semantics' develops and thrives, often in interaction with computational linguistics. As a derivative volume from Encyclopedia of Language and Linguistics, Second Edition, it comprises contributions from 150 of the foremost scholars of semantics in their various specializations and draws on 20+ years of development in the parent work in a compact and affordable format. Principally intended for tertiary level inquiry and research, this will be invaluable as a reference work for undergraduate and postgraduate students as well as academics inquiring into the study of meaning and meaning relations within languages. As semantics is a centrally important and inherently cross-cutting area within linguistics it will therefore be relevant not just for semantics specialists, but for most linguistic audiences. The first encyclopedia ever published in this fascinating and diverse field Combines the talents of the world's leading semantics specialists The latest trends in the field authoritatively reviewed and interpreted in context of related disciplines Drawn from the richest, most authoritative, comprehensive and internationally acclaimed reference resource in the linguistics area Compact and affordable single volume reference format

Unity and Diversity in Language Use Kristyan Miller 2005-11-23 The papers in this collection, drawn from the 34th Annual Conference of the British Association for Applied Linguistics, reflect a number of different perspectives within the field of applied linguistics at the start of the twenty-first century. While addressing the theme of unity and diversity, each paper prompts critical reflection on tensions within the discipline between stability and change, consensus and controversy, similarity and variation. The interpretation of language use is broad and varied, taking both macro- and micro-perspectives. Topics addressed range from issues of global communication in a world of shifting demographics and technological advances to analyses of specific contexts of interaction, both professional and personal. Contexts of language use frequently coincide with settings of language acquisition, both within and beyond the language classroom, and this opens up discussion of the focus, scope and appropriateness of research stances in applied linguistics and practices in language pedagogy. Furthermore, variation is considered from a number of social-cultural, gender-related, linguistic and discourse perspectives, calling into question terminology, definitions and the nature of evidence at the heart of applied linguistic theory and practice.

Text Representation Ted Sanders 2001-01-01 The chapters of this volume are all based on papers presented at the International workshop on text representation: Linguistic and psycholinguistic aspects, held at Utrecht University. The theme of this title is text representation, or more specifically the linguistic and psycholinguistic aspects thereof. Text representation is a cognitive entity: a mental construct that plays a crucial role in both text production and text understanding. In text production it is the basis for lexical retrieval and for producing and combining the discourse units. In text understanding it is the result of the decoding of the linguistic information in a discourse. This book characterizes a field of study in which the two disciplines, linguistics and psycholinguistics, are growing together.

Knowledge to Support the Teaching of Reading Catherine Snow 2007-08-17 Basic reading proficiency is key to success in all content areas, but attending to students' literacy development remains a challenge for many teachers, especially after the primary grades. Knowledge to Support the Teaching of Reading presents recommendations for the essential knowledge about the development, acquisition, and teaching of language and literacy skills that teachers need to master and use. This important book is one result of an initiative of the National Academy of Education's Committee on Teacher Education, whose members have been charged with the task of creating a core knowledge base for teacher education.

Translation of Thought to Written Text While Composing Michel Fayol 2012-05-04 Translation of cognitive representations into written language is one of the most important processes in writing. This volume provides a long-awaited updated overview of the field. The contributors discuss each of the commonly used research methods for studying translation; theorize about the nature of the cognitive and language representations and cognitive/linguistic transformation mechanisms involved in translation during writing; and make the case that translation is a higher-order executive function that is fundamental to the writing process. The book also reviews the application of research to practice -- that is, the translation of the research findings in education and the work-world for individuals who interact with others using written language to communicate ideas. This volume provides a rich resource for student, theorists, and empirical researchers in cognitive psychology, linguistics, and education; and teachers and clinicians who can use the research in their work.

Writing and Cognition Mark Torrance 2007-01-01 Writing and Cognition describes new and diverse work, both by field leaders and by newer researchers, exploring the complex relationships between language, the mind and the environments in which writers work. Chapters range in focus from a detailed analysis of single-word production to the writing of whole texts.

The Pragmatics of Discourse Coherence Helmut Gruber 2014-11-15 Over the past four decades, discourse coherence has been studied from linguistic, psycholinguistic, computational, and applied perspectives. This volume identifies current issues and under-researched topics in the pragmatics of discourse coherence. Nine studies from various disciplines address the realization and signalling of coherence relations in various genres and languages, their acquisition and use by first- and second-language learners and university students, the relationship between coherence relations and genre-specific discourse structure, and extensions of the coherence paradigm to multimodal discourse and visual art. This collection will be of interest to researchers from linguistics, applied linguistics, psychology, communication, and multimodal semiotics.

Studies in Second Language Acquisition 1999-12

Adverbials in Use Laure Sarda 2014-10-14 Contributions in this volume will lead to a better understanding of the complex interplay of competing motivations affecting the use of adverbials in...

Thematics Max Louwerse 2002-01-01 Themes play a central role in our everyday communication: we have to know what a text is about in order to understand it. Intended meaning cannot be understood without some knowledge of the underlying theme. This book helps to define the concept of 'themes' in texts and how they are structured in language use. Much of the literature on Thematics is scattered over different disciplines (literature, psychology, linguistics, cognitive science), which this detailed collection pulls together in one coherent overview. The result is a new landmark for the study and understanding of themes in their everyday

manifestation.

Written Documents in the Workplace Denis Alamargot 2008-01-09 Divided into three parts, the first of which provides a linguistic definition of professional documents, describing their different types and genres. This definition necessarily takes into account both the formal characteristics of these types of document (e.g. nature of linguistic units involved) and their functional goals (the way these linguistic units are used to fulfill the text's communicative aim). The second part focuses on the mental mechanisms involved in written production in the workplace. One of the aims of a professional writer is to compose a text which can be understood. Text composition involves specific processes and strategies that can be enhanced. One way of doing this is to give the writer suitable instructions, while another is to provide him/her with a suitable writing environment. This last aspect leads us to devote the third and final section to the comprehension of written documents in the workplace. Awareness of the strategies implemented by different readers (with more or less domain expertise) in order to understand technical and professional documents can enhance the latter's readability. *Contributions from linguists, psychologists and ergonomists from various countries ensure international scope and comprehensiveness *Bridges the gap between fundamental research into writing and reading and the issue of the efficiency of written communication in the workplace *Enables better content creation for professional writers

Handbook of Children's Literacy Terezinha Nunes 2013-03-09 PETER BRYANT & TEREZINHA NUNES The time that it takes children to learn to read varies greatly between different orthographies, as the chapter by Sprenger-Charolles clearly shows, and so do the difficulties that they encounter in learning about their own orthography. Nevertheless most people, who have the chance to learn to read, do in the end read well enough, even though a large number experience some significant difficulties on the way. Most of them eventually become reasonably efficient spellers too, even though they go on make spelling mistakes (at any rate if they are English speakers) for the rest of their lives. So, the majority of humans plainly does have intellectual resources that are needed for reading and writing, but it does not always find these resources easy to marshal. What are these resources? Do any of them have to be acquired? Do different orthographies make quite different demands on the intellect? Do people differ significantly from each other in the strength and accessibility of these resources? If they do, are these differences an important factor in determining children's success in learning to read and write? These are the main questions that the different chapters in this section on Basic Processes set out to answer.

Writing in Context(s) Triantafillia Kostuli 2005-02-17 The premise that writing is a socially-situated act of interaction between readers and writers is well established. This volume first, corroborates this premise by citing pertinent evidence, through the analysis of written texts and interactive writing contexts, and from educational settings across different cultures from which we have scant evidence. Secondly, all chapters, though addressing the social nature of writing, propose a variety of perspectives, making the volume multidisciplinary in nature. Finally, this volume accounts for the diversity of the research perspectives each chapter proposes by situating the plurality of terminological issues and methodologies into a more integrative framework. Thus a coherent overall framework is created within which different research strands (i.e., the sociocognitive, sociolinguistic research, composition work, genre analysis) and pedagogical practices developed on L1 and L2 writing can be situated and acquire meaning. This volume will be of particular interest to researchers in the areas of language and literacy education in L1 and L2, applied linguists interested in school, and academic contexts of writing, teacher educators and graduate students working in the fields of L1 and L2 writing.

The Oxford Handbook of Cognitive Linguistics Dirk Geeraerts 2010-06-09 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.

Processing interclausal Relationships Jean Costermans 2014-03-18 During the last 10 years, more and more linguistic and psycholinguistic research has been devoted to the study of discourse and written texts. Much of this research deals with the markers that underline the connections and the breaks between clauses and sentences plus the use of these markers -- by adults and children -- in the production and comprehension of oral and written material. In this volume, major observations and theoretical views from both sides of the Atlantic are brought together to appeal to a wide range of linguists, psychologists, and speech therapists. The volume presents contributions from researchers interested specifically in adult language and from others concerned with developmental aspects of language. Some contributors deal primarily with production, whereas others concentrate on comprehension. Some direct their attention to oral discourse while others focus on written texts. To preserve overall coherence, however, the contributors were given the following recommendations: * With regard to the level of linguistic analysis, the emphasis should be on the clause level -- more particularly, on the relationships between clauses. * Special emphasis should also be placed on linguistic markers (e.g., connectives, markers of segmentation, punctuation). * An overview of a given field of research should be offered, and current research should be put into perspective. * For contributors in the developmental field, attention should be paid to the fact that an account of the acquisition of some language functions throughout childhood should be included only if general principles of interclause relations that might be masked by the exclusive examination of adult evidence could be derived from it.

Understanding and Interpreting Educational Research Ronald C. Martella 2013-04-02 This user-friendly text takes a learn-by-doing approach to exploring research design issues in education and psychology, offering evenhanded coverage of quantitative, qualitative, mixed-methods, and single-case designs. Readers learn the basics of different methods and steps for critically examining any study's design, data, and conclusions, using sample peer-reviewed journal articles as practice opportunities. The text is unique in featuring full chapters on survey methods, evaluation, reliability and validity, action research, and research syntheses. Pedagogical Features *An exemplar journal article at the end of each methods chapter, together with questions and activities for critiquing it (including, where applicable, checklist forms to identify threats to internal and external validity), plus lists of additional research examples. *Research example boxes showing how studies are designed to address particular research questions. *In every chapter: numbered chapter objectives, bulleted summaries, subheadings written as questions, a running glossary, and end-of-chapter discussion questions. * Electronic Instructor's Resource Manual with Test Bank, provided separately--includes chapter outlines; answers to exercises, discussion questions, and illustrative example questions; and PowerPoints.

The SAGE Handbook of Writing Development Roger Beard 2009-07-09 Writing development is currently the focus of substantial international debate because it is the aspect of literacy education that has been least responsive to central government and state reforms. Teaching approaches in writing have been slower to change than those in teaching reading and pupil attainment in writing has increased at a much more modest

rate than pupil attainment in reading. This handbook critically examines research and theoretical issues that impact on writing development from the early years through to adulthood. It provides those researching or teaching literacy with one of the most academically authoritative and comprehensive works in the field. With expert contributors from across the world, the book represents a detailed and valuable overview of a complex area of study.

Visual language Wendy Sandler 2019-11-04 Traditionally, research on human language has taken speech and written language as the only domains of investigation. However, there is now a wealth of empirical studies documenting visual aspects of language, ranging from rich studies of sign languages, which are self-contained visual language systems, to the field of gesture studies, which examines speech-associated gestures, facial expressions, and other bodily movements related to communicative expressions. But despite this large body of work, sign language and gestures are rarely treated together in theoretical discussions. This volume aims to remedy that by considering both types of visual language jointly in order to transcend (artificial) theoretical divides, and to arrive at a comprehensive account of the human language faculty. This collection seeks to pave the way for an inherently multimodal view of language, in which visible actions of the body play a crucial role. The 19 papers in this volume address four broad and overlapping topics: (1) the multimodal nature of language; (2) multimodal representation of meaning; (3) multimodal and multichannel prosody; and (4) acquisition and development of visual language in children and adults.

Handbook of Writing Research, Second Edition Charles A. MacArthur 2016-10-31 The definitive reference in the field, this volume synthesizes current knowledge on writing development and instruction at all grade levels. Prominent scholars examine numerous facets of writing from sociocultural, cognitive, linguistic, neuroscience, and new literacy/technological perspectives. The volume reviews the evidence base for widely used instructional approaches, including those targeting particular components of writing. Issues in teaching specific populations--including students with disabilities and English learners--are addressed. Innovative research methods and analytic tools are clearly explained, and key directions for future investigation identified. New to This Edition *Chapters on genre instruction, evaluation and revision, argumentative writing, computer-based instruction, and professional development. *Chapters on new literacies, out-of-school writing, translation, and self-regulation. *Many new topics and authors, including more international perspectives. *Multiple chapters connect research findings to the Common Core writing standards. See also the editors' Best Practices in Writing Instruction, Second Edition, an accessible course text and practitioner's guide.

Causal Categories in Discourse and Cognition Ted Sanders 2009-12-22 All languages of the world provide their speakers with linguistic means to express causal relations in discourse. Causal connectives and causative auxiliaries are among the salient markers of causal construals. Cognitive scientists and linguists are interested in how much of this causal modeling is specific to a given culture and language, and how much is characteristic of general human cognition. Speakers of English, for example, can choose between because and since or between therefore and so. How different are these from the choices made by Dutch speakers, who speak a closely related language, but (unlike English speakers) have a dedicated marker for non-volitional causality (daardoor)? The central question in this volume is: What parameters of categorization shape the use of causal connectives and auxiliary verbs across languages? The book discusses how differences between even quite closely related languages (English, Dutch, Polish) can help us to elaborate the typology of levels and categories of causation represented in language. In addition, the volume demonstrates convergence of linguistic, corpus-linguistic and psycholinguistic methodologies in determining cognitive categories of causality. The basic notion of causality appears to be an ideal linguistic phenomenon to provide an overview of methods and, perhaps more importantly, invoke a discussion on the most adequate methodological approaches to study fundamental issues in language and cognition.

Sentence Comprehension David J. Townsend 2001 Using sentence comprehension as a case study for all of cognitive science, David Townsend and Thomas Bever offer an integration of two major approaches, the symbolic-computational and the associative-connectionist. The symbolic-computational approach emphasizes the formal manipulation of symbols that underlies creative aspects of language behavior. The associative-connectionist approach captures the intuition that most behaviors consist of accumulated habits. The authors argue that the sentence is the natural level at which associative and symbolic information merge during comprehension. The authors develop and support an analysis-by-synthesis model that integrates associative and symbolic information in sentence comprehension. This integration resolves problems each approach faces when considered independently. The authors review classic and contemporary symbolic and associative theories of sentence comprehension, and show how recent developments in syntactic theory fit well with the integrated analysis-by-synthesis model. They offer analytic, experimental, and neurological evidence for their model and discuss its implications for broader issues in cognitive science, including the logical necessity of an integration of symbolic and connectionist approaches in the field.

The Theory and Practice of Discourse Parsing and Summarization Daniel Marcu 2000 Most discourse researchers assume that full semantic understanding is necessary to derive the discourse structure of texts. This book documents an attempt to construct and use automatic and non-semantic computational structures for text summarization.

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