

# Finding Metaphor In Grammar And Usage A Methodological Analysis Of Theory And Research Converging Evidence In Language And Communication Research

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**Extended Conceptual Metaphor Theory** - Zoltán Kövecses 2020-04-23

Offers an extended, improved version of Conceptual Metaphor Theory (CMT), updating it in the context of current linguistic theory.

Cognitive Linguistics, Second Language Acquisition, and Foreign Language Teaching - Michel Achard 2004-01-01

This collection of twelve papers demonstrates that the concepts developed within the Cognitive Linguistics movement afford an insightful perspective on several important areas of second language acquisition and pedagogy. In the first part of the book, three papers show how three Cognitive Linguistics constructs provide a useful theoretical frame within which second language acquisition data can be analyzed. First, Talmy's typology of motion events is argued to constitute the base relative to which acquisition discrepancies in motion events are most valuably investigated. Secondly, the notion of "construction" is invoked in order to account for systematic differences between the native and non-native

speakers' use of the English verb *get*. Finally, frequency and similarity effects are shown to play a crucial part in the learning of prepositions in a second language. The second part of the book shows that the key concepts commonly invoked in Cognitive Linguistics analyses allow language teachers to insightfully structure the presentation of problematic material in the foreign language classroom. These concepts include among others polysemy, the figure/ground gestalt, the usage-based conception of grammar, the radial organization of categories, metaphors, and cultural scripts. The Cognitive Linguistics paradigm has already shown its viability to analyze a wide array of linguistic phenomena. This book establishes its relevance in the areas of second language acquisition and language pedagogy. Its intended public is composed of Cognitive Linguists, Second Language Acquisition specialists, as well as foreign language pedagogy researchers, instructors, and students.

**Imagination and Convention** - Ernest LePore 2015

How do hearers manage to understand speakers? And how do speakers manage to shape hearers' understanding? Lepore and Stone show that standard views about the workings of semantics and pragmatics are unsatisfactory. They advance an alternative view which better captures what is going on in linguistic communication.

**Metaphor in Use** - Fiona MacArthur 2012

Metaphor is a fascinating phenomenon, but it is also complex and multifaceted, varying in how it is manifested in different modes of expression, languages, cultures, or time-scales. How then can we reliably identify metaphors in different contexts? How does the language or culture of speakers and hearers affect the way metaphors are produced or interpreted? Are the methods employed to explore metaphors in one context applicable in others? The sixteen chapters that make up this volume offer not only detailed studies of the situated use of metaphor in language, gesture, and visuals around the world – providing important insights into the different factors that produce variation – but also careful explication and discussion of the methodological issues that arise when researchers approach metaphor in diverse 'real world' contexts. The book constitutes an important contribution to applied metaphor studies, and will prove an invaluable resource for the novice and experienced metaphor researcher alike.

*Metaphor Wars* - Raymond W. Gibbs 2017-05-04

The study of metaphor is now firmly established as a central topic within cognitive science and the humanities. This book explores the critical role that conceptual metaphors play in language, thought, cultural and expressive actions. It evaluates the arguments and evidence for and against conceptual metaphors across academic disciplines.

Women, Fire, and Dangerous Things - George Lakoff 2008-08-08

"Its publication should be a major event for cognitive linguistics and should pose a major challenge for cognitive science. In addition, it should have repercussions in a variety of disciplines, ranging from anthropology and psychology to epistemology and the philosophy of science. . . . Lakoff asks: What do categories of language and thought reveal about the

human mind? Offering both general theory and minute details, Lakoff shows that categories reveal a great deal."—David E. Leary, American Scientist

Revista brasileira de lingüística aplicada - 2011

**Converging Evidence** - Doris Schönefeld 2011-11-30

The volume argues for the use of multi-methodological strategies in linguistic research. In its lead chapter, in addition, the thorny issue of phenomenological pluralism is explored in detail. From a usage-based perspective, the individual chapters demonstrate methodological pluralism in the investigation of meaning, language acquisition, and discourse. The chapters report on studies in which the use of corpus data is combined with other methodological tools, e.g. experimentally elicited findings, showing how introspection and the analysis of performance data go hand in hand to provide empirical support for researchers' hypotheses. Some of the authors inspire the discussion in usage-based linguistics, proposing innovative methods of analysis. Others adopt such methods and combine them in original ways. The cutting-edge studies presented in this volume should be of great interest to scholars and students of cognitive and corpus linguistics who want to familiarize themselves with recent methodological advances and their applications in the field.

*Cognitive Linguistics* - Mario Brdar 2011-11-10

Cognitive Linguistics is not a unified theory of language but rather a set of flexible and mutually compatible theoretical frameworks. Whether these frameworks can or should stabilize into a unified theory is open to debate. One set of contributions to the volume focuses on evidence that strengthens the basic tenets of CL concerning e.g. non-modularity, meaning, and embodiment. A second set of chapters explores the expansion of the general CL paradigm and the incorporation of theoretical insights from other disciplines and their methodologies – a development that could lead to competing and mutually exclusive theories within the CL paradigm itself. The authors are leading experts in cognitive grammar, cognitive pragmatics, metaphor and metonymy

theory, quantitative corpus linguistics, functional linguistics, and cognitive psychology. This volume is therefore of great interest to scholars and students wishing to inform themselves about the current state and possible future developments of Cognitive Linguistics.

**Metonymy and Metaphor in Grammar** - Klaus-Uwe Panther  
2009-07-29

Figurative language has been regarded traditionally as situated outside the realm of grammar. However, with the advent of Cognitive Linguistics, metonymy and metaphor are now recognized as being not only ornamental rhetorical tropes but fundamental figures of thought that shape, to a considerable extent, the conceptual structure of languages. The present volume goes even beyond this insight to propose that grammar itself is metonymical in nature (Langacker) and that conceptual metonymy and metaphor leave their imprints on lexicogrammatical structure. This thesis is developed and substantiated for a wide array of languages and lexicogrammatical phenomena, such as word class meaning and word formation, case and aspect, proper names and noun phrases, predicate and clause constructions, and other metonymically and metaphorically motivated grammatical meanings and forms. The volume should be of interest to scholars and students in cognitive and functional linguistics, in particular, conceptual metonymy and metaphor theory, cognitive typology, and pragmatics.

**Elicited Metaphor Analysis in Educational Discourse** - Wan Wan  
2015-07-02

The ability to recognise, discuss and evaluate one's educational beliefs and working practices in metaphoric terms has for several years been seen as a highly valuable tool for increasing self-awareness, facilitating learning (or teaching), and/or predicting behaviour. This is the first edited book solely devoted to the topic of researching elicited metaphor in education, and brings together key researchers from China, Poland, Puerto Rico, South America, UK and USA. The 12 chapters involve overviews and state-of-the-art articles, articles focussing on methodology and validation, as well as reflections on the effectiveness of techniques and research reports of recent empirical studies. The bulk of the articles

relate to literacy (L1 and L2) and teacher education, but science education is also addressed. The book offers useful models for academics, professionals and PhD students in these areas, and provides solutions for improving the validity of elicited metaphor techniques in educational research.

*Metaphors We Live By* - George Lakoff 2008-12-19

The now-classic *Metaphors We Live By* changed our understanding of metaphor and its role in language and the mind. Metaphor, the authors explain, is a fundamental mechanism of mind, one that allows us to use what we know about our physical and social experience to provide understanding of countless other subjects. Because such metaphors structure our most basic understandings of our experience, they are "metaphors we live by"—metaphors that can shape our perceptions and actions without our ever noticing them. In this updated edition of Lakoff and Johnson's influential book, the authors supply an afterword surveying how their theory of metaphor has developed within the cognitive sciences to become central to the contemporary understanding of how we think and how we express our thoughts in language.

**Metaphors in Learner English** - Susan Nacey 2013-11-15

This volume presents results from a corpus-based investigation into the metaphorical production of foreign language learners, comparing texts written by Norwegian (L2) learners of English with those written by British (L1) students. Three types of questions are addressed. The first has empirically measured answers: For example, do L2 English writers produce more metaphors than L1 novice writers? How frequent are novel metaphors in an L2, as compared with an L1? The second type has more subjective answers: How creatively do L2 English learners employ metaphor? Are they even expected to be able to produce metaphor at all? The third type combines theoretical and methodological perspectives: How is metaphorical creativity identified? What is the potential role of metaphoric competence? Most importantly, how are metaphors identified? To this end, the newly-developed 'Metaphor Identification Procedure' is tested and critiqued. This book is intended for metaphor researchers, corpus linguists, applied linguists and language educators.

*MLA International Bibliography of Books and Articles on the Modern Languages and Literatures* - 2007

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.

The Chinese Heart in a Cognitive Perspective - Ning Yu 2009

This book is a cognitive semantic study of the Chinese conceptualization of the heart, traditionally seen as the central faculty of cognition. The Chinese word *xin*, which primarily denotes the heart organ, covers the meanings of both "heart" and "mind" as understood in English, which upholds a heart-head dichotomy. In contrast to the Western dualist view, Chinese takes on a more holistic view that sees the heart as the center of both emotions and thought. The contrast characterizes two cultural traditions that have developed different conceptualizations of person, self, and agent of cognition. The concept of "heart" lies at the core of Chinese thought and medicine, and its importance to Chinese culture is extensively manifested in the Chinese language. Diachronically, this book traces the roots of its conception in ancient Chinese philosophy and traditional Chinese medicine. Along the synchronic dimension, it not only makes a systematic analysis of conventionalized expressions that reflect the underlying cultural models and conceptualizations, as well as underlying conceptual metaphors and metonymies, but also attempts a textual analysis of an essay and a number of poems for their metaphoric and metonymic images and imports contributing to the cultural models and conceptualizations. It also takes up a comparative perspective that sheds light on similarities and differences between Western and Chinese cultures in the understanding of the heart, brain, body, mind, self, and person. The book contributes to the understanding of the embodied nature of human cognition situated in its cultural context, and the

relationship between language, culture, and cognition.

**A Cognitive Linguistic Study of The Use Of Creative Figurative Language in American Political Discourse** - Sanja Berberović  
2021-12-15

*A Cognitive Linguistic Study of The Use Of Creative Figurative Language in American Political Discourse*

**Teaching Grammatical Metaphor** - Devo Yilmaz Devrim 2015-10-28

This book recounts the ways in which grammatical metaphor (GM) has evolved in SFL theory, discusses the research studies that explored the development of GM in language development and language education contexts, and presents various ways of providing written feedback to English as an additional language (EAL) students drawing on the Sydney School's genre pedagogy and Vygotsky's notion of zone of proximal development (ZPD). As such, it is a valuable resource for linguists, educational linguists, lecturers, researchers and higher degree research students, and will be constructive for language programmers, unit/course designers, teacher educators, language teachers and pre-service teachers.

*Red Sings from Treetops* - Joyce Sidman 2009-04-06

Includes a reader's guide and an author's note.

*From Molecule to Metaphor* - Jerome Feldman 2008-01-25

In *From Molecule to Metaphor*, Jerome Feldman proposes a theory of language and thought that treats language not as an abstract symbol system but as a human biological ability that can be studied as a function of the brain, as vision and motor control are studied. This theory, he writes, is a "bridging theory" that works from extensive knowledge at two ends of a causal chain to explicate the links between. Although the cognitive sciences are revealing much about how our brains produce language and thought, we do not yet know exactly how words are understood or have any methodology for finding out. Feldman develops his theory in computer simulations—formal models that suggest ways that language and thought may be realized in the brain. Combining key findings and theories from biology, computer science, linguistics, and psychology, Feldman synthesizes a theory by exhibiting programs that

demonstrate the required behavior while remaining consistent with the findings from all disciplines. After presenting the essential results on language, learning, neural computation, the biology of neurons and neural circuits, and the mind/brain, Feldman introduces specific demonstrations and formal models of such topics as how children learn their first words, words for abstract and metaphorical concepts, understanding stories, and grammar (including "hot-button" issues surrounding the innateness of human grammar). With this accessible, comprehensive book Feldman offers readers who want to understand how our brains create thought and language a theory of language that is intuitively plausible and also consistent with existing scientific data at all levels.

Motion Metaphors in Music Criticism - Nina Julich-Warpakowski  
2022-11-15

The book explores (1) the motivation of motion expressions in Western classical music criticism in terms of conceptual metaphors (Lakoff & Johnson, 1980, 1999) in two corpus studies, and (2) their perceived degree of metaphoricity among musicians and non-musicians in a rating study. The results show that while fundamental embodied conceptual metaphors like TIME IS MOTION certainly play a part in explaining why we speak of Western classical music as motion, it is the specific communicative setting of music criticism that determines the particular use of motion metaphors. Furthermore, the perceived metaphoricity of musical motion metaphors varies with participants' musical background: musicians perceive musical motion expressions as more literal compared to non-musicians, showing that there are individual differences in the perception of metaphoricity.

*From Linguistics to Hermeneutics* - Pierre van Hecke 2010-12-07

Drawing on the insights of functional grammar and cognitive semantics, this book offers a detailed linguistic analysis of Job 12-14 and a fresh exegetical reading of Job's longest and central speech in the book.

The Blue Book of Grammar and Punctuation - Lester Kaufman  
2021-04-16

The bestselling workbook and grammar guide, revised and updated!

Hailed as one of the best books around for teaching grammar, *The Blue Book of Grammar and Punctuation* includes easy-to-understand rules, abundant examples, dozens of reproducible quizzes, and pre- and post-tests to help teach grammar to middle and high schoolers, college students, ESL students, homeschoolers, and more. This concise, entertaining workbook makes learning English grammar and usage simple and fun. This updated 12th edition reflects the latest updates to English usage and grammar, and includes answers to all reproducible quizzes to facilitate self-assessment and learning. Clear and concise, with easy-to-follow explanations, offering "just the facts" on English grammar, punctuation, and usage Fully updated to reflect the latest rules, along with even more quizzes and pre- and post-tests to help teach grammar Ideal for students from seventh grade through adulthood in the US and abroad For anyone who wants to understand the major rules and subtle guidelines of English grammar and usage, *The Blue Book of Grammar and Punctuation* offers comprehensive, straightforward instruction.

*Metaphor and Metonymy at the Crossroads* - Antonio Barcelona  
2003-01-01

*Metaphor and Metonymy at the Crossroads* is a collection of essays, most of them written from a cognitive linguistics standpoint by leading specialists in the fields of conceptual metaphor and metonymy, and conceptual integration (blending). The book has two main goals. One of them is to discuss in new, provocative ways the nature of these conceptual mappings in English and their interaction. The other goal is to explore by means of several detailed case studies the central role of these mappings in English. The studies are, thus, concerned with the operation of metaphor and metonymy in discourse, including literary discourse or with the effect of metaphorical and/or metonymic mappings on some aspects of linguistic structure, be it polysemy or grammar. The book is of interest to students and researchers in English and linguistics, English literature, cognitive psychology and cognitive science.

**The Semantics of Metaphor** - Samuel R. Levin 2019-12-01

Of the remaining chapters, the first isolates certain problems of a pragmatic nature from the central semantic concern, chapter II follows

with a survey of recent scholarship on the question of semantic deviance, and chapter V compares the theory expounded in chapters III and IV with three other accounts of metaphor.

Language - George Melville Bolling 2010

### **Pragmatics** - 2008

Figurative Language - Barbara Dancygier 2014-03-06

This lively introduction to figurative language explains a broad range of concepts, including metaphor, metonymy, simile, and blending, and develops new tools for analyzing them. It coherently grounds the linguistic understanding of these concepts in basic cognitive mechanisms such as categorization, frames, mental spaces, and viewpoint; and it fits them into a consistent framework which is applied to cross-linguistic data and also to figurative structures in gesture and the visual arts. Comprehensive and practical, the book includes analyses of figurative uses of both word meanings and linguistic constructions. • Provides definitions of major concepts • Offers in-depth analyses of examples, exploring multiple levels of complexity • Surveys figurative structures in different discourse genres • Helps students to connect figurative usage with the conceptual underpinnings of language • Goes beyond English to explore cross-linguistic and cross-modal data

The Interaction of Syntax and Metaphor in Gesture - Elise Stickle 2016

This dissertation is a study of metaphor in usage: metaphor in language, metaphor in gesture, and how they interact. Gesture provides a route to study both the cognition associated with language and the domain-generalty of cognitive processes. While English speakers may be producing metaphoric manner verbs due to the lexicalization patterns of their language, are they necessarily thinking in terms of metaphoric manner? This is difficult to judge when looking at language alone. To answer this question, we turn to metaphoric gesture. Metaphoric gestures, in which the gesture represents the source domain of a conceptual metaphor, are well-known but under-studied (Cienki and Müller, 2008b). Iconic gestures conveying information about a motion

event are known to interact with the syntactic and semantic structure of speech; speakers of languages that express manner of motion in the verb gesture differently than speakers of languages that primarily express path of motion in the verb. Metaphoric usages of motion in language - prices falling, hopes rising, time flying - also interact with the grammatical patterns of language. However, we know little about how metaphoric motion in gesture interacts with grammar. In Part One of the dissertation, I focus on metaphor in language. In Chapter 2 I propose to represent metaphors as a complex network of frames, mappings, and bindings as implemented in the MetaNet Metaphor Repository (Dodge et al., 2015). This advances the representation of conceptual metaphors to a level that interfaces more accurately with representations of frames and constructions in FrameNet (Ruppenhofer et al., 2006) and Embodied Construction Grammar (Bergen and Chang, 2005). In turn, this enables the detailed analysis of metaphors and metaphor systems, as exemplified by the Location Event Structure Metaphor (Lakoff and Johnson, 1999) case study in Chapter 3. This corpus-based study is one of the first to make use of the MetaNet method for large-scale automatic metaphor identification and annotation. This approach reveals not only how the metaphor system is evoked in language, but further illustrates the conceptual structure of the metaphor. I demonstrate that although English, as a satellite-framed language, privileges manner in its lexicalization of motion events, metaphoric English motion backgrounds manner and foregrounds path. The foregrounding of path information in linguistic realization of metaphoric motion runs counter to the privileging of manner in English lexicalization patterns. This finding lays the groundwork for the investigation of the same metaphor system in gesture. In Part Two, I focus on metaphor in co-speech gesture. I investigate metaphoric motion-evoking metaphoric gestures using two complementary approaches. Chapter 4 uses a corpus approach; I analyze a parallel corpus of video gesture data in which speakers use a motion verb either literally or metaphorically in their speech while producing a co-expressive representational gesture. To analyze the corpora, I develop a set of annotation guidelines and then demonstrate the benefits of

taking an image-schematic approach to gesture analysis. I argue that the image schema is the most appropriate level of structure in analyzing the form and meaning of metaphoric gestures. Results of this image schema analysis suggest that, reflecting the English language data in Chapter 3, these metaphoric gestures emphasize path and do not represent the manner of motion. Chapter 5 is the first study to take an experimental approach to metaphoric gesture that uses non-metaphoric stimuli.

Participants were given short stories about state change, such as prices decreasing or grades improving, to read and re-tell to a friend; half of the stimuli contained metaphoric language and half did not. Results from this study demonstrated the viability of this methodology in eliciting both metaphoric speech and gesture, and supported those of Chapter 4. I find that speakers are more likely produce metaphoric gestures if they are also producing metaphoric language - even if the gesture evokes a different metaphor than the speech does. I unify my analyses of metaphoric motion in speech and gesture in a multi-modal Embodied Construction Grammar analysis of both co-expressive and complementary metaphoric co-speech gestures. I represent both the meaning and form of the gesture and the meaning and form of the speech including frame structure, argument structure, and metaphoric structure. This analysis provides the first formal representation of a multi-modal utterance in a construction grammar and an innovative approach to the unification of the construction of multi-modal meaning.

**Finding Metaphor in Grammar and Usage** - Gerard Steen 2007

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.

**MetaNet** - Miriam R.L. Petruck 2018-09-06

The papers in this collection document the work of the first research project on metaphor that incorporates the findings of Frame Semantics, Conceptual Metaphor Theory, and Construction Grammar with Corpus Linguistics techniques for the analysis of linguistic expressions of metaphor in very large natural language corpora. Under severe constraints, the MetaNet project, based at the International Computer Science Institute designed and populated a sophisticated and accessible repository of conceptual metaphors, developed a formalization for Conceptual Metaphor Theory, and created tools and techniques for the automatic identification and analysis of the linguistic expression of metaphor. For those interested in metaphor, be that from a linguistic, literary, poetic, cognitive, or computational perspective, this book is a must-read. Originally published in *Constructions and Frames* 8:2 (2016).

**Grammatical Metaphor** - A. M. Simon-Vandenberg 2003-01-01

Since the 1980s, metaphor has received much attention in linguistics in general. Within Systemic Functional Linguistics (SFL) the area of 'grammatical metaphor' has become increasingly more important. This volume aims to raise and debate problematic issues in the study of lexico-grammatical metaphor, and to foreground the potential of further study in the field. There is a need to highlight the SFL perspective on metaphor; other traditions focus on lexical aspects, and from cognitive perspectives, while SFL focuses on the grammatical dimension, and socio-functional aspects in the explanation of this phenomenon.

**Metaphor and Corpus Linguistics** - Alice Deignan 2005-01-01

Metaphor is a topical issue across a number of disciplines, wherever researchers are concerned with how speakers and writers package and process messages. This book is addressed at readers from diverse academic backgrounds who are interested in ways of researching metaphor from different perspectives, and especially through corpus

linguistics. A number of approaches to and exploitations of metaphor, including conceptual metaphor theory and cognitive approaches more generally, text and spoken discourse analysis, and CDA, are discussed, explored and critiqued using corpus data. The book also includes corpus linguistic studies of different aspects of metaphor, which investigate its linguistic and semantic properties and relate them to current theoretical views. The book demonstrates the need for naturally-occurring language data to be used in the development of metaphor theory, and shows the value of corpus data and techniques in this work.

Ten Lectures on Cognitive Modeling - Francisco José Ruiz de Mendoza Ibáñez 2020

"These lectures deal with the role of cognitive modelling in language-based meaning construction. To make meaning people use a small set of principles which they apply to different types of conceptual characterizations. This yields predictable meaning effects, which, when stably associated with specific grammatical patterns, result in constructions or fixed form-meaning pairings. This means that constructional meaning can be described on the basis of the same principles that people use to make inferences. This way of looking at pragmatics and grammar through cognition allows us to relate a broad range of pragmatic and grammatical phenomena, among them argument-structure characterizations, implicational, illocutionary, and discourse structure, and such figures of speech as metaphor, metonymy, hyperbole, and irony"--

**Metaphors We Live By** - George Lakoff 1980-11-01

The now-classic *Metaphors We Live By* changed our understanding of metaphor and its role in language and the mind. Metaphor, the authors explain, is a fundamental mechanism of mind, one that allows us to use what we know about our physical and social experience to provide understanding of countless other subjects. Because such metaphors structure our most basic understandings of our experience, they are "metaphors we live by"—metaphors that can shape our perceptions and actions without our ever noticing them. In this updated edition of Lakoff and Johnson's influential book, the authors supply an afterword

surveying how their theory of metaphor has developed within the cognitive sciences to become central to the contemporary understanding of how we think and how we express our thoughts in language.

**Metaphor and Iconicity** - M. Hiraga 2004-12-10

*Metaphor and Iconicity* attempts to clarify the interplay of metaphor and iconicity in the creation and interpretation of spoken and written texts from a cognitive perspective. There are various degrees in which metaphor and iconicity manifest themselves, ranging from sound symbolism and parallelism in poetic discourse to word order, inflectional forms, and other grammatical structures in ordinary discourse. The book makes unique contributions to the study of the relationship of form and meaning.

**Studies in Figurative Thought and Language** - Angeliki Athanasiadou 2017-04-26

This volume contains original research and innovative analyses that deepen our understanding of figurative thought and language. The selected papers focus on the multi-faceted aspect of figuration, its function in thought, and its impact on areas of grammar and communication. Key topics explored include metaphor, metonymy and their relationship to each other, as well as the less studied figure of hyperbole and its relation to the fundamental figures of metaphor and metonymy. Collectively, the papers examine the pragmatic reasoning processes triggered by figurative thought, the lexicogrammatical motivations and/or constraints on figurative language, the impact of deeply entrenched figurative thought on the lexicon of natural languages, the cultural origins of figurative thought, and the psycholinguistic motivations for figuration. The comprehensive treatment of these issues is fundamental for future research on figurative thought and language, particularly on questions of universality vs. specificity of figuration, the impact of figuration on constructions, cross-linguistic comparisons of figurative language, and cognitive-pragmatic approaches to figurative meaning.

The Bloomsbury Companion to Cognitive Linguistics - Jeannette Littlemore 2014-06-19



The Bloomsbury Companion to Cognitive Linguistics is a comprehensive and accessible reference resource to research in contemporary cognitive linguistics. Written by leading figures in the field, the volume provides readers with an authoritative overview of methods and current research topics and future directions. The volume covers all the most important issues, concepts, movements and approaches in the field. It devotes space to looking specifically at the major figures and their contributions. It is a complete resource for postgraduate students and researchers working within cognitive linguistics, psycholinguistics and those interested more generally in language and cognition.

**Ten Lectures on Cognitive Construction of Meaning** - Gilles

Fauconnier 2018-07-17

A study of mental spaces and the connections between them. Conceptual

integration of mental spaces leads to new meaning, global insight, and compressions useful for memory and creativity, with dynamic emergence of novel structure in all areas of human life (science, religion, art, ...).

**Argument Realization** - Beth Levin 2009-10-28

The relationship between verbs and their arguments is a widely debated topic in linguistics. This comprehensive survey provides an overview of this important research area, exploring theories of how a verb's semantics can determine the morphosyntactic realization of its arguments. Assuming a close connection between verb meaning and syntactic structure, the analysis constructs a bridge between lexical-semantic and syntactic research. Synthesizing work results from a range of linguistic subdisciplines and a variety of theoretical frameworks, it will be invaluable to research in syntax, semantics, and related fields.