I investigated linguistic patterns in middle school students' writing to understand their relevant embodied experiences for learning science. Embodied experiences are those limited by the perceptual and motor constraints of the human body. Recent research indicates student understanding of science needs embodied experiences. Recent emphases of science education researchers in the practices of science suggest that students' understanding of systems and their structure, scale, size, representations, and causality are crosscutting concepts that unify all scientific disciplinary areas. To discern the relationship between linguistic patterns and embodied experiences, I relied on Cognitive Linguistics, a field within cognitive sciences that pays attention to language organization and use assuming that language reflects the human cognitive system. Particularly, I investigated the embodied experiences that 268 middle school students learning about water brought to understanding: i) systems and system structure; ii) scale, size and representations; and iii) causality. Using content analysis, I explored students' language in search of patterns regarding linguistic phenomena described within cognitive linguistics: image schemas, conceptual metaphors, event schemas, semantical roles, and force-dynamics. I found several common embodied experiences organizing students' understanding of crosscutting concepts. Perception of boundaries and change in location and perception of spatial organization in the vertical axis are relevant embodied experiences for students' understanding of systems and system structure. Direct object manipulation and perception of size with and without locomotion are relevant for understanding scale, size and representations. Direct applications of force and consequential perception of movement or change in form are relevant for understanding of causality. I discuss implications of these findings for research and science teaching.

This book contributes to our growing understanding of the nature and development of language learner self-concept. It assesses the relevant literature in the disciplines of psychology and applied linguistics and describes in-depth, qualitative research examining the self-concepts of tertiary-level EFL learners. Although researchers in applied linguistics and SLA have recognized the importance of self-constructs, there remains little empirical work in the context of foreign language learning that focuses exclusively and at length on this central psychological construct. The content of this monograph draws on interdisciplinary sources, with input from psychology and applied linguistics. It will appeal to students and researchers interested in language-learner psychology as well as self-related constructs in general. The text provides insights into how learners view themselves, and how these self-beliefs can develop and affect the progress of an individual's language learning.

Applied Linguistics as Social Science surveys the increasing dialogue between linguistics and social theory. The book shows how social theory, applied linguistics and sociolinguistics share a set of common concerns, and how an analysis of these to produce a social scientific account of applied linguistics helps to explain the interaction between social structures, human agents and language. Foreword • Introduction • Making connections: some key issues in social theory and applied linguistics • Sociology and ideas about language • Language as a cultural emergent property •

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Researching language learning: theories, evidence, claims • Social categories and theoretical descriptions • Social domain theory: interpreting intercultural communication • Language in the world: properties and powers • A social realist approach to research in applied linguistics
Writing in English, German, or French, more than 300 authors provide a historical description of the beginnings and of the early and subsequent development of thinking about language and languages within the relevant historical context. The gradually emerging institutions concerned with the study, organisation, documentation, and distribution are considered as well as those dealing with the utilisation of language related knowledge. Special emphasis has been placed on related disciplines, such as rhetoric, the philosophy of language, cognitive psychology, logic and neurological science.
Key issues in second language acquisition - The role of the first language - Interlanguage and the natural route of development - Variability in interlanguage - Individual learner differences and second language acquisition - Input, interaction, and second language acquisition - Learner strategies - The universal hypothesis and second language acquisition - The role of formal instruction in second language acquisition - Theories of second language acquisition.
A provocative study of opposition to anti-Semitism in contemporary political philosophy. In post-Holocaust philosophy, anti-Semitism has come to be seen as a paradigmatic political and ideological evil. Jews Out of the Question examines the role that opposition to anti-Semitism has played in shaping contemporary political philosophy. Elad Lapidot argues that post-Holocaust philosophy identifies the fundamental, epistemological evil of anti-Semitic thought not in thinking against Jews, but in thinking of Jews. In other words, what philosophy denounces as anti-Semitic is the figure of “the Jew” in thought. Lapidot reveals how, paradoxically, opposition to anti-Semitism has generated a rejection of Jewish thought in post-Holocaust philosophy. Through critical readings of political philosophers such as Adorno, Horkheimer, Sartre, Arendt, Badiou, and Nancy, the book contends that by rejecting Jewish thought, the opposition to anti-Semitism comes dangerously close to anti-Semitism itself, and at work in this rejection, is a problematic understanding of the relations between politics and thought—a troubling political epistemology. Lapidot’s critique of this political epistemology is the book’s ultimate aim. Elad Lapidot is Assistant Professor of Philosophy at the University of Bern in Switzerland. He is coeditor (with Micha Brumlik) of Heidegger and Jewish Thought: Difficult Others.
This book constitutes the refereed proceedings of the 8th Language and Technology Conference: Challenges for Computer Science and Linguistics, LTC 2017, held in Poznan, Poland, in November 2017. The 31 revised papers presented in this volume were carefully reviewed and selected from 108 submissions. The papers selected to this volume belong to various fields of: Speech Processing; Multiword Expressions; Parsing; Language Resources and Tools; Ontologies and Wordnets; Machine Translation; Information and Data Extraction; Text Engineering and Processing; Applications in Language Learning; Emotions, Decisions and Opinions; Less-Resourced Languages.
Cognitive Linguistics is not a unified theory of language but rather a set of flexible and mutually compatible theoretical frameworks. This volume is of interest to
scholars and students wishing to inform themselves about the state and possible
future developments of Cognitive Linguistics
The fifth volume of the collected works of Professor M.A.K. Halliday, The
Language of Science explores the semantic character of scientific discourse. The
chapters are organized into two sections, one being on grammatical metaphor;
the other dealing with scientific English. In language, there exists the potential for
constructing new discourses, among them scientific discourse. The volume
opens with a new work from Professor Halliday addressing the question, How big
is a language? It is a question that goes to the heart of the paradigmatic
complexity, or meaning potential, that characterizes language
How do words mean? What is the nature of meaning? How can we grasp a
word’s meaning? The frame-semantic approach developed in this book offers
some well-founded answers to such long-standing, but still controversial issues.
Following Charles Fillmore’s definition of frames as both organizers of
experience and tools for understanding, the monograph attempts to examine one
of the most important concepts of Cognitive Linguistics in more detail. The point
of departure is Fillmore’s conception of “frames of understanding” – an
approach to (cognitive) semantics that Fillmore developed from 1975 to 1985.
The envisaged Understanding Semantics (“U-Semantics”) is a semantic theory
sui generis whose significance for linguistic research cannot be overestimated. In
addition to its crucial role in the development of the theoretical foundations of U-
semantics, corpus-based frame semantics can be applied fruitfully in the
investigation of knowledge-building processes in text and discourse.
From astronomy to zoology, the practice of science proceeds from scientific ways
of thinking. These patterns of thought, such as defining and classifying,
hypothesizing and experimenting, form the building blocks of all scientific
endeavor. Understanding how they work is therefore an essential foundation for
everyone involved in scientific study or teaching, from elementary school
students to classroom teachers and professional scientists. In this book, Steven
Darian examines the language of science in order to analyze the patterns of
thinking that underlie scientific endeavor. He draws examples from university
science textbooks in a variety of disciplines, since these offer a common, even
canonical, language for scientific expression. Darian identifies and focuses in
depth on nine patterns—defining, classifying, using figurative language,
determining cause and effect, hypothesizing, experimenting, visualizing,
quantifying, and comparing—and shows how they interact in practice. He also
traces how these thought modes developed historically from Pythagoras through
Newton.
The series publishes state-of-the-art work on core areas of linguistics across
theoretical frameworks as well as studies that provide new insights by building
bridges to neighbouring fields such as neuroscience and cognitive science. The
series considers itself a forum for cutting-edge research based on solid empirical
data on language in its various manifestations, including sign languages. It
regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language. This book is intended as a brief, popular discussion of a number of problems connected with language, and of the science of language- linguistics- and what it can contribute to the solution of these problems. There have been a number of recent expositions of linguistics, particularly Hackett’s A Course in Modern Linguistics; their purpose, however, and their scope are somewhat different from those of this book. The aim of this book is not to give so thorough a discussion of linguistic science, as does Hockett, for instance; on the other hand, it stresses somewhat more than previous works the conclusions of linguistics and their implications for our society. It is, to a certain extent, a tract addressed to the general public, in favor of a scientific attitude towards language and of linguistic relativism and tolerance, but including only as much detailed scientific analysis as is necessary to justify or exemplify its statements and conclusions.

In this work the author discusses recent advances in linguistic science and the applicability of linguistics to the teaching of reading, the structure of English, as well as the relation of the spoken language to literature in the secondary schools and to the teaching of foreign languages throughout the educational system. The importance of the "structure" of the language as essential preparation for all who teach any aspect of the language arts--from reading in the elementary grades to literature and foreign languages in the secondary schools and colleges--is developed thoroughly. An extremely significant point is the application of linguistics to teaching. Henry Lee Smith shows that if a child is not systematically taught the relationship between sound symbol and written symbol when he is ready and eager for it his reading can easily become a serious problem.

The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous. What are the biological, cognitive, and social underpinnings of this miracle? What major language development milestones occur in infancy? What methodologies do researchers employ in studying this progression? Why do some become adept at multiple languages while others face a lifelong struggle with just one? What accounts for declines in language proficiency, and how might such declines be moderated?

Despite an abundance of textbooks, specialized monographs, and a couple of academic handbooks, there has been no encyclopedic reference work in this area--until now. The Encyclopedia of Language Development covers the breadth of theory and research on language development from birth through adulthood, as well as their practical application. Features: This affordable A-to-Z reference includes 200 articles that address such topic areas as theories and research tradition; biological perspectives; cognitive perspectives; family, peer, and social influences; bilingualism; special populations and disorders; and more. All articles (signed and authored by key figures in the field) conclude with cross reference links and suggestions for further reading. Appendices include a Resource Guide
with annotated lists of classic books and articles, journals, associations, and web sites; a Glossary of specialized terms; and a Chronology offering an overview and history of the field. A thematic Reader’s Guide groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which includes a comprehensive index of search terms. Available in both print and electronic formats, Encyclopedia of Language Development is a must-have reference for researchers and is ideal for library reference or circulating collections.

This textbook offers a cutting edge introduction to psycholinguistics, exploring the cognitive processes underlying language acquisition and use. Provides a step-by-step tour through language acquisition, production, and comprehension, from the word level to sentences and dialogue Incorporates both theory and data, including in-depth descriptions of the experimental evidence behind theories Incorporates a comprehensive review of research in bilingual language processing, sign language, reading, and the neurological basis of language production and comprehension Approaches the subject from a range of perspectives, including psychology, linguistics, philosophy, computer science, neurology, and neurophysiology Includes a full program of resources for instructors and students, including review exercises, a test bank, and lecture slides, available online at www.wiley.com/go/traxler

The ultimate aim of every linguistic tradition is to go beyond the purely descriptive level and seek an explanation for linguistic phenomena. Traditions differ, however, with regard to the class of linguistic phenomena they wish to explain and the framework in which they define their explanation. In this volume the English translation is presented of the treatise on linguistic explanation by the 10th-century Arab grammarian az-Za?????, one of the most original thinkers of the Arabic tradition. He worked in a period in which the influence of Greek logic and philosophy made itself felt in almost all Arabo-Islamic disciplines. Some of the problems he deals with are familiar to modern linguists (e.g., morphological segmentation, categorization of parts of speech), others are comprehensible only within the frame of reference of Arabic linguistics (e.g., the declension of the verb). An extensive commentary on the text analyzes the problems discussed, both within the Arabic tradition and from the point of view of modern linguistics. Apart from the index of names and terms, there is an index of subjects which enables the general reader to consult text and comments on specific key notions. From a leading authority in artificial intelligence, this book delivers a synthesis of the major modern techniques and the most current research in natural language processing. The approach is unique in its coverage of semantic interpretation and discourse alongside the foundational material in syntactic processing.

Language Building Blocks is an accessible resource that familiarizes early childhood professionals with linguistics, the scientific study of language. Knowledge of linguistics will enable early childhood educators to successfully teach young children core competencies, ranging from phonemic awareness,
reading and math, to health literacy and intercultural awareness. The text includes numerous real-life examples for diverse age groups and learning styles. The online Resource Guide provides hands-on activities and contributions by top scholars in the field. This resource shows teachers how to systematically empower and include all children. This teacher-friendly book: Provides an enhanced understanding of language and language acquisition, minimizing misdiagnoses of special needs. Makes language come alive for children and educators preparing for the Praxis Test. Demonstrates that children develop key skills when they can (dis)assemble language. Highlights approaches Dr. Seuss used to make reading fun for young readers. Offers innovative language and literacy observation and enhancement strategies, including multilingual math and literacy, language exploration, and play. Illustrates the value of observation, collaboration, and inquiry in early learning. “The great value of this resource is that it offers numerous 'bridging' reflections, strategies, and specific instructional interventions. It is a must for any educator that must understand the significant link between language and achievement in schooling contexts.” —From the Foreword by Eugene García “An extraordinarily informative, useful, and highly accessible tool for educators of young children of all language backgrounds. An excellent resource for teacher preparation and professional development.” —Dorothy S. Strickland, Samuel DeWitt Proctor Professor of Education, Emerita, Distinguished Research Fellow, National Institute for Early Education Research (NIEER), Rutgers, The State University of New Jersey “Informativo! Educators must know how to break down language, how discourse mirrors culture, and how Spanish and other languages promote success in core content areas.” —Rossana Ramirez Boyd, President, National Association for Bilingual Education “A truly necessary guide to understanding language for early childhood teachers in today’s multicultural and multilingual world. Pandey clearly explains the fullness and potential of linguistic knowledge in teaching, honoring the role of the reflective teacher, and celebrating the uniqueness of young children and their languages worldwide.” —Debora B. Wisneski, University of Nebraska at Omaha, President, Association for Childhood Education International (ACEI) Anita Pandey is professor of linguistics and coordinator of Professional Communication in the Department of English and Language Arts at Morgan State University, Baltimore, Maryland. Introduces students to the scientific study of language, using the basic principles of complexity theory. The impossibility of testing the depth hypothesis of 1960 of a connection between the complexities of grammar and a limited human temporary memory led to questioning the ancient grammatical foundations of linguistics and to developing standard hard-science foundations. This volume is the first detailed report on how to reconstitute linguistics on the new hard-science foundation laid by Victor H. Yngve in 1996. Hard-science (human) linguistics is the scientific study of how people communicate. It studies people and also communicative energy flow and
other relevant parts of the physical environment. It studies the real world, not the world of language, and it develops theories testable against real-world evidence as is standard in the hard sciences. Hard-science linguistics takes its rightful place connecting the humanities and social sciences to biology, chemistry and physics. Thus linguistics becomes a natural science and contributes to the unity of science. This unity is clearly evident in the research reported here by these fifteen pioneering authors from diverse areas as they work to reconstitute linguistics as a true hard science.

This series provides approachable, yet authoritative, introductions to all the major topics in linguistics. Ideal for students with little or no prior knowledge of linguistics, each book carefully explains the basics, emphasising understanding of the essential notions rather than arguing for a particular theoretical position. Understanding Semantics offers a complete introduction to linguistic semantics. The book takes a step-by-step approach, starting with the basic concepts and moving through the central questions to examine the methods and results of the science of linguistic meaning. Understanding Semantics unites the treatment of a broad scale of phenomena using data from different languages with a thorough investigation of major theoretical perspectives. It leads the reader from their intuitive knowledge of meaning to a deeper understanding of the use of scientific reasoning in the study of language as a communicative tool, of the nature of linguistic meaning, and of the scope and limitations of linguistic semantics. Ideal as a first textbook in semantics for undergraduate students of linguistics, this book is also recommended for students of literature, philosophy, psychology and cognitive science.

The aim of this book is to provide a fresh view of the history of nineteenth-century language study by focusing on the writings of three linguists (Whitney, Bréal and Wegener) in three countries (the United States, France and Germany).

This study examines specific implications of the considerable overlap in methodology and theory of 19th-century geology and philology. Recognition of this overlap is indispensable to a complete understanding of philology’s development into the more empirical science of linguistics, especially as this empiricism culminates in the neogrammarian doctrine of exceptionless sound laws. The study consists of three major parts: I Uniformitarianism in the Palaetiological Sciences [i.e., geology and other natural sciences studying life in earlier periods of the earth]; II The Rise of Uniformitarianism in Linguistics; and III The Uniformitarian Basis of Neogrammarian Linguistics.

Understanding Linguistics The Science of Language Understanding Linguistics The Science of Language Introduction to Psycholinguistics Understanding Language Science
psychological and formal characteristics of speech are carefully established and after studying the historical factors that have molded it the author has devoted his last chapters to the wider bearings of linguistic science and to furnishing a clear understanding as the ever changing instruments of our emotions and mental activity. "This book of Mr. Sapir's distinguishes itself from other general treatment of the problems of linguistics by its power to stimulate thoughts about the subject. There is nothing trite or matter-of-fact between the covers. The discussions sporing from an unusually wide acquaintance with language in all its varieties and a scholarly understanding of the principles of psychology underlying expression. But, more than by its learning, the book impresses us by its quick insight and acute analysis. A capital illustration is the treatment of the problem of classifying languages. . . . There is also a great deal that is suggestive in what the writer has said about the process in phonetic change. Especially noteworthy in this connection is the emphasis he places on what he calls 'patterning'. . . . Closely related to patterning is the discussion of 'drift', the idea that changes in language are not random but move in a definite direction. . . . A gratifying feature, not unusual in books of this class is a chapter showing the dependence of literary style on the phonetic and formal characteristics of a language."

This book is intended as a Festschrift to honour the work of David Banks, Emeritus Professor of the Université de Bretagne Occidentale, France. The founder and former President of the Association Française de Linguistique Systémique Fonctionnelle, David Banks has been extremely active in bringing together linguists from different theoretical backgrounds in the study of both English and French. The volume includes papers in the three main fields in which he has published: namely, scientific writing, language change and systemic functional linguistics (SFL).

Explaining Language Change presents the first integrated theory of all aspects of language change which builds on the pioneering ideas of Richard Dawkins and David Hull in biology and philosophy of science.

This is a two-volume collection of original research papers designed to reflect the breadth and depth of the impact that William Labov has had on linguistic science. Four areas of 'Labovian' linguistics are addressed: First is the study of variation and change; the papers in sections I and II of the first volume take this as their central theme, with a focus on either the social context and uses of language (I) or on the the internal linguistic dynamics of variation and change (II). The study of African American English, and other language varieties in the Americas spoken by people of African descent and influenced by their linguistic heritage, is the subject of the papers in section III of the first volume. The third theme is the study of discourse; the papers in section I of the second volume develop themes in Labovian linguistics that go back to Labov's work on narrative, descriptive, and therapeutic discourse. Fourth is the emphasis on language use, the search for discursive, interactive, and meaningful determinants of the complexity in human communication. Papers with these themes appear in section II of the second volume.

The "language-communication-society" triangle defies traditional scientific approaches. Rather, it is a phenomenon that calls for an integration of complex, transdisciplinary perspectives, if we are to make any progress in understanding how it works. The highly diverse agents in play are not merely cognitive and/or cultural, but also emotional and behavioural in their specificity. Indeed, the effort may require building a theoretical and methodological body of knowledge that can effectively convey the characteristic properties of phenomena in human terms. New complexity approaches allow us to rethink our limited and mechanistic images of human societies and create more
appropriate emo-cognitive dynamic and holistic models. We have to enter into dialogue with the complexity views coming out of other more 'material' sciences, but we also need to take steps in the linguistic and psycho-sociological fields towards creating perspectives and concepts better fitted to human characteristics. Our understanding of complexity is different – but not opposed – to the one that is more commonly found in texts written by people working in physics or computer science, for example. The goal of this book is to extend the knowledge of these other more ‘human’ or socially oriented perspectives on complexity, taking account of the language and communication singularities of human agents in society. Our understanding of complexity is different – but not opposed – to the one that is more commonly found in texts written by people working in physics or computer science, for example. The goal of this book is to extend the knowledge of these other more ‘human’ or socially oriented perspectives on complexity, taking account of the language and communication singularities of human agents in society.

This textbook is intended for graduate students in computer science and linguistics who are interested in developing expertise in natural language processing (NLP) and in those aspects of artificial intelligence which are concerned with computer models of language comprehension. The text is somewhat different from a number of other excellent textbooks in that its foci are more on the linguistic and psycho-linguistic prerequisites and on foundational issues concerning human linguistic behavior than on the description of the extant models and algorithms. The goal is to make the student, undertaking the enormous task of developing computer models for NLP, well aware of the major difficulties and unsolved problems, so that he or she will not begin the task (as it has often been done) with overoptimistic hopes or claims about the generalizability of models, when such hopes and claims are inconsistent either with some aspects of the formal theory or with known facts about human cognitive behavior. Thus, I try to enumerate and explain the variety of cognitive, linguistic, and pragmatic data which must be understood and formalized before they can be incorporated into a computer model.

Drawing from more than two hundred examples representing twenty-two languages of wide genetic and typological variety, the author guides the reader through a broad collection of situations encountered in the analysis and practice of translation. This enterprise gains structure and rigor from the methods and findings of contemporary linguistic theory, while realism and relevance are served by the choice of “naturalistic” examples from published translations. Coverage draws from a variety of genres and text-types (literary works, the Bible, newspaper articles, legal and philosophical writings, for examples), and addresses a thorough selection of structural-functional aspects. These range from discrepancies between source and target languages in sentence construction, to differences between source and target poetic traditions with respect to meter and rhyme.

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