

Language And The Cognitive Construal Of The World

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

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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. Cognitive Linguistics is an approach to language study based on the assumptions that our linguistic abilities are firmly rooted in our cognitive abilities, that meaning is essentially conceptualization, and that grammar is shaped by usage. The Handbook of

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Cognitive Linguistics provides state-of-the-art overviews of the numerous subfields of cognitive linguistics written by leading international experts which will be useful for established researchers and novices alike. It is an interdisciplinary project with contributions from linguists, psycholinguists, psychologists, and computer scientists which will emphasise the most recent developments in the field, in particular, the shift towards more empirically-based research. In this way, it will, we hope, help to shape the field, encouraging methodologically more rigorous research which incorporates insights from all the cognitive sciences. Editor Ewa Dąbrowska was awarded the Alexander von Humboldt Professorship 2018.

TRENDS IN LINGUISTICS is a series of books that open new perspectives in our understanding of language. 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.

TRENDS IN LINGUISTICS 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. TRENDS IN LINGUISTICS publishes monographs and outstanding dissertations as well as edited volumes, which provide the opportunity to address controversial topics from different

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empirical and theoretical viewpoints. High quality standards are ensured through anonymous reviewing.

This book constitutes another step of the linguistic community in translating cognitive linguistics research into a set of guidelines applicable in the foreign language classroom. The authors, language scholars, and experienced practitioners discuss a collection of both more theoretical and practical issues from the area of second and foreign language pedagogy. These are matters that not only enhance our comprehension of particular grammatical and lexical problems, but also lead to the improvement of the efficiency of teaching a foreign language. The topics range from learners' emotions, teaching grammatical constructions, prepositions, and vocabulary, to specific issues in phonology. The observations concern the teaching of three different languages: English, French, and Italian. As a result, the book is of interest to scholars dealing with further developments of particular linguistic issues and practitioners who want to learn how to improve the quality of their classroom work. When one is immersed in the fascinating world of neuroscience findings, the brain might start to seem like a collection of "modules," each specializes in a specific mental feat. But just like in other domains of Nature, it is possible that much of the brain and mind's operation can be explained with a small set of universal principles. Given exciting recent developments in theory, empirical findings and computational studies, it seems that the generation of predictions might be one strong candidate for such a

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universal principle. This is the focus of Predictions in the brain. From the predictions required when a rat navigates a maze to food-caching in scrub-jays; from predictions essential in decision-making to social interactions; from predictions in the retina to the prefrontal cortex; and from predictions in early development to foresight in non-humans. The perspectives represented in this collection span a spectrum from the cellular underpinnings to the computational principles underlying future-related mental processes, and from systems neuroscience to cognition and emotion. In spite of this diversity, they share some core elements. Memory, for instance, is critical in any framework that explains predictions. In asking "what is next?" our brains have to refer to memory and experience on the way to simulating our mental future. But as much as this collection offers answers to important questions, it raises and emphasizes outstanding ones. How are experiences coded optimally to afford using them for predictions? How do we construct a new simulation from separate memories? How specific in detail are future-oriented thoughts, and when do they rely on imagery, concepts or language? Therefore, in addition to presenting the state-of-the-art of research and ideas about predictions as a universal principle in mind and brain, it is hoped that this collection will stimulate important new research into the foundations of our mental lives.

The Evolang conferences are the leading international conferences for new findings in the study of the origins and evolution of language. They attract a multidisciplinary

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audience. The proceedings are an important resource for researchers in the field. The book brings together ten studies into the social and conceptual aspects of language-internal variation. All contributions rely on a firm empirical basis in the form of advanced corpus-based techniques, experimental methods and survey-based research, or a combination of these. In the book, methods are sought that may adequately unravel the complex and multivariate dimensions intervening in the interplay between conceptual meaning and variationist factors. In terms of its descriptive scope, the volume covers three main areas: lexical and lexical-semantic variation, constructional variation, and research on lectal attitudes and acquisition. It thus illustrates how Cognitive Sociolinguistics studies both the variation of meaning, and the meaning of variation.

Proposing a unitary account of the possessive morpheme, this work takes "Cognitive Grammar", as developed by Ronald Langacker as its theoretical framework. It introduces the conceptual apparatus of the theory, and develops an account of the full range of possessive constructions in English.

Cognitive linguistics is a relatively new discipline which is rapidly becoming mainstream and influential, particularly in the area of second language teaching. This book looks at how cognitive linguistics can inform our teaching, and lead to intriguing suggestions for alternative ways of presenting grammar and vocabulary in the language classroom.

This cutting-edge volume describes the implications of Cognitive Linguistics for the study of second language acquisition (SLA). The first two sections identify theoretical and empirical

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strands of Cognitive Linguistics, presenting them as a coherent whole. The third section discusses the relevance of Cognitive Linguistics to SLA and defines a research agenda linking these fields with implications for language instruction. Its comprehensive range and tutorial-style chapters make this handbook a valuable resource for students and researchers alike. *Metonymy in Language and Thought* gives a state-of-the-art account of metonymic research. The contributions have different disciplinary and theoretical backgrounds in linguistics, psycholinguistics, psychology and literary studies. However, they share the assumption that metonymy is a cognitive phenomenon, a “figure of thought,” underlying much of our ordinary conceptualization that may be even more fundamental than metaphor. The use of metonymy in language is a reflection of this conceptual status. The framework within which metonymy is understood in this volume is that of scenes, frames, scenarios, domains or idealized cognitive models. The chapters are revised papers given at the Metonymy Workshop held in Hamburg, 1996.

This book considers how language users express and understand literal and metaphorical spatial meaning not only in language but also through gesture and pointing. Researchers explore the ways in which theoretical developments in language and cognition, new empirical techniques, and new computational facilities have led to a greater understanding of the relationship between physical space and mental space as expressed in human communication.

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

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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.

This book argues that Second language teaching has not been well served by recent approaches to the description of language content. The book explores how Cognitive Linguistics offers teachers a description of language that can translate into practical classroom

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activities.

Language and the Cognitive Construal of the World Walter de Gruyter

Part I: Basic Concepts (16 capítulos) + Part II: Models of Grammar (3 cap.) + Part III: Situating Cognitive Linguistics (3 cap.) + Part IV: Linguistic Structure and Language Use (13 cap.) + Part V: Linguistic Variation and Change (7 cap.) + Part VI: Applied and Interdisciplinary Perspectives.

The subject of this book is how human beings construe their experience of the world. The construction of experience is usually thought of as knowledge, represented in the form of conceptual taxonomies, schemata, scripts and the like. The authors offer an interpretation that is complementary to this, treating experience not as knowing but as meaning; and hence as something that is construed in language. In other words, the concern is with the construal of human experience as a semantic system; and since language plays the central role not only in storing and exchanging experience but also in construing it, language is taken as the interpretative base. The focus of the book is both theoretical and descriptive. The authors consider it important that theory and description should develop in parallel, with constant interchange between the two. The major descriptive component is an account of the most general features of the ideational semantics of English, which is then exemplified in two familiar text

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types (recipes and weather forecasts). There is also a brief reference to the semantics of Chinese. Theoretical issues are raised throughout as they become relevant to the discussion, with the theoretical base being drawn from systemic functional linguistics. Both the theoretical and descriptive proposals offered in the book are compared and contrasted with approaches deriving from AI, cognitive science and cognitive linguistics.

Methods in Cognitive Linguistics is an introduction to empirical methodology for language researchers. Intended as a handbook to exploring the empirical dimension of the theoretical questions raised by Cognitive Linguistics, the volume presents guidelines for employing methods from a variety of intersecting disciplines, laying out different ways of gathering empirical evidence. The book is divided into five sections. Methods and Motivations provides the reader with the preliminary background in scientific methodology and statistics. The sections on Corpus and Discourse Analysis, and Sign Language and Gesture describe different ways of investigating usage data. Behavioral Research describes methods for exploring mental representation, simulation semantics, child language development, and the relationships between space and language, and eye movements and cognition. Lastly, Neural Approaches introduces the reader to ERP research and to the computational modeling of language.

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The Routledge Handbook of Classics and Cognitive Theory is an interdisciplinary volume that examines the application of cognitive theory to the study of the classical world, across several interrelated areas including linguistics, literary theory, social practices, performance, artificial intelligence and archaeology. With contributions from a diverse group of international scholars working in this exciting new area, the volume explores the processes of the mind drawing from research in psychology, philosophy, neuroscience, and anthropology, and interrogates the implications of these new approaches for the study of the ancient world. Topics covered in this wide-ranging collection include: cognitive linguistics applied to Homeric and early Greek texts, Roman cultural semantics, linguistic embodiment in Latin literature, group identities in Greek lyric, cognitive dissonance in historiography, kinesthetic empathy in Sappho, artificial intelligence in Hesiod and Greek drama, the enactivism of Roman statues and memory and art in the Roman Empire. This ground-breaking work is the first to organize the field, allowing both scholars and students access to the methodologies, bibliographies and techniques of the cognitive sciences and how they have been applied to classics.

The best survey of cognitive linguistics available, this Handbook provides a thorough explanation of its rich methodology, key results, and interdisciplinary

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context. With in-depth coverage of the research questions, basic concepts, and various theoretical approaches, the Handbook addresses newly emerging subfields and shows their contribution to the discipline. The Handbook introduces fields of study that have become central to cognitive linguistics, such as conceptual mappings and construction grammar. It explains all the main areas of linguistic analysis traditionally expected in a full linguistics framework, and includes fields of study such as language acquisition, sociolinguistics, diachronic studies, and corpus linguistics. Setting linguistic facts within the context of many other disciplines, the Handbook will be welcomed by researchers and students in a broad range of disciplines, including linguistics, cognitive science, neuroscience, gesture studies, computational linguistics, and multimodal studies. 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

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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.

How is the universal, yet private and subjective, experience of pain talked about by different people in everyday encounters? What does the analysis of pain-related lexico-phraseological choices, grammatical structures, and linguistic metaphors reveal as to how pain is perceived and experienced? Are pain utterances primarily used to express or to describe this experiential domain? This

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is the first book that investigates such questions from both a functional and a cognitive perspective: it combines two converging usage-based theoretical models in a systematic linguistic inquiry of the construal of pain in everyday language. This work is based on a specialised electronic corpus of Greek naturally-occurring dialogues in a health care context, the underlying assumption being that in the absence of factual evidence intuition about language cannot reliably detect or predict patterns of usage. Comparing Greek with English data, this book significantly contributes to the development of this research field cross-linguistically.

As time cannot be observed directly, it must be analyzed in terms of mental categories, which manifest themselves on various linguistic levels. In this interdisciplinary volume, novel approaches to time are proposed that consider temporality without time, on the one hand, and the coding of time in language, including sign language, and gestures, on the other. The contributions of the volume demonstrate that time is conceptualized not only in terms of space but in terms of other domains of human experience as well. Renowned specialists in the study of time, the authors of this volume investigate this fascinating topic from a variety of perspectives – philosophical, linguistic, anthropological, (neuro)psychological, and computational – demonstrating a familiarity with both

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classical and recent approaches to the study of time and including up-to-date corpus-based methods of study. The volume will be of interest to philosophers, linguists (including specialists in cognitive linguistics, corpus linguistics, and computational linguistics), anthropologists, (neuro)psychologists, translators, language teachers, and graduate students.

Cognitive foundations of language introduces the reader to the abilities and processes in which research in Cognitive Linguistics is grounded. The book looks at key concepts, such as embodiment, salience, entrenchment, construal, categorization, and collaborative communication, and discusses their genesis and implications for cognitive linguistic research.

Approaches to Language, Culture and Cognition aims to bring cognitive linguistics and linguistic anthropology closer together, calling for further investigations of language and culture from cognitively-informed perspectives against the backdrop of the current trend of linguistic anthropology.

This book proposes an extension of Cognitive Grammar (Langacker 1987, 1991, 2008) towards a cognitive discourse grammar, through the unique environment that literary stylistic application offers. Drawing upon contemporary research in cognitive stylistics (Text World Theory, deixis and mind-modelling, amongst others), the volume scales up central Cognitive Grammar concepts (such as

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construal, grounding, the reference point model and action chains) in order to explore the attenuation of experience – and how it is simulated – in literary reading. In particular, it considers a range of contemporary texts by Neil Gaiman, Jennifer Egan, Jonathan Safran Foer, Ian McEwan and Paul Auster. This application builds upon previous work that adopts Cognitive Grammar for literary analysis and provides the first extended account of Cognitive Grammar in contemporary fiction.

This volume brings together a number of wide-ranging, transdisciplinary research articles on the interface between discourse studies and economics. It explores in what way economics can contribute to the analysis of discursive practices in various institutional settings as well as investigating what role discourse studies can play in economic research. The contributors are linguists, communication scholars, economists and other social scientists drawing on various traditions including Critical Discourse Analysis, Cognitive Linguistics, ethnography and the literature on the rhetoric of economics and on economic storytelling. All articles are essentially empirical, focusing on the details of actual language use. The type of data analysed ranges from the minutes of university policy meetings and large-scale corpora of newspaper language, over books of economic theory from both well-respected economists and monetary cranks, to cartoons from The

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Economist.

The aim of this book is to present significant aspects of cognitive grammar by adopting an interdisciplinary approach. The book provides an interplay of contributions by some exponents of cognitive grammar (Langacker, Croft, Wood, Geeraerts, Kövecses, Wildgen), and philosophers of language (Albertazzi, Marconi, Peruzzi, Violi) who, in most cases, share a phenomenological and Gestalt approach to the problem of semantics. The topics covered include themes that are central to the debate in cognitive grammar, such as, metaphor, construal operations, prototypicality, Gestalt schemes and field semantics. The book offers evidence to support the cognitive hypothesis in semantics and the existence of a close connection between the structures of perception and the categories of natural language. Because of the approach employed, with its consideration of borderline aspects among semantics, linguistics, theoretical reflection and historical analysis, the book marks out a route for a philosophical inquiry complementary to a cognitive approach to the semantics of natural language.

The claim that crosslinguistic disparities foster differences in nonlinguistic thought, often referred to as 'linguistic relativity', has for some time been the subject of intense debate. For much of that time the debate was not informed by

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much experimental work. Recently, however, there has been an explosion of research on linguistic relativity, carried out by numerous scholars interested in the interaction between language and nonlinguistic cognition. This book surveys the rapidly accruing research on this topic, much of it carried out in the last decade. Structured so as to be accessible to students and scholars in linguistics, psychology, and anthropology, it first introduces crucial concepts in the study of language and cognition. It then explores the relevant experimentally oriented research, focusing independently on the evidence for relativistic effects in spatial orientation, temporal perception, number recognition, color discrimination, object/substance categorization, gender construal, as well as other facets of cognition. This is the only book to extensively survey the recent work on linguistic relativity, and should serve as a critical resource for those concerned with the topic.

Language is a child's major tool for learning about the world. Through the taken-for-granted interactions of everyday conversation, a child not only learns the mother tongue, but uses it as a resource for thinking and reasoning. This book presents a rich naturalistic case study of one child's use of language from two-and-a-half to five years, drawing on systemic functional theory to argue that cognitive development is essentially a linguistic process and offering a new

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description and interpretation of linguistic and cognitive developments during this period. The case study examines the child's changing language in terms of its role in interpreting four key domains of experience - the world of things, the world of events, the world of semiosis (including the inner world of cognition) and the construal of cause and effect. It shows how new linguistic possibilities constitute developments in cognitive resources and prepare the child for later learning in school.

The Routledge Handbook of Cognitive Linguistics provides a comprehensive introduction and essential reference work to cognitive linguistics. It encompasses a wide range of perspectives and approaches, covering all the key areas of cognitive linguistics and drawing on interdisciplinary and multidisciplinary research in pragmatics, discourse analysis, biolinguistics, ecolinguistics, evolutionary linguistics, neuroscience, language pedagogy, and translation studies. The forty-three chapters, written by international specialists in the field, cover four major areas: • Basic theories and hypotheses, including cognitive semantics, cognitive grammar, construction grammar, frame semantics, natural semantic metalanguage, and word grammar; • Central topics, including embodiment, image schemas, categorization, metaphor and metonymy, construal, iconicity, motivation, constructionalization, intersubjectivity, grounding,

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multimodality, cognitive pragmatics, cognitive poetics, humor, and linguistic synaesthesia, among others; • Interfaces between cognitive linguistics and other areas of linguistic study, including cultural linguistics, linguistic typology, figurative language, signed languages, gesture, language acquisition and pedagogy, translation studies, and digital lexicography; • New directions in cognitive linguistics, demonstrating the relevance of the approach to social, diachronic, neuroscientific, biological, ecological, multimodal, and quantitative studies. The Routledge Handbook of Cognitive Linguistics is an indispensable resource for undergraduate and postgraduate students, and for all researchers working in this area.

This book presents a contrastive analysis of the lexicalization of motion events in Polish in comparison with Russian. The study, set in the framework of Cognitive Linguistics, adopts a usage-based approach to language analysis.

This book examines the contribution of various recent developments in linguistics to contrastive analysis. The articles range across a broad gamut of languages, with most attention going to the languages of Europe. They show how advances in theory and computer technology are together impacting the field of contrastive linguistics. Part I focuses, from a broadly functional-cognitive viewpoint, on the close link with typology, stressing the importance of embedding the treatment of grammatical categories in their contexts of use. Part II turns to methodological issues, exploring the enormous potential offered by parallel, computer-

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accessible corpora to contrastive linguistics and to enhancing the testability, authenticity and empirical adequacy of cross-linguistic studies. Part III is concerned with contrastive semantics, ranging from individual items to entire grammatical constructions, and shows how meanings are coupled to language-specific cognitive strategies and even to cultural differences in subjective awareness and the fashioning of personal identity.

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. Landmark study on the role of gestures in relation to speech and thought.

How do we make sense of our experience? In order to understand how we construct meaning, the varied and complex relationships among language, mind, and culture need to be understood. While cognitive linguists typically study the cognitive aspects of language, and linguistic anthropologists typically study language and culture, *Language, Mind, and Culture* is the first book to combine all three and provide an account of meaning-making in language and culture by examining the many cognitive operations in this process. In addition to providing a comprehensive theory of how we can account for meaning making, *Language, Mind, and Culture* is a textbook for anyone interested in the fascinating issues surrounding the relationship between language, mind, and culture. Further, the book is also a "practical" introduction: most of the chapters include exercises that help the student understand the theoretical issues. No prior knowledge of linguistics is assumed, and the material is accessible and useful to students in a variety of other disciplines, such as anthropology, English, sociology, philosophy, psychology, communication, rhetoric, and others. *Language, Mind, and*

