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CURRENT ISSUE

ON PERSPECTIVING IN COGNITIVE GRAMMAR AND COMMUNICATIVE DYNAMISM

Emanuel Sunarto
Sanata Dharma University

Abstract

The article is concerned with the concept of 'perspective' in Cognitive Grammar and Communicative Dynamism. To the former, 'perspective' is understood in the realm of cognitive concepts such as space, motion, locationality, directionality, importance, and focus ascribable to a particular sentence segment. To the latter, 'perspectiving' is a matter of valuating, viz. assigning informational value to a sentence segment as a part of a distributional field of communicative dynamism. The two streams of thought evidently hold different constructs per-taining to the term 'perspective': conceptual-categorical on the one hand, and functional-informational on the other. However, the two seem to agree when 'perspectiving' is concerned with the notion of importance and focus or rhematization.

Keywords: *perspective, importance, focus, informative value, rhematization*

A. INTRODUCTION

By definition, *perspective* is “a specific point of view in understanding or judging things or events, esp. one that shows them in their true relations to one another”, or, “the way in which a matter is judged so that (proper) consideration and importance is given to each part” (WNWCD, LDOCE). In the commonest sense, *perspective* is “analogous with looking at an everyday object from in front, from the sides, from behind, from on top etc.” Viewing, perspectiving, or seeing something for understanding relations and judgmental purposes can be in any of the following four ways: (a) as a whole consisting of parts; (b) as a kind, in contrast with other kinds; (c) as having a certain function; and (d) from the point of view of its origins (Cruse, 2000: 117-119). In linguistics, this very word ‘perspective’ has also become a key concept in notably two

schools of thought, namely Cognitive Grammar (CG) and Communicative Dynamism (CD). How does each conceptualize the very same term? Do they have things in common, and/or in what way does each show its peculiarity? This article is essentially a comparative review and account of the term *perspective* in the two schools of thought of linguistics.

B. COGNITIVE GRAMMAR

1. Cognitive Grammar in a Nutshell

Cognitive Grammar (CG) was initiated and developed by Langacker (1981, 1991). It is the school of linguistics that understanding language creation, learning, and usage and human cognition is to be made coreferential and complementary. In other words, language is inseparable from cognition and cognition is an indispensable, determinative factor in understanding language. As the name suggests, language is essentially