The Classification of Imperative Mood in Persian Language: Cognitive Linguistics Approach

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Abstract

The present study deals with imperative mood in Persian language based on prototype theory which is one of sub-theories of the cognitive linguistics approach. The research hypotheses are based on distinctions between the form and meaning components in the imperative mood and its distribution in the language corpus of contemporary literature. The aim of this paper is to describe and classify the criterion of the imperative mood in different language levels and beyond.

According to the cognitive linguistics approach, language is part of a cognitive system and the syntactic structure of a language can't be studied separately, but all influential factors should be considered from different lingual aspects. The data analysis was carried out through descriptive and qualitative methods. It was found that the base of the verb has a high frequency in the corpus, but the form and meaning are different, with the meaning of imperative mood depending on the context. As a result, all language layers, forms and meanings in description and classification of the imperative mood should be taken into account to be analyzed cognitively.

Keywords: Classification, Imperative, Mood, Cognitive Linguistics.

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Introduction

The general goal of this paper is to study a deeper understanding of imperative mood characteristics in the Persian language from cognitive prospective in order to describe and classify this language corpus in a novel way. This study focuses on the distinction between form and meaning of imperative mood in the Persian language based on prototype theory which is one of the sub-theories of cognitive linguistics. In general, the imperative mood is commonly used to express a command, order, request, suggestion, instruction, prayers, etc. In some languages like Persian, imperative verbs, modal verbs, nouns, adjectives and adverbs may express an imperative mood. In addition, it can be claimed that preposition, the whole paragraph, even some non-verbal signs in situational context imply an imperative mood. Imperative sentences across languages are formally distinguishable from other sentence type of the language in which they appear i.e. they have distinctive morphology, syntax and main verb.

An imperative sentence is defined as a sentence which has no surface subject (apart from some specific contexts where subject appears to convey novel meaning which might be studied), and either a main verb or emphatic do in the base form. In most languages, it usually appears without any modal verbs. Crystal (2004:227) remarks that an imperative usage refers to verb forms or sentence, clause types typically used in the expression of command e.g. *Go away*.

Formally, imperative clauses as according to Bibber et al. (1999:219), are characterized by the lack of a subject, the use of the base form of the verb, and the absence of modals as well as tense and aspect markers as in:

Get off the table.

Don't forget about the deposit.

Bibber et al give the reason that an imperative typically urges the addressee to do or not to do something and then there is no need for tense or modal specification.

Swan (2005: xxiv, 245) says that affirmative imperatives have the same form as that of infinitive. Without *to*, negative imperative are constructed with *do not*. He further says that in the sentences such as *Come here*, *be quiet*, *Have a drink*, or *don't worry about it*, the verb forms like "come, be, have, and don't worry" are called "imperative". Buscemi et al. (2004:466) state that the imperative mood communicates a command or a request. "Stop!" ordered by the police officer. "Please return all the books promptly". In terms of previous researches, the grammatical status of imperative sentences is puzzling, syntactically and semantically. Imperative verbs have little or no inflectional morphology in most data observed.

They have many distinctive formal properties that distinguish them from other sentence types in which they appear. It seems that the imperative mood on the sentence level imply, to some extent, a limited range of verb, action in the context. It appears that doing research on cognitive linguistics approach ought to be based on such an authentic language use that its results should be replicable. That is why, those who do research on the linguistics phenomena prefers to study the language corpus as a source of data.

The purpose of this study is to describe and determine the imperative mood criterion in different language levels and beyond. According to the cognitive linguistics approach language is part of a cognitive system and that the syntactic structure of a language can't be studied separately rather all influential factors should be considered from different language aspects. Semantically, imperative sentences canonically express directives in some languages, Persian being the one.

Literature Review

Every verb possesses features including tense, person, mood, aspect and voice. Each of these features has specific formal and semantic markers which explain its nature and function. What follows is a brief overview of important previous studies on mood and modality in Iran. Shafaee (1984), Farshidvard (1969:120; and 2003:381), Ali Ashraf Sadeghi and Gholam Reza Arzhang (1982:6-7), Natel Khanlari (1987:30), Ahmad Giwi (2001, Vol. 2:19-12), Vahidian Kamyar and Omrani (2002:54-55) have all studied mood, and categorized it into three to six types: indicative, subjunctive, conditional, imperative, participial and infinitive. Over the past decades, further studies by Akhlaghi (1377); Safavi(1380); Talghani (2008); Hosseni (2005); Amuzadeh & Tavangar(2011); Aghagolzadeh & Abbasi (2012); Darzi (2015); Elkhanipour (2015) showed that directions and aspects dramatically changed from traditional to modern viewpoints. Their findings led later researchers to novel perspectives in studying mood and modality. In addition, all effective variables in different language levels like morphology, semantics,

syntactic even pragmatics in the imperative mood should be considered to determine the type of mood.

Indicative, subjunctive and imperative are three moods shared by the above works. Imperative is one of the most frequent moods among these grammarians, for which they have mentioned the meaning of command, request, invitation, offer, instruction and suggestion. Some outstanding studies done by western researchers are as follows: According to Lyons (1977:541), modality is concerned with people's attitude and their beliefs regarding stated propositions and also with optional particles described by these propositions. Quirk (1985:219) considers modality as the speaker's judgment about validity and truth of propositions. Palmer (1986:16) believes that modality is the grammaticalization of the mental attitude and believes of the speaker, and Jian Li (1999:21) views modality as degrees between correct and incorrect. The systemic-functional grammar, introduced by Halliday (1985, 1994 and Halliday and Mathiesson 2004), is based on function. Halliday has studied modality and subjunctive mood in details and rejects the idea that modality is often reflected by modal verbs. Introducing ideational, interpersonal, and textual metafictions, he claims that mood and modality are important issues in interpersonal metafunction.

Lamport and Lampart (2000:296) have also assumed modality as a theoretically important category and declared that modality assigns a single semantic label to a formal category of modal verbs. In general, from the cognitive linguistics prospective, modal expressions include verbs, nouns, adjectives, adverbs, mental

propositions, connotative markers and lexical verbs as well. Mortelmans (2007:868-890) has investigated modality in cognitive linguistics and contends that research on modality and moods has a long history, and that linguists, philosophers and logicians have worked on this subject for long. In the second half of the 20th century, with the spread of modern linguistics, modality attracted the attention of linguistic schools, and traditional grammar, semantics, generative grammar, pragmatics, semiology, systemic-functional grammar and cognitive grammar have all dealt with this subject (Mortelmans, 2007).

According to English grammar books (Fowler, 1926; Hardie, 1990; Chalker, 1995), subjunctive mood are used to express wish, conception, goals, doubt and assumptions, and conditional sentences. Regarding this, John Saeed (1997) states that subjunctive mood is defined differently in different languages, but it has mainly two dimensions of usage: the syntactic usage, which shows the soundness of the sentence, and in this case subjunctive mood is used with the verb in the clause, and the semantic usage, in which subjunctive mood shows the counterfactual mood and is used to express wishes, believes, commands and requests. This mood is the opposite of indicative mood which describes factual. Halliday (1985, 1994 and Halliday and Mathiesson 2004), is based on function. Halliday has studied modality and subjunctive mood in details and rejects the idea that modality is often reflected by modal verbs (like what is expressed in traditional grammar). Introducing experimental, interpersonal, and textual metafunctions, he claims that mood and modality are important issues in interpersonal metafunction. Form cognitive linguistics viewpoint, modal expressions include adjectives, adverbs, mental propositions, connotative markers and lexical verbs as well.

Prototype Theory

The classical view on categorization that of Aristotle claims that categories are defined in terms of a conjunction of necessary and sufficient binary features: that linguistic analytical categories impose a set of necessary and sufficient conditions for the membership in the category. This requirement not only implies that categories have clear boundaries and that all members of a category have equal status (Taylor, 1995: 25), but also that there is an abstract, general definition with which all the members of that category must comply.

Prototype theory is one of sub-theories of the cognitive approach and it opens some new horizons to researchers. One of the basic issues in linguistics is human categorization, and how human beings establish different categories of elements ever since Aristotle. The ability to make categorization i.e. to judge that a particular thing is or is not an instance of a particular category is an essential part of cognition.

Natural categories developed in 1970's by Eleanor Rosch and her colleagues (Rosch et al., 1976) where they challenged the classical theory of categorization through developing a prototype theory of their own. In general, Rosch et al. found out asymmetries among category numbers, and the best example of each category was called prototype, the more representative of the category than the other members.

Rosch and Mervis (1975) have shown "that the more an item is judged to be prototypical of a category, the more attributes it has in common with members of contrasting categories" (Rosch *et al*, 1976:433).

This theory has been applied to linguistic categories in describing internal category structure propounded by George Lakoff (1992) under the heading "Cognitive Linguistics" and that showned to be consistent with the conclusions of a number of other 20th century linguists who had addressed semantic rather than purely formal aspects of language. It is suggested that the prototype theory offers a principled approach to the exemplification of form - meaning relationships within language. He thought prototype effects resulted from the nature of cognitive models. He explained it through analyzing the concept of 'mother', where the central case includes a mother who is female, and who gives birth to a child, whereas subcategories, defined as variations on the central case are stepmother, adoptive mother, foster mother, biological mother, genetic mother etc.(see Lakoff, 1990:83). Lakoff (1982) summarizes Rosch's work in cognitive psychology and its application to – cognitive linguistics as encompassing entities - colors, events, actions, perceived spatial relations, causation, social institutions, syntactic entities (nouns, verbs, subjects, grammatical constructions) phonological entities, mental images, etc.

Labov in experimental studies conducted over a ten year period, focused upon the boundary phenomena. He concluded (1973:143): "Instead of taking as problematical the existence of the categories, we can turn to the nature of the boundaries between them. As linguistics then becomes a form of boundary theory rather than a category theory, we discover that not all linguistic materials fit the categorical view: there is greater or lesser success in imposing categories upon the continuous substratum of reality. Lakoff suggests that the psychological validity of the prototype theory receives support from the existing linguistic terms which appear to indicate the degree of prototypically.

The prototype theory can be extended beyond lexical and grammatical levels to discourse and textual levels of analysis. Brown and Yule (1984) summaries much of the recent literature on 'story, 'grammars', 'frames', 'schema', 'scripts', 'scenarios' and 'schemata'.

Langacker expressed his idea on the gradation in terms of centrality of our knowledge of an entity (Langacker, 1987:159), the multitude of specifications that figure out in our encyclopedic conception of an entity clearly from a gradation in terms of their centrality. Some of them are so central that they can't easily be left out, while others are peripheral, less important and can be omitted. The prototype is the best, the most prominent and the most typical member of a category. It is an example that first comes to mind when one thinks of that category. In other words, category members do not have equivalent status; some are more important or central than others. In the prototype categorization, categories are also based to some extent on what Wittgenstein (1953) called "family resemblance". This philosopher, using the concept of game, showed that necessary and sufficient conditions are not appropriate for defining the meanings of many words, because these could resemble one another in different ways. The relations between members of a

given category are like those in a family: a daughter might resemble her mother, and her father, but this does not necessarily mean that grandchild and grandfather are alike. In terms of the prototype theory, this means that the central member and the less central ones are not necessarily linked directly; a less central member can be included in the same category via its resemblance with another less central member which does have a direct relation with the prototype. In other words, category members share some properties but these are not necessary and sufficient in order to become members.

Methodology

Considering the preliminary nature of language corpus, it seems that the imperative mood could be easily observed in the situational context such as different kinds of fiction stories, but it was not as simple as it might be imagined. Because of existing distinction between form and meaning, different influential factors need to be considered from all aspects of language.

According to the cognitive approach, language is an integral facet of cognition which reflects the interaction of social, cultural, psycho-logical, communicative and functional considerations, and which can only be understood in the context of a realistic view of acquisition, cognitive development and mental processing. The present study focuses on the distinction between form and meaning in an imperative mood. The corpus for this study was constructed with a number of aims in mind which were not studied before. The main aim of this study is to examine whether there are different categories in the area of

an imperative mood in the Persian language or not. The hypotheses of paper emphasize on the existence of different categories (e.g. threatening, instruction, suggestion, advising…) regardless the prototype category (e.g. command, request, and invitation), differences between form and meaning, and the representation of imperative mood in different language levels. The language corpus of this study includes many samples of the contemporary story literature corpus. Within the cognitive linguistics approach, there is an increasing awareness that the study of linguistic phenomena needs to be grounded in usage. In fact, the study of CL should be based on authentic language use; its findings should be replicable. Therefore, it is better for researchers to turn and focus on corpora as a source of data in what one might call Cognitive Corpus Linguistics that theoretically aligns itself with other cognitive approaches to language. In this study, different categories of imperative mood in the Persian language are analyzed by using the language corpus of the contemporary literature. The corpus contained text samples from eight different novel stories by four men and four women writers. In order to limit the influence of confounding variables in language use, the corpus are selected from the same style and context to some extent. The corpus is studied based on exploratory, bottom-up approach qualitatively and the analysis of data has been done through descriptive and qualitative methods. After analyzing the text samples, the different categories of imperative mood are organized by considering the distinction in form and meaning.

The Classification of Imperative Mood: Prototype Theory

Rosch et al. (1976) challenged the classical theory of categorization through developing their own prototype theory. They found out asymmetries among category numbers, and the best example of each category was called prototype, more representative of the category than the other members. The theory offers a principled approach to the Prototype theory can be extended beyond lexical and grammatical levels to discourse and textual levels of analysis to study the form-meaning relationships within language.

According to many grammatical views, the prototype theory, and the aforementioned analysis, the language forms and concepts of commands, order and requests are the best and the most prominent and typical members of imperative mood in the Persian language. The results of this paper indicate that the usage of a large number of text samples is commonly used in the form-meaning relationships of command, order and request.

In other words, they are the first language forms of imperative mood that come to mind when one thinks of this category. It should be mentioned that the category numbers don't have equivalent status, with some more important or central than others.

Many grammatical views of the imperative mood are commonly mentioned commands, orders and requests; some added permission and condition whereas it is obvious that they are not restricted to these items. Alexander's classification of imperative mood is as follows (1997:185):

a. Orders and Requests:

Clean the room.

۱-هوشو بپر برو دم دکون دژند نیم مثقال تریاک بخر و زود بیار (مرادی کرمانی، شما که غریبه نیستید، ص ۱۱۸، ۱۳۸٤).

۲-زود تفنگت را زمین بگذار (آریان پور، پشت دیوار های بلند، ص ۱۱٥، ۱۳۸۰).

b. Warning

Stop talking, they will hear you.

۳-مواظب باش پسر، گاهی این تجربه ها خیلی گران تمام می شود (گلشیری، جبه خانه، ص ٦٥، ۱۳۷۹).

٤-مبادا بار دیگر تنها به باغ بروی! (آریان پور، پشت دیوار های بلند، ص ۱۷٥، ۱۳۸۰).

c. Directions

Turn left then drive straight forward.

٥-برو مادر، تو دست و پا نچرخ، برو اونجا بخواب من الان میام (صنیعی، پدر آن دیگری، ص ٥۹ ، ۱۳۸۳).

d. Instructions

Click on the program icon.

٦-ببین پسرم دست بزن ببین اینحوری، دست بزن ببینیم (پیرزاد، عادت می کنیم ، ص ۱۰۲، ۱۳۸٥).

e. Prohibitions and public Notices

Don't smoke here.

۷-با متهم حرف نزن دیگه!(احمد محمود، داستان یک شهر،ص ۳۲٦، ۱۳۸۱).

f. Advice

Go home if you feel sick.

۸-گفتم: " نفرین نکن مادر" (معروفی، سمفونی مردگان، ص ۲۲۷، ۱۳۸٤).

g. Invitations

Come tomorrow and meet my new friends.

۹-پدرم گفته بود: " خواهر بمون. شام دور هم باشیم" و من هم گفته بودم: عمه بمون (مرادی کرمانی، شما که غریبه نیستید، ص۲۱۱، ۱۳۸٤).

h. Offers

Have a drink

۱۰-گفتم معاشرت کن، بیرون برو، بگو، بخند. نگفتم عاشق شو (پیرزاد، عادت می کنیم ، ص۱۶۵، ۱۳۸۵).

i. Expressing Rudeness

Shut up

۱۱-خفه شو. چایت را تو همان کاروانسرا بخور، مرده شورت ببرند (معروفی، سمفونی مردگان، ص ۳۰، ۱۳۸٤)

This study would add a few numbers of categories such as "threatening,

beseeching, drawing attention, suggestion, inquiring, and will" that are smaller in number but interesting enough to merit separate treatment. They will be listed in the order of frequency of occurrence.

The percentage of text sample in Table 1 indicates different categories of imperative mood in different language levels. The language corpus of this study shows a range of variations which are really novel to be studied, and the list of usages proposed in this study is more detailed than usually found in the previous traditional and grammatical books and papers. Based on the text samples and percentage presented in Table 1, the categories of command, request and inviting considered as the prototype of imperative mood have the highest rank, whereas the categories of greeting, saying prayers, expression rudeness and will letter having the lowest rank.

Table 1. Different Categories of Imperative Mood in this Language Corpus

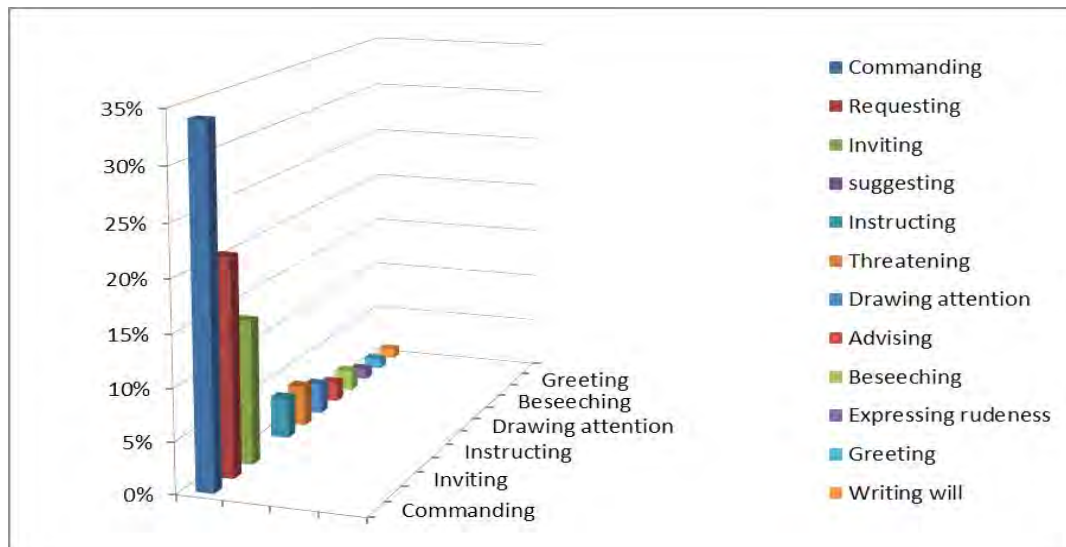| The Classification of Imperative Mood	Percentage	Examples
Command or order	34%	۱۲. چراغ را ور دار برو بگو زود بیان (مرادی کرمانی، شما که غریبه نیستید ، ص،٤، ۱۳۸٤).
Request	21.3%	۱۳. از تو در خواست می کنم که با درخواست متارکه من موافقت کنی (آریان پور، پشت دیوارهای بلند،ص، ۲۳۹، ۱۳۸۰).
Inviting	14.1%	۱٤. حتماً تشریف بیاورید. باید بیایید (پیرزاد،عادت می کنیم،ص ، ۱۸٤، ۱۳۸۵).
Suggesting	10.2%	۱۵. می خواهی دختر دایی ناصرت را برات بگیرم؟ (معروفی، سمفونی مردگان، ص۲٤، ۱۳۸٤).
Threatening	4.3%	۱۶. مراقب باش پسر، گاهی این تجربه ها خیلی گران تمام می شود (گلشیری،جبه خانه، ص ۶۵،۱۳۷۹).

Expression Rudeness	1.7%	۱۷. خفه شو چایت را تو همان کاروانسرا بخور، مرده شورت ببرند (معروفی، سمفونی مردگان،ص ۳، ۱۳۸٤).
Drawing attention	3.2%	۱۸. می‌گفت ببین اخبار در مورد بازنشته ها چه می گوید (وفی، رویای تبت، ص ۱۳۸٤،۱۰۰).
Advising	3.1%	۱۹. بچه ها افراد خانواده باید به هم محبت کنن (احمد محمود، داستان یک شهر،ص ۳۷، ۱۳۸۱).
Instruction	4.3%	۲۰. دهنتو باز کن بگو آب می قهمی چی می گم یا نه؟ (صنیعی،پدر آن دیگری،ص ۱۰۵، ۱۳۸۳).
Saying prayers	2.2%	۲۱. خدایا به داد ما برس (صنیعی، پدر آن دیگری،ص۱۳۲، ۱۳۸۳).
Greetings	1.4%	۲۲. به طور رسمی گفت: خداحافظ خانم، سلام مرا خدمت آقای شیخ ابلاغ کنید (آریان پور، پشت دیوارهای بلند،ص ۶۰، ۱۳۸۰).
Writing Will	1.2%	۲۳. یاد فروغ می افتادم که می گفت بعد از مردنم، جنازه ام را بیندازید توی چاه مستراح (وفی، رویای تبت،ص۱۹، ۱۳۸٤).

Results

Based on the data, some of the findings are, to some extent, predictable and show that in the Persian language like many other languages, auxiliary verbs, semi-modal verbs, lexical verbs, nouns, adjective, adverbs, and condition represent an imperative mood. The text samples indicate that the power of directive structure varies in strength when it is made in the form of interrogative, declarative, and imperative. The results suggest that a large number of imperative moods are commonly used in the form-meaning relationship of command, order and request as presented in Table1 and confirm the significance of the prototype theory in making classification. In other words, they are the first language form of imperative mood that come to mind when one thinks of that category. It should be mentioned that category numbers don't have equivalent status, some are more important or central like command, requesting, and inviting than the others. Analyzing the language forms of imperative mood in this corpus shows that the categories of commands, prohibitions, request and invitation are highly used than the other categories. In the following diagram, the rates of these categories of the imperative mood of this language corpus are illustrated.

Diagram1 Classification of Imperative Mood in Contemporary Story Literature

Commands and prohibitions (34%) in different language forms have the highest rank, which include positive and negative commands. They consider a broad spectrum such as injunctions, admonitions, orders, exhortations, ranging from the authority that dictates orders to the people in lower rank to the ones performing the act of teaching at schools.

Next, requests (21/3%) with high levels of variations account the second degree. Requests are often in the second person and singular, also this category includes various spectrums with different concepts like permissions and prayers. Permissions and petitions are positive in a large degree of requests and only in a few numbers, they are negative. Then, the invitations with high ranges of variations follow in getting the third degree. Although the lack of subject is one of the features of imperative structure, the existence of doer in this category can be studied separately in order to obtain new findings.

The other categories such as suggesting, threatening, drawing attention, greeting, beseeching, etc. are comparatively used fewer than the aforementioned categories. It seems that the reason for the highest rank of these categories in this language corpus may be attributed to the nature of authentic and natural conversations among characters of stories as well as the situational context.

Conclusion

According to the data analyzed, the distinction between form and meaning in the imperative mood were fairly predictable. The results of the cognitive approach indicate that the base of the verb has a high frequency in the form of imperative structure, but the base may grammatically function as a noun in some of the text samples such as:

۲٤-با زرتشتی ها که تو سیریچ باغ داشته اند **بیا و برو** داشته

(مرادی کرمانی، شما که غریبه نیستند، ص ۱۷۵، ۱۳۸٤)

۲٥-چه چشم هایی دارد، برقی می زند که **نگو**؟ (گلشیری،جبه خانه، ص ۱٥۳، ۱۳۷۸)

In the above examples, the function of base verb (بیا، برو، نگو) is noun not verb, and then there is not one to one relation between the form and meaning. The imperative mood is formally distinguishable from other sentence type in which they appear i.e. they have distinctive morphology, syntax and main verb. In general, the grammatical status of imperative sentences is puzzling, syntactically and semantically. Although the lack of subject is one of the features of imperative structure, the existence of doer in this category reflects the nature of events and characters of this language corpus, also to mitigate the power of command and order or the imperative mood as shown in the following example:

۲۶- ببین شهاب جون اگر پسر خوبی باشی و حرف منو گوش بدی برگشتن برات یه بستنی گنده می خرم، باشه. (صنیعی،پدر آن دیگری،ص ۱۷۵، ۱۳۸۳)

There is less one to one correlation between language form and meaning; the meanings of imperative mood depend on the context such as the following example:

۲۷- خانم، بیمار سوند لازم دارد.(وفی، رویای تبت، ص ۹۱، ۱۳۸۱)

There is no base verb showing imperative, but its structure is in the form of declarative and the contextual meaning represents the power of imperative. The imperative mood in different contexts are not necessarily in the form of imperative structure, but it can be expressed in all language layers like imperative verb, modal verbs, lexical verbs, nouns, adjective, adverbs, mental propositions, and connotative markers, even in different moods such as declaratives, interrogatives etc.

۲۹- می ری فرشته رو بیاری یا کمیته خبر کنم؟ (صنیعی، پدر آن دیگری، ص ۱۲۷، ۱۳۸۴)

In the above, the sample is in question form and declarative mood, but its meaning is in imperative mood.

۳۰- اگر از قوانین ما اطاعت نکنی، دفعه دیگر راهت نمی دهم، فهمیدی؟ (آریان پور، پشت دیوا های بلند، ص ۳۹، ۱۳۸۰)

Conditional structure in the above sample is one of the language forms representing the imperative mood. In this example like the previous ones, the form doesn't indicate imperative but the function shows the same. In other words, speaker gives command to the addressee to obey the rules. So the range of imperative mood in the Persian language is, to some extent, broad and unpredictable.

Analyzing the language forms of the imperative mood in this corpus shows that the categories of commands, prohibitions, request and invitation are highly used more than the other categories as the percentage show in Table 1. Commands and prohibitions in different language forms are at the highest rank, which include positive and negative commands. Next, the requests in high levels of variations follow in getting the second degree, requests are often in the second person and singular, also this category includes various spectrums with different concepts like permissions and prayers. Then, the invitations with high ranges of variations follow in getting the third degree, the other categories such as suggesting, threatening, drawing attention, greeting, beseeching, etc. are comparatively used much fewer than the mentioned categories. It seems that the reason for the highest rank of these

categories in this language corpus may be attributed to the nature of general and natural conversations among the characters of stories and the situational context and confirm the prototype theory. In other words, they are the first language forms of imperative mood that come to mind when one thinks of that category. It should be mentioned that category numbers don't have equivalent status; some are more important or central than the others.

As a result, it appears that doing a research on the cognitive linguistics approach ought to be based on such an authentic language use that its results should be replicable. That is why, those who do research on the linguistics

phenomena with modern viewpoints prefer to study on the language corpus as a source of data in order to describe and determine the criterion of the language components in different language levels. The last but not the least, according to the cognitive linguistics approach which is the theoretical framework of this paper, language is part of the cognitive system and the syntactic structure of a language can't be separately studied, but all influential variables in different language levels could be considered from different language perspectives so that the most precise categories could be presented and the other researchers can rely on the findings and its results.

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طبقه‌بندی وجه امری در زبان فارسی: رویکرد زبان‌شناسی شناختی

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چکیده

مقاله حاضر در چارچوب نظریهٔ شناختی زیر نظریه سر نمون و فضاهای ذهنی به بررسی وجه امری در زبان فارسی می‌پردازد. فرضیهٔ پژوهش حاضر با تأکید بر تمایزهای موجود بین مؤلفه‌های صورت و معنا وجه امری و توزیع آن در ساخت‌های زبانی متنوع بنا نهاده شد. هدف از این مقاله توصیف وجه امری در سطح جمله و فراتر از جمله است. بر اساس رویکرد زبان‌شناسی شناختی، زبان بخشی از نظام شناختی است و ساختار نحوی زبان را نمی‌توان مستقل از ملاحظات معنایی و کاربردشناسی بررسی کرد. ازاین‌رو، دیگر صورت‌ها و سطوح زبانی تاثیرگذار نیز مطمح نظر بوده است. پیکرۀ زبانی وجه امری پژوهش حاضر بافت بنیاد است و از ادبیات داستانی معاصر استخراج شده است. تحلیل داده‌های پژوهش با استفاده از روش توصیفی و کیفی است. تحلیل داده‌ها بیانگر این است که کاربرد وجه امری در صورت‌های زبانی متنوع در سطوح متفاوت زبانی بازنمایی می‌شود. بررسی داده‌ها نشان داد که اگر توصیف و تبیین وجه امری صرفاً بر اساس زیرنظریه سر نمون انجام شود، نتیجه‌گیری چالش‌برانگیز خواهد شد و طیف وسیعی از داده‌ها از منظر صورت و معنا کنار گذاشته شد. بنابراین، با رویکرد شناختی و در نظر گرفتن همۀ سطوح زبانی می‌توان توصیف دقیق‌تری از وجه امری ارائه داد.

واژه‌های کلیدی: طبقه‌بندی، وجه، وجه امری، زبان‌شناسی شناختی.

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