

Applying Cognitive Grammar In The Foreign Language Classroom Teaching English Tense And Aspect Second Language Learning And Teaching

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[Applying Cognitive Grammar in the Foreign Language Classroom: Teaching English Tense and Aspect. Jakub Bielak, Mirosław Pawlak \(auth.\) The monograph constitutes an attempt to demonstrate how Cognitive Grammar \(CG\) can be employed in the foreign language classroom with a view to aiding learners in better understanding the complexities of English grammar.](#)

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[Cognitive Grammar Cognitive Grammar assumes cognitive semantics and builds a model of grammar which is consistent with the assumptions and findings of research in cognitive semantics. In addition to this, the two guiding principles of cognitive grammar are \(i\) the symbolic thesis, and \(ii\) the usage-based thesis.](#)

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[application. It is recommended that applying cognitive linguistics can help students of other languages master English prepositions. The participants' responses to the questionnaires also assured research reliability and validity. Keywords: cognitive linguistics, English language teaching, English prepositions, ITPC Model, teaching INTRODUCTION](#)

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Applying Cognitive Grammar in the Foreign Language ...

The monograph constitutes an attempt to demonstrate how Cognitive Grammar (CG) can be employed in the foreign language classroom with a view to aiding learners in better understanding the complexities of English grammar. Its theoretical part provides a brief overview of the main tenets of Cognitive Grammar as well as illustrating how the description of English tense and aspect can be approached from a traditional and a CG perspective.

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Applying Cognitive Grammar in the Foreign Language ...

Cognitive grammar is a cognitive approach to language developed by Ronald Langacker, which hypothesizes that grammar, semantics, and lexicon exist on a continuum instead of as separate processes altogether. This approach to language was one of the first projects of cognitive linguistics.

Cognitive grammar - Wikipedia

When it comes to the analysis of naturally-occurring language, I suggest that the application of cognitive grammar as a framework could be fruitfully explored more than has been the case to date. I argue that of the three grammars, it is cognitive grammar, rather than generative or functional grammar, which offers the richest, most naturalistic, and, therefore, the most useful tool of research.

Applying generative, functional and cognitive grammar to ...

In this paper, we illustrate the merit of applying insights from Cognitive Linguistics to pedagogical grammar. We do so by examining English prepositions, long assumed to be one of the most ...

Applying Cognitive Linguistics to Pedagogical Grammar: The ...

Cognitive Linguistics, in contrast, rejects the notion of innate grammar, and studies how the human brain creates linguistic constructions from event schemas, and the impact of cognitive constraints and biases on human language. Similarly to neuro-linguistic programming, language is approached via the senses.

The monograph constitutes an attempt to demonstrate how Cognitive Grammar (CG) can be employed in the foreign language classroom with a view to aiding learners in better understanding the complexities of English grammar. Its theoretical part provides a brief overview of the main tenets of Cognitive Grammar as well as illustrating how the description of English tense and aspect can be approached from a traditional and a CG perspective. The empirical part reports the findings of an empirical study which aimed to compare the effects of instruction utilizing traditional pedagogic descriptions with those grounded in CG on the explicit and implicit knowledge of the Present Simple and Present Continuous Tenses. The book closes with the discussion of directions for further research when it comes to the application of CG to language pedagogy as well as some pedagogic implications

Introduces a new and fundamentally different conception of language structure and linguistic investigation. The central claim of cognitive grammar is that grammar forms a continuum with lexicon and is fully describable in terms of symbolic units (i.e. form-meaning pairings). In contrast to current orthodoxy, the author argues that grammar is not autonomous with respect to semantics, but rather reduces to patterns for the structuring and symbolization of conceptual content. This volume suggests how to use the theoretical tools presented in Volume 1, applying cognitive grammar to a broad array of representative grammatical phenomena, primarily (but by no means exclusively) drawn from English.

This study documents the discovery processes of two Korean language students during their participation in a series of student-led Korean language workshop series founded on principles of cognitive linguistic (CL) approaches to Korean grammar instruction. Using the students verbal contributions to workshop discussions and activities as indicators of their learning processes, I examine how the students negotiate meaning and identify patterns within authentic discourse data to form understandings of Korean particular elements of Korean grammar: locative particles (- and -; -ey and -eyse), topic/subject markers (-/ and -/; un/nun and -i/ka), evidentials (-, -, and -; -kwun, -ney and -tela), and completives (V+ -/ and V+ -; V+ a/e pelita and V+ ko malta). Importantly, the students discover that grammar is a highly meaningful and creative system and that understanding Korean grammar requires recognizing it as a system unique from concepts found in other languages, especially English. The data also support the value of creating graphic representations of the conceptual elements of grammatical forms to guide student learning. Ultimately, the narrative, dialogue, and analysis presented here echo the need for language students everywhere to be recognized as capable and deserving participants in meaningful use of their target languages and call specifically for further research and curriculum development involving cognitive linguistics-based approaches to the thorough instruction of L2 grammar in general and Korean grammar in particular.

This collection of twelve papers demonstrates that the concepts developed within the Cognitive Linguistics movement afford an insightful perspective on several important areas of second language acquisition and pedagogy. In the first part of the book, three papers show how three Cognitive Linguistics constructs provide a useful theoretical frame within which second language acquisition data can be analyzed. First, Talmy's typology of motion events is argued to constitute the base relative to which acquisition discrepancies in motion events are most valuably investigated. Secondly, the notion of "construction" is invoked in order to account for systematic differences between the native and non-native speakers' use of the English verb get. Finally, frequency and similarity effects are shown to play a crucial part in the learning of prepositions in a second language. The second part of the book shows that the key concepts commonly invoked in Cognitive Linguistics analyses allow language teachers to insightfully structure the presentation of problematic material in the foreign language

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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.

In the last 25 years foreign language teaching has been able to increase its efficiency through an orientation towards authentic language materials, pragmatic language functions and interactive learning methods. However, so far foreign language teaching has lacked a sufficiently strong theoretical framework to support the teaching of language in all its aspects. Arguably, such a linguistic theory has to be usage-based and cognition-oriented. Since cognitive linguistics - and especially cognitive grammar - is concerned with conceptual issues against the larger background of human cognition and because it is based on actual language use, it becomes a powerful tool for dealing adequately with the main issues of a pedagogical grammar. A pedagogical grammar aims at providing all the essential linguistic patterns considered relevant by theoretical and descriptive linguistics for the preparation of teaching materials and their exploitation in foreign language instruction. The volume contains thirteen contributions organized into three parts. In Part 1 Langacker, Taylor and Broccias introduce the basic grammar concepts, rules and models that are available in cognitive linguistics and which are directly relevant to the construction of a pedagogical grammar. Meunier, on the other hand, describes how such a grammar could benefit from corpus linguistics. Part 2 looks at some cognitive tools and conceptual errors with contributions by Danesi and Maldonado and also reconsiders contrastive analysis in the papers by Ruiz de Mendoza and Valenzuela & Rojo. Part 3, finally, discusses language-specific constraints on a number of linguistic phenomena such as the construal of motion events (papers by Cadierno and De Knop & Dirven), distinctions in the tense-aspect system (papers by Niemeier & Reif and Schmiedtová & Flecken), and voice (Chen & Oller).

Many SLA professionals remain unaware of what CL and Applied Cognitive Linguistics are and of the tremendous potential these approaches offer for our understanding of L2 learning and pedagogy. The volume addresses this gap by presenting theoretically-grounded, empirically-based studies which illustrate the application of key concepts of CL and demonstrate the efficacy of using the concepts in the classroom or in basic L2 research.

This study presents a new approach to tense-aspect teaching from the perspective of Cognitive Linguistics. Its aims are twofold: first, to provide a coherent account of the English tense-aspect system. To this end, a synthesis of Langacker's Cognitive Grammar theory and Fauconnier's Mental Space approach will be put forward. Second, to test the applicability and effectiveness of CL-informed learning materials in the language classroom. For that purpose, an empirical analysis was conducted involving German students of English at an upper-intermediate level. The study therefore addresses linguists and language teachers alike.

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.

This volume links Cognitive Grammar explanations to the area of second-language learning and instructed grammar teaching. It represents a contribution to empirically based knowledge promoting a new perspective on the process of teaching and learning about English language structures. The theoretical part of the book provides an overview of the basic tenets of Cognitive Grammar, and discusses elements of the theory that are of crucial importance for understanding English tense and aspect structures. The second part brings together these two fields of study and tests a Cognitive Grammar approach to teaching tense and aspect to less advanced learners of English. To this end, an experimental study was conducted, comparing the effects of Cognitive Grammar-inspired instruction on the language learning process with those of teaching methods which employ more traditional grammatical descriptions. As such, the book is of particular relevance to Cognitive Grammar research, and second-language learning and teaching research, and for learners and teachers of a foreign language.

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