

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

Descriptive Application
 Task-based grammar teaching of English
 Cognitive Grammar in Stylistics
 Applied Cognitive Construction Grammar: Cognitive Guide to the Teaching of Modal Verbs
 Investigations in Cognitive Grammar
 A Cognitive Grammar Approach to Teaching Tense and Aspect in the L2 Context
 Making Progress Simpler?
 Applied Cognitive Linguistics for Language Teachers
 Grammar and Conceptualization
 New Directions in Cognitive Grammar and Style
 Applying Cognitive Linguistics to Second Language Learning and Teaching
 Foundations of Cognitive Grammar
 Applying Cognitive Grammar in the Foreign Language Classroom
 Applied Cognitive Linguistics: Language pedagogy
 What is Applied Cognitive Linguistics?
 Trends in Cognitive Linguistics
 Cognitive Approaches to Pedagogical Grammar
 The Oxford Handbook of Cognitive Linguistics
 Fostering Language Teaching Efficiency through Cognitive Linguistics
 Cognitive Linguistics and Second Language Learning
 Cognitive Grammar
 Language Misconceived
 Cognitive Linguistics and Sociocultural Theory
 Cognitive Grammar in Literature
 Applied Cognitive Linguistics in Second Language Learning and Teaching
 Cognitive English Grammar
 Ten Lectures on Applied Cognitive Linguistics
 Applied Cognitive Construction Grammar: A Cognitive Guide to the Teaching of Phrasal Verbs
 Investigations in Cognitive Grammar
 Theory and Language Acquisition
 Cognitive Grammar in Stylistics
 The Bloomsbury Companion to Cognitive Linguistics
 Ten Lectures on the Elaboration of Cognitive Grammar
 Applied Cognitive Construction Grammar: A Cognitive Guide to the Teaching of Phrasal Verbs
 Handbook of Cognitive Linguistics and Second Language Acquisition
 Cognitive Linguistics in Action
 Language Learning and Cognition
 Essentials of Cognitive Grammar
 Applying Cognitive Linguistics
 Applying Cognitive Grammar in the Foreign Language Classroom

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

Downloaded from archive.imba.com by guest

HARRISON ERICKSON

Descriptive Application Routledge

This book illustrates the ways that cognitive linguistics, a relatively new paradigm in language studies, can illuminate and facilitate language research and teaching. The first part of the book introduces the basics of cognitive linguistic theory in a way that is geared toward second language teachers and researchers. The second part of the book provides experimental evidence of the usefulness of applying cognitive linguistics to the teaching of English. Included is a thorough review of the existing literature on cognitive linguistic applications to teaching and cognitive linguistic-based experiments. Three chapters report original experiments which focus on teaching modals, prepositions and syntactic constructions, elements of English that learners tend to find challenging. A chapter on "future directions" reports on an innovative analysis of English conditionals. Pedagogical aids such as diagrams and sample exercises round out this pioneering and innovative text.

Task-based grammar teaching of English OUP USA

Tailored to students, this abridged version of Cognitive Grammar positions Langacker's authoritative work as an accessible, attractive cornerstone of cognitive linguistics as the field continues to evolve.

Cognitive Grammar in Stylistics Springer Science & Business Media

Cognitive Linguistics can make to language teaching. Cognitive Linguistic findings are gradually being applied to Second Language Acquisition (SLA). This title covers the key areas of the research in the area.

Applied Cognitive Construction Grammar: Cognitive Guide to the Teaching of Modal Verbs Walter de Gruyter GmbH & Co KG

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.

Investigations in Cognitive Grammar LIT Verlag Münster

This is the second volume of work that introduces a new and fundamentally different conception of language structure and linguistic investigation. This volume suggests how to use the theoretical tools presented in Volume One.

A Cognitive Grammar Approach to Teaching Tense and Aspect in the L2 Context Bloomsbury Publishing

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.

Making Progress Simpler? Peter Lang

Cognitive English Grammar is designed to be used as a textbook in courses of English and general linguistics. It introduces the reader to cognitive linguistic theory and shows that Cognitive Grammar helps us to gain a better understanding of the grammar of English. The notions of motivation and meaningfulness are central to the approach adopted in the book. In four major parts comprising 12 chapters, Cognitive English Grammar integrates recent cognitive approaches into one coherent model, allowing the analysis of the most central constructions of English. Part I presents the cognitive framework: conceptual and linguistic categories, their combination in situations, the cognitive operations applied to them, and the organisation of conceptual structures into linguistic constructions. Part II deals with the category of 'things' and their linguistic structuring as nouns and noun phrases. It shows how things are grounded in reality by means of reference, quantified by set and scalar quantifiers, and qualified by modifiers. Part III describes situations as temporal units of various layers: internally, as types of situations; and externally, as located relative to the time of speech and grounded in reality or potentiality. Part IV looks at situations as relational units and their structuring as sentences. Its two chapters are devoted to event schemas and space and metaphorical extensions of space. Cognitive English Grammar offers a wealth of linguistic data and explanations. The didactic quality is guaranteed by the frequent use of definitions and examples, a glossary of the terms used, overviews and chapter summaries, suggestions for further reading, and study questions. For the Key to Study Questions click here.

Applied Cognitive Linguistics for Language Teachers Bloomsbury Publishing

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.

Grammar and Conceptualization John Benjamins Publishing Company

The Bloomsbury Companion to Cognitive Linguistics is a comprehensive and accessible reference resource to research in contemporary cognitive linguistics. Written by leading figures in the field, the volume provides readers with an authoritative overview of methods and current research topics and future directions. The volume covers all the most important issues, concepts, movements and approaches in the field. It devotes space to looking specifically at the major figures and their contributions. It is a complete resource for postgraduate students and researchers working within cognitive linguistics, psycholinguistics and those interested more generally in language and cognition.

New Directions in Cognitive Grammar and Style Duisburger Arbeiten zur Sprach- und Kulturwissenschaft

The focus on communication in TBLT often comes at the expense of form. In this book, the task-based approach is enhanced and coupled with insights into (cognitive) grammar, an approach which sees grammar as meaningful. The book shows how grammar teaching can be integrated into a communicative lesson in a non-explicit way, i.e., "by the backdoor". The learners are involved in situations that they may also encounter outside their classrooms and they are given communicative tasks they are to work on and solve, usually with a partner or in small groups. What teachers need to invest for preparing such lessons is their own creativity, as they have to come up with communicative situations which guide the learners into using a specific grammatical structure. The book first discusses the didactic and the linguistic theories involved and then translates these theoretical perspectives into actual teaching practice, focusing on the following grammatical phenomena: tense, aspect, modality, conditionals, passive voice, prepositions, phrasal verbs, verb complementation, pronouns and articles.

Applying Cognitive Linguistics to Second Language Learning and Teaching Walter de Gruyter

This volume makes accessible a substantial range of recent research in Cognitive Grammar. From disparate sources, it brings together a dozen innovative papers, revised and integrated to form a coherent whole. This work continues the ongoing program of progressively articulating the theoretical framework and showing its descriptive application to varied grammatical phenomena. A number of major topics are examined in depth through multiple chapters viewing them from different perspectives: grammatical constructions (their general nature, their metonymic basis, their role in grammaticization), nominal grounding (quantifiers, possessives, impersonal it), clausal grounding (its relation to nominal grounding, an epistemic account of tense, a systemic view of the English auxiliary), the "control cycle" (an abstract cognitive model with many linguistic manifestations), finite clauses (their internal structure and external grammar), and complex sentences (complementation, subordination, coordination). In each case the presentation builds from fundamentals and introduces the background needed for comprehension. At the same time, by bringing fresh approaches and new descriptive insights to classic problems, it represents a significant advance in understanding grammar and indicates future directions of theory and research in the Cognitive Grammar framework. The book is of great interest to students and practitioners of cognitive linguistics and to scholars in related areas.

Foundations of Cognitive Grammar Routledge

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 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.

Applying Cognitive Grammar in the Foreign Language Classroom BRILL

A series of 10 lectures on various aspects of Cognitive Linguistics as these relate to matters of language teaching and learning.

Applied Cognitive Linguistics: Language pedagogy Walter de Gruyter GmbH & Co KG

Conceptual semantics -- Construal -- Nouns and verbs -- Clauses -- Grounding -- Discourse -- Sample responses and additional activities

What is Applied Cognitive Linguistics? OUP USA

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).

Trends in Cognitive Linguistics Lulu.com

The purpose of the present monograph is to offer teachers and learners of English a comprehensive pedagogical guide to modal verbs. As such, the book presents a fresh introduction to the use of the cognitive approach in the context of pedagogical grammar. The reader will find a short introduction to the cognitive conceptualization of language. The tasks in the book amalgamate three main rationales discussed in Torres-Martínez (2015, 2016, 2017, 2018, 2020): Task-Based Language Teaching (TBLT), Paper-based Data-Driven Learning (PbDDL) and the cognitive dimension of language providing the systematicity required for the introduction of the tasks in the classroom. I believe readers will find that this book seamlessly connects Construction Grammar theory and English pedagogy in a way that contributes to the important conversation between theory, research and classroom practice.

Cognitive Approaches to Pedagogical Grammar Walter de Gruyter

This book is about teaching and learning phrasal verbs in the context of both foreign and second language acquisition. Although both processes differ in terms of the degree to which learners are exposed to the target language through either formal classroom instruction or immersion in the language, the idea underlying this proposal is that both EFL and ESL learners can have similar levels of exposure to the language if the nature of constructions is clearly defined. Thus, in order to create a type of input that promotes category construction through both inductive and explicit instruction, it is necessary to depart from very different assumptions regarding the nature of mind, cognition, and the human experience with the physical world. For example, I claim that what we call mind is not a brain-only phenomenon but a flux of embodied experiences and agentive selections that are reflected in the linguistic system through the influence of speaker-meaning. This theoretical shift aims to connect Applied Cognitive Construction Grammar (ACCxG) with several disciplines such as psychology, cognitive science, philosophy, semiotics, linguistics, and second language acquisition (SLA) theory, to name a few. Clearly, the book is not programmatic, but aims to introduce a cognitive description of language in the context of pedagogical grammar.

The Oxford Handbook of Cognitive Linguistics John Benjamins Publishing

In recent years, Cognitive Linguistics (CL) has established itself not only as a solid theoretical approach but also as an important source from which different applications to other fields have emerged. In this volume we identify some of the current, most relevant topics in applied CL-oriented studies - analyses of figurative language (both metaphor and metonymy) in use, constructions and typology -, and present high-quality research papers that illustrate best practices in the research foci identified and their application to different fields including intercultural communication, the psychology of emotions, second and first language acquisition, discourse analysis and translation studies. It is also shown how different methodologies -the use of linguistic corpora, psycholinguistic experiments or discourse analytic procedures- can shed some light on the basic premises of CL as well as providing insights into how CL can be applied in real world contexts. Finally, all the studies included in the volume are based on empirical data and there are some analyses of languages other than English (Japanese, Russian, Spanish, Danish, German and Polish), thus overcoming the contentions that CL-theoretically-based research is often based on linguistic intuition and focused only on the English language. We hope that the present volume will not only contribute to a better understanding of how CL can be applied but that it will also help to encourage, even further, more robust empirical research in this field. Originally published as a special issue of Review of Cognitive Linguistics 14:1 (2016).

Fostering Language Teaching Efficiency through Cognitive Linguistics Sergio Torres-Martínez

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.

Cognitive Linguistics and Second Language Learning Stanford University Press

The book presents the theoretical underpinnings and major applications of a new Cognitive Language Pedagogy based in Cognitive Linguistics and inspired by modern psycholinguistic, neurolinguistic, psychological and didactic research. Cognitive linguistics offers a comprehensive approach to modernizing language teaching in many ways by establishing a paradigm shift rarely seen in language instruction. The book focuses on making accessible and using those insights for the fields of language acquisition and language learning, as well as for their application to the practical

teaching of foreign languages and cultures (linguacultures). The book not only builds bridges between disciplines and between theory and practice, it also shows how the most modern language teaching approaches (task-based teaching and learning) can be integrated into an innovative model of a cognitive-based language pedagogy. Jorg Roche is professor of German as a Foreign Language at Ludwig-Maximilians-University of Munich, Germany, and at the German-Jordanian University in Madaba, Jordan. His research focusses on multilingualism, intercultural communication, and the use of digital media in language learning. Ferran Suñer is Professor of German language, linguistics and pedagogy at the Universit'e catholique de Louvain, Belgium. His research focusses on technology-enhanced embodied language learning, applied cognitive linguistics and L2 metaphor acquisition.

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

- Anatomy Of The State : [click here](#)