

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

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

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.

Current research within the framework of Construction Grammar (CxG) has mainly adopted a theoretical or descriptive approach, neglecting the more applied perspective and especially the question of how language acquisition and pedagogy can benefit from a CxG-based approach. The present volume explores various aspects of “Applied Construction Grammar” through a collection of studies that apply CxG and CxG-inspired approaches to relevant issues in L2 acquisition and teaching. Relying on empirical data and covering a wide range of

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

constructions and languages, the chapters show how the cross-fertilization of CxG and L2 acquisition/teaching can improve the description of learners' use of constructions, provide theoretical insights into the processes underlying their acquisition (e.g. with reference to inheritance links or transfer from the L1), or lead to novel teaching practices and resources aimed to help learners make the generalizations that native speakers make naturally from the input they receive. Language in Use creatively brings together, for the first time, perspectives from cognitive linguistics, language acquisition, discourse analysis, and linguistic anthropology. The physical distance between nations and continents, and the boundaries between different theories and subfields within linguistics have made it difficult to recognize the possibilities of how research from each of these fields can challenge, inform, and enrich the others. This book aims to make those boundaries more transparent and encourages more collaborative research. The unifying theme is studying how language is used in context and explores how language is shaped by the nature of human cognition and social-cultural activity. Language in Use examines language processing and first language learning and illuminates the insights that discourse and usage-based models provide in issues of second language learning. Using a diverse array of methodologies, it examines how speakers employ various discourse-level resources to structure interaction and create meaning. Finally, it addresses issues of language use and creation of social identity. Unique in approach and wide-ranging in

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

application, the contributions in this volume place emphasis on the analysis of actual discourse and the insights that analyses of such data bring to language learning as well as how language shapes and reflects social identity—making it an invaluable addition to the library of anyone interested in cutting-edge linguistics. 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.

In contexts of instructed second language acquisition there is a need for teaching methods that are optimally efficient, i.e. teaching interventions that generate a maximal return on learners' and teachers' investment of time and effort. In the past couple of decades, many researchers have argued that insights from Cognitive Linguistics (CL) - when suitably translated for pedagogical purposes - can make a major contribution to fostering such language teaching efficiency. This collective volume assesses and supplements those CL proposals. The first part of the book positions CL-inspired language pedagogy vis-à-vis recent trends in mainstream applied linguistics and illustrates through

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

several case studies that language-focused instruction (including CL-inspired instruction) is a useful - if not indispensable - complement to learner-autonomous, incidental acquisition. The second part demonstrates how CL research can help pedagogues identify hitherto neglected language elements that merit explicit targeting in second language instruction. The third part consists of contributions that put the pedagogical efficiency of several CL-inspired interventions to the test in classroom experiments. Additions to the currently available armoury of teaching methods are proposed. The kinds of target language items under examination in the book range from single words over multiword units to grammar patterns. Throughout, the volume illustrates how much pedagogy-oriented Cognitive Linguistics has matured in recent years.

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

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

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.

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.

A novel theoretical framework for an embodied, non-representational approach to language that extends and deepens enactive theory, bridging the gap between sensorimotor skills and language. Linguistic Bodies

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

offers a fully embodied and fully social treatment of human language without positing mental representations. The authors present the first coherent, overarching theory that connects dynamical explanations of action and perception with language. Arguing from the assumption of a deep continuity between life and mind, they show that this continuity extends to language. Expanding and deepening enactive theory, they offer a constitutive account of language and the co-emergent phenomena of personhood, reflexivity, social normativity, and ideality. Language, they argue, is not something we add to a range of existing cognitive capacities but a new way of being embodied. Each of us is a linguistic body in a community of other linguistic bodies. The book describes three distinct yet entangled kinds of human embodiment, organic, sensorimotor, and intersubjective; it traces the emergence of linguistic sensitivities and introduces the novel concept of linguistic bodies; and it explores the implications of living as linguistic bodies in perpetual becoming, applying the concept of linguistic bodies to questions of language acquisition, parenting, autism, grammar, symbol, narrative, and gesture, and to such ethical concerns as microaggression, institutional speech, and pedagogy.

This collection highlights the interplay between cognition and language learning, and tackles such issues as cognition and skills development, language processing, vocabulary memorisation, metaphor identification, vocabulary attrition, motivation, and the perception of phonemes, among others. The contributions here represent current forward-looking research in the field of cognitive linguistics and education. To date, there has been a sharp need for innovative research

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

that examines the interrelationship between cognition and the process of language learning. This volume responds to this requirement, bringing together researchers interested in this research area to discuss their contributions, and to open debates about the role played by cognition in language learning. The book will appeal to master's and doctoral students, teachers, educational practitioners, and researchers interested in research into the interaction between cognition and language learning.

The book offers a basic introduction to the theory of Cognitive Grammar, which claims that meaning resides in conceptualization, and that grammar is inherently meaningful, residing in the structuring and symbolization of conceptual content.

Cognitive Grammar in Stylistics: A Practical Guide provides an engaging, accessible and practically-focused introduction to cognitive grammar outlining how central principles of the field can be used in stylistic analyses. Assuming no prior knowledge, the book leads students through the basics of cognitive grammar, outlining its place within the field of cognitive linguistics as a whole, providing clear explanations of key principles and concepts. It then explains how these can be used to study a range of literary and non-literary texts. The book argues that cognitive grammar offers a powerful alternative to more traditional grammatical models when analysing texts. Its primary focus is on the practical application of cognitive grammar to examples of language in context and on its potential for both literary and non-literary material. It offers a clear and facilitating approach to allow students to describe language features carefully and to explore how these descriptions can be developed into full and rich analyses. Suitable for undergraduate students taking modules in stylistics, English language, and cognitive linguistics, as well as postgraduates encountering the field for

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

the first time, the book provides a much-needed and essential guide to this exciting subject.

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 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 book proposes Meaning-order Approach to Pedagogical Grammar (MAP Grammar) as a practical pedagogical approach in ESL and EFL contexts. Teaching grammar through an easy-to-understand three-dimensional model, MAP Grammar establishes the clause as the fundamental unit of English and interprets meaning units in the sentence, thus allowing visualizable association between individual grammar items. By focusing on the order of meaning (rather than the order of words) in a sentence, MAP Grammar also distills current descriptive sentence structures (typically taught as five or seven patterns) into one meaning-based sentence structure for teaching and learning. MAP Grammar makes syllabus design and teaching easier in the following ways: Visualizing English grammar in a clear model, allowing association between individual grammar items. Instruction relies on meaning, not metalanguage, making MAP Grammar easy to grasp. The meaning-based sentence structure allows

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

teachers to address global errors, and learners to produce comprehensible English.

This is the first book to present an account of literary meaning and effects drawing on our best understanding of mind and language in the form of a Cognitive Grammar. The contributors provide exemplary analyses of a range of literature from science fiction, dystopia, absurdism and graphic novels to the poetry of Wordsworth, Hopkins, Sassoon, Balassi, and Dylan Thomas, as well as Shakespeare, Chaucer, Barrett Browning, Whitman, Owen and others. The application of Cognitive Grammar allows the discussion of meaning, translation, ambience, action, reflection, multimodality, empathy, experience and literariness itself to be conducted in newly valid ways. With a Foreword by the creator of Cognitive Grammar, Ronald Langacker, and an Afterword by the cognitive scientist Todd Oakley, the book represents the latest advance in literary linguistics, cognitive poetics and literary critical practice.

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

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

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](#).

This lucid and authoritative introduction to Cognitive Grammar presents the theory and its rationale in careful, systematic detail. Its application to central domains of language structure makes a compelling case that grammar is inherently meaningful. The book holds great interest for linguists, linguistics students, and professionals in related disciplines. 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

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

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).

By integrating cognitive linguistics and sociocultural theories, this groundbreaking book presents empirical studies on selected grammatical and

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

semantic aspects that are challenging for second/foreign language learners. Through in-depth studies exploring eight different languages, this book offers insights generated through the synergy between cognitive linguistics and sociocultural theories that can be readily incorporated into teaching.

This is the second volume of a two-volume work that 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 I, applying cognitive grammar to a broad array of representative grammatical phenomena, primarily (but by no means exclusively) drawn from English. Reviews "The amount of data and the wealth of analyses presented is impressive. . . . Langacker has again succeeded in producing a very stimulating and coherent piece of work. And the material analyses offered deserve much more careful attention and reflection than is possible within the limits of a review." —Canadian Journal of

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

Linguistics "Finding ways to talk about language as a cognitive process intricately interwoven with conceptual behavior seems to be the unifying concern of cognitive linguistics in general, and Langacker's work is of major significance in this respect. It has not been possible in this short review to do justice to the enormous complexity of the theoretical enterprise presented in Foundations of Cognitive Grammar nor the detail of analytical procedures and findings." —Australian Journal of Linguistics

This edited collection is about the application of English grammar and specialises in 'functional' and 'corpus' approaches, approaches which are increasingly recognised as providing significant insights into English language in action. It aims to stimulate interest and understanding of grammar as an applied tool not just for grammarians or language learners, but for all those interested in how language is organized to shape our view of events in the world. As the chapters in this book show, functional and corpus approaches allow us to make observations that would not be amenable through more traditional forms of grammatical analysis. They also illustrate how researchers can fruitfully bring together corpus and functional approaches to reveal how grammar and lexis create and transmit values, identities and ideologies. Research in Critical Discourse Analysis (CDA) has a long tradition of

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

drawing on functional grammar but has only relatively recently begun to draw on corpus linguistics. As such, the book is unusual in presenting work on CDA which draws on corpus linguistics. But not only that, it is also unique in presenting work in CDA which brings together the methodologies of corpus linguistics and functional grammar, demonstrating their combined potential for illuminating ideological perspectives, particularly in media texts. Given this focus and given the increasing value of empirical data, the book will be of interest to those in a range of disciplines including the humanities and media and cultural studies.

Chapters comprise both newly commissioned and previously published works that illustrate the two methodological approaches to grammatical analysis and how they can be applied to deepen our understanding of language.

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.

The monograph constitutes an attempt to demonstrate how Cognitive Grammar (CG) can be employed in the foreign language classroom with a

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

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. 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

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

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).

The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics. The five sections of the volume encompass a wide range of topics from a variety of perspectives: applied linguistics in action language learning, language education language, culture and identity perspectives on language in use descriptions of language for applied linguistics. The forty-seven chapters connect knowledge about language to decision-making in the real world. The volume as a

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

whole highlights the role of applied linguistics, which is to make insights drawn from language study relevant to such decision-making. The chapters are written by specialists from around the world. Each one provides an overview of the history of the topic, the main current issues and possible future trajectory. Where appropriate, authors discuss the impact and use of new technology in the area. Suggestions for further reading are provided with every chapter. The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics. Editorial board: Ronald Carter, Guy Cook, Diane Larsen-Freeman and Amy Tsui.

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.

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

Pedagogical aids such as diagrams and sample exercises round out this pioneering and innovative text. The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

This collection of twelve papers demonstrates that the concepts developed within the Cognitive Linguistics

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

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 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.

Many SLA professionals remain unaware of what CL and

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

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.

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 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

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

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 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.

This book fills a long standing need for a basic introduction to Cognitive Grammar that is current, authoritative, comprehensive, and approachable. It presents a synthesis that draws together and refines the descriptive and theoretical notions developed in this framework over the course of three decades. In a unified manner, it accommodates both the conceptual and the social-interactive basis of linguistic structure, as well as

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

the need for both functional explanation and explicit structural description. Starting with the fundamentals, essential aspects of the theory are systematically laid out with concrete illustrations and careful discussion of their rationale. Among the topics surveyed are conceptual semantics, grammatical classes, grammatical constructions, the lexicon-grammar continuum characterized as assemblies of symbolic structures (form-meaning pairings), and the usage-based account of productivity, restrictions, and well-formedness. The theory's central claim - that grammar is inherently meaningful - is thereby shown to be viable. The framework is further elucidated through application to nominal structure, clause structure, and complex sentences. These are examined in broad perspective, with exemplification from English and numerous other languages. In line with the theory's general principles, they are discussed not only in terms of their structural characterization, but also their conceptual value and functional motivation. Other matters explored include discourse, the temporal dimension of language structure, and what grammar reveals about cognitive processes and the construction of our mental world.

Writing, reading, and interpretation are acts of human minds, requiring complex cognition at every point. A relatively new field of studies, cognitive linguistics, focuses on how language and cognition are interconnected: Linguistic structures both shape cognitive patterns and are shaped by them. The Cognitive Linguistics in Biblical Interpretation section of the Society of Biblical Literature gathers scholars

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

interested in applying cognitive linguistics to biblical studies, focusing on how language makes meaning, how texts evoke authority, and how contemporary readers interact with ancient texts. This collection of essays represents first fruits from the first six years (2006–2012) of that effort, drawing on cognitive metaphor study, mental spaces and conceptual blending, narrative theory, and cognitive grammar. Contributors include Eve Sweetser, Ellen van Wolde, Hugo Lundhaug and Jesper T. Nielsen.

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

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

callspecifically 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.

Conceiving of language and cognition as biological phenomena, these lectures provide and illustrate a coherent, integrated theoretical framework for studying essentially any aspect of language systems, language use, language change, and language evolution.

"This paper describes how insights from the principled polysemy approach to prepositions, developed in Tyler and Evans (2001, 2003) can be applied to language teaching. After illustrating the approach with the preposition over, the paper proceeds to provide details of how this approach to English prepositions might be employed in the foreign language classroom."--Abstract from Vyvyan Evans' website, viewed 5 October 2011.

Doing Applied Linguistics provides a concise, lively and accessible introduction to the field of applied linguistics for readers who have little or no prior knowledge of the subject. The book explores the basics of the field then goes on to examine in more depth what applied linguists actually do, and the types of research methods that are most frequently used in the field. By reading this book students will find the answers to four sets of basic questions: What is applied linguistics, and what do applied linguists do? Why do it? What is the point of applied linguistics? How and why might I get involved in applied linguistics? How to do it? What kinds of activities are involved in doing applied linguistic research? Written by teachers and researchers in applied linguistics Doing Applied Linguistics is essential reading for all students with interests in this area.

In recent years, the Cognitive Grammar account of language and mind has become an influential framework for the study

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

of textual meaning and interpretation. This book is the first to bring together applications of Cognitive Grammar for a range of stylistic purposes, including the analysis of both literary and non-literary discourse. Demonstrating the diverse range of uses for Cognitive Grammar, chapters apply this framework to diverse text-types including poetry, narrative fiction, comics, press reports, political discourse and music, as well as exploring its potential for the teaching of language and literature in a range of contexts. Combining cutting-edge research in cognitive, critical and pedagogical stylistics, *New Directions in Cognitive Grammar and Style* showcases the latest developments in this field and offers new insights into our experiences of literary and non-literary texts by drawing on current understandings of language and cognition.

Using a cognitive linguistics perspective, this book provides a comprehensive, theoretical analysis of the semantics of English prepositions. All English prepositions originally coded spatial relations between two physical entities; while retaining their original meaning, prepositions have also developed a rich set of non-spatial meanings. In this study, Tyler and Evans argue that all these meanings are systematically grounded in the nature of human spatio-physical experience. The original 'spatial scenes' provide the foundation for the extension of meaning from the spatial to the more abstract. This analysis articulates an alternative methodology that distinguishes between a conventional meaning and an interpretation produced for understanding the preposition in context, as well as establishing which of several competing senses should be taken as the primary sense. Together, the methodology and framework are sufficiently articulated to generate testable predictions and allow the analysis to be applied to additional prepositions.

[Copyright: f245d308840428c8947978e74325fd60](https://doi.org/10.1017/9781107308840)