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Conference Cognitive Grammar and film 14 Nov 2016
Mircea Deaca Applying Cognitive Grammar To Pedagogical

Abstract and Figures 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...

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Applying Cognitive Linguistics to Pedagogical Grammar: The ...

Despite these problems, many interested in pedagogical grammar have remained convinced that English prepositions are more systematic than traditional accounts assume. Celce-Murcia and Larson-Freeman (1998) and Lindstromberg (1997) represent valiant attempts to apply the insights of these early cognitive analyses to pedagogical grammar.

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Applying Cognitive Grammar to Pedagogical Grammar:
The Case of “ To ” Noriko Matsumoto Doshisha
Women ' s College of Liberal Arts Abstract In foreign
language pedagogy, promoting learner ' s insight means
reducing the perceived arbitrariness of the foreign
language system.

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Applying Cognitive Linguistics to Pedagogical Grammar: The ...

CiteSeerX - Document Details (Isaac Council, Lee Giles, Pradeep Teregowda): 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 difficult areas of acquisition for second

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language learners. The approach to the semantics of English prepositions we present is ...

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The relevance of Cognitive Grammar for language pedagogy. Get Access to Full Text. Some pedagogical implications of cognitive linguistics. ... Applying cognitive grammar to tense-aspect teaching in the German EFL classroom. Get Access to Full Text.

Cognitive Approaches to Pedagogical Grammar
Since cognitive linguistics - and especially cognitive grammar - is concerned with conceptual issues against

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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 ...

Cognitive Approaches to Pedagogical Grammar – A Volume in ...

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

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learners in better understanding the complexities of English grammar.

Applying Cognitive Grammar in the Foreign Language

...

For example, a teacher in EYFS may reference cognitive development research and their experience of the success of adult-directed play. The justifications behind the decisions will become the pedagogical principles, and every teacher will develop their own pedagogical principles over time. What are the pedagogical approaches?

What is pedagogy? The definition, principles and ...

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Applying cognitive linguistics to pedagogical grammar: the english prepositions of verticality . By Vyvyan Evans and Andrea Tyler. Cite . BibTex; Full citation; Publisher: FapUNIFESP (SciELO) Year: 2013. DOI identifier: 10.1590/s1984-63982005000200002. OAI identifier: Provided by: ...

Applying cognitive linguistics to pedagogical grammar: the ...

Although there was no indication of long-term effects of the cognitive instruction, the results still indicate a value of applying cognitive linguistics to teaching the prepositions, and thus lend...

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(PDF) Applying Cognitive Linguistics to teaching English ...

The relevance of Cognitive Grammar for language pedagogy. Included in: Cognitive Approaches to Pedagogical Grammar [Elektronisk resurs] Berlin, New York : Mouton de Gruyter : 2008 : Online-Ressource : Mandatory. Littlemore Jeannette. Applying cognitive linguistics to second language learning and teaching [Elektronisk resurs]

Syllabus, Applying Cognitive Linguistics to Second ...
Bielak and Pawlak provide an in-depth view at cognitive grammar and test its application in the L2 classroom.
Holme (2012) gives some more ideas on how to

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incorporate CL in the classroom. To show how a cognitive approach to grammar could be implemented in a classroom, the teaching of the notoriously difficult English article system will be used as an extended example.

Cognitive Linguistics and Its Applications to Second ...
A Cognitive Linguistics (CL)-based approach could potentially help learners develop a more meaningful understanding of grammatical constructions due... A Cognitive Linguistics Application for Second Language Grammar Pedagogy Class Chat

A Cognitive Linguistics Application for Second

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Language ...

Pedagogical grammars typically require rules that are definite, coherent, non-technical, cumulative and heuristic. As the rules themselves accumulate, an axiomatic system is formed between the two languages that should then enable a native speaker of the first to learn the second.

"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

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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.

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

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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

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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 Schmiedtov á & Flecken), and voice (Chen & Oller).

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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

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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

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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.

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

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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 an 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

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

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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

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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.

Honorary editor: René Dirven The series Applications of Cognitive Linguistics (ACL) welcomes book proposals from any domain where the theoretical insights developed in Cognitive Linguistics (CL) have been (or could be) fruitfully applied. In the past thirty-five years, the CL movement has articulated a rich and satisfying view of language around a small number of foundational principles. The first one argues that

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language faculties do not constitute a separate module of cognition, but emerge as specialized uses of more general cognitive abilities. The second principle emphasises the symbolic function of language. The grammar of individual languages (including the lexicon, morphology, and syntax) can be exclusively described as a structured inventory of conventionalized symbolic units. The third principle states that meaning is equated with conceptualization. It is subjective, anthropomorphic, and crucially incorporates humans' experience with their bodies and the world around them. Finally, CL's Usage-Based conception anchors the meaning of linguistic expressions in the rich soil of their social usage. Consequently, usage-related issues

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such as frequency and entrenchment contribute to their semantic import. Taken together, these principles provide researchers in different academic fields with a powerful theoretical framework for the investigation of linguistic issues in the specific context of their particular disciplines. The primary focus of ACL is to serve as a high level forum for the result of these investigations.

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

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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-

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language learning and teaching research, and for learners and teachers of a foreign 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.

This book constitutes another step of the linguistic community in translating cognitive linguistics research into a set of guidelines applicable in the foreign

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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

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and practitioners who want to learn how to improve the quality of their classroom work.

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