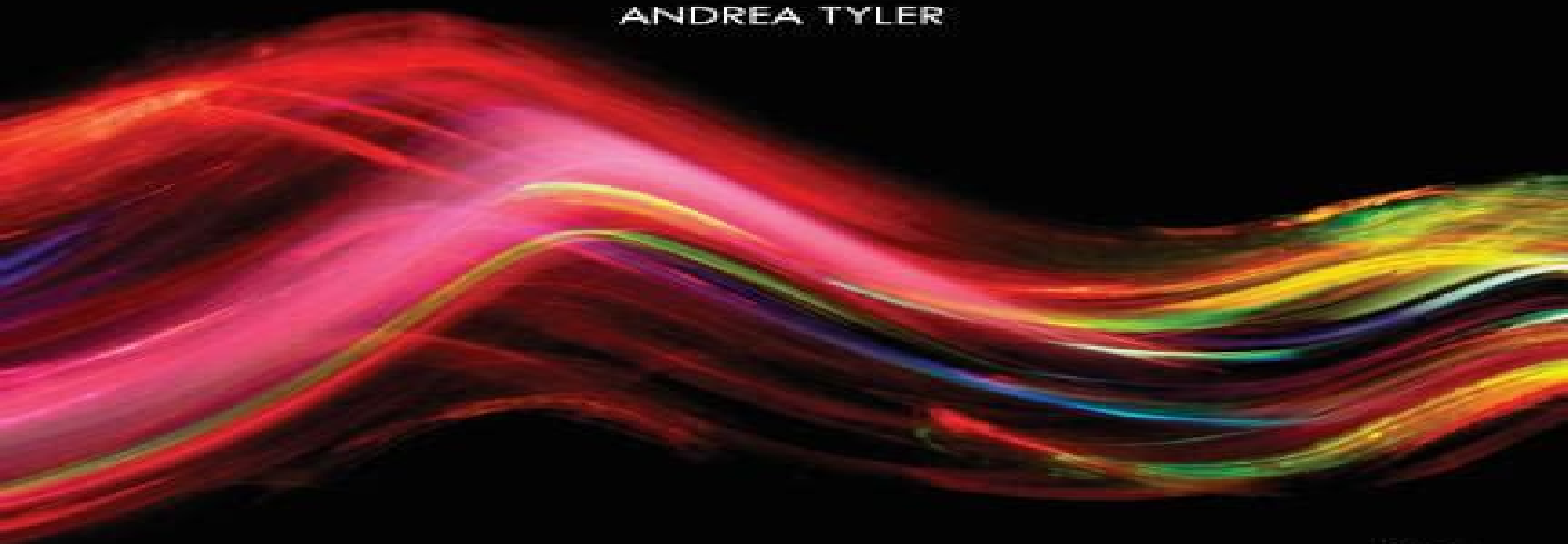


COGNITIVE LINGUISTICS AND SECOND LANGUAGE LEARNING

Theoretical Basics and Experimental Evidence

ANDREA TYLER



Cognitive Linguistics And Second Language Learning Theoretical Basics And Experimental Evidence

Ioannis Galantomos



Cognitive Linguistics And Second Language Learning Theoretical Basics And Experimental Evidence:

Cognitive Linguistics and Second Language Learning Andrea Tyler, 2012-04-27 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 Cognitive Linguistics and Second Language Acquisition of Chinese Shu-Ling Wu, Lihong Huang, Carl Polley, 2024-02-08 An introduction to the key cognitive linguistics concepts that aid analysis of Chinese and inform L2 Chinese teaching and learning Cognitive Linguistics and Sociocultural Theory Kyoko Masuda, Carlee Arnett, Angela Labarca, 2015-10-16 By integrating cognitive linguistics and sociocultural theories this groundbreaking book presents empirical studies on selected grammatical and 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 Applying Cognitive Linguistics to Second Language Learning and Teaching Jeannette Littlemore, 2023-10-27 This is a revised and updated edition of a seminal text in the field of Cognitive Linguistics written in an engaging and accessible style for a new generation of scholars and students The author surveys and incorporates a wealth of more recent studies conducted in different areas since the book's original publication in 2009 exploring how new areas of research within Cognitive Linguistics have emerged and flourished and taking account of key studies that have progressed the field since its inception This new edition has been revised throughout to review analyse and synthesise the latest state of the art in Cognitive Linguistics inspired second language learning and teaching research and suggests other areas that might benefit from further exploration It will be essential reading for academics educators and students across Linguistics and Education particularly those with an interest in cognitive linguistics second language acquisition foreign language teaching and language education *Cognitive Linguistics and Japanese Pedagogy* Kyoko Masuda, 2018-02-19 This volume grounded on usage based models of language is an edited collection of empirical research examining how cognitive linguistics can advance Japanese pedagogy Each chapter presents an acquisition or classroom study which focuses on challenging features and leads instructors and researchers into new realms of analysis by showing innovative views and practices resulting in better understanding and improved L2 learning of Japanese **Usage-Based Dynamics in Second Language**

Development Wander Lowie, Marije Michel, Audrey Rousse-Malpat, Merel Keijzer, Rasmus Steinkrauss, 2020-07-14 This book honours the contribution of Marjolijn Verspoor to the development and implementation of dynamic usage based DUB approaches in second language L2 research and pedagogy With chapters written by renowned experts in the field the book addresses the dynamics of language language learning and language teaching from a usage based perspective The book contains both theory and empirical work the initial theoretical chapters present cutting edge thinking in relation to both the scope of DUB theory and its applications providing conceptual perspectives from cognitive grammar and linguistics thinking for speaking TFS and Complex Dynamic Systems Theory CDST approaches united by their shared underpinnings of language as a dynamic system of conventionalized routines The second half of the volume showcases state of the art methodologies to study dynamic trajectories of language learning empirical investigations into the above mentioned theoretical concepts and innovative classroom implementations of DUB language pedagogy Theory and Practice from a Cognitive Perspective

Renia Lopez-Ozieblo, 2023-08-22 This book is intended as a theoretical and practical resource for both new and experienced teachers of a second language It integrates some of the ideas from cognitive linguistics into existing classroom approaches for teaching English as a second language through a series of lesson plans developed by teachers of English from Mainland China and Hong Kong The lesson plans provide step by step instructions for teachers including resources and an explanation of the theories underpinning each step These plans many of which are integrated into specific English as a foreign language textbook units encourage teachers to be creative by adding or adapting the material they have in order to engage their students Although the main audience is English teachers the theoretical principles covered are applicable to teachers of any foreign language and the practical examples provided in the lesson plans can be easily modified to teach other languages as well Similarly it is not just for teachers working in Chinese contexts but for anyone interested in embodied cognition as a teaching approach I intend these pages to serve as a companion for teachers to reflect on their existing practices to provide new ideas and to make them aware of the many factors affecting learning **Second Language Learning Theories**

Rosamond Mitchell, Florence Myles, Emma Marsden, 2019-01-21 Written by a team of leading experts working in different SLA specialisms this fourth edition is a clear and concise introduction to the main theories of second language acquisition SLA from multiple perspectives comprehensively updated to reflect the very latest developments SLA research in recent years The book covers all the main theoretical perspectives currently active in SLA and sets each chapter within a broader framework Each chapter examines the claims and scope of each theory and how each views language the learner and the acquisition process supplemented by summaries of key studies and data examples from a variety of languages Chapters end with an evaluative summary of the theories discussed Key features to this fourth edition include updated accounts of developments in cognitive approaches to second language L2 learning the implications of advances in generative linguistics and the social turn in L2 research with re worked chapters on functional sociocultural and sociolinguistic perspectives and an

entirely new chapter on theory integration in addition to updated examples using new studies Second Language Learning Theories continues to be an essential resource for graduate students in second language acquisition *Frequency Effects In Instructed Second Language Acquisition* Karin Madlener, 2015-11-13 Based on a state of the art review of prior research in all related domains this book makes precise predictions about the expected effects of specific type and token frequency distributions in input floods and tests these in the second language classroom context *Second Language Acquisition* Susan M. Gass, 2013-08-21 Now in a fourth edition this bestselling introductory textbook remains the cornerstone volume for the study of second language acquisition SLA Its chapters have been fully updated and reorganized where appropriate to provide a comprehensive yet accessible overview of the field and its related disciplines To reflect current developments new sections on using learner corpora semantics and morphosyntax within formal approaches to SLA sociocultural approaches gesture priming research and chaos theory have been added Students will also find expanded discussions of heritage language learning bilingualism pragmatics and much more The redesigned fourth edition of Second Language Acquisition retains the features that students found useful in the current edition but also provides new pedagogical tools that encourage students to reflect upon the experiences of second language learners As with previous editions discussion questions and problems at the end of each chapter help students apply their knowledge and a glossary defines and reinforces must know terminology This clearly written comprehensive and current textbook by expert Sue Gass is the ideal textbook for the introductory SLA course in second language studies applied linguistics linguistics TESOL and language education programs *Applied Cognitive Construction Grammar: A Cognitive Guide to the Teaching of Phrasal Verbs* Sergio Torres-Mart'nez, *Moving Across Languages* Alberto Hijazo-Gascón, 2021-08-23 The book analyzes the complex relationship between languages in the bilingual mind with a focus on motion event typology and the acquisition of Spanish as a second language L2 The author starts out by examining L1 patterns which are transferred to less complex L2 systems The data discussed was elicited by German learners of Spanish A similar transfer is observed when L1 is typologically and genetically close as in the case of French and Italian learners of Spanish Furthermore the author clarifies the relevance of intra typological differences within the same linguistic family including important differences in the lexicalization patterns of Italian with respect to French and Spanish The findings contribute to our understanding of the field of motion event typology and thinking for speaking The book demonstrates that conceptual transfer is present in different aspects of the motion lexicalization domain Interestingly there are some challenging aspects both for speakers whose first language is typologically different and for those whose language is typologically close The book offers suggestions on how these challenges in the restructuring of meaning in L2 can be addressed in language teaching Specifically pedagogical translation and mediation present promising pathways to the strengthening of semantic competences in the L2 **Teaching Language and Teaching Literature in Virtual Environments** María Luisa Carrió-Pastor, 2018-09-14 This book sheds new light on language and literature teaching

and offers examples of teaching language in virtual environments Providing an overview of virtual environments for teaching it also includes chapters devoted to methodology design for second language teaching in these environments Further it describes tools for second foreign language teaching and proposals for specific second language teaching in virtual environments Lastly it presents experiments on literature teaching in virtual environments and discusses the future of technology in education With interdisciplinary appeal the book is a particularly valuable resource for scholars with an interest in technology language teaching and literature teaching

The Routledge Handbook of Spanish Language Teaching Javier Muñoz-Basols, Elisa Gironzetti, Manel Lacorte, 2018-10-17 The Routledge Handbook of Spanish Language Teaching metodolog as contextos y recursos para la ense anza del espa ol L2 provides a comprehensive state of the art account of the main methodologies contexts and resources in Spanish Language Teaching SLT a field that has experienced significant growth world wide in recent decades and has consolidated as an autonomous discipline within Applied Linguistics Written entirely in Spanish the volume is the first handbook on Spanish Language Teaching to connect theories on language teaching with methodological and practical aspects from an international perspective It brings together the most recent research and offers a broad multifaceted view of the discipline Features include Forty four chapters offering an interdisciplinary overview of SLT written by over sixty renowned experts from around the world Five broad sections that combine theoretical and practical components Methodology Language Skills Formal and Grammatical Aspects Sociocultural Aspects and Tools and Resources In depth reflections on the practical aspects of Hispanic Linguistics and Spanish Language Teaching to further engage with new theoretical ideas and to understand how to tackle classroom related matters A consistent inner structure for each chapter with theoretical aspects methodological guidelines practical considerations and valuable references for further reading An array of teaching techniques reflection questions language samples design of activities and methodological guidelines throughout the volume The Routledge Handbook of Spanish Language Teaching contributes to enriching the field by being an essential reference work and study material for specialists researchers language practitioners and current and future educators The book will be equally useful for people interested in curriculum design and graduate students willing to acquire a complete and up to date view of the field with immediate applicability to the teaching of the language

Task-based grammar teaching of English Susanne Niemeier, 2017-10-23 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 **Metaphor and Corpus Linguistics** Rafael Alejo-González, 2023-12-22 Metaphor and Corpus Linguistics Building and Investigating an English as a Medium of Instruction Corpus offers a model for building a corpus of oral EMI seminars It demonstrates how incorporating metaphor to the process of corpus building affords a more comprehensive description of the role of metaphor in discourse EMI is the specific context outlined in this volume and as such it will be of particular interest to researchers in this area though the design and model can be easily generalised and applied to other corpora focusing on metaphor Alejo Gonz lez argues for the need to build such a corpus given the scarcity of corpora being tagged for metaphor as well as the shortage of those dealing with the EMI phenomenon This book will be of practical use and interest to those researchers of corpus linguistics or related areas looking to explore metaphor through their corpus studies *L2 Figurative Language Teaching* Ioannis

Galantomos, 2021-09-17 During L2 vocabulary instruction figurative language frustrates even highly proficient users who find it difficult to cope with non literal expressions such as metaphors metonymies and idioms Given that figurative language is closely associated with enhanced L2 communicative competence this volume brings together theory and teaching applications shedding light on the comprehension and production of figurative language in a foreign language context

Current Perspectives on Vocabulary Learning and Teaching Nuray Alagözlü, Vedat Kiyamazarslan, 2020-07-13 This book brings together current perspectives and up to date research on vocabulary teaching and the learning of a foreign or second language It will serve as a basis for academic studies and can be used as a supplementary source for vocabulary courses in English language teacher training programs Featuring contributors from Cyprus Greece Italy Spain and Turkey who detail their experiences of language teaching in different cultural contexts this collection is valuable as it reflects theory and practice at work in different settings on vocabulary acquisition teaching vocabulary to young learner and vocabulary teaching and learning strategies The volume also provides insights into the use of technology in vocabulary teaching and details various forms of vocabulary testing Computational and Corpus-Based Phraseology Gloria Corpas Pastor, Ruslan

Mitkov, 2022-09-21 This book constitutes the refereed proceedings of the 4th International Conference on Computational and Corpus Based Phraseology Europhras 2022 held in Malaga Spain in September 2022 The 16 full papers presented in this book were carefully reviewed and selected from 59 submissions The papers in this volume cover a number of topics including general corpus based approaches to phraseology phraseology in translation and cross linguistic studies phraseology in language teaching and learning phraseology in specialized languages phraseology in lexicography cognitive approaches to phraseology the computational treatment of multiword expressions and the development annotation and exploitation of corpora for phraseological studies Recent Perspectives on Task-Based Language Learning and Teaching Mohammad

Ahmadian, María del Pilar García Mayo, 2017-12-04 The last three decades have witnessed a growth of interest in research on tasks from various perspectives and numerous books and collections of articles have been published focusing on the notion of task and its utility in different contexts Nevertheless what is lacking is a multi faceted examination of tasks from different important perspectives This edited volume with four sections of three chapters each views tasks and Task based Language Teaching TBLT from four distinct but complementary vantage points In the first section all chapters view tasks from a cognitive interactionist angle with each addressing one key facet of either cognition or interaction or both in different contexts CALL and EFL ESL Section two hinges on the idea that language teaching and learning is perhaps best conceptualized understood and investigated within a complexity theory framework which accounts for the dynamicity and interrelatedness of the variables involved Viewing TBLT from a sociocultural lens is what connects the chapters included in the third section Finally the fourth section views TBLT from pedagogical and curricular vantage points

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