

Applied Cognitive Linguistics In Second Language Learning And Teaching Aila Review

Cognitive Linguistics, Second Language Acquisition,
and Foreign Language TeachingMemory, Psychology
and Second Language LearningApplied Construction
GrammarInnovative Research and Practices in Second
Language Acquisition and BilingualismThe Handbook
of Spanish Second Language AcquisitionApplied
Cultural LinguisticsForm-Meaning Connections in
Second Language AcquisitionThe Bloomsbury
Companion to Cognitive LinguisticsCognitive
LinguisticsCognitive Approaches to Pedagogical
GrammarApplying Cognitive LinguisticsUsage-Based
Approaches to Language Acquisition and Language
TeachingHandbook of Japanese Applied
LinguisticsMetalinguistic Awareness and Second
Language AcquisitionCognition and Language
LearningCognitive Linguistics and Second Language
LearningCognitive Linguistics and Sociocultural
TheoryCognitive Linguistics and Second Language
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Linguistic Approaches to Teaching Vocabulary and
PhraseologyApplied Cognitive Linguistics: Theory and
language acquisitionLanguage in UseWhat is Applied
Cognitive Linguistics?Practice in a Second
LanguageHandbook of Cognitive Linguistics and
Second Language AcquisitionSecond Language
SpeechApplying Cognitive LinguisticsThe Oxford
Handbook of Cognitive LinguisticsApplying Cognitive
Linguistics to Second Language Learning and

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Teaching Language Pedagogy Eye Tracking in Second Language Acquisition and Bilingualism Ten Lectures on Applied Cognitive Linguistics An Introduction to Cognitive Linguistics A Cognitive Linguistics View of Terminology and Specialized Language Cognition and Second Language Instruction Applying Cognitive Grammar in the Foreign Language Classroom Cognitive Linguistics: Current Applications and Future Perspectives Fostering Language Teaching Efficiency through Cognitive Linguistics Usage-Based Perspectives on Second Language Learning A Cognitive Approach to Language Learning

Cognitive Linguistics, Second Language Acquisition, and Foreign Language Teaching

Applied linguistics is the best single label to represent a wide range of contemporary research at the intersection of linguistics, anthropology, psychology, and sociology, to name a few. The Handbook of Japanese Applied Linguistics reflects crosscurrents in applied linguistics, an ever-developing branch/discipline of linguistics. The book is divided into seven sections, where each chapter discusses in depth the importance of particular topics, presenting not only new findings in Japanese, but also practical implications for other languages. Section 1 examines first language acquisition/development, whereas Section 2 covers issues related to second language acquisition/development and bilingualism/multilingualism. Section 3 presents

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problems associated with the teaching and learning of foreign languages. Section 4 undertakes questions in corpus/computational linguistics. Section 5 deals with clinical linguistics, and Section 6 takes up concerns in the area of translation/interpretation. Finally, Section 7 discusses Japanese sign language. Covering a wide range of current issues in an in-depth, comprehensive manner, the book will be useful for researchers as well as graduate students who are interested in Japanese linguistics in general, and applied linguistics in particular. Chapter titles Chapter 1. Cognitive Bases and Caregivers' Speech in Early Language Development (Tamiko Ogura, Tezukayama University) Chapter 2. Literacy Acquisition in Japanese Children (Etsuko Haryu, University of Tokyo) Chapter 3. Age Factors in Language Acquisition (Yuko Goto Butler, University of Pennsylvania) Chapter 4. Cross-lingual Transfer from L1 to L2 Among School-age Children (Kazuko Nakajima, University of Toronto) Chapter 5. Errors and Learning Strategies by Learners of Japanese as an L2 (Kumiko Sakoda, Hiroshima University/NINJAL) Chapter 6. Adult JFL Learners' Acquisition of Speech Style Shift (Haruko Minegishi Cook, University of Hawai'i at Manoa) Chapter 7. Japanese Language Proficiency Assessment (Noriko Kobayashi, Tsukuba University) Chapter 8. The Role of Instruction in Acquiring Japanese as a Second Language (Kaoru Koyanagi, Sophia University) Chapter 9. The Influence of Topic Choice on Narrative Proficiency by Learners of Japanese as a Foreign Language (Masahiko Minami, San Francisco State University) Chapter 10. CHILDES for Japanese: Corpora, Programs, and Perspectives (Susanne Miyata, Aichi Shukutoku University) Chapter 11. KY

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Corpus (Jae-Ho Lee, Tsukuba University) Chapter 12. Corpus-based Second Language Acquisition Research (Hiromi Ozeki, Reitaku University) Chapter 13. Assessment of Language Development in Children with Hearing Impairment and Language Disorders (Kiyoshi Otomo, Tokyo Gakugei University) Chapter 14. Speech and Language Acquisition in Japanese Children with Down Syndrome (Toru Watamaki, Nagasaki University) Chapter 15. Revisiting Autistic Language: Is "literalness" a Truth or Myth? Manabu Oi (Osaka University/Kanazawa University) Chapter 16. Towards a Robust, Genre-based Translation Model and its Application (Judy Noguchi, Mukogawa Women's University; Atsuko Misaki, Kwansai Gakuin University; Shoji Miyayama, Ritsumeikan University; Masako Terui, Kinki University) Chapter 17. Japanese Sign Language: An Introduction (Daisuke Hara, Toyota Technological Institute) Chapter 18. Japanese Sign Language Phonology and Morphology (Daisuke Hara, Toyota Technological Institute) Chapter 19. Japanese Sign Language Syntax (Noriko Imazato, Kobe City College of Technology) Chapter 20. Sign Language Development and Language Input (Takashi Torigoe, Hyogo University of Teacher Education)

Memory, Psychology and Second Language Learning

This textbook focuses on second language speech - how individuals perceive and produce the sounds of their second language.

Applied Construction Grammar

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Although usage-based approaches have been successfully applied to the study of both first and second language acquisition, to monolingual and bilingual development, and to naturalistic and instructed settings, it is not common to consider these different kinds of acquisition in tandem. The present volume takes an integrative approach and shows that usage-based theories provide a much needed unified framework for the study of first, second and foreign language acquisition, in monolingual and bilingual contexts. The contributions target the acquisition of a wide range of linguistic phenomena and critically assess the applicability and explanatory power of the usage-based paradigm. The book also systematically examines a range of cognitive and linguistic factors involved in the process of language development and relates relevant findings to language teaching. Finally, this volume contributes to the assessment and refinement of empirical methods currently employed in usage-based acquisition research. This book is of interest to scholars of language acquisition, language pedagogy, developmental psychology, as well as Cognitive Linguistics and Construction Grammar.

Innovative Research and Practices in Second Language Acquisition and Bilingualism

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

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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.

The Handbook of Spanish Second Language Acquisition

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

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grip on the position of Cognitive Linguistics within the landscape of linguistics at 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.

Applied Cultural Linguistics

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 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.

Form-Meaning Connections in Second Language Acquisition

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.

The Bloomsbury Companion to Cognitive Linguistics

This book is intended for teachers and students of applied linguistics.

Cognitive Linguistics

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Metalinguistic Awareness and Second Language Acquisition is the first book to present an in-depth overview of metalinguistic awareness as it relates to SLA. In this volume, Roehr-Brackin discusses metalinguistic awareness in the context of both child and adult language learning, and outlines the various methods that can be used to measure metalinguistic awareness. The author presents different approaches to metalinguistic awareness, including a cognitive-developmental perspective that explains how the concept relates to literacy, and an applied linguistics perspective that understands metalinguistic awareness as explicit or conscious knowledge about language. Roehr-Brackin explores the role of metalinguistic awareness in language education aimed at young learners, as well as in instructed adult SLA. This book is an excellent resource for those researching or taking courses in second language acquisition, bi- and multilingualism, and language teaching.

Cognitive Approaches to Pedagogical Grammar

This volume brings together theoretical perspectives and empirical studies in second language (L2) acquisition and bilingualism and discusses their implications for L2 pedagogy. The book is organized into three sections that focus on prominent linguistic and cognitive theories and together provide a compelling set of state-of-the-art works. Part I consists of studies that give rise to innovative applications for second language teaching and

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learning and Part II discusses how findings from cognitive research can inform practices for L2 teaching and learning. Following these two sections, Part III provides a summative commentary of the theories explored in the volume along with suggestions for future research directions. The book is intended to act as a valuable reference for scholars, applied linguists, specialists in pedagogy, language educators, and anyone wishing to gain an overview of current issues in SLA and bilingualism.

Applying Cognitive Linguistics

Bringing together a comprehensive collection of newly-commissioned articles, this Handbook covers the most recent developments across a range of sub-fields relevant to the study of second language Spanish. Provides a unique and much-needed collection of new research in this subject, compiled and written by experts in the field Offers a critical account of the most current, ground-breaking developments across key fields, each of which has seen innovative empirical research in the past decade Covers a broad range of issues including current theoretical approaches, alongside a variety of entries within such areas as the sound system, morphosyntax, individual and social factors, and instructed language learning Presents a variety of methodological approaches spanning the active areas of research in language acquisition

Usage-Based Approaches to Language Acquisition and Language Teaching

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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 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.

Handbook of Japanese Applied Linguistics

This edited volume brings together perspectives that find mutual kinship in a view of language as an embodied, semiotic, symbolic tool used for communicative and interactional purposes and an understanding of language use as the preeminent condition for language learning – perspectives that we conjoin under the umbrella term of usage based perspectives.

Metalinguistic Awareness and Second Language Acquisition

Second Language Learning Theories is a clear and concise overview of the field of second language acquisition (SLA) theories. Written by a team of leading academics working in different SLA specialisms, this book provides expert analysis of the main theories from multiple perspectives to offer a broad and balanced introduction to the topic. The book covers all the main theoretical perspectives currently active in the SLA field and sets them in a broader perspective per chapter, e.g. linguistic, cognitive or sociolinguistic. Each chapter examines how various theories view language, the learner, and the acquisition process. Summaries of key studies and examples of data relating to a variety of languages illustrate the different theoretical perspectives. Each chapter concludes with an evaluative summary of the theories discussed. This third edition has been thoroughly updated to reflect the very latest research

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in the field of SLA. Key features include: a fully re-worked chapter on cognitive models of language and language learning a new chapter on information processing, including the roles of different types of memory and knowledge in language learning the addition of a glossary of key linguistic terms to help the non-specialist a new timeline of second language learning theory development This third edition takes account of the significant developments that have taken place in the field in recent years. Highly active domains in which theoretical and methodological advances have been made are treated in more depth to ensure that this new edition of Second Language Learning Theories remains as fresh and relevant as ever.

Cognition and Language Learning

This book explores the importance of Cognitive Linguistics for specialized language within the context of Frame-based Terminology (FBT). FBT uses aspects of Frame Semantics, coupled with premises from Cognitive Linguistics to structure specialized domains and create non-language-specific knowledge representations. Corpus analysis provides information regarding the syntax, semantics, and pragmatics of specialized knowledge units. Also studied is the role of metaphor and metonymy in specialized texts. The first section explains the purpose and structure of the book. The second section gives an overview of basic concepts, theories, and applications in Terminology and Cognitive Linguistics. The third section explains the Frame-based Terminology approach. The fourth

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section explores the role of contextual information in specialized knowledge representation as reflected in linguistic contexts and graphical information. The final section highlights the conclusions that can be derived from this study.

Cognitive Linguistics and Second Language Learning

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.

Cognitive Linguistics and Sociocultural Theory

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

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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 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.

Cognitive Linguistics and Second Language Learning

Learning About Language is an exciting and ambitious series of introductions to fundamental topics in language, linguistics and related areas. The books are designed for students of linguistics and those who are studying language as part of a wider course.

Cognitive Linguistics explores the idea that language reflects our experience of the world. It shows that our ability to use language is closely related to other

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cognitive abilities such as categorization, perception, memory and attention allocation. Concepts and mental images expressed and evoked by linguistic means are linked by conceptual metaphors and metonymies and merged into more comprehensive cognitive and cultural models, frames or scenarios. It is only against this background that human communication makes sense. After 25 years of intensive research, cognitive-linguistic thinking now holds a firm place both in the wider linguistic and the cognitive-science communities. An Introduction to Cognitive Linguistics carefully explains the central concepts of categorization, of prototype and gestalt perception, of basic level and conceptual hierarchies, of figure and ground, and of metaphor and metonymy, for which an innovative description is provided. It also brings together issues such as iconicity, lexical change, grammaticalization and language teaching that have profited considerably from being put on a cognitive basis. The second edition of this popular introduction provides a comprehensive and accessible up-to-date overview of Cognitive Linguistics: Clarifies the basic notions supported by new evidence and examples for their application in language learning Discusses major recent developments in the field: the increasing attention paid to metonymies, Construction Grammar, Conceptual Blending and its role in online-processing. Explores links with neighbouring fields like Relevance Theory Uses many diagrams and illustrations to make the theoretical argument more tangible Includes extended exercises Provides substantial updated suggestions for further reading.

Second Language Learning Theories

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 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.

Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology

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

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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).

Applied Cognitive Linguistics: Theory and language acquisition

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

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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.

Language in Use

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

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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).

What is Applied Cognitive Linguistics?

Eye Tracking in Second Language Acquisition and Bilingualism provides foundational knowledge and hands-on advice for designing, conducting, and analysing eye-tracking research in applied linguistics. Godfroid's research synthesis and methodological guide introduces the reader to fundamental facts about eye movements, eye-tracking paradigms for language scientists, data analysis, and the practicalities of building a lab. This indispensable book will appeal to undergraduate students learning principles of experimental design, graduate students developing their theoretical and statistical repertoires,

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experienced scholars looking to expand their own research, and eye-tracking professionals.

Practice in a Second Language

As a usage-based language theory, cognitive linguistics is predestined to have an impact on applied research in such areas as language in society, ideology, language acquisition, language pedagogy. The present volumes are a first systematic attempt to carve out pathways from the links between language and cognition to the fields of language acquisition and language pedagogy and to deal with them in one coherent framework: applied cognitive linguistics.

Handbook of Cognitive Linguistics and Second Language Acquisition

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

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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 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.

Second Language Speech

This an excellent introduction to psycholinguistics for applied linguists and language teachers

Applying Cognitive Linguistics

This book explores the contributions that cognitive linguistics and psychology, including neuropsychology, have made to the understanding of the way that second languages are processed and learnt. It examines areas of phonology, word recognition and semantics, examining 'bottom-up' decoding processes as compared with 'top-down' processes as they affect memory. It also discusses second language learning from the acquisition/learning and nativist/connectionist

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perspectives. These ideas are then related to the methods that are used to teach second languages, primarily English, in formal classroom situations. This examination involves both 'mainstream' communicative approaches, and more traditional methods widely used to teach EFL throughout the world. The book is intended to act both as a textbook for students who are studying second language teaching and as an exploration of issues for the interested teacher who would like to further extend their understanding of the cognitive processes underlying their teaching. Mick Randall is currently Senior Lecturer in TESOL and Head of the Institute of Education at the British University in Dubai. He has taught courses in second language learning and teaching, applied linguistics and psychology in a number of different contexts. He has a special interest in the cognitive processing of language and in the psycholinguistics of word recognition, spelling and reading.

The Oxford Handbook of Cognitive Linguistics

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.

Applying Cognitive Linguistics to Second Language Learning and Teaching

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

Language Pedagogy

Form-Meaning Connections in Second Language Acquisition is an interdisciplinary and timely edited book of essays and empirical studies, most of which are based on the papers presented at the Form and Meaning Conference held in Chicago in 2002. The goal of the conference and now of the book is to present linguistic and cognitive approaches to second language acquisition, attempting to integrate external and internal issues in interlanguage development,

while outlining directions for future research. The editors address questions, such as: What is the nature and sequence of the form-meaning mapping process? How are these connections made? How are these connections used to construct grammars and lexicons? And, how can conditions and external factors be manipulated to improve the chances of making these form-meaning connections? Contributors to this volume include such second language acquisition scholars as Susan Gass, Nick Ellis, Kathleen Bardovi-Harlig, Catherine Doughty, and Diane Larsen-Freeman. They address these form-meaning issues from a variety of settings and from multiple perspectives. Researchers and graduate students in applied linguistics, cognitive psychology, linguistics, and language pedagogy will find this volume to be an important resource.

Eye Tracking in Second Language Acquisition and Bilingualism

Printbegrænsninger: Der kan printes 10 sider ad gangen og max. 40 sider pr. session

Ten Lectures on Applied Cognitive Linguistics

As a usage-based language theory, cognitive linguistics is predestined to have an impact on applied research in such areas as language in society, ideology, language acquisition, language pedagogy. The present volumes are a first systematic attempt to carve out pathways from the links between language

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and cognition to the fields of language acquisition and language pedagogy and to deal with them in one coherent framework: applied cognitive linguistics.

An Introduction to Cognitive Linguistics

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.

A Cognitive Linguistics View of Terminology and Specialized Language

Cognitive Linguistics: Current Applications and Future Perspectives is an up-to-date survey of recent research in Cognitive Linguistics and its applications

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by prominent researchers. The volume brings together generally accessible syntheses and special studies of Cognitive Linguistics strands in a sizable format and is thus an asset not only to the Cognitive Linguistics community, but also to neighbouring disciplines and linguists in general. The volume covers a wide range of fields and combines wide accessibility with a highly specific information value. Key features: An excellent source for the study of Applied Cognitive Linguistics, one of the most popular and fastest growing areas in Linguistics. Authoritative and detailed survey articles by leading scholars in the field. Accessible to a general audience, yet also characterized by a highly specific information value.

Cognition and Second Language Instruction

A general introduction to the area of theoretical linguistics known as cognitive linguistics, this textbook provides up-to-date coverage of all areas of the field, including recent developments within cognitive semantics (such as Primary Metaphor Theory, Conceptual Blending Theory, and Principled Polysemy), and cognitive approaches to grammar (such as Radical Construction Grammar and Embodied Construction Grammar). The authors offer clear, critical evaluations of competing formal approaches within theoretical linguistics. For example, cognitive linguistics is compared to Generative Grammar and Relevance Theory. In the selection of material and in the presentations, the authors have aimed for a balanced perspective. Part

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II, Cognitive Semantics, and Part III, Cognitive Approaches to Grammar, have been created to be read independently. The authors have kept in mind that different instructors and readers will need to use the book in different ways tailored to their own goals. The coverage is suitable for a number of courses. While all topics are presented in terms accessible to both undergraduate and graduate students of linguistics, cognitive linguistics, psycholinguistics, cognitive science, and modern languages, this work is sufficiently comprehensive and detailed to serve as a reference work for scholars who wish to gain a better understanding of cognitive linguistics.

Applying Cognitive Grammar in the Foreign Language Classroom

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.

Cognitive Linguistics: Current Applications and Future Perspectives

This volume focuses on 'practice' from a theoretical perspective and includes implications for the classroom.

Fostering Language Teaching Efficiency

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through Cognitive Linguistics

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

Usage-Based Perspectives on Second Language Learning

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

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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).

A Cognitive Approach to Language Learning

Mastering the vocabulary of a foreign language is one of the most daunting tasks that language learners face. The immensity of the task is underscored by the realisation that it is not only single words but also numerous standardised phrases (idioms, collocations, etc.) that need to be acquired. There is thus a clear need for instructional methods that help learners tackle this task, and yet few proposals for vocabulary instruction have so far gone beyond techniques for rote-learning and familiar means of promoting of noticing. The reason for this is that vocabulary and phraseology have long been assumed arbitrary. The volume offers a long-overdue alternative by exploring and exploiting the presence of linguistic 'motivation' - or, systematic non-arbitrariness - in the lexicon. The first half of the volume reports ample empirical

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evidence of the pedagogical effectiveness of presenting vocabulary to learners as non-arbitrary. The data reported indicate that the proposed instructional methods can benefit when both the nature of the target lexis and the basic cognitive orientations of particular learners are taken into account. The first half of the book mostly targets lexis that has already attracted a fair amount of attention from Cognitive Linguists in the past (e.g. phrasal verbs and figurative idioms). The second half broadens the scope considerably by revealing the non-arbitrariness of diverse other lexical patterns, including collocations and word partnerships generally. This is achieved by recognising some long-neglected dimensions of linguistic motivation - etymological and phonological motivation, in particular. Concrete suggestions are made for putting the non-arbitrary nature of words and phrases to good use in instructed language learning. The volume is therefore of interest not only to applied linguists and researchers in Second Language Acquisition/Foreign Language Teaching, but also to second and foreign language teaching professionals.

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