

Second Language Learning and Teaching

Jakub Bielak
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Applying Cognitive Grammar in the Foreign Language Classroom

Teaching English Tense and Aspect

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

Chuanren Ke



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Applying Cognitive Grammar in the Foreign Language Classroom Jakub Bielak, Mirosław Pawlak, 2013-01-12 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 A Cognitive Grammar Approach to Teaching Tense and Aspect in the L2 Context Franka Kermer, 2016-05-11 This volume links Cognitive Grammar explanations to the area of second language learning and instructed grammar teaching It represents a contribution to empirically based knowledge promoting a new perspective on the process of teaching and learning about English language structures The theoretical part of the book provides an overview of the basic tenets of Cognitive Grammar and discusses elements of the theory that are of crucial importance for understanding English tense and aspect structures The second part brings together these two fields of study and tests a Cognitive Grammar approach to teaching tense and aspect to less advanced learners of English To this end an experimental study was conducted comparing the effects of Cognitive Grammar inspired instruction on the language learning process with those of teaching methods which employ more traditional grammatical descriptions As such the book is of particular relevance to Cognitive Grammar research and second language learning and teaching research and for learners and teachers of a foreign language *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 New Directions in Cognitive Grammar and Style Marcello Giovanelli, Chloe Harrison, Louise

Nuttall, 2020-12-10 In recent years the Cognitive Grammar account of language and mind has become an influential framework for the study 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

The Routledge Handbook of Chinese Second Language Acquisition Chuanren Ke, 2018-03-29 The Routledge Handbook of Chinese Second Language Acquisition is the first reference work of its kind The handbook contains twenty contributions from leading experts in the field of Chinese SLA covering a wide range of topics such as social contexts linguistic perspectives skill learning individual differences and learning settings and testing Each chapter covers historical perspectives core issues and key findings research approaches pedagogical implications future research direction and additional references The Routledge Handbook of Chinese Second Language Acquisition is an essential reference for Chinese language teachers and researchers in Chinese applied linguistics and second language acquisition

Englische Sprachwissenschaft und Fachdidaktik im Dialog Anna Rosen, Katharina Beuter, 2024-01-15 Auf der Grundlage aktueller Forschungs und Lehrprojekte zeigt dieser Sammelband systematisch Bezugspunkte zwischen Sprachwissenschaft Fachdidaktik und schulischem Englischunterricht auf und leistet damit einen Beitrag zur Weiterentwicklung der gegenwärtigen Debatte um Kohärenz und Professionalisierung in der Fremdsprachenlehrkräftebildung Die Beiträge die den Schwerpunktbereichen Englisch als Sprachsystem Englisch als Weltsprache Englisch als Sprache von Lernenden und Lehrenden sowie Englische Korpuslinguistik und Fachdidaktik zugeordnet sind erläutern welche linguistischen Inhalte Methoden und Werkzeuge für den Englischunterricht besonders relevant sind und wie diese für die Professionalisierung von angehenden Lehrkräften nutzbar gemacht werden können Damit dient der Band als Ideensammlung und Handreichung für alle Akteur:innen im Bereich der Fremdsprachenlehrkräftebildung

Foreign Language Pedagogy in the Light of Cognitive Linguistics Research Grzegorz Drożdż, Barbara Taraszka-Drożdż, 2020-11-18 This book constitutes another step of the linguistic community in translating cognitive linguistics research into a set of guidelines applicable in the foreign 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 and practitioners who want to learn how to improve the quality of their classroom work *Challenges of Second and Foreign Language Education in a Globalized World* Mirosław Pawlak, Anna Mystkowska-Wiertelak, 2017-09-07 This edited collection brings together papers by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning In Part One emphasis is placed on challenges that second language education has to face both those more general dealing with language policy issues and those more specific concerned with instructional options in the language classroom Part Two focuses on challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction Finally Part Three is devoted to challenges involved in second and foreign language teacher education the quality of which to a large extent determines the outcomes of second language education in any educational context *Language Learning Strategies and Individual Learner Characteristics* Rebecca L. Oxford, Carmen M. Amerstorfer, 2018-02-22 This innovative book focuses on the relationships among self regulated language learning strategies students individual characteristics and the diverse contexts in which learning occurs It presents state of the art lively readable chapters by well known experts and new promising scholars who analyze learning strategy theory research assessment and use Written by a team of international contributors from Austria Canada Greece Japan New Zealand Poland Turkey the UK and the USA this volume provides theoretical insights on how strategic learning interacts with complex environments It explores strategy choice and the fluidity and flexibility of learning strategies Research based but practical themes in the book include strategy related teacher preparation differentiated strategy instruction to meet the needs of diverse learners of different ages cultures and learning styles and creative visualization based development of strategy awareness Examining methodologies for strategy research and assessment the volume explores narrative decision tree scenario based and questionnaire based research as well as mixed methods research and new assessment tools for young learners strategies It presents research on strategies used for foreign second language pronunciation pragmatics listening reading speaking writing and test taking By providing a wide range of examples of strategies in research and action in a number of countries cultures and educational settings and by offering incisive section overviews and a detailed synthesis at the end this book enables readers to develop a holistic understanding of language learning strategies With additional online strategy materials available for downloading *Language Learning Strategies and Individual Learner Characteristics* is invaluable to all those interested in helping language students learn more effectively *Investigating the Effects of Grammar Learning Strategies Instruction in CALL* Mirosław Pawlak, Mariusz Kruk, 2025-06-30 This book investigates innovative approaches to teaching and learning second language L2

grammar by combining strategy based instruction SBI supported by advanced computer assisted language learning CALL tools including artificial intelligence AI Through a blend of theoretical insights empirical research and practical recommendations it examines how these approaches enhance grammar learning strategies GLS promote learner autonomy and improve the mastery of grammar in digital contexts The book is anchored in a study conducted with Polish university students that assessed the impact of SBI on explicit and implicit automatized knowledge of the English passive voice GLS use and learner response to the intervention aided by CALL tools The findings highlight significant gains in GLS use autonomy and implicit automatized grammar knowledge underscoring the role of CALL environments in fostering effective and engaging grammar learning experiences Designed for educators researchers and students this volume combines cutting edge pedagogical methods with actionable insights It emphasizes the importance of autonomy in grammar learning and showcases how technology can enrich this process By bridging theory and practice this book provides a roadmap for implementing innovative grammar instruction and opens new avenues for research in technology enhanced language education

Third Age Learners of Foreign Languages Danuta Gabryś-Barker, 2017-12-18 People are increasingly reaching the so called third age a period when seniors search for a renewed purpose to life and spend time undertaking activities that they consider motivating such as the learning of a foreign language The study of language learning among aging populations has become a fast growing area of research and this book is one of the first attempts to bring together what we know about this age group and their profiles as foreign language learners Contributors to the volume discuss the issue from various psychological neurological and pedagogical perspectives Each of the chapters provides an updated theoretical background and offers some initial conclusions on the basis of original empirical studies carried out Chapters challenge certain familiar preconceptions and assumptions about senior learners offer the reader ideas for future research in this under studied area and provide some practical advice for applying the proposals and solutions offered in real foreign language third age classrooms

Issues in Teaching, Learning and Testing Speaking in a Second Language Mirosław Pawlak, Ewa Waniek-Klimczak, 2014-11-13

The volume constitutes a state of the art account of issues related to teaching learning and testing speaking in a second language It brings together contributions by Polish and international scholars which seek to create links between theory research and classroom practice report the findings of studies investigating the impact of linguistic cognitive and affective factors on the development and use of speaking skills and provide concrete pedagogic proposals for instruction and assessment in this area As such the book will be of interest not only to second language acquisition theorists and researchers but also to foreign language teachers willing to enhance the quality of speaking instruction in their classrooms

Cognitive Linguistics in the English as a foreign language classroom Dorothee Kohl-Dietrich, 2018 Cognitive Linguistics takes an experientialist approach towards language emphasizing the centrality of physical experience for cognitive development That is cognition is regarded as embodied and language as part of the human cognitive system is shaped by how human beings

interact with their physical and social environment Thus language is usage based and form meaning mappings can be explained and systematized on the basis of their conceptual motivation Despite the pedagogical potential of this theory Cognitive Linguistic applications in foreign language teaching and learning are still in their initial stages and empirical research testing the effect of Cognitive Linguistic teaching approaches in real classroom settings is rather scarce The aim of this monograph is to provide insight into key tenets of the Cognitive Linguistic framework under the premise of their relevance for foreign language pedagogy Empirical studies are presented focusing on how phrasal verbs can be taught from a Cognitive Linguistic perspective via awareness raising methods Based on statistical analyses and considering individual learner variables such as language aptitude cognitive load and how students evaluated their own learning outcome the author discusses the merits of a Cognitive Linguistic approach to phrasal verbs

Contacts and Contrasts in Educational Contexts and Translation Barbara Lewandowska-Tomaszczyk, 2019-01-05 This volume covers descriptions and interpretations of social and cognitive phenomena and processes which emerge at the interface of languages and cultures in educational and translation contexts It contains eleven papers divided into two parts which focus respectively on the issues of language and culture acquisition and a variety of translation practices general language literature music translation from socio cultural and cognitive perspectives

Working with Text and Around Text in Foreign Language Environments Halina Chodkiewicz, Piotr Steinbrich, Małgorzata Krzemińska-Adamek, 2016-06-28 This book investigates the three pivotal points of text for foreign language acquisition reception construction and deconstruction In Part One the focus is on various aspects of text reception such as developing literacy text interest and perceptions of the academic register or the assessment of spoken language in educational contexts Part Two deals with various aspects of composing text such as author identity lexical constructs or collaborative web based writing Lastly Part Three presents the various segmental items that constitute text like lexical clustering L1 L2 relationship classroom talk as text etc The division corresponds with what can be viewed as a logical sequence of text related processes reflected in formal learning and teaching environments

Teaching and Researching the Pronunciation of English Ewa Waniek-Klimczak, Mirosław Pawlak, 2014-10-17 The book contains contributions from practitioners and theoreticians who explore the pronunciation of English from various perspectives phonetic phonological psycholinguistic and sociolinguistic In accordance with the unifying theme of the volume individual contributions investigate the characteristics of a foreign accent its production and perception study the development of methods and techniques in pronunciation teaching evaluate their use in classroom materials and in the classroom itself and investigate the conditions for second language learning and teaching from the perspective of learners and teachers The book offers a unique combination of a scholarly research with practical applications inspired over the years by the work of Professor Włodzimierz Sobkowiak who has researched pronunciation teaching and pioneered technology oriented corpus based approaches to the study of English pronunciation in Poland

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

Classroom-oriented Research Mirosław Pawlak, Jakub Bielak, Anna Mystkowska-Wiertelak, 2013-07-20 The volume brings together papers related to different aspects of classroom oriented research on teaching and learning second and foreign languages that have been authored by specialists from Poland and abroad The first part contains contributions dealing with individual variation in the language classroom in particular age anxiety beliefs and language learning strategies The second part deals with various facets of teachers behaviors in the classroom focusing in particular on classroom communication and the use of action research in teacher training The third part includes papers devoted to various instructional practices such as the use of new technologies the development of intercultural competence assessment or combining content and language Finally the last part deals with issues involved in research methodology with special emphasis being placed on the use of diaries observations mixed methods research as well as triangulation

Extending the Boundaries of Research on Second Language Learning and Teaching Mirosław Pawlak, 2011-08-30 The book contains a selection of papers reflecting cutting edge developments in the field of learning and teaching second and foreign languages The contributions are devoted to such issues as classroom oriented research sociocultural aspects of language acquisition individual differences in language learning teacher development new strands in second language acquisition research as well as methodological considerations Because of its scope the diversity of topics covered and the adoption of various theoretical perspectives the volume is of interest not only to theorists and researchers but also to methodologists and practitioners and can be used in courses for graduate students

Essential Topics in Applied Linguistics and Multilingualism Mirosław Pawlak, Larissa Aronin, 2013-09-18 This book brings together papers dealing with essential issues in applied linguistics and multilingualism that have been contributed by leading figures in these two fields and present state of the art developments in theory and research The first part includes articles touching on various aspects of multiple language acquisition with a particular emphasis on the role of affordances the interfaces between language and thought and factors influencing the process of language learning Part Two deals with individual variations in the acquisition of additional languages focusing in particular

on the impact of such variables as age aptitude motivation and learning deficits Finally Part Three presents contributions illuminating key issues in the acquisition of different subsystems and skills such as grammar phonology lexis and writing systems Thanks to the diversity of perspectives on applied linguistics and multilingualism as well as the cutting edge nature of some of the proposals this edited collection will be an important reference work and a source of inspiration for theorists and researchers

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