Cognitive Perspective

Cognitive Approach To Language Learning

Nina Lendner

Cognitive Approach To Language Learning:

  A Cognitive Approach to Language Learning Peter Skehan,1998 This book is intended for teachers and students of applied linguistics   *Language in the Context of Use* Andrea Tyler,Yiyoung Kim,Mari Takada,2008-08-27 The volume explores key convergences between cognitive and discourse approaches to language and language learning both first and second The emphasis is on the role of language as it is used in everyday interaction and as it reflects everyday cognition The contributors share a usage based perspective on language whether they are examining grammar or metaphor or interactional dynamics which situates language as part of a broader range of systems which underlie the organization of social life and human thought While sharing fundamental assumptions about language the particulars of the areas of inquiry and emphases of those engaged in discourse analysis versus cognitive linguistics are diverse enough that historically many have tended to remain unaware of the interrelations among these approaches Thus researchers have also largely overlooked the possibilities of how work from each perspective can challenge inform and enrich the other The papers in the volume make a unique contribution by more consciously searching for connections between the two broad approaches The results are a set of dynamic thought provoking analyses that add considerably to our understanding of language and language learning The papers represent a rich range of frameworks within a usage based approach to language Cognitive Grammar Mental Space and Blending Theory Construction Grammar ethnomethodology and interactional sociolinguistics are just some of the frameworks used by the researchers in this volume The particular subjects of inquiry are also quite varied and include first and second language learning signed language syntactic phenomena interactional regulation and dynamics discourse markers metaphor theory polysemy language processing and humor The volume is of interests to researchers in cognitive linguistics discourse and conversational analysis and first and second language learning as well as signed languages

  Toward a Cognitive Approach to Second-language Acquisition Robert C. Lugton,Charles H. Heinle,1971   *The Bloomsbury Handbook of Language Learning and Technology* Regine Hampel,Ursula Stickler,2024-06-27 This handbook draws together international perspectives on technology and its application to language teaching and learning written and edited by leading scholars in the field It meets the increasing demand for pedagogically informed online language instruction which is particularly important in the context of the effects that the Covid 19 pandemic has had on the education sector on a global scale as well as exploring language learning in informal and non formal contexts With contributions from5 continents and over 20 countries including Australia Canada Cyprus Denmark Finland France Greece Ireland Japan Spain Sweden the Netherlands the UK and the USA the book offers a thorough overview of the main influential theories and explores technology tools approaches to research and applications to practice Carefully curated this is an innovative and exciting volume for students teachers researchers and lecturers in language education   *An Invariant-Based Approach to Second Language Acquisition* Orlova, Elena,2019-03-15 The challenge to improve second language acquisition efficiency has always

been at the heart of education because a good command of a language provides new opportunities to manipulate information and apply acquired knowledge and skills to novel problems in new situations Thus there is a necessity for creating an alternative to either task based or form focused methods commonly employed in today s instruction An Invariant Based Approach to Second Language Acquisition Emerging Research and Opportunities is an essential reference source that elaborates on traditional 2L concepts and terms and provides new practical tools and mechanisms for developing student communicative competencies Featuring research on topics such as syllabus design language interpretation and speech types this book is ideally designed for educators administrators researchers and academicians *Instrumentalising Foreign Language Pedagogy in Translator and Interpreter Training* Olaf Immanuel Seel,Silvia Roiss,Petra Zimmermann-González,2023-06-15 This volume offers a wide array of cutting edge original research on the implementation of Foreign Language Pedagogy in translator and interpreter training a still rather unexplored field of research in Translation Studies It is divided in two distinct sections The first section focuses on theoretical approaches to this topic The chapters of this section will offer the reader valuable new knowledge and thoughts on how to update and enrich academic curricula as well as how to make use of cognitive linguistics and to implement a multicultural approach in the demanding domain of translator and interpreter training The second practical section comprises a series of diverse methods and didactical means of Foreign Language Pedagogy which are creatively adapted to fit in language and translation interpreting teaching for translation interpreting trainees aiming at fostering their translational sub competences The volume s overarching aim is to clearly emphasise that foreign language teaching for translation and interpreting trainees has to be approached and structured differently than conventional language teaching in other academic disciplines It is useful for scholars and translation interpreting teachers who want to enrich translator interpreter training with new interdisciplinary ideas and knowledge which will significantly assist them in enhancing the translation interpreting competence of their students

Cognitive Approaches to Pedagogical Grammar Sabine De Knop,Teun De Rycker,2008-08-27 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 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 Flecken and voice Chen Oller

Learning and Cognition Vibeke Grøver Aukrust,2011-02-17 This collection of 58 articles from the recently published third edition of the INTERNATIONAL ENCYCLOPEDIA OF EDUCATION focus on learning memory attention problem solving concept formation and language Learning and cognition is the foundation of cognitive psychology and encompasses many topics including attention memory categorization etc Most books in the area either focus on one subtopic in depth e g an entire book on memory or cover the gamut of subjects in a series of long technical handbook like chapters This concise reference offers researchers and professors teaching in the area a new take on the material that is comprehensive in breadth but lighter in depth focusing on main findings established facts and minimizing the amount of space taken up by large multi volume references An introduction to a complex field via summaries of main topics in this discipline Contains contributions from the foremost international researchers in the field Makes content available to individual cognitive psychology researchers   Handbook of Cognitive Linguistics and Second Language Acquisition Peter Robinson,Nick C. Ellis,2008-03-29 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   Teaching Netflix Series in the Foreign English Classroom. "House of Cards" as a Mirror of the U.S. Political System Nina Lendner,2022-08-24 Examination Thesis from the year 2021 in the subject Didactics for the subject English Miscellaneous grade 1 0 University of Passau language English abstract The intention of this paper is to show possible applications of the Netflix original series House of Cards as a mirror of the U S political system which foster film literacy within teaching English as a foreign language TEFL and how learners profit from authentic texts as media literacy rather than on literary texts on intercultural topics It starts off with the didactic value of films as TEFL devices define film literacy as an aim in learning and a presentation of approaches and methods of teaching film as media literacy The special focus will be on the first season of House of Cards providing a summary of its plot as well as a complete lesson concept on teaching the political system of the United States of America in a 12th grade A level standard gymnasiale Oberstufe class This concludes example exercises to bridge the gap between the didactical value and

the theoretical methods and their implementation for the use of the Netflix series in the TEFL classroom and covers a case study with analysis to the first season as well as film language and intertextual and intercultural challenges A theoretical basis for a cognitive approach to foreign-language learning James Sherman Sage,1976 *Theory and Practice in English Studies* Pavel Drábek,Jan Chovanec,2003 *Language Learning and Cognition* Jörg Roche,Ferran Suñer,2023 The book presents the theoretical underpinnings and major applications of a new Cognitive Language Pedagogy based in Cognitive Linguistics and inspired by modern psycholinguistic neurolinguistic psychological and didactic research Cognitive linguistics offers a comprehensive approach to modernizing language teaching in many ways by establishing a paradigm shift rarely seen in language instruction The book focuses on making accessible and using those insights for the fields of language acquisition and language learning as well as for their application to the practical teaching of foreign languages and cultures linguacultures The book not only builds bridges between disciplines and between theory and practice it also shows how the most modern language teaching approaches task based teaching and learning can be integrated into an innovative model of a cognitive based language pedagogy **Language Learning: a Process View** Krassimira Rangelova,2005 **Linguistics and Language Behavior Abstracts** ,2006-07 **The New Psychology of Language** Michael Tomasello,2014-06-05 From the point of view of psychology and cognitive science much of modern linguistics is too formal and mathematical to be of much use The New Psychology of Language volumes broke new ground by introducing functional and cognitive approaches to language structure in terms already familiar to psychologists thus defining the next era in the scientific study of language The Classic Edition volumes re introduce some of the most important cognitive and functional linguists working in the field They include a new introduction by Michael Tomasello in which he reviews what has changed since the volumes were first published and highlights the fundamental insights of the original authors The New Psychology of Language volumes are a must read for anyone interested in understanding how cognitive and functional linguistics has become the thriving perspective on the scientific study of language that it is today **Investigating Tasks in Formal Language Learning** María del Pilar García Mayo,2007 This book contributes to the growth of interest in task based language learning and teaching that has been seen in recent years It brings together research that focuses on various aspects and effects of pedagogic task design and presents work that uses tasks to examine oral interaction written production vocabulary and reading lexical innovation and pragmatics in different formal language learning contexts and in different languages English as a second foreign language French German Italian Spanish as foreign languages It also provides guidelines for task classification sequencing and design The book is addressed to both professionals and students interested in second language acquisition research It will also be of use to professionals involved in language pedagogy and curriculum design *AFFECT IN FOREIGN LANGUAGE AND SECOND LANGUAGE LEARNING* Dolly J. Young,1999 Affect in Foreign Language and Second Language Learning offers high school and college university second language teachers or teachers in training

practical suggestions for creating activities that take into account learner anxieties frustrations or discomfort in the language learning process The objective of the book is to offer concrete instructional approaches for language learning that are rooted in second language acquisition research and at the same time that promote a low anxiety classroom environment The authors of each chapter are specialists in specific areas of language learning and their essays composed specifically for this volume lay the groundwork for continued research on affect in language learning This text is part of the McGraw Hill Second Language Professional Series edited by James F Lee and Bill VanPatten **Jyväskylä studies in education, psychology, and social research** ,1977 *Pathways to Multilingualism* Tara Williams Fortune,Diane J. Tedick,2008 In this volume an international roster of scholars offers theoretical perspectives research reviews and empirical studies on teaching learning and language development in immersion education The editors bring together research from three distinct branches including foreign language bilingual and indigenous immersion programs

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