

1. Record Nr.	UNINA9910438231403321
Autore	Bielak Jakub
Titolo	Applying Cognitive Grammar in the Foreign Language Classroom : Teaching English Tense and Aspect / / by Jakub Bielak, Miroslaw Pawlak
Pubbl/distr/stampa	Berlin, Heidelberg : , : Springer Berlin Heidelberg : , : Imprint : Springer, , 2013
ISBN	9781299197503 1299197507 9783642274558 3642274552
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (298 p.)
Collana	Second Language Learning and Teaching, , 2193-7656
Altri autori (Persone)	PawlakMiroslaw
Disciplina	428.24071
Soggetti	Linguistics Applied linguistics Theoretical Linguistics / Grammar Applied Linguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction to Cognitive Grammar -- Traditional and Cognitive Grammar descriptions of the English present tense, progressive aspect, and stative and dynamic verbs -- Pedagogical options in grammar teaching -- Applying Cognitive Grammar in the classroom -- Conclusions and Implications.
Sommario/riassunto	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.
