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Titolo	Theory and Practice from a Cognitive Perspective : Teaching English in Greater China // by Renia Lopez-Ozieblo
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Soggetti	Language and languages - Study and teaching Education - Curricula Teachers - Training of Language Education Language Teaching and Learning Curriculum Studies Teaching and Teacher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- The English we teach and how we taught it -- How we learn – Learning and cognition -- How we teach – Usage-based methods -- A cognitive linguistics teaching approach -- Embodied learning (and teaching) -- Teaching vocabulary with cognition in mind -- Teaching usage-based grammar: construal -- Planning it all -- Lesson Plans.
Sommario/riassunto	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.

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