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Titolo	Cognitive approaches to pedagogical grammar [[electronic resource]] : a volume in honour of Rene Dirven // edited by Sabine De Knop, Teun De Rycker
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Altri autori (Persone)	KnopSabine de RyckerTeun de DirvenRene
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Soggetti	Language and languages - Study and teaching Cognitive grammar Corpora (Linguistics)
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Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Frontmatter -- Table of contents -- By way of introduction -- Part I: Cognition and usage: Defining grammar, rules, models and corpora -- The relevance of Cognitive Grammar for language pedagogy -- Some pedagogical implications of cognitive linguistics -- Cognitive linguistic theories of grammar and grammar teaching -- Corpora, cognition and pedagogical grammars: An account of convergences and divergences -- Part II: Tools for conceptual teaching: Contrastive and error analysis -- Cross-linguistic analysis, second language teaching and cognitive semantics: The case of Spanish diminutives and reflexive constructions -- Spanish middle syntax: A usage-based proposal for grammar teaching -- What can language learners tell us about constructions? -- Conceptual errors in second-language learning -- Part III: Conceptual learning: Construal of motion, temporal structure, and dynamic action -- Motion events in Danish and Spanish: A focus-on-form pedagogical approach -- Motion and location events in German, French and English: A typological, contrastive and pedagogical approach -- Making

progress simpler? Applying cognitive grammar to tense-aspect teaching in the German EFL classroom -- Aspectual concepts across languages: Some considerations for second language learning -- The use of passives and alternatives in English by Chinese speakers -- Backmatter

Sommario/riassunto

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 Schmiedtová & Flecken), and voice (Chen & Oller).
