

Handbook of Cognitive Linguistics and Second Language Acquisition



Edited by
Peter Robinson • Nick C. Ellis

Handbook of Cognitive Linguistics
and Second Language Acquisition

Robinson • Ellis



Handbook Of Cognitive Linguistics And Second Language Acquisition

SJ Ball



Handbook Of Cognitive Linguistics And Second Language Acquisition:

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The Handbook of Second Language Acquisition Catherine J. Doughty, Michael H. Long, 2008-04-15 The Handbook of Second Language Acquisition presents an integrated discussion of key and sometimes controversial issues in second language acquisition research Discusses the biological and cognitive underpinnings of SLA mechanisms processes and constraints on SLA the level of ultimate attainment research methods and the status of SLA as a cognitive science Includes contributions from twenty seven of the world's leading scholars Provides an invaluable resource for all students and scholars of human cognition including those in linguistics psychology applied linguistics ESL foreign languages and cognitive science

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The New Handbook of Second Language Acquisition William C. Ritchie, Tej K. Bhatia, 2009 The New Handbook of Second Language Acquisition is a thoroughly revised re organized and re worked edition of Ritchie and Bhatia's 1996 handbook The work is divided into six parts each devoted to a different aspect of the study of SLA Part I includes a recent history of methods used in SLA research and an overview of currently used methods Part II contains chapters on Universal Grammar emergentism variationism information processing sociocultural and cognitive linguistic Part III is devoted to overviews of SLA research on lexicon morphosyntax phonology pragmatics sentence processing and the distinction between implicit and explicit knowledge Part IV examines neuropsychology of SLA another on child SLA and the effects of age on second language acquisition and use Part V is concerned with the contribution of the linguistic environment to SLA including work on acquisition in different environments through the Internet and by deaf learners Finally Part VI treats social factors in SLA including research on

acquisition in contact circumstances on social identity in SLA on individual differences in SLA and on the final state of SLA bilingualism

Cognitive Linguistics and Second Language Acquisition of Chinese Shu-Ling Wu, Lihong Huang, Carl Polley, 2024-02-08 Although cognitive processes are fundamental in shaping the language that we speak they are often overlooked in language teaching and learning This groundbreaking book addresses how to use key cognitive linguistic CL concepts to analyze the Chinese language and to advance L2 Chinese teaching and learning It presents an overview of the most prominent CL research published in both Chinese and English and explores how it applies to L1 and L2 Chinese studies Including sample lesson plans and classroom activities it demonstrates to language teachers how to use CL based approaches to explain and teach a wide range of linguistic phenomena to their students Researchers will also gain new insights from the summaries of recent advances and contrastive analyses between English and Chinese Covering up to date research yet written in a clear and engaging style it will foster a new understanding of teaching and learning Chinese

The Handbook of Spanish Second Language Acquisition Kimberly L. Geeslin, 2018-08-14 Bringing together a comprehensive collection of newly commissioned articles this Handbook covers the most recent developments across a range of sub fields relevant to the study of second language Spanish Provides a unique and much needed collection of new research in this subject compiled and written by experts in the field Offers a critical account of the most current ground breaking developments across key fields each of which has seen innovative empirical research in the past decade Covers a broad range of issues including current theoretical approaches alongside a variety of entries within such areas as the sound system morphosyntax individual and social factors and instructed language learning Presents a variety of methodological approaches spanning the active areas of research in language acquisition

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The Routledge Handbook of Cognitive Linguistics Wen Xu, John R. Taylor, 2021-06-03 The Routledge Handbook of Cognitive Linguistics provides a comprehensive introduction and essential reference work to cognitive linguistics It encompasses a wide range of perspectives and approaches covering all the key areas of cognitive linguistics and drawing on interdisciplinary and multidisciplinary research in pragmatics discourse analysis biolinguistics ecolinguistics evolutionary linguistics neuroscience language pedagogy and translation studies The forty three chapters written by international specialists in the

field cover four major areas Basic theories and hypotheses including cognitive semantics cognitive grammar construction grammar frame semantics natural semantic metalanguage and word grammar Central topics including embodiment image schemas categorization metaphor and metonymy construal iconicity motivation constructionalization intersubjectivity grounding multimodality cognitive pragmatics cognitive poetics humor and linguistic synaesthesia among others Interfaces between cognitive linguistics and other areas of linguistic study including cultural linguistics linguistic typology figurative language signed languages gesture language acquisition and pedagogy translation studies and digital lexicography New directions in cognitive linguistics demonstrating the relevance of the approach to social diachronic neuroscientific biological ecological multimodal and quantitative studies The Routledge Handbook of Cognitive Linguistics is an indispensable resource for undergraduate and postgraduate students and for all researchers working in this area

The Bloomsbury Companion to Cognitive Linguistics Jeannette Littlemore, John R. Taylor, 2014-06-19 The Bloomsbury Companion to Cognitive Linguistics is a comprehensive and accessible reference resource to research in contemporary cognitive linguistics Written by leading figures in the field the volume provides readers with an authoritative overview of methods and current research topics and future directions The volume covers all the most important issues concepts movements and approaches in the field It devotes space to looking specifically at the major figures and their contributions It is a complete resource for postgraduate students and researchers working within cognitive linguistics psycholinguistics and those interested more generally in language and cognition

The Routledge Handbook of Second Language Acquisition Susan M. Gass, Alison Mackey, 2013-06-17 This handbook brings together 50 leading international figures in the field to produce a state of the art overview of second language acquisition

Corpus Linguistics and Second Language Acquisition Xiaofei Lu, 2022-10-24 In *Corpus Linguistics and Second Language Acquisition* Xiaofei Lu comprehensively reviews empirical studies that employ corpus linguistic methods to investigate issues in second language variation processing production and development These methods enable advanced students and researchers to Examine learner and task variables that condition variation in second language use Understand the effects of various input factors on second language processing and production Track group longitudinal trajectories of second language development and the input learner and task factors that affect such trajectories Profile inter and intra learner variability and individual variation in second language longitudinal development This book will serve as an excellent resource for students and researchers with interests in corpus linguistics and second language acquisition

Thinking and Speaking in Two Languages Aneta Pavlenko, 2011-01-19 Until recently the history of debates about language and thought has been a history of thinking of language in the singular The purpose of this volume is to reverse this trend and to begin unlocking the mysteries surrounding thinking and speaking in bi and multilingual speakers If languages influence the way we think what happens to those who speak more than one language And if they do not how can we explain the difficulties second language learners experience in mapping new words and structures onto real world

referents The contributors to this volume put forth a novel approach to second language learning presenting it as a process that involves conceptual development and restructuring and not simply the mapping of new forms onto pre existing meanings

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

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

Task-Based Language Teaching and Assessment N. P. Sudharshana, Lina Mukhopadhyay, 2022-02-05 This book provides interdisciplinary perspectives on task based language teaching TBLT and task based language assessment TBLA in English as a second language ESL context It discusses theoretical and experimental insights of TBLT and TBLA from cognitive linguistic and psycholinguistic viewpoints The chapters written by leading language teaching specialists in the field introduce the reader to a comprehensive range of issues related to TBLT and TBLA such as curriculum design materials development and classroom teaching testing With interdisciplinary appeal the book is a valuable resource for researchers in task based language teaching and assessment It is equally useful for teachers to whom it offers practical suggestions for designing tasks for teaching and testing

Introducing Second Language Acquisition Kirsten M. Hummel, 2013-12-16 Introducing Second Language Acquisition Perspectives and Practices represents a clear and concise introduction to the main concepts issues and debates in second language acquisition studies aimed specifically at undergraduates encountering the topic for the first time Follows six fictitious language learners throughout the text whose stories serve to introduce various concepts and issues Contains specific chapters on first language acquisition and bilingualism as well as explicit references to the most recent and important research Covers key topics including acquisition

contexts theoretical perspectives language teaching methods second language development and individual differences such as age aptitude and motivation Grabs student attention with lighthearted cartoons that illustrate and reinforce key ideas Features a full range of pedagogical tools to aid student learning including language learning in practice textboxes bolded new terms defined in the margins an end of book glossary self assessment and classroom discussion questions exercise and project ideas and further online viewing sections *Comprehending and Speaking about Motion in L2 Spanish* Samuel A. Navarro Ortega, 2017-01-28 This book presents a novel analysis of the learning of motion event descriptions by Anglophone students of Spanish The author examines cross linguistic differences between English and Spanish focusing on the verbal patterns of motion events to explore how learners overcome an entrenched first language preference to move toward the lexicalization pattern of the additional language His findings highlight the gradual nonlinear process Anglophones traverse to acquire and produce form meaning mappings describing motion in Spanish The author suggests that as motion event descriptions are not normally the focus of explicit instruction students learn this concept primarily from exposure to Spanish Given its interdisciplinary nature this book will be of interest to researchers working in Hispanic linguistics cognitive semantics and Spanish language learning and teaching *Crosslinguistic Influence and Distinctive Patterns of Language Learning* Anne Golden, Scott Jarvis, Kari Tenfjord, 2017-09-22 This book details patterns of language use that can be found in the writing of adult immigrant learners of Norwegian as a second language L2 Each study draws its data from a single corpus of texts written for a proficiency test of L2 Norwegian by learners representing 10 different first language L1 backgrounds The participants of the study are immigrants to Norway and the book deals with the varying levels and types of language difficulties faced by such learners from differing backgrounds The studies examine the learners use of Norwegian in relation to the morphological syntactic lexical semantic and pragmatic patterns they produce in their essays Nearly all the studies in the book rely on analytical methods specifically designed to isolate the effects of the learners L1s on their use of L2 Norwegian and every chapter highlights patterns that distinguish different L1 groups from one another *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

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