Hanne Gram Simonsen (Ed.) et al.

A COGNITIVE APPROACH TO THE VERB

Cognitive Approach To The Verb

Andrzej Kurtyka

Cognitive Approach To The Verb:

A Cognitive Approach to the Verb Hanne Gram Simonsen,Rolf Theil Endresen,2011-05-03 No detailed description available for A Cognitive Approach to the Verb   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   Word Power: Phrasal Verbs and Compounds Brygida Rudzka-Ostyn,2008-08-22 Word Power Phrasal Verbs and Compounds is a textbook for guided self learning intended for post intermediate and advanced learners of English It contains some 1 100 phrasal compounds used with 17 particles prepositions which combine with some 500 different verbs nouns and adjectives Numerous glosses allow the teacher to use it in very heterogeneous classes Thanks to cognitive linguistics the material is organized around each particle giving the students an astonishing insight into the networks of metaphorical meanings of each particle Furthermore the book implements the most important findings and techniques in the field of learning a foreign language This textbook will be a valuable companion for teachers and students   **Cognitive Approaches to English** Mario Brdar,Marija Omazić,Višnja Pavičić Takač,2009-12-14 The present volume contains a selection of papers presented at the conference Cognitive Approaches to English an international event organized to mark the 30th anniversary of English studies at the Faculty of Philosophy Josip Juraj Strossmayer University Osijek which was held in Osijek on October 18 19 2007 The participants were invited to discuss issues in cognitive accounts of English ranging from fundamental to methodological to interdisciplinary and applied The volume is accordingly divided into four parts Part I

Motivation in grammar deals with various phenomena in the grammar of English in the broadest sense of the term all of which are shown to be motivated by metaphorical and or metonymic operations Part II Constructing meaning between grammar and lexicon contains five chapters dealing with phenomena ranging from various peculiarities of form meaning pairings such as synonymy polysemy and figurative meanings to concept formation The four chapters that make up Part III are concerned with the phenomenon of interlinguistic and intercultural variation in the use of metaphorical and metonymic processes The volume is concluded by Part IV the three papers of which attempt to reconsider some TEFL issues from a cognitive linguistic point of view   A Cognitive Approach to the Instruction of Phrasal Verbs Ghuzayyil Mohammed Al-Otaibi,2020 English as a Foreign Language EFL learners find some phrasal verbs problematic because of their idiomatic and polysemous nature They are frequently used in spoken English and textbooks suggest an arbitrary way in teaching them Cognitive linguists proposed that the particle plays a major role in determining the meaning of such phrasal verbs This study investigated the effectiveness of a cognitive approach i e Rudzka Ostyn s Model in teaching taught and new phrasal verbs including metaphorical ones Using a list of frequent phrasal verbs a quasi experimental design was used in which an experimental group was required to create mind maps of the common meanings of each particle with example phrasal verbs The control group on the other hand was asked to memorize the frequent senses of the most frequent phrasal verbs along with their translations The experimental group did not outperform the control group on the post test This was attributed to a number of problems such as the fact that some senses given by some particles are not outlined in Rudzka Ostyn s Model Further the analytical procedure followed by students to cognitively understand phrasal verbs should be made explicit and address the interaction between the verb and the particle Additionally following a cognitive approach instructors should focus more on the particles up and out since they have many senses and contribute a lot to phrasal verb formation   Social and Cognitive Approaches to Interpersonal Communication Susan R. Fussell,Roger J. Kreuz,2014-02-25 Historically the social aspects of language use have been considered the domain of social psychology while the underlying psycholinguistic mechanisms have been the purview of cognitive psychology Recently it has become increasingly clear that these two dimensions are highly interrelated cognitive mechanisms underlying speech production and comprehension interact with social psychological factors such as beliefs about one s interlocutors and politeness norms and with the dynamics of the conversation itself to produce shared meaning This realization has led to an exciting body of research integrating the social and cognitive dimensions which has greatly increased our understanding of human language use Each chapter in this volume demonstrates how the theoretical approaches and research methods of social and cognitive psychology can be successfully interwoven to provide insight into one or more fundamental questions about the process of interpersonal communication The topics under investigation include the nature and role of speaker intentions in the communicative process the production and comprehension of indirect speech and figurative language perspective taking and conversational collaboration and the

relationships between language cognition culture and social interaction The book will be of interest to all those who study interpersonal language use social and cognitive psychologists theoretical and applied linguists and communication researchers *A Study on Form-meaning Relation from the Neuro-cognitive Perspective* Zhang Shiqian,2025-03-17 Under the perspective of the Embodied Language of Cognition Glenberg 1997 Barsalou 1999 Anderson 2003 this book proposes a theoretical framework hypothesis the form meaning relation in language shall be a three dimensional interactive relation between body the sensory motor system brain the mental network of the experiential knowledge form the language expression system rather than be a two dimensional relation between meaning and form The main objective of the present book is to test the feasibility of the body brain form approach i e whether it can effectively explain the cognitive operation and the usage distribution of the language system Taking the obtaining event as an example this book builds a corpus of obtaining verbs and constructions and uses the Body Brain Form approach to explain the three dimensional construal processes from the source of specific meanings i e the sensory motor practices to specific constructions with brain experiential knowledge being the joint between the two The quantitative analysis proves the rationality and accuracy of this approach in predicting the usage distribution of different obtaining constructions Besides the Cognitive Event Frame Cheng 2019 2020 is also adopted to formulate the core and elaborated conceptual contents of different events proving the efficiency and flexibility of this approach in formulizing the contents of the experiential knowledge network *Categories and Complements of Illocutionary Verbs in a Cognitive Perspective* Johan Vanparys,1996 **The Pragmatics of Perception and Cognition in MT Jeremiah 1:1-6:30** Elizabeth Russell Hayes,2008 Recent advances in cognitive linguistics provide new avenues for reading and interpreting Biblical Hebrew prophetic text This volume utilises a multi layered cognitive linguistics approach to explore Jeremiah 1 1 6 30 incorporating insights from cognitive grammar cognitive science and conceptual blending theory While the modern reader is separated from the originators of these texts by time space and culture this analysis rests on the theory that both the originators and the modern reader share common features of embodied experience This opens the way for utilising cognitive models conceptual metaphor and mental spaces theory when reading and interpreting ancient texts This volume provides an introduction to cognitive theory and method Initially short examples from Jeremiah 1 1 6 30 are used to introduce the theory and method This is followed by a detailed comparison of traditional and cognitive approaches to Biblical Hebrew grammar These insights are then applied to further examples taken from Jeremiah 1 1 6 30 in order to test and refine the approach These findings show that Jeremiah 1 1 1 3 establishes perspective for the text as a whole and that subsequent shifts in perspective may be tracked using aspects of mental spaces theory Much of the textual content yields to concepts derived from conceptual metaphor studies and from conceptual blending theory which are introduced and explained using examples taken from Jeremiah 1 1 6 30 The entire analysis demonstrates some of the strengths and weaknesses of using recent cognitive theories and methods for analysing and interpreting ancient texts

While such theories and methods do not obviate the need for traditional interpretive methods they do provide a more nuanced understanding of the ancient text   **The Psychology of Teaching and Learning Music** Edward R. McClellan,2023-06-13 The Psychology of Teaching and Learning Music introduces readers to the key theoretical principles concepts and research findings about learning and how these concepts and principles can be applied in the music classroom Beginning with an overview of the study of teaching and learning and moving through applying theory to practice and reflective practice in the process of personal growth this text focuses on music learning theories behavioral approaches cognitive social cognitive development and constructive views of learning It includes culture and community learning differences motivation effective curricular design assessment and how to create learning environments illustrated by practical case studies projects exercises and photos Showing students how to apply the psychology theory and research in practice as music educators this book provides a valuable resource for undergraduate and graduate music education students and faculty   *Teaching English Phrasal Verbs* Andrzej Kurtyka,2000   **Verb Semantics and Syntactic Structure** Tarō Kageyama,1997   Verb Serialization in Gẹn and the Structure of Events Marshall Lewis,1992   **A Crosslinguistic Study on the Semantics of Motion Verbs in English and Spanish** Paula Cifuentes Férez,2009   **Linguistics and Language Behavior Abstracts** ,2008   *Journal of African Languages and Linguistics* ,2006   *Akten Des XIV. Internationalen Linguistenkongresses Berlin, 10. August-15. August 1987* Werner Bahner,Joachim Schildt,Dieter Viehweger,1990   *The Encyclopedia of Language and Linguistics* R. E. Asher,J. M. Y. Simpson,1994   **Proceedings of the Annual Meeting of the Berkeley Linguistics Society** Berkeley Linguistics Society,2005   **Proceedings from the Main Session of the Chicago Linguistic Society's ... Meeting** Chicago Linguistic Society. Meeting,2003

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