SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

M.A. IN APPLIED LINGUISTICS / TESOL

SPECIAL TOPIC
LALS 517: COGNITIVE LINGUISTICS AND L2 PEDAGOGY

TRIMESTER 1 2012
5 March to 4 July 2012

Trimester dates
Teaching dates: 5 March to 27 May 2012
Mid-trimester break: 6–22 April 2012
Study week: 11–15 June 2012
Examination/Assessment Period: 15 June to 4 July 2012

Withdrawal dates
Information on withdrawals and refunds may be found at
http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx

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Class times and locations
Seminar time: Monday 13:10 – 15:00
Seminar venue: 24 Kelburn Pde, room 201

Course delivery
The course is delivered in two modes: on campus and by distance. On campus classes are run as seminars. All the course materials (including reading and PowerPoint presentations) will be available at http://blackboard.vuw.ac.nz. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, under the Study tab of the School website.

Communication of additional information
Any additional information about this course and information about any changes will be announced in on campus classes and posted on the course website in Blackboard.

Course Prescription
The course familiarises students with an approach to L2 instruction which treats language phenomena as non-arbitrary corollaries of general cognitive functioning. We review the research (concerned mostly with the teaching of vocabulary and phraseology) on the merits of the approach, fine-tune its pedagogical applications, and identify avenues for further research.

Course content
The course aims to familiarise students with the principal tenets of the school of thought known as Cognitive Linguistics (CL), and how these can be applied to the field of (instructed) second language acquisition. CL emphasises the usage-based nature of language acquisition, the importance of phraseology and exemplar-based learning, and the idea that language is far less arbitrary than is often assumed. Especially the latter idea has been the impetus for a growing number of quasi-experimental studies conducted since the late 1990s to assess the proclaimed merits of CL-influenced language pedagogy. We will evaluate and 'frame' the arguments and the evidence in favour of applying CL insights to language learning and teaching, identify avenues for further research, and discuss ways of fine-tuning the pedagogical implementations. See further below for the topics and related reading per weekly session.

Learning objectives

Students passing the course should be able to:

1. contrast the Cognitive Linguistics tenets to those of other paradigms (e.g. Chomskyan linguistics)
2. recognize features of pedagogic materials that match (or clash with) Cognitive Linguistics proposals
3. evaluate the body of evidence put forward in favour of Cognitive Linguistics applications in the field of instructed SLA
4. propose judicious implementations of the Cognitive Linguistics proposals
5. propose future avenues for pedagogy-oriented Cognitive Linguistics research

Expected workload

It is anticipated that you will invest a minimum of 150 hours on this course.

Readings

All of the essential and most of the recommended readings will be available on the course website in Blackboard. These are, per session, as follows (see below for more):

Week	Topic of the session	Essential reading	Further related reading
1	Intro: Tenets of Cognitive Linguistics and a preview of the course	Verspoor, M. & F. Boers (2012). The cognitive linguistics of second language acquisition. In: A. Chapelle (gen. ed.) *Encyclopedia of Applied Linguistics.* Wiley-Blackwell. Littlemore, J. (2009). Introductory chapter.	Taylor, J. (2010) Language in the mind. In: De Knop, S., F. Boers & T. De Rycker (eds.)*,* 29-57. Alejo, R., A. M. Piquer & G. Reveriego (2010). Phrasal verbs in EFL course books. In S. De Knop, F. Boers & A. De Rycker (eds.), 59–78.
2	Making word meanings memorable: Playing with polysemy	Verspoor, M. & W. Lowie (2003). Cho, K. (2010) Boers, F. (2001)	Boers, F. (2000a) Tyler, A., C. M. Mueller & V. Ho (2010) MacArthur & Littlemore (2008)
3	Organizing multiword units: A mind for metaphor	Boers, F. (2000b) Boers, F., J. Eyckmans, & H. Stengers. (2007) Yasuda, S. (2010)	Kovecses, Z. & P. Szabo (1996) Beréndi, M., Csábi, S. & Kövecses, Z. (2008) Condon, N. (2008)
4	Cross-linguistic and cross-cultural differences	Hu, Y-H. & Fong, Y-Y. (2010) Littlemore, J. P. T. Chen, A. Koester & J. Barnden (2011). Difficulties in metaphor comprehension faced by international students whose first language is not English. *Applied Linguistics*.	Slobin, D. (1996) From "thought and language" to "thinking for speaking". In: Gumperz, S. & S. Levinson (eds.) *Rethinking Linguistic Relativity*, 70-96. New York: CUP. Kovecses, Z. (2004) Cultural variation in metaphor. *European Journal of English Studies 8*: 263-271.
5	Visuals: What are they good for, really?	Sadoski, M. (2005). A dual coding view of vocabulary learning.	Szczepaniak, R. & R. Lew (2011). The role of imagery in dictionaries of idioms. *Applied*

		Reading & Writing Quarterly 21, 221–238. Lindstromberg, S. & Boers, F. (2005). From movement to metaphor with manner-of-movement verbs. *Applied Linguistics, 26*, 241–61. Boers, F., Piquer Píriz, A.M, Stengers, H. & Eyckmans, J. (2009)	*Linguistics 32*, 323–347. Carpenter, S. & Olson, K. (2011). Are pictures good for learning new vocabulary in a foreign language? Only if you think they are not. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.
6	Sounds like it: exploring the form-meaning fit	Deconinck, J., Boers, F., & Eyckmans, J. (2010) Excerpts of Deconinck, J. (2012), PhD dissertation.	Liu, D. (2010). Going beyond patterns: Involving cognitive analysis in the learning of collocations. *TESOL Quarterly 44*, 4–30.
7	The company words keep: Resemblance attracts	Lindstromberg, S. & Boers, F. (2008a) Lindstromberg, S. & Boers, F. (2008b) Boers, F., Lindstromberg, S., & Eyckmans, J. (2012)	Boers, F. & Lindstromberg, S. (2009) Chapter 6. Gries, S.T. (2011). Phonological similarity in multiword units. *Cognitive Linguistics, 22*, 491–510.
8	'Grammar': From exemplars to patterns	Ellis, N. C. & F. Fereira-Junior (2009) Construction learning as a function of frequency, frequency distribution, and function. *The Modern Language Journal 93*: 371-384.	Wulff, S., N. C. Ellis, U. Romer, K. Bardovi-Harlig & C. J. Leblanc (2009) The acquisition of tense-aspect: converging evidence from corpora and telicity ratings. *The Modern Language Journal 93*: 354-368.
9	Highlights of students' assignments	t.b.a.	
10	Critical review of CL so far, and future directions	t.b.a.	

Our evaluation of the pedagogic effectiveness of Cognitive Linguistics will be based mostly on (quasi-)experimental intervention studies. Here are the references to the collection of articles / chapters that report (quasi-)experimental studies on Cognitive Linguistic applications to L2 learning. Some of these are included above in the essential and recommended reading list. The others may be useful for your 1st and 3rd assignment. All of these papers will be downloadable from the Blackboard site.

Beréndi, M., Csábi, S. & Kövecses, Z. (2008). Using conceptual metaphors and metonymies in vocabulary teaching. In F. Boers & S. Lindstromberg (Eds.), *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology* (pp. 65-99). Berlin: Mouton de Gruyter.

Boers, F. (2000a). Enhancing metaphoric awareness in specialised reading. *English for Specific Purposes, 19*, 137–47.

Boers, F. (2000b). Metaphor awareness and vocabulary retention. *Applied Linguistics, 21*, 553–71.

Boers, F. (2001). Remembering figurative idioms by hypothesising about their origin. *Prospect, 16*, 35–43.

Boers, F. (2004). Expanding learners' vocabulary through metaphor awareness: What expansion, what learners, what vocabulary? In M. Achard & S. Niemeier (Eds.), *Cognitive Linguistics, Second Language Acquisition, and Foreign Language Teaching* (pp. 211–34). Berlin: Mouton de Gruyter.

Boers, F. & Demecheleer, M. (1998). A cognitive semantic approach to teaching prepositions. *English Language Teaching Journal, 53*, 197–204.

Boers, F., Demecheleer, M. & Eyckmans, J. (2004). Etymological elaboration as a strategy for learning figurative idioms. In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition and Testing* (pp. 53–78). Amsterdam: John Benjamins.

Boers, F., Eyckmans, J. & Stengers, H. (2007). Presenting figurative idioms with a touch of etymology: More than mere mnemonics? *Language Teaching Research*, *11*, 43-62.

Boers, F., Lindstromberg, S., & Eyckmans, J. (2012). Are alliterative word combinations comparatively easy to remember for adult learners? *RELC Journal*, 43(1)

Boers, F., Lindstromberg, S., Littlemore, J., Stengers, H. & Eyckmans, J. (2008). Variables in the mnemonic effectiveness of pictorial elucidation. In F. Boers & S. Lindstromberg (Eds.), *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology* (pp. 189-216). Berlin: Mouton de Gruyter.

Boers, F., Piquer Píriz, A.M, Stengers, H. & Eyckmans, J. (2009). Does pictorial elucidation foster recollection of idioms? *Language Teaching Research, 13*, 367-82.

Cho, K. (2010). Fostering the acquisition of English prepositions by Japanese learners with networks and prototypes. In S. De Knop, F. Boers & T. De Rycker (Eds.), *Fostering Language Teaching Efficiency through Cognitive Linguistics* (pp. 259-76). Berlin: Mouton de Gruyter.

Condon, N. (2008). How Cognitive Linguistic motivations influence the learning of phrasal verbs. In F. Boers & S. Lindstromberg (Eds.), *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology* (pp. 133-58). Berlin: Mouton de Gruyter.

Csábi, S. (2004). A cognitive linguistic view of polysemy in English and its implications for teaching. In M. Achard & S. Niemeier (Eds), *Cognitive Linguistics, Second Language Acquisition, and Foreign Language Teaching* (pp. 233–56). Berlin: Mouton de Gruyter.

Deconinck, J., F. Boers & J. Eyckmans (2010). Helping learners engage with L2 words: The form-meaning fit. *AILA review* 23, 95–114.

Gao, L-Q. & G-H. Meng (2010). A study of the effect of metaphor awareness raising on Chinese EFL learners' vocabulary acquisition and retention. *Canadian Social Science, 6*(2), 110-24.

Hu, Y-H. & Fong, Y-Y. (2010). Obstacles to Conceptual-Metaphor guided L2 idiom interpretation. In S. De Knop, F. Boers, and T. De Rycker (Eds.), *Fostering Language*

Teaching Efficiency through Cognitive Linguistics (pp. 293-317). Berlin: Mouton de Gruyter.

Kövecses, Z. & Szabó, P. (1996). Idioms: A view from Cognitive Semantics. *Applied Linguistics, 17*, 326–55.

Li, T. F. (2009) *Metaphor, Image, and Image Schemas in Second Language Pedagogy*. Koln: Lambert Academic Publishing.

Lindstromberg, S. & Boers, F. (2005). From movement to metaphor with manner-of-movement verbs. *Applied Linguistics, 26*, 241–61.

Lindstromberg, S. & Boers, F. (2008a). The mnemonic effect of noticing alliteration in lexical chunks. *Applied Linguistics*, *29*, 200-22.

Lindstromberg, S. & Boers, F. (2008b). Phonemic repetition and the learning of lexical chunks: The mnemonic power of assonance. *System, 36*, 423-36.

MacArthur, F. & Boers, F. (Forthcoming). Using visuals to illustrate the source domains of idioms: Can they help learners appreciate usage restrictions too? In S. Niemeier & C. Juchem (Eds), *Metaphors and Language Teaching*. Berlin: Mouton de Gruyter.

Morimoto, S. & S, Loewen (2007). A comparison of the effects of image-schema-based instruction and translation-based instruction on the acquisition of L2 polysemous words. *Language Teaching Research* 11, 347–372.

Skoufaki, S. (2008). Conceptual metaphoric meaning clues in two idiom presentation methods. In F. Boers & S. Lindstromberg (Eds.), *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology* (pp. 101-32). Berlin: Mouton de Gruyter.

Tyler, A., C. M. Mueller & V. Ho (2010). Applying cognitive linguistics to instructed L2 learning: The English modals. *AILA Review* 23, 30–49.

Verspoor, M. & Lowie, W. (2003). Making sense of polysemous words. *Language Learning, 53*, 547–86.

Yasuda, S. (2010). Learning phrasal verbs through conceptual metaphors: A case of Japanese EFL learners. *TESOL Quarterly 44*, 250–273.

The following books written in a CL framework are recommended as well:

A. With a pedagogical orientation:
- Boers, F. & S. Lindstromberg (2009) *Optimizing a lexical approach to instructed second language acquisition.* Basingstoke, UK: Palgrave Macmillan.
- Boers, F. & S. Lindstromberg (eds.) (2008) *Cognitive Linguistic approaches to teaching vocabulary and phraseology.* Berlin: Mouton Degruyter.
- Deknop, S., F. Boers, & A. De Rycker (eds.) *Fostering language teaching efficiency through Cognitive Linguistics.* Berlin: Mouton Degruyter.
- Holme, R. (2009). *Cognitive Linguistics and language teaching*. Basingstoke, UK: Palgrave Macmillan.
- Li, T. F. (2009) *Metaphor, image, and image schemas in second language pedagogy*. Koln: Lambert Academic Publishing.
- Lindstromberg, S. (2010). *English prepositions explained* (2nd edition). Amsterdam: John Benjamins.
- Lindstromberg, S. & F. Boers (2008a). *Teaching chunks of language*. Rum, Austria: Helbling Languages.
- Littlemore, J. (2009). *Applying Cognitive Linguistics to second Language learning and teaching*. Basingstoke, UK: Palgrave Macmillan.

B. With a more general linguistics orientation:
- Evans, V. & M. Green (2006). *Cognitive Linguistics: An introduction*. Edinburgh: Edinburgh University Press.
- Geeraerts, D. & H. Cuyckens (eds.) (2007). *The Oxford handbook of Cognitive Linguistics.* Oxford: Oxford University Press.
- Gentner, D. & S. Golding-Meadow (eds.) (2003). *Language in mind: Advances in the study of language and thought*. Cambridge, Mass.: MIT Press.
- Kövecses, Z. (2009). *Metaphor: A practical introduction* (2nd edition). Oxford: Oxford University Press.
- Robinson, P. & N. C. Ellis (eds.) (2008). *Handbook of Cognitive Linguistics and second language acquisition.* New York: Routledge.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building. Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Assessment requirements

	Assessment items	Length and date due	%	CLO(s)
1	A critical review of a sample of publications addressing an issue in ACL selected by the student	1300 words Due: 11 April	30	3
2	A critical review from a CL perspective of a sample of current second language textbooks	1300 words Due: 7 May	30	1,2
3	A proposal for a pedagogical instrument, classroom intervention method or course unit which incorporates insights from CL + an outline of a research design suited to evaluate the merits of the proposal.	1600 words Due: 15 June	40	4,5

Penalties
If you find that you need an extension, you must get explicit permission from the course coordinator before the due date. No penalty will be imposed if you obtain permission to submit the assignment after the deadline.

Mandatory course requirements
To gain a pass in this course each student must:
- Submit the written work specified for this course on or by the specified dates, unless permission for late submission was obtained from the course instructor.
- On-campus students are expected to attend at least 8 of the 10 weekly meetings. Distance students are expected to post a response to every weekly question or task on the course site on Blackboard, within a 6-day time span following the instructor's posting of the question/task.

Class Representative

The class representative of the M.A. in Applied Linguistics / TESOL in trimester 1 of 2012 is _____. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: http://www.victoria.ac.nz/home/study/plagiarism.aspx

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine http://www.turnitin.com. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.