

Applying The View Of Cognitive Linguistics On Teaching And Learning English At UFLS - UDN

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Abstract : In the view of Cognitive Linguistics (CL), knowledge and experience of things and events are used by human beings in expressing concepts, especially in their daily life. According to Lakoff and Johnson (1980, p. 3), the human conceptual system is “fundamentally metaphorical in nature”. In the page 4 of this product, they also defined that “the way we think, what we experience, and what we do everyday is very much a matter of language”. Nessel (2008) suggests that “CL is a family of broadly compatible theoretical approaches sharing the fundamental assumption that language is an integral part of cognition” (p. 9). The relationship between language and thought, of course, has been addressed by many scholars. CL, however, strongly emphasizes specific features of this relation. By experiencing, we receive knowledge of lives. The partial things are ideal domains, we make use of all aspects of this domain in metaphorically understanding abstract targets. The paper referred to applying this theory on pragmatics lessons for major English students at University of Foreign Language Studies - The University of Da Nang, Viet Nam. We conducted the study with two third - year students groups studying English pragmatics lessons. To clarify this study, the data from these two classes were collected for analyzing linguistic perspectives in the view of CL and traditional concepts. The paper used descriptive, analytic, synthetic, comparative and contrastive methods with 50 students to find out the findings of advantages and difficulties when this view was used to teach pragmatics lessons in English.

Keywords : Cognitive Linguistics, Lakoff and Johnson, pragmatics, UFLS

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