

## **Creative Application of Cognitive Linguistics and Communicative Methods to Eliminate Common Learners' Mistakes in Academic Essay Writing**

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**Abstract :** This article sums up a six-year experience of teaching English as a foreign language to over 900 university students at MGIMO (Moscow University of International Relations, Russia), all of them native speakers of Russian aged 16 to 23. By combining modern communicative approach to teaching with cognitive linguistics theories, one can deal more effectively with deeply rooted mistakes which particular students have of which conventional methods have failed to eliminate. If language items are understood as concepts and frames, and classroom activities as meaningful parts of language competence development, this might help to solve such problems as incorrect use of words, unsuitable register, and confused tenses - as well as logical or structural mistakes, and even certain psychological issues concerning essay writing. Along with classic teaching methods, such classroom practice includes plenty of interaction between students - playing special classroom games aimed at eliminating particular mistakes, working in pairs and groups, integrating all skills in one class. The main conclusions that the author of the experiment makes consist in an assumption that academic essay writing classes demand a balanced plan. This should not only include writing as such, but additionally feature elements of listening, reading, speaking activities specifically chosen according to the skills and language students will need to write the particular type of essay.

**Keywords :** academic essay writing, creative teaching, cognitive linguistics, competency-based approach, communicative language teaching, frame, concept

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