

Cornelsen English G 21

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zur konzeption vorwissen english g 21 baut durchgehend auf dem lexikalischen und thematischen vorwissen der schüler innen auf da die jugendlichen gewohnt sind sprache in festen wendungen zu lernen können sie viele sprachmittel bereits anwenden bevor diese bewusst gemacht und systematisch behandelt werden kompetenzen neben den kommunikativen fertigkeiten listening speaking reading writing schult english g 21 die methodenkompetenz die eine wichtige voraussetzung für denselbstständigen fremdsprachenerwerb ist die lern und arbeitstechniken study skills werden

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Language acquisition in CLIL and non-CLIL settings builds a bridge between second language acquisition and learner corpus research. LCR methodologies to take the evaluation of content and language integrated learning (CLIL) to a new level. The study innovates in two main ways: first it is based on a highly diversified L2 database which includes learner corpus data as well as experimental data from the same learners. These linguistic components of the database are complemented with extensive information on learner variables including cognitive and affective factors which are rarely studied in LCR. Second, the study relies on multifactorial statistical analyses to assess the effectiveness of CLIL itself as well as the impact of the selectivity inherent in the CLIL system which has frequently been ignored. The linguistic focus of the study is the English passive which is investigated in CLIL and non-CLIL teaching materials and subsequently related to learner output.

This volume links cognitive grammar explanations to the area of second language learning and instructed grammar teaching. It represents a contribution to empirically based knowledge promoting a new perspective on the process of teaching and learning about English language structures. The theoretical part of the book provides an overview of the basic tenets of cognitive grammar and discusses elements of the theory that are of crucial importance for understanding English tense and aspect structures. The second part brings together these two fields of study and tests a cognitive grammar approach to teaching tense and aspect to less advanced learners of English. To this end an experimental study was conducted comparing the effects of cognitive grammar inspired instruction on the language learning process with those of teaching methods which employ more traditional grammatical descriptions. As such the book is of particular relevance to cognitive grammar research and second language learning and teaching research and for learners and teachers of a foreign language.

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