

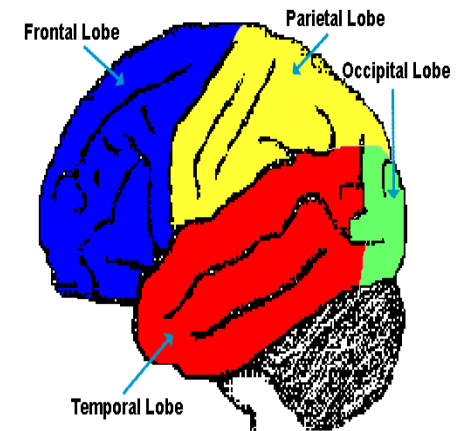
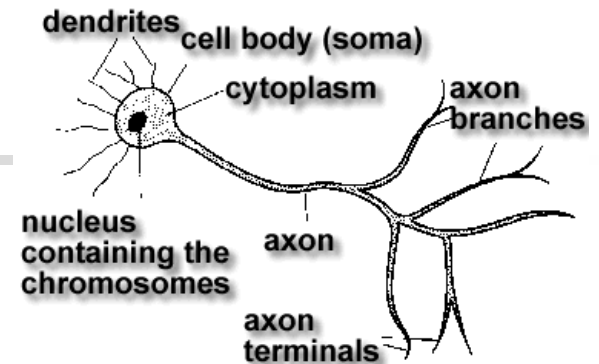


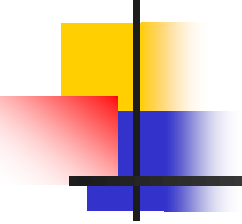
Cognitive Linguistics: An Emerging Educational Theory

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Cognition

- Mental processes
- --Produce language
- --Understand language
- --Remember language
- --Problem solving



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- *“I was never aware of any other option but to question everything.”*

- Noam Chomsky

QuickTime™ and a
discompressor
are needed to see this picture.

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Noam Chomsky - father of Cognitive Linguistics

- Born December 7, 1928 - Philadelphia
- Middle-class Jewish family
- Attended an experimental school as a child
- Attended University of Pennsylvania at the age of 16
- Studied Linguistics, Mathematics and Philosophy
- Professor Linguistics and Philosophy: MIT



Revolutionizes Cognitive Linguistics

- Language is a uniquely human biologically based cognitive capacity
- Knowledge of language and epistemological implications
- Human nature, creative self-expression, voluntary association with others



Innate Universal Grammar

- Born with the ability to communicate
- Go store (innate)
- I go store (developing)
- I want to go to the store (experienced)



Language Acquisition Device

- *“Language will develop regardless of the kinds of language experience the child is exposed to as long as it is in a nurturing environment.”*

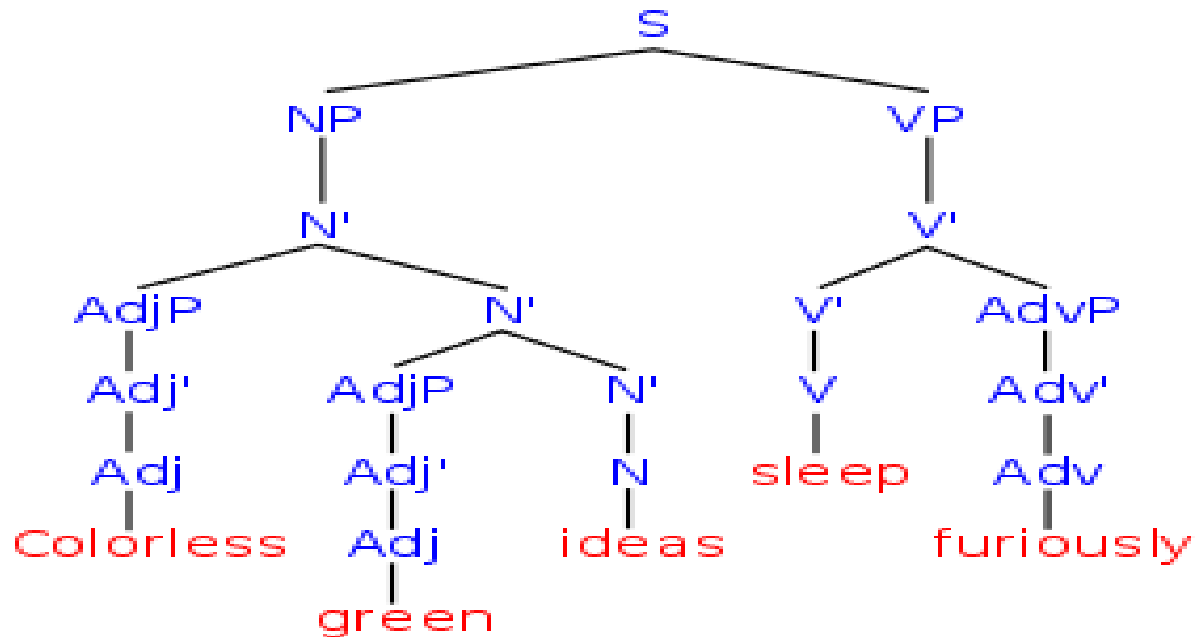
Williamson, G (2009, October 13). Innate ability for language acquisition from Speech Therapy Information and Resources (STIR!)



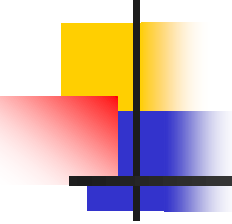
What is Knowledge?

- Masters of a language have knowledge about their language, but the question is, what precisely do they know?

Generative grammar



^ Chomsky, Noam (1957). Syntactic Structures. The Hague/Paris: Mouton. p. 15. ISBN 3110172798.



What does your language knowledge tell you?

1. Crash monkey apple train brown.
2. Honest say stories children wise many.



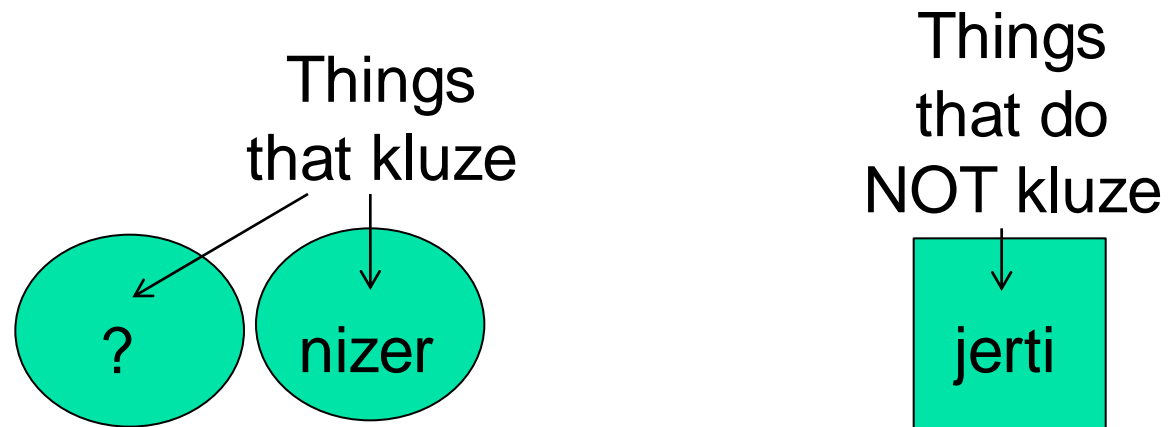
What about these?

1. Colorless green ideas sleep furiously.
2. A nizer would kluze but a jerti wouldn't.
3. Meber and Fluzo hirroruned to the boitul.
4. Is flixt are zinkle razzed?



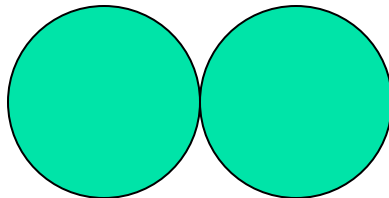
Grammatical knowledge plus
prior knowledge helps you to
create mental maps

Mental Maps

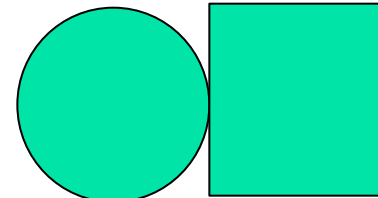


- There must be previous knowledge already present for new information to be associated with it

Same



Not Same





Views on Education

- The process of education is a way of driving out interest and natural creativity (*as well as natural skills and abilities*) from minds of children.
- The skills and knowledge taught are often not worthwhile.



Goal of education

- *“To produce human beings whose values are not accumulation and domination, but instead are free association on equal terms.”*
- *“To value critical thinking skills and the process of gaining useful and applicable knowledge.”*
- <http://www.newfoundations.com/GALLERY/Chomsky.html>



Role of Teacher

- Cultivate growth and help students become interested in learning
- Teacher's role is to keep the children engaged in the learning process and interested in exploration and independence
- Focus on students learning rather than the teachers teaching.

- <http://www.newfoundations.com/GALLERY/Chomsky.html>



Best Method

- Make it clear that the subject is worth learning
- Allow the learner's natural curiosity and interest mature and develop
- It does not matter how much is covered, but how much you develop the capacity to discover



Human Nature

- “The value of freedom is itself functional; it is the means by which humans are able to fulfill their nature, not an end in itself.”



Philosophical Influences

- Wilhelm von Humboldt

“Education is a matter of laying out a string along which the child will develop, but in its own way. You may do some guiding.”

- Socialist thinkers: Karl Marx, Mikhail Bakunin, Daniel Guerin, Rudolf Rucker



Philosophical Influences

- Bertrand Russell

“Education is viewed as assisting a flower to grow in its own way...”

- John Dewey

“...ultimate aim of production ... free human beings associated with one another on terms of equality.”



Educational Implications

LANGUAGE

- Early access to rich content

LEARNING

- Promote teachers role as guide
- Allow students to experience before labeling



Educational Implications

- Something about the feasibility of educating the masses...
- Still need to strive for balance between structure and experiential learning