

Chapter 6

The Impact of Grammatical Aspects on Cognition Level in Foreign Language Learning Process

Nur Cebeci

Trakya University, Turkey

ABSTRACT

Linguistics as the study of the nature of languages has a visible impact on various fields such as education, language teaching, philosophy, computer science, and anthropology. However, the nature of language is a broad idea, which makes it hard to give a clear, simple definition. One of the most fundamental assumptions is the rule-governed feature of the human language interrelated with pronunciation, word formation, and grammatical construction. The aim of this chapter is to discuss how the rules of the language have an impact on foreign language learning process and how it affects foreign language learners' storing and processing the language in the brain. In doing so, some predetermined samples of lexical items and formal structures of language are analyzed in terms of the foreign language learners' cognition as prospective teachers of English in the teacher training process.

INTRODUCTION

The main concern of linguistics is to understand how language itself is structured and how it functions. The more the human language is understood, the more the process of human thought is recognized. In this view, the study of language is

DOI: 10.4018/978-1-5225-4009-0.ch006

eventually the study of the human mind. Chomsky (1975) expressed that language is the reflection of thought like a mirror of mind in deep and important sense. Yet, it is a broad term focusing on how languages are structured and used. Therefore, it is better to break down the broad definition into categories such as morphology, phonology, syntax and semantics which are all interrelated. It has a constant relation to language variation, change, psychology of language, and the brain as well. In this sense, various assumptions have been proclaimed to take the attention to the different aspects of the language. Of the assumptions, the most striking one is that human language at all levels is rule-governed together with pronunciation, word formation, and grammatical construction (Akmajian, et al 2001).

Each language has its own systematic rules in order to govern its components in lexical and syntactic levels. The message through these regular linguistic rules is conveyed to the receiver in order to create both communication and interaction. However, some important generalizations regulate the use of language to communicate as well. At this point, two different types of rules such as prescriptive and descriptive ones need to be clarified in order to have a better understanding of the generalizations obeyed. Prescriptive rules in general, prescriptive grammar in particular, are taught to the speaker of the language in order to produce the language correctly, whereas descriptive rules along with descriptive grammar express generalizations and regularities about various aspects of the language. While prescriptive grammar tries to focus on how languages should be used correctly, descriptive grammar is only interested in what languages are and how they are used by their speakers (Çelik, 2007). Namely, prescriptive grammar overlooks changes and popular usages that occur as time passes, whereas descriptive grammar deals with the recent usage. In this regard, when linguists analyze language, they do not refer to prescriptive rules from grammar books; instead, they try to formulate descriptive rules that describe the actual language of some group of speakers (Akmajian, et al 2001). Garret (1986) claims that explicit grammar knowledge cannot be used by students in their efforts at natural communication. He states that students are often unable to use a given grammar point correctly even after frequent explanations, illustrations, repeated drills, and apparent success on the tests. Therefore, the purpose of this chapter is to discuss how the rules of a language have an impact on foreign language learning process and how they affect foreign language learners' storing and processing language in the brain. In the chapter, some predetermined samples of lexical items and formal structures of language are analyzed in order to describe the foreign language learners' written or oral output in teacher training context.

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/the-impact-of-grammatical-aspects-on-cognition-level-in-foreign-language-learning-process/199181

Related Content

The Major Developments of Learner Language From Second Language Acquisition to Learner Corpus Research

Aicha Rahal (2021). *Redefining the Role of Language in a Globalized World* (pp. 184-196).

www.irma-international.org/chapter/the-major-developments-of-learner-language-from-second-language-acquisition-to-learner-corpus-research/271478

A Survey on the Acceptability of Equivalence-Based Translation Into Yorùbá Language in the Domain of Information and Communication Technology

Jethro Akinyemi Adejumo (2019). *International Journal of Translation, Interpretation, and Applied Linguistics* (pp. 1-16).

www.irma-international.org/article/a-survey-on-the-acceptability-of-equivalence-based-translation-into-yorb-language-in-the-domain-of-information-and-communication-technology/222823

I Think We Should... : Investigating Lexical Bundle Use in the Speech of English Learners Across Proficiency Levels

Hengbin Yan (2019). *International Journal of Translation, Interpretation, and Applied Linguistics* (pp. 1-16).

www.irma-international.org/article/i-think-we-should-/232231

Imagining U.S. Democratic Values in Commencement Addresses

Jay P. Childers and Mark Wonnacott (2014). *Communication and Language Analysis in the Public Sphere* (pp. 81-97).

www.irma-international.org/chapter/imagining-us-democratic-values-in-commencement-addresses/96767

Culturally Responsive Pedagogy in EFL Classrooms: Navigating Diversity for Enhanced English Language Learning

Reginald Botshabeng Monyai (2024). *Addressing Issues of Learner Diversity in English Language Education* (pp. 285-298).

www.irma-international.org/chapter/culturally-responsive-pedagogy-in-efl-classrooms/345044