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How to Make Construals for Language Activities More Dynamic

Grading conversation-type grammar teaching activities (Present Continuous Tense) in the EFL context from a cognitive perspective

Abstract: This article aims to give a cognitive linguistic account of providing dynamic construals for classroom activities within the context of second language teaching. After a brief discussion of possible conceptual issues involved in construal operations and image schemas in conversational type activities in teaching Present Continuous Tense, it will be argued that a suitable cognitive linguistic framework is needed to model the various complex dimensions of teaching grammar, providing the solid foundation for the productive activities. Following a short introduction to various parts of construal operations and the nature of schemas in cognitive linguistics, five types of conversation activities (interview, discussion, narratives, arguments or debates and role play) will be positioned within two influential models of cognitive linguistics, i.e., “linguistic construal operations” developed within various constructions of “image schemas.” Then, a link will be established between the concept of linguistic construals and different types of image schema, which provides a toolset for modeling the implicit knowledge structures underlying specific usage events in communication. For the assessment of the suitability of the proposed framework, the article concludes with a discussion on good lesson plan criteria from cognitive point of view which can provide a measure learning value in language activity.

Keywords: conversation; dynamic construals; image schemas; teaching grammar

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1 Introduction

Construal operations are an integral part of language and cognition. They are the main mechanisms to transform percepts into concepts in the knowledge-acquiring process. In the cognitive tradition, we acquire language from the environment (social world) we are exposed to, which is in the perceptual state, transforming this into concepts that gradually accumulate in our mind and finally become entrenched and reproduced in the social circle.

This article is organized as follows: after a brief and necessarily non-exhaustive summary of the rhetorical tradition of construal operations of Langacker, Talmy, Croft, and Cruse’s classification in Section 2, various approaches to image schema are discussed in Section 3. A working definition of cognitive-friendly language activities with dynamic construals is developed in Section 4, which is applied in subsequent sections. Section 5 reports TEN grammatical activities for Present Continuous Tense with image schema theory in various cognitive stages of the lesson. Section 6 is devoted to the question of “Which schemas activate what kinds of construal operations?” and “What are the effects of the respective schemas?” Section 7 concludes the chapter with a discussion of how to make the structure of the lesson (here in cognitive terms: schemas) more dynamic for more productive effects and suggestions for the further lesson planning researches.

2 Rhetorical tradition of construal operations

The founding father of construal operations in cognitive traditions, Langacker, was followed and supported by new batch of scholars and they modified the concepts in their own ways. The following table shows the constructive analysis of the evolution of the conceptual operation concept by different scholars.

Table 1: Rhetorical tradition of construal operations by different scholars

Langacker’s classification of Construal Operation (1987: 116–137) (threefold classification of construal operation “focal adjustment)	Talmy’s classification of construal Operation	Croft and Cruse’s classification of the construal Operation (2004: 43–46)
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**Langacker's classification of
Construal Operation (1987:
116–137) (threefold
classification of construal
operation “focal adjustment)**

**Talmy's classification of
construal Operation**

**Croft and Cruse's classification of the
construal Operation (2004: 43–46)**

Old theory (1987)	New theory (2008)	Imaging systems (1988)	Schematizing systems (2000)		
Selection	Prominence	Attention	Distribution	Judgment/	Attention/ Salience
Figure/ground			of Attention	Comparison	Attention by Talmy
alignment				Figure/ ground	Prominence by
				Metaphor (new)	Langacker
				Categorization≠	Abstraction by
				schematization	Langacker
					Dynamicity by
					Langacker
					Subcategory of scope
					(which is new and not
					included in Langacker
					and Talmy)
Abstraction	Specificity	Schematization	Configuration	Construction/	
			structure	Gestalt	
	d.	Force	Force		
	Dynamicity	Dynamics	Dynamics		
Perspective	Perspective	Perspective	Perspective	Perspective /situatedness	
viewpoint Deixis					
Subjectivity/					
Objectivity					

Langacker (1987: 487–488) defines the construal relationship as “[t]he relationship between a speaker (or hearer) and a situation that he conceptualizes and portrays involving focal adjustments and imagery.” The construal relation basically involves an individual (speaker or hearer) on the one hand, and a conceived situation, on the other.

Here are the basic definitions of the concepts involved in Langacker and Talmy's classification of construals.

- a. Selection: Language users' capacity to selectively attend to some facets of a conceptualization and ignoring others.
- b. Perspective: Linguistic manifestations of the position from which a situation is viewed and is divided into four types containing:
 - (i) figure/ground alignment
 - (ii) viewpoint
 - (iii) deixis (the function or use of deictic words or forms (relating to denoting a word or expression whose meaning is dependent in the context in which it is used such as here, or next week))
 - (iv) subjectivity/ objectivity
- c. Abstraction: Our ability to establish commonalities between distinct phenomena and abstract away from differences, and thus to organize concepts into categories.
- d. Dynamicity: Additional category and concerns the development of a conceptualization through processing time (presenting elements of a conceptualization in a different order results in a different meaning).

Based on those instantiations, Croft and Cruse, tried to make the classifications more complete, as they thought the previous classification of construal phenomena

1. was arbitrary
2. could not be entirely motivated
3. still lacked image schemas
4. should correspond to psychological processes and capacities that have been established independently by psychologists and phenomenologists.

Thus, this paper is trying to link the construal operations with image schema theory as pointed out by Croft and Cruse in order to highlight Dynamicity: Arrangements for the effect of the combination in the practical field of language teaching.

A general framework for characterizing construal operations, adapted from Todd Oakley in *Oxford handbook of cognitive linguistics* (2007: 59), is as follows, and later in the conclusion section, a comprehensive framework will be stated together with image schemas and cognitive learning stages.

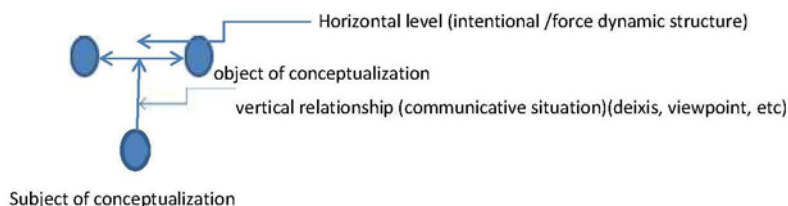


Figure 1: General framework of construal operations

3 The role of image schema in understanding the construal operations

An image schema is “a recurring dynamic pattern of our perceptual interactions and motor programs that gives coherence and structure to our experience. [...] ‘Experience’ [...] is to be understood in a very rich, broad sense as including basic perceptual, motor-program, emotional, historical, social and linguistic dimensions” (Johnson 1987: xiv, xvi).

According to Oakley (2007), a schema has been historically defined as a fixed template for ordering specific information, whereas an image has been defined as a representation of specific patterns capable of being rendered schematically. Thus, as a composite notion, image schemas are neither fixed nor specific, even as they manifest characteristics of each. Moreover, Johnson 1987: 30) states that “[I]ack of specificity and content makes image schemas highly flexible pre-conceptual and primitive patterns used for reasoning in an array of contexts.” Based on these discussions, image schemas are the key drivers for dynamicity in construal operations and *raison d’être* for the knowledge-acquiring process.

Schematization is fundamental to cognition, constantly occurring in every realm of experience. The extraction of a schema is simply the reinforcing of something inherent in multiple experiences, at whatever level of granularity their commonality emerges. By its very nature, a schema serves a categorizing function: capturing what is common.

If conceptualization is the viewing of a scene, perspective is the viewing arrangement, and under the rubric of perspective, dynamicity, pertaining to how a conceptualization unfolds through processing time, could be reflected via image

schemas. The list of different types of image schema is provided as follows adapted from Johnson (1987: 126).

Different types of image schemas

1. Container (containment)
2. Balance
3. Compulsion
4. Blockage
5. Counterforce
6. Restraint removal
7. Enablement
8. Attraction
9. Mass-count
10. Path (source-path-goal)
11. Link
12. Center-periphery
13. Cycle
14. Near-far
15. Scale
16. Part-whole
17. Merging
18. Splitting
19. Full-empty
20. Matching
21. Superimposition
22. Iteration
23. Contact
24. Process
25. Surface
26. Object
27. Collection
28. Motion (animate, inanimate, caused/self-motion)
29. Support
30. Verticality (up-down)
31. Horizontality (front-back)
32. Proximity-distance

In the structure of a lesson plan for teaching grammar from a cognitive perspective, each activity in the lesson plan is a kind of schema (image schema) and the coherence collection of the activities with common themes are construals, gestalts, or ICMs. These facts will be discussed in detail in the following sections

focusing on the nature of dynamicity (arrangements of the stages within the lesson plan from a cognitive perspective).

4 Cognitive-friendly language activities with dynamic construals

Cognitive linguistics assumes that “grammar is inherently meaningful, that the lexical and grammatical items reside on a continuum of meaning from specific to schematic, and that all linguistic structures are instantiated as parts of Idealized Cognitive Models” (Lakoff 1987: 113–114). Image schemas and their transformations operate as structuring principles of the Idealized Cognitive Model: they “glue” these complex networks together.

According to Langacker (1987, 1991), all grammatical structures are meaningful, however schematic. For something to count as a grammatical item in cognitive grammar, it must meet the content requirement of a symbolic structure, which includes

1. a phonological and a semantic component (or poles)
2. specific categorizing relationships for integrating these components with other structures
3. schemas for organizing and extending these structures into different (and usually increasingly abstract) domains.

Cognitive-friendly activities are construal operations with different combinations of image schemas for a meaningful knowledge-transferring process from percepts to concepts, to make students think in a schematic framework more than just in conceptual content. Interpreting how a particular meaning is symbolized in a particular concept and how it is related to the other concepts beyond the general semantic and phonological content is more important than what the content is. Based on openness, less control, and being student-centered, it always seeks to make room for creativity. Thus, in short, the main concept of cognitive-friendly activity is a logic-centered approach.

4.1 Characteristics of cognitive-friendly activity

1. “How do you know that” is more important than “what you know”.
2. Thinking is primary in most steps of the lesson plan.

3. The answer does not matter but the explanation does.
4. Understanding the symbolic nature of the target concept means being able to apply it in a new situation with ease, without much effort at memorization (this can make room for creativity).
5. The activity should pave a way for the students to work on their own and find the solutions by themselves, and sometimes, these solutions also pave a way to the teachers thinking from another perspective (openness, less control) (student-centered).

5 Extending the target concept in new situations is a credit.

5.1 Objectives of cognitive learning activities

Eric Campos (2019) from study.com remarks,

All cognitive learning activities are geared toward pushing students to work through different problems and stimuli, the goal is to get them thinking and applying problem-solving strategies without the use of preparation or steps that lead to an answer. You want to craft activities that will make your student apply logic, creativity, and close examination on the spot to produce an answer. Cognitive learning essentially relies on five principles: remembering, understanding, applying, evaluating, and creating.

Thus, as the whole lesson plan is the combination of individual activities, the image schemas are the building blocks for the construal operations. Construal operations, the microstructure of classroom discourse for teaching grammar could be divided as follows.

Construing a specific grammar concept or structure needs to go through all these steps in bottom-up reasoning process.

1. The general description of target grammatical concept/structure (orientation state)
2. The recognition of the target concept in a stream of discourse (awareness state)
3. The application of the target concept in any related circumstances (application state)
4. The testing of the knowledge-transferring process as a fruit of successful teaching (evaluation)

In deductive reasoning process, the order of 1, 2 could be in opposite, where the inductive process, it still keeps the same.

6 Data analysis on conversation-type activities for teaching Present Continuous Tense with Image Schema Theory in various stages of the lesson

In this section, first we look at the nature of conversation-type activities and nature of Present Continuous Tense. Second, ten conversation-type activities for teaching Present Continuous Tense are analyzed using image schema theory, allocating them in various stages of the cognitive lesson.

6.1 The nature of conversation-type activities

Lawton and Fowell (1989) and Smith and Dickinson (1994) examine the different types of conversations which are related to cognitive demand and the development of conversational partnerships between teachers and children during small-group instruction. In their suggestion, they pointed out that providing children with high-level, open-ended questioning extended the opportunities for them to become active conversational partners with teachers, and this leads to them being more efficient communicators. Smith and Dickinson explored different types of conversations:

1. cognitively challenging talk
2. pretending talk
3. didactic talk, and
4. general activity talk

In this paper, most of the conversational activities chosen somehow have high-level cognitive demand which can provide a situation for meaningful conversations with learning value, more than didactic talk and general activity talk. In this paper, conversation-type activities are classified into five categories, regardless of the interaction patterns (pair work, group work, or whole class discussion).

6.2 Classification of cognitive-friendly conversation-type activities

- 1. Interview (chit-chat)
- 2. Discussion (whole class discussion, pair work, group work)
- 3. Narratives (story telling or event narrative, presentation) (monologue)
- 4. Arguments (debate, discussion on pros and cons)
- 5. Role play

They all are suitable in the cognitive lesson planning process and they can serve as the building blocks in the schematic network of construing meaning in cognitive ways as follows.

Table 2: Conversation-type activities in different stages of a cognitive lesson plan

All = whole class activities, pair work, group work
P= paired work, G=group work , WC= whole class activities

Conversation-type activities	Stage 1 Orientation stage	Stage 2 Awareness stage	Stage 3 Application stage	Stage 4 Evaluation Stage
	Introduction (Background Knowledge) (T-led)	Knowledge Processing Stage (dynamic stage) (main activities) (T<-> S) (S<->S)		Closure (feedback, rewind) (T-led)
Interview (chit-chat)	√ (All)	√ (P,G)	√ (P,G)	√ (All)
Discussion	√ (All)	√ (All)	√ (All)	√ (All)
Narratives	√ (All)	√ (P, G)	√ (P,G)	√ (All)
Arguments (Debate)	√ (All)	√ (P,G)	√ (P,G)	√ (All)
Role play			√ (WC, G)	√ (WC, G)

Apart from role play, the other types of activities can be used in all steps of the lesson plan though they have their own specialties. For instance, interview types are an amazing tool to get in touch with the topics, and they can be used in all stages whether whole class, paired, or group work. However, each interaction pattern has its own strengths and weaknesses. Whole class activities are nice if the class size is small and under the control of a proficient teacher, monitoring is easy

and can be used at stage 1 at the beginning of the lesson or at stage 4, the closure part. Pair work can maximize involvement as only two interlocutors are there in the activity, forcing them to speak but has the risk that strong learners may dominate slow learners. Another problem of paired work is that it is difficult for one teacher alone to monitor.

Group activities are also a good way to work in less teacher-controlled activities. But the need for everyone to get a chance to speak out is really important and the teacher should monitor for that. Discussion type activities can be done in all stages of the lesson plan in different interaction patterns, though we need to be conscious of our choice of activities in the whole lesson plan. Students will definitely get bored if we ask them to discuss all the time. Narrative activities are excellent ways to get students' attention, for there are few people who do not love story. But we need to be careful in the implementation of the activities because many narrative activities can turn out to be passive learning. While listening to a story, the students should have a specific task to work out to make the learning active.

Arguments and role play are a kind of group work activity type mostly suitable for the application stage and evaluations for how much the students have learned/entrenched the target concept. This type of activity is of little use in the initial stage of the lesson unless the students are ready enough for revision of the previous lesson or the teacher wants to test their background knowledge.

Ten types of activities for Present Continuous Tense are chosen for the detailed analysis of the lesson plan with explanation based on the related schema type and how to modify them to become a more dynamic pattern. Before that, the nature of the Present Continuous Tense shall be discussed for finding ways to build the meaningful symbolic concept cognitively.

6.3 The nature of the Present Continuous Tense

6.3.1 Form of the Present Continuous Tense

The form of the Present Continuous is the Present form of be (am, is, are, be) +ing-form.

Table 3: The form of the Present Continuous Tense

Present Continuous	Short forms
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	Present Continuous	Short forms
Positive:	I am playing	I'm playing
	You/we/they are playing	You're/we're/they're playing
	He/she/it is playing	He's/she's/it's playing
Negative:	I'm not playing	I'm not playing
	You/we/they are not playing	You're/we're/they're not playing.
	He/she/it is not playing	You/we/they aren't playing. He/she/it isn't playing
Questions:	Am I playing?	
	Are you/we/they playing?	
	Is he/she/it playing?	

The form of the Present Continuous Tense (hereafter PC) could be introduced in the awareness stage, at the beginning of stage 1 or 2, while the students are trying to figure out the target symbolic meaning for entrenchment. The detailed procedures of the activities which focus on the form will be discussed in Section 6.

6.3.2 The use of the Present Continuous Tense

We use PC for

1. a present action over a period of time (parallel/progressive actions linked with immediate time context)
2. something that is in the middle of now (motion schema linked with immediate time context)
3. an action which has started but hasn't finished yet (process schema linked with immediate time context)

Understanding the aspects of tense is always concerned with the time schema. If time is seen as horizontality in an image schema, we can describe it as follows:

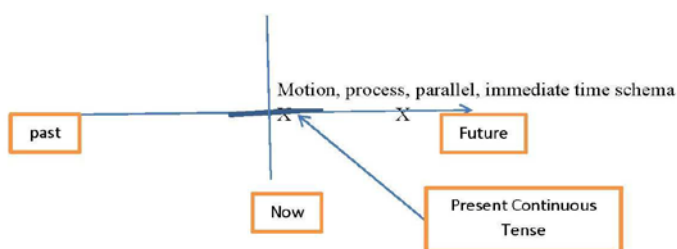


Figure 2: Horizontal time image schema for Present Continuous Tense

Here are a few example sentences together with the respective image schema type. The example sentences are taken from “Grammar finder” by John Eastwood in *Oxford learner’s grammar* (2005: 60).

Table 4: Schematic characterization of the Present Continuous Tense

No.	Example sentences	Respective schemas	Phrases that show the immediate time frame
1.	The train is leaving Victoria now.	Motion schema	Now
2.	Hurry up. Your friends are waiting for you.	Parallel/progressive schema/process schema	Hurry up.
3.	What are you reading? It’s called “White Teeth.”	Process schema	It’s called “White Teeth.”
4.	I won’t be long. I am just ironing this shirt.	Parallel/progressive schema/process schema/motion schema	I won’t be long.
5.	The earth is getting warmer, scientists tell us.	Process schema/motion schema	Scientists tell us. (our background real-world knowledge)

Knowing the schematic information of PC, i.e., process and motion-based parallel condition (dynamic) in the immediate context, will ensure the correct usage of it whatever the sentences are. This highlights the fact why cognitively construing symbolic meaning for the particular grammatical concept is better than the other approaches, like finding the keywords for the time frame. Sometimes,

finding keywords is tricky, and choosing the correct tense could only rely on knowing the schematic structure in the following instances (examples are taken from “Grammar finder,” John Eastwood (2005: 60–61):

I am reading a really interesting novel, but can’t remember what it’s called. (process schema in immediate context)

Is anyone sitting in that seat? No, it’s free. (process/parallel schema in immediate context)

Likewise, schemas could be possible solutions for differentiating the confusing tenses, especially with present simple or Present Continuous and Present Continuous for the future.

We eat in the canteen most days. (habitual action) (not process or parallel or motion schema in the immediate context)

We are having lunch at the moment. (process schema in the immediate context)

They are always giving parties, those people next door. (here, “always” shows the frequency of the action and this leads to the annoyance) (one event led to another and thus superimposition schema)

Teacher always gives us a test. (habitual action)

Another issue is with the use of static verb and action verb. Some verbs are static in nature, e.g. feel, prefer, believe, and although they are in the immediate context, we cannot use them in the progressive way as they lack motion and dynamic schema.

6.4 Analysis of TEN grammar activities for PC with image schemas

First, we shall discuss how each activity construes the symbolic content of immediate context in the progressive mood schema, and second, we will give how and why they are dynamic in nature in collective in the given construal operation. All the activities are taken from the book *700 classroom activities* by David Seymour and Maria Popova (2005).

For the dynamicity of each activity, a number of factors are considered to judge the better arrangement of the active schema. Among other things, the following are taking into consideration for construing dynamicity content:

- Change of image schema for each stage (20 points) (∞ IC)
- Change of Interaction pattern for each stage (10 points) (∞ IP)
- Communicative value (chances of speaking for individual) (pair work: 20 points) (group work: 10 points) (whole class: 5 points) (CV)
- Learning value (form of PC: 5 points; symbolic meaning of PC: 10 points; extended meaning of PC, like annoyance and choosing PC from confusing context: 20 points) (LV)
- Creativity (create own sentences) (full: 10 points) (partial freedom: 5 points) (C)
- Teacher control (tr. led: 5 points) (S \leftrightarrow S: 10 points; T as facilitator) (mixed type half T, half S-S: 7points) (TC)
- Meaningful context (real life scenario: 10 points; imagination: 5 points) (MC)

The criteria for dynamicity are based on their importance of active schema for cognitive challenging creativity.

6.4.1 Name of the activity: What's happening?

Stage 1: I'm going to dictate the beginnings of some sentences. Write them down.

Don't disturb me; I'm ...	Drink your tea; it's ...
Don't listen to him; he's...	Leave the radio on; I'm ...
Quick! Pass the spanner; I'm...	Look at that man; he's ...
I can't see you right now; I'm...	Shhh! Listen. That man's ...

Stage 2: In pairs, think of suitable endings using the Present Continuous, e.g. Please turn the TV off; I am trying to study.

Stage 3: Think of two similar sentences that would be useful to you, e.g. Pass me the calculator; I'm working out my share of the household bills.

Construing the symbolic meaning of the progressive sense

Stage 1: Giving the immediate context in the progressive sense (context)

Stage 2: Application of the target concept (entrenchment)

Stage 3: Produce own sentence with target concept (reproduction)

Suitable cognitive stage of the lesson plan (cf. section 4, cognitive stages)

At the beginning of the lesson (Stage 1) to review what the students have learned about the continuous tense in the previous lessons

Application stage (stage 3)

Evaluation stage (stage 4)

The kind of Image schema evoked

Stage 1: Part-whole schema (only half part of information is given, and the other part needs to be done by own creation)

Stage 2: Restraint schema (the first part of sentence which forms the situation of immediate context is a kind of restriction and starts with Don't..., Shhh !... or imperative, like Look..., Drink...) –

These restraint schemas are impelled by the motion schema of the process, e.g., Don't make a noise, Dad is sleeping. The motion schema is the long action which forms the restriction for the coming short ones. In other words, it is obvious the motion schemas and restraint schemas go hand in hand in forming immediate context for the Present Continuous Tense.

Stage 3: Support schema (as the students could produce sentences in Present Continuous for practical purposes in the situation, which is useful for them, it can support the future learning process as they can feel the achievement of their learning outcome)

Interaction pattern

T -> S, S<-> S or Stage 3 could be S<-> T

Dynamicity – 77%

∞IC – 20

∞IP – 10

CV – 20

LV – 10 (form and symbolic meaning)

C – 5

TC – 7

MC – 5

6.4.2 Name of the activity: Houses and rooms

Stage 1: (Draw the cross section of a large house on the board, with at least eight rooms over three floors.)

Which rooms are which? (Elicit ideas and label the rooms.)

Who lives here? (Elicit some names and their relationships.)

Stage 2: In small groups, imagine it's 8.00 p.m. and everyone is at home. Agree where they are and what they are doing, e.g. Lorraine is listening to very loud music in her bedroom. John, her dad, is in the hall shouting, "Turn it down."

Stage 3: Think about your family and friends. Discuss what you think they are doing right now.

Construing symbolic meaning progressive sense

Stage 1: Drawing a house, make a setting for the next step storytelling

Stage 2: Elicitation – giving a time frame to tell the story in progressive sense

Stage 3: Application of PC in real life situation in real time frame
(suitable cognitive stages of the lesson plan)

Suitable cognitive stage of the lesson plan (cf. section 4, cognitive stages)

Introduction to the target concept at the beginning of the lesson (Stage 1)

The kind of image schema evoked

Stage 1: Elicitation (object-link schema) – link the object (drawing of the house) to the process schema for entrenchment in Stage 2 which leads to the independent application of the concept (support schema) in stage 3

For support schema explanation see the explanation in Activity 1, Stage 3.

Interaction pattern

T <-> S, S <-> S and stage 3 could be S <-> T

Dynamicity – 77%

∞IC – 20

∞IP – 10

CV – 10 (Group work)

LV – 10 (form and symbolic meaning)

C – 10

TC – 7

MC – 10

6.4.3 Name of the activity: Clothes

Ask a student what he/she wears or is wearing, and then to repeat the question to another student, e.g. T–Manuel: Are you wearing jeans?

Manuel: No, I'm not. Are you wearing jeans, Ilona?

Ilona: Yes, I am.

T– Brigit: Do you wear a scarf?

Brigit: Yes, I do, during the winter. Do you wear a scarf, Peter?

Construing symbolic meaning in progressive sense

Asking what someone is wearing in real-time communicative context with yes or no response

Comparing the two tenses with great learning value for making a decision between Present tense and Present Continuous

Suitable cognitive stage of the lesson plan

It can be used in

Stage 1: For revision

Stage 2: Awareness of the target concept (as two tenses are mixed)

Stage 3: Application of PC

Stage 4: Evaluation

The kind of image schema evoked

Iteration (frequentative) schema (asking the same question to a number of students in order to test their understanding) and Scale schema (as they need to decide which one is in the progressive sense and which one is in general sense)

Interaction pattern

T<->S<->S

Dynamicity – 77%

∞IC – 10 (only one step)

∞IP – 10

CV – 10

LV – 20 (form and symbolic meaning, extended meaning of knowing differences)

C– 10

TC –7

MC – 10

6.4.4 Name of the activity: Mimes

Guess what I am doing. (Mime these activities.)

flying a kite, washing a glass, driving a fast car, watching tennis, eating a fish, brushing a cat, having a tooth out, feeding a lion, drinking wine, watching football on TV, doing brain surgery, doing sums, looking at the moon, changing a nappy, catching a butterfly, listening to reggae, eating a boiled egg

Work in two teams. Take turns to mime a continuous action for your group to guess. Score a point if they can guess your mime within thirty seconds.

Construing symbolic meaning progressive sense:

Reproduction by role play for mimicking the action

Suitable cognitive stage of the lesson plan

Stage 1, 2, 3

The kind of image schema evoked

Compulsion schema (the competitive nature of the activity as a game of two teams ensures the active process schema with a tendency to win the game)

Interaction pattern

$S \leftrightarrow S$ Dynamicity – 60%

∞ IC – 10

∞ IP – 5

CV – 10

LV – 10 (form and symbolic meaning)

C – 10

TC – 10

MC – 5

6.4.5 Name of the activity: The world outside

Stage 1: With classes taking place in a busy place such as a city centre, open the windows. Ask the students to keep quiet for a few minutes and make a note of

anything they hear going on outside, e.g. A man is talking loudly on his mobile phone.

Stage 2: As a follow up, ask them to imagine they are in another location with lots of sounds and write a similar description, e.g. at the seaside, in a busy restaurant.)

Construing symbolic meaning progressive sense:

Observation of the immediate context

Application of the target concept (making notes)

Imagination of the situation and application of PC (follow up)

Suitable cognitive stage of the lesson plan

Stage 1,3,4

The kind of image schema evoked

Mass-count schema (observation of the scene and taking out the action in progressive form)

Interaction pattern

S<->S

Dynamicity – 62%

∞IC – 10

∞IP – 5

CV – 10 (group work or whole class?)

LV – 10 (form and symbolic meaning)

C– 10

TC – 7

MC– 10

6.4.6 Name of the activity: Wish you were here

In pairs, imagine you are on holiday in an idyllic location. You are sitting in a café and there's a lot going on, both inside and outside. Write a postcard to someone back home telling them what's happening around you. Include descriptions of the weather, the people you can see, the city/town, the food and drink, the hotel and your arrangements for the next day.

Construing symbolic meaning in progressive sense

Giving the immediate context for short writing in progressive context

Suitable cognitive stage of the lesson plan

Stage 3, 4

The kind of image schema evoked

Process schema

Interaction pattern

S<->S

Dynamicity – 80%

∞IC – 10

∞IP – 5

CV – 20

LV – 20 (form and symbolic meaning, extended meaning with two mixed tenses)

C – 10

TC – 10

6.4.7 MC – 5 Name of the activity: These days

Step 1: Imagine you find your diary from a few years ago. As you leaf through it, you find different entries beginning with the following sentences. Continue each entry, e.g.

Life is boring... – I'm studying every evening for my exam. Meanwhile all my mates are going out and enjoying themselves. Dominic's not talking to me anymore either. I'm not having any fun at all!

Spring is here ...	I need a holiday...
My new job is exciting...	We don't get on anymore...
We're having a lovely time...	Fiona sent us a letter...

Step 2: Compare your ideas with a partner.

Step 3: In pairs, tell each other what is happening in your life these days outside the classroom. Include information about the following:

family, accommodation, work, hobbies, studies, eating habits, routines

Step 4: In two groups, discuss what's happening in the world these days. Include information about the following.

IT, the environment, life expectancy, sport, the (global) economy, culture/fashion

Step 5: Agree a list of the ten most important things. Compare your list with the other group.

Construing symbolic meaning in progressive sense

Step 1: Setting the scenario with example for meaning start

Step 2: Communication in pair work for the application with support

Step 3: Application of PC independently in the familiar context (self-centering)

Step 4: Application of PC independently in the real-world issues (self-centered to peripherals)

Step 5: Group work discussion with negotiation, compromising for making a list of ten

Suitable cognitive stage of the lesson plan

The arrangement of the steps is enough to make the whole lesson complete. No need to combine with other activities.

The kind of image schema evoked

Step 1: Process schema (meaningful scenario for the start of using PC)

Step 2: Motion schema (describing the actions in progressive sense in pair work)

Step 3: Motion schema (self-centered), center-periphery schema (or)

Step 4: Motion schema (peripheral), near-far schema

Step 5: Balance schema (which one should go first, second, or third with the degree of importance in making a list of ten)

Interaction pattern

Mostly S<->S (teacher is as the facilitator)

Dynamicity – 90%

∞IC – 20

∞IP – 10

CV – 20

LV – 10(form and symbolic meaning, extended meaning)

C – 10

TC – 10

MC– 10

6.4.8 Name of the activity: Future arrangement

Step 1: Do you remember all your appointments, or do you have to write them down in a diary?

Copy this weekend planner and fill in any three spaces, leaving the other blank. Think of some unusual things to do, e.g. whale watching, skydiving. (Make sure the students only fill in three spaces.)

	Saturday	Sunday
Morning		
Afternoon		
Evening		

Step 2: Making arrangements with some other students for the remaining times in your diary, e.g.

A: Are you doing anything on Saturday afternoon?

B: Yes. I'm having dinner with my agent.

A: Oh. What about Sunday evening?

B: Uhm ... No, I'm free then.

A: Would you like to come to the cinema?

B: OK. What do you want to see?

A: I've heard about this great film...

Construing symbolic meaning of PC for future arrangement

Step 1: Setting the time frame (this weekend) for the context

Step 2: Having a date with the classroom (application of PC in future arrangement) in making request

Suitable cognitive stages of the lesson plan

Stage 1, 3

The kind of image schema evoked

Step 1: Making a list of the activities and finding the free time to spend together with others (motion schema for future action + collection schema for completing the table)

Step 2: Making request, denying the offer, accepting the offer for future intended action (balance schema)

Interaction pattern

S<->S (whole class activity)

Dynamicity – 85%

∞IC – 20

∞IP – 10

CV – 5

LV – 20(form and symbolic meaning, extended meaning)

C – 10

TC – 10

MC – 10

6.4.9 Name of the activity: Annoying habits

Step 1: In pairs, think of someone you know with annoying habits. Tell your partner about him/her. Don't choose someone in the class! Give each other some advice about how to deal with the person, e.g.

A: I hate him! He's always teasing me!

B: You should just ignore him.

Step 2: I'm going to give you an adjective that describes a person. In pairs, write a sentence about this person's bad habits, e.g. anti-social_ He is always playing loud music until the early hours of the morning. (Distribute the adjectives among the pairs. Allow the students to use dictionaries.)

argumentative, boring, bossy, careless, conceited, dirty, forgetful, greedy, grumpy, lazy, mean, moody, paranoid, selfish, unreliable, untidy, weird

Step 3: Read out your sentence and see if anyone can guess the adjective.

Construing symbolic meaning of PC for future arrangement

Step 1: Application of PC in the real-world context in less challenging situation (Awareness stage)

Step 2: Describing annoying habit with PC (Application)

Step 3: Evaluation of using PC in annoying habits

Suitable cognitive stage of the lesson plan

The arrangement of the steps is enough to make the whole lesson complete. No need to combine with other activities.

The kind of image schema evoked

Step 1: Superimposition schema (one thing led to another)(frequently continuous action causes the annoyance of the speaker) – here, the superimposition schema is the combination of motion/process schema and iteration (frequency) schema

Step 2: Superimposition (cf. the same explanation as step 1)

Step 3: Blockage schema (Guess the adjective based on the description of students' own sentence with PC for annoyance)

Interaction pattern

S<-> S (T is as the facilitator)

Dynamicity – 97%

∞IC – 20

∞IP – 10

CV – 20

LV – 20(form and symbolic meaning with extended meaning)

C – 10

TC – 7

MC – 10

6.4.10 Name of the activity: Project

Stage 1: Before the next class, go to a place in this town where there are usually a lot of things happening. Write a description of everything you can see and hear.

Stage 2: In class, read out your description. Can anyone guess where it is?

Construing symbolic meaning in progressive sense

Stage 1: Giving meaningful real-world situation

Stage 2: Reporting the use of PC

Suitable cognitive stage of the lesson plan

Stage 4

The kind of Image schema evoked

Process schema

Interaction pattern

S<->T

Dynamicity – 60%

∞IC – 10

∞IP – 5

CV – 5

LV – 10 (form and symbolic meaning)

C – 10

TC – 0

MC – 1

7 Activation of Image schema in relation to dynamicity in construing symbolic meaning of PC

The following is the compilation of the related schemas and dynamicity content based on the data analysis in section 5.

Table 5: Relation between image schemas and dynamicity content in conversation-type grammar activities

No.	Name of the activity	Number of Steps	Construing symbolic meaning progressively sense	Kinds of image schema construed by the activity	Chief method of communication, purpose of the activity	Dynamicity (%)								Total
						∞IC	∞I	C	LV	C	T	M	%	
						P	V				C	C		
1	What's happening?	3	1. Providing immediate context	Part-whole	Pair work Conversation	20	10	20	10	5	7	5	77%	
			2. entrenchment	Restraint + motion										
			3. reproduction	Support schema										
2	Houses and rooms	3	1. context	Object-link	Elicitation	20	10	10	10	10	7	10	77%	
			2. entrenchment	Motion	Storytelling/									
			3. production	Support schema	reporting / recounting									
3	Clothes	1	Entrenchment + reproduction	Iteration schema Scale schema	Interview	10	10	10	20	10	7	10	77%	
4	Mimes	1	Entrenchment + Reproduction	Compulsion schema	Role play	10	5	10	10	10	10	5	60%	
5	The world outside	1	Content + Entrenchment + Reproduction	Mass-count schema	Observation Recounting/ retelling	10	5	10	10	10	7	10	62%	
6	Wish you were here	1	Content + Entrenchment + Repr	Process schema	Recounting/ retelling	10	5	20	20	10	10	5	80%	

No.	Name of the activity	Number of Steps	Constructing symbolic meaning progressively sense	Kinds of image schema construed by the	Chief method of communication	Dynamicity (%)										Total
7	These days	5	1. introduction context (scenario)	Process	Discussion	20	10	20	10	10	10	10	10	10	10	90 %
			2. Entrenchment 3,4,5 reproduction	Motion Centre-periphery /Near-far / Balance schema												
8	Future arrangements	2	1. Setting context 2. entrenchment+ reproduction	Motion Balance schema	Interview	20	10	5	20	10	10	10	10	10	10	85 %
9	Annoying habits	3	1. entrenchment 2. reproduction 3. reproduction	Superimposition Block schema	Pair work Guessing game	20	10	20	20	10	7	10	10	10	10	97 %
10	Projects	2.	1. real-world context 2. Reproduction	Process schema	Reporting/retelling	10	5	5	10	10	10	10	10	10	10	60 %

The general pattern of construing Present Continuous Tense teaching is, at first, setting an immediate context in the progressive sense (real or imaginary), then, entrenchment or the application of the form in the given situation, and finally followed by the reproduction of the target concept independently (teacher as the facilitator). We can see that a number of image schemas can motivate different cognitive processes of construing meaning for teaching the Present Continuous Tense in line with a cognitive lesson plan map. The part-whole schema, object-link

schema, and process schema are useful for activating the first step of the cognitive lesson plan (i.e. to create a context) (cf. activities 1, 2, 6 and 7). The restraint schema and motion schema are most common for entrenchment. (cf. activities 1, 2 and 7). In general, the support schema is specific for the reproduction stage. Based on that observation, it can be assumed that process schema for the first stage, motion schema for the second, and support schema for the final section are fundamental schemas for Present Continuous Tense cognitive lesson planning stages.

The advanced schemas which can give the special combination effects of entrenchment and reproduction together with meaningful context are iteration schema, scale schema, compulsion schema, mass-count schema, balance schema, center-peripheral schema, and near-far schema. This fact coincides with Cienki's (1997) discussion of grouping image schemas. According to him, the known general schemas are the process, path, object, and container schemas, whereas more complex schemas are built on the general ones. Straight, scale, and iteration schemas are built upon the former three general schemas and full-empty, surface, and center-periphery are the extension of the container schema. A smooth learning process could be achieved if the task is moved from the centered to peripheral context, and near to far.

Advanced thinking skills are developed by the complex schemas based on the dynamicity. Reporting, recounting, and having a story for a real or imaginary context helps students get involved in the activities. Role play and guessing games, which are powerful tools for reproduction, are motivated by the compulsion, balance schema and superimposition. Moreover, simple general activity types like discussion, pair work, and interviews can even be transformed into highly motivated specific schemas with great dynamicity if we could organize the steps well as in activities 7, 8, and 9.

8 Conclusion

Moving beyond the immediate conversational context to extend students' thinking and responses, cognitively challenging talk depends on the activity level, pedagogical orientation of the teacher, and characteristics of the classroom (number of children, length of day). Thus, teachers need to be cognizant of their use of the different types of talk. They should have some kind of understanding of the cognitive demands of different talk types in their daily routine of teaching. Tizard et al. (1982: 105) defined cognitive demands as "verbal requests which

adults make of young children and which require them to use particular cognitive skills.”

The present paper is the qualitative analysis of ten activities in teaching the Present Continuous Tense from a cognitive perspective by using image schemas. Image schemas are subtle and flexible, and one of the challenges for using them as an analytical tool is the risk of bias and subjective judgment. However, they possess the property of “spatial conceptualization,” as Jackendoff (1996) termed it in his discussion of the “linguistic-special interface” for generating a number of images of abstract representation. The knowledge-transferring process is an art. We cannot teach the concept without arrangements for conceptual absorption. Thus, successful learning can only occur within the careful and detailed structure of situation. The more the simulation corresponds to the real context, the better absorption is able to occur, as knowledge and context are inseparable.

This is the central concern of the cognitive linguistics approach, which focuses primarily on the meaning and context. Meaning is the central component in cognitive grammar, but it does not mean that it only ends on the word semantic level. In fact, cognitive linguistics seeks to find ways for meaning-making processes beyond word level, especially identifying how the meaning is acquired in a particular context. Being a usage-based model, it always asks questions on what the relationship between expressions and social context is. A logical explanation of expressions in use is of primary concern. In other words, according to Kreitzer’s (1997) classification, cognitive grammar is the relational level (second level on three scales in his system) which is beyond the component level, the first level of his categorization.

Most research on cognitive linguistics has been done on the compositional level. This paper investigated the second level of relations between the compositions (words), i.e. grammaticalization, in order to quest the most advanced level of integration for finding ways of how to provide meaningful dynamic context for effortless learning. Knowing what to teach is not enough for successful teaching in the class. The teacher’s role has changed from being the big boss to being the facilitator in the modern world context, and creating a comfortable, accessible, and active environment is the only solution for a smooth knowledge-transfer process. For the advanced level of Kreitzer’s classification, i.e. at the integrative level, multiple image schemas unite. It is intended that this small-scale research on the detailed analysis on specifying different components of the construal operations, focusing mainly on dynamicity in relation to different image schema combinations, is able to offer clarification on the slippery issue of dynamicity, providing the criteria for measuring active schema construal

operations for effective teaching in order to provide a cornerstone for future cognitive analysis of teaching grammar.

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Bionote

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