Call for Papers for Volume on
Cognitive Linguistics and Japanese Pedagogy

Cognitive Linguistics (CL) proposes that the basis language is a conceptualization inextricably grounded in human cognition (cf., DeLancey 1981, Lakoff 1987, Langacker 1987, Talmy 2000, Taylor 1989). CL has recently impacted L2 acquisition theories (cf. Taylor 1993, Achard and Niemeier 2004, Robinson and Ellis 2008), and researchers have started to empirically test its application to L2 teaching (CL approach) (cf., Csăbi 2004, Lam 2009, Tyler 2012, White 2012). The CL approach is also thought to promote highly effective classroom techniques (cf., Boers et al. 2004, Holm 2009, Littlemore 2009). However, its applications to teaching Japanese-as-a-Foreign-Language (JFL) and researching JFL acquisition are still in the initial stages.

The proposed book is an edited collection of theoretical and practical accounts of JFL Pedagogy from the perspective of CL. This volume will offer insights into the role of CL and will present basic background knowledge (e.g., usage-based model prototype, figure and ground, schemata, lexicalization patterns, metaphor, etc.,) in JFL instruction.

There are a number of compelling reasons why CL is an excellent choice for the study of semantic-syntactic acquisition. First, CL does not posit any autonomous or abstract structures and an innate grammar. Instead, it argues that language reflects general cognitive processes. There is no separation between linguistic knowledge ('competence') and linguistic performance. One of the tenets of CL is the usage-based model, which does not allow a separation between a theory of competence and one of performance. In this model, communicative functions are grounded in perceptual experience, and meaning and/or conceptualization and language use are central to the model. These features of CL have an intuitive appeal to both students and instructors. Thus, the readers of this volume will have the ability to understand each article without specialized training in any particular semantic or syntactic theory.

Second, the theory seeks to describe natural language data and not the idealized native speaker or learner, concepts that are currently under question. CL seeks to explain the cognitive processes that lead to dialectal variation, sociolinguistic choice and learner variation. In this manner, CL is ideally suited to the language learning difficulties instructors are confronted with because it offers them a usage grammar.

CL theory is probably new for many potential readers of the volume. In order to address that probability, Chapter 1 of the volume will be an introduction to CL and a discussion of why it is a viable theory for SLA research and JFL Pedagogy. The remaining chapters make four main contributions: 1) They provide accurate, theoretically grounded linguistic descriptions of the grammatical item under discussion that can be understood by undergraduate and graduate students, teachers, and instructors who are not necessarily trained linguists. 2) They demonstrate acquisition patterns which help researchers and instructors better understand the language they encounter in JFL classrooms. 3) They provide concrete suggestions and classroom tasks to teach, practice, demonstrate and review the target grammatical item. 4) Backed by their classroom materials and research, they show that the aids and conceptual descriptions used along with subsequent activities are of benefit to the language learner.

This book opens up an exciting window into an innovative view of language teaching both by taking instructional components of grammar seriously and compiling empirical studies. I

invite contributors who are doing theoretical and empirical studies in cognitive linguistics in JFL classroom to participate in this volume. Some possible topics include:

1. Acquisition studies of   the case marking system
                                 tense/aspect expressions
                                 lexicalization patterns
                                 studies of metaphor
2. Classroom research of   the case marking system
                                 tense/aspect expressions
                                 lexicalization patterns
                                 metaphor

The language of the proposed publication is English. Submissions should be typed double-spaced using MS Word. Abstracts should range between 300-400 words with a few references and five key words. The abstract should be emailed as an attachment to Dr. Kyoko Masuda (kyoko.masuda@modlangs.gatech.edu) no later than **December 15, 2014**.

Full manuscripts

The subject line for the submission of manuscripts should read 'Submission to Cognitive Linguistics and Japanese Pedagogy Edited Volume'.

Submissions should range between 7000 and 8500 words. Each paper should contain a cover page included in the email attachment containing the document. Include title of paper, name(s) of the author(s), affiliation, contact address (postal and email) and telephone number.

The deadline for paper submissions is **June 30, 2015**. Every paper submitted will be carefully reviewed and authors will be contacted through their email addresses with a decision on their work by (date of response).

Inquiries should be directed to the editor:

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