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Author(s)	Iwasaki, Shin-ya
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COGNITIVE LINGUISTIC APPLICATIONS IN TEACHING THE ENGLISH PROGRESSIVE*

1 INTRODUCTION

This paper discusses the teaching of English Grammar to Japanese-speaking learners of English by using the cognitive linguistic methodology. Cognitive linguistic researchers have applied its methodology to the teaching and learning of foreign languages, as seen in Taylor (1993), Pütz et al. (2001), Achard and Niemeier (2004), and Kristiansen et al. (2006). Boers and Lindstroemberg (2006) survey the applications of cognitive linguistics in second language or foreign language instruction and present how the applications of cognitive linguistics appear in pedagogical periodicals. According to their study, very few examples of its applications in TESOL were found in the 1980s. In the 1990s, we find applications of conceptual metaphor theory (Lakoff and Johnson 1980, 1999) to the analysis of conventional figurative expressions in the *ELT Journal*. In recent years, applications of cognitive linguistics have appeared in learner's dictionaries, handbooks for students, teaching materials, and publications in Japan (e.g., Hayase 2006, Tanaka 2006 and Kishimoto 2007).

This study investigates how the cognitive linguistic methodology is effective in teaching the relation between the lexical aspect of verbs and grammatical aspect. The former refers to aspectual classes of verbs (or verb phrases), while the latter is indicated by perfective and imperfective morphemes. In this paper, we will focus on the English progressive, which is seen in Comrie (1976), Dahl (1985), and Vlach (1981).

A number of researchers have investigated a classification system of the lexical aspect of verbs (e.g., Vendler 1967, Dowty 1979, Quirk et al. 1985, Leech 1987, and Smith 1991, among many others)¹. Among them, we adopt Vendler's (1967) four-way classification of the lexical semantics of verbs (or verb phrases), i.e., state, activity, accomplishment, and achievement. This classification is summarized in Figure 1,

* I am grateful to Yukio Oba and Sadayuki Okada for giving me the opportunity to write this paper. Any remaining errors are, of course, my own.

¹ Quirk et al. (1985), for example, describe verbs as dynamic and stative verbs, while Leech (1987) describes them as event and state verbs.

which is presented by Shirai (2002: 455):²

State	—————	love, contain, know
Activity	~~~~~	run, walk, play
Accomplishment	~~~~~x	make a chair, walk to school
Achievement	x	die, drop, win the race

Figure 1. Vendler's Classification of Verbs (Verb Phrases) (Shirai 2002: 455)

State verbs are not dynamic and they describe a situation that does not stop unless additional energy is applied, which is shown by the solid line in Figure 1. By contrast, activity, accomplishment and achievement verbs are dynamic. Among these verbs, activity verbs are durative, shown by the wavy lines in Figure 1, and do not describe a situation that has an endpoint. On the other hand, accomplishment verbs describe a durative situation that has an inherent endpoint, shown by 'x' in Figure 1. Finally, achievement verbs describe a punctual situation and they occur instantaneously. The advantage of Vendler's classification is that the lexical aspect of verbs is determined by classification tests; for example, activity verbs do not take *in* but *for* temporal complements.³

The English progressive, which is our main concern in this paper, has been discussed in a number of papers (Jespersen 1931, Comrie 1976, Lyons 1977, Mori 1980, Goldsmith and Woisetschlaeger 1982, Dahl 1985, Quirk et al. 1985, Leech 1987, Narita 1988), Langacker 1982, 1987, 1991, 1999, 2001a, 2001b, Kashino 1999, Hasegawa 2002, Okita 2004, and Nieda 2007). The progressive aspect prototypically indicates a happening in progress (Quirk et al. 1985: 197) and refers to temporary situations. Leech (1987: 19) characterizes the meanings of the progressive in terms of "duration," "limited duration," and "incompleteness," and emphasizes that whether the simple or the progressive form is used depends on the speaker's point of view. This is illustrated by the following examples:

(1) a. He is running in the yard.
 b. Mary is living in London.
 c. The man was drowning.

(Leech 1987: 20)

(1b), for example, represents Mary's temporary residence and the event designated by the verb *live* is not complete, and therefore it does not imply that Mary died. Notice that (1a–c) include an activity verb, state verb, and achievement verb, respectively. In

² According to Shirai (2002), this was originally represented by Roger Andersen's lecture in the seminar on the acquisition of tense and aspect at the University of California, Los Angeles in 1990.

³ Although Vendler's four-way classification of verbs (verb phrases) has been adopted by a number of researchers, some of them modify or partially disagree with his classification. Declerck (2006) disagrees with it in that states are not durative, and achievement describes a punctual telic situation. Smith (1991) adds a fifth category, i.e., semelfactive (e.g., *cough*, *knock*), which is classified into achievement in Vendler's classification. While Smith's semelfactive is similar to Vendler's achievement in that they are both dynamic and punctual, they differ wherein the former does not have an inherent end point. Since we do not study the iterative meaning of the progressive in this paper, Smith's system is not adopted.

this paper, we will study how cognitive linguistic methodology affects learners' acquisition of the English progressive, focusing on verb classes, and show that the application of cognitive linguistics to English language teaching is effective, and contributes to language pedagogy.⁴

The structure of this paper is as follows: section 2 takes an overview of how Langacker analyzes tense-aspect morphology. In section 3, we report on a study that addresses the experiment of the English progressive. Section 4 shows the results of our study. In section 5, we discuss the findings of our study in relation to the methodology of cognitive linguistics. Section 6 is concerned with the progressive that is not studied in section 3, paying attention to contexts. Finally, section 7 presents the concluding remarks.

2 ENGLISH TENSES AND ASPECTS FROM COGNITIVE LINGUISTIC PERSPECTIVE

We investigate the effectiveness of the teaching methodology based on the theory of cognitive linguistics, especially, Cognitive Grammar (Langacker 1987, 1991, and 1999). Cognitive Grammar assumes that the nature of language is a symbolic structure constituted of form and meaning, and maintains that lexicon and grammar form a continuum. In this theory, the grammar of a language is characterized as "a structured inventory of conventional linguistic units" (Langacker 1987: 57).

This section is concerned with the question of how cognitive linguistics, especially Langacker's (2001a, b) Cognitive Grammar, handles verbs, English tenses and aspects.

According to Langacker, perfective and imperfective verbs are characterized in terms of the bounded-unbounded distinction. As seen in Figure (2a), in a perfective verb the profiled process is construed as bounded within the immediate scope, while in Figure (2b), in an imperfective verb it is not specifically construed as bounded:

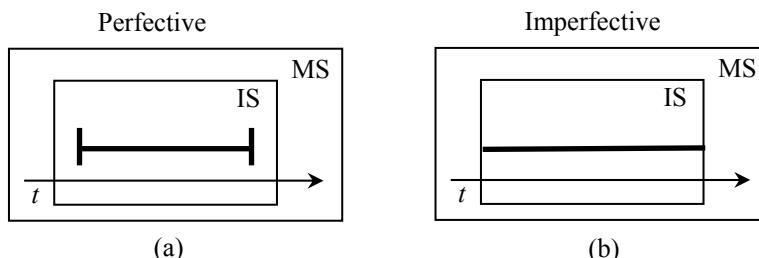


Figure 2. Verb Classes (Langacker 2001a: 257)

⁴ The habitual or iterative use, the interpretive or explanatory use, and the future time reference of the progressive, as seen in (i-iii), respectively, are not target items studied in section 3:

- (i) I know a man who's always giving his wife expensive presents. (Leech 1987: 33)
- (ii) When I said "the boss," I was referring to you. (Huddleston and Pullum 2002: 165)
- (iii) We're visiting Aunt Rose tomorrow. (Leech 1987: 33)

In Figure 2, IS and MS stand for an immediate scope and a maximal scope, respectively. As seen in Figure (2b), imperfective process indefinitely continues through time, but the processual profile is within the immediate temporal scope.⁵ Perfective is almost equivalent to Vendler's activities, accomplishments and achievements, while imperfective is equivalent to his states.

The English progressive is only applicable to processes construed as perfective, and is characterized as derived imperfectives. According to Langacker, the progressive form *be...-ing* imperfectivizes processes construed as perfective and therefore does not apply to ones that are already imperfective. The progressive is sketched in Figure 3:

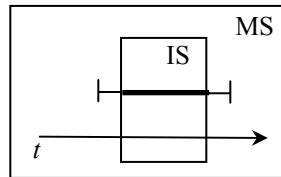


Figure 3. Progressive (Langacker 2001a: 259)

In Figure 3, the profile consists of a portion of a process within the immediate scope and this profiled process is construed as homogeneous. Although Figure 3 is similar to Figure (2b), which shows imperfective verbs, there is a difference between the two: the original process of the former is construed as bounded, because the progressive applies only to perfectives, whereas the one of the latter is not.

Whereas the progressive is aspectual, the tense markers are deictic, i.e., they relate the designated process to the time of speaking. Langacker (2001a) characterizes a tense marker as "imposing an immediate temporal scope for the focused viewing of the process it grounds" (Langacker 2001a: 260). The English tenses are shown in Figure 4:

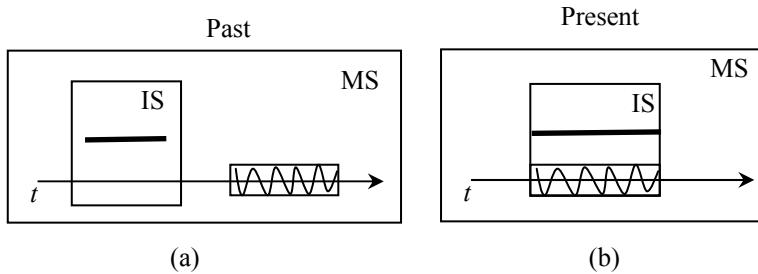


Figure 4. Tense (ibid.: 260)

In Figure 4, a box with squiggly lines shows the speech event and the heavy line in immediate scope stands for the neutrality of the perfectivity of the profiled process. In

⁵ Cognitive Grammar assumes that a verb profiles a process, while a noun profiles a thing.

Figure (4a), the past tense morpheme locates an immediate scope before the speech event, while in Figure (4b) the present tense morpheme locates an immediate scope in accordance with the speech event. Notice that the immediate scope of the present tense must correspond to the duration of the speech event. By contrast, in the past tense, a perfective process does not always correspond to the immediate scope.

Let us now combine the figures of the progressive with those of the tenses:

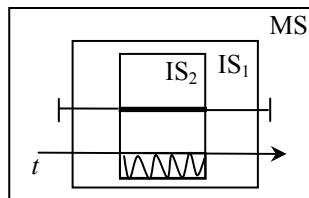


Figure 5. Present Progressive (Langacker 2001a: 259)

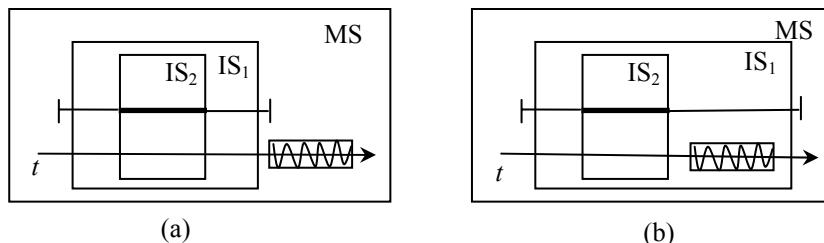


Figure 6. Past Progressive (ibid.: 262)

Figures 5 and 6 show the present progressive and past progressive, respectively and include two immediate scopes, which are labeled IS_1 and IS_2 . The former refers to the immediate scope which is imposed by the progressive marker, while the latter refers to the one by a tense marker. Figure 5 can capture the unacceptability of (2a, b).⁶

(2) a. * A balloon is popping (at this very moment).
 b. * She is blinking. [single blink]

(Langacker 2001b: 26)

In (2a), since the verb *pop* indicates a too-short event, the immediate scope that does not include its endpoints is not evoked. Likewise, (2b) is unacceptable because the duration of a single blink is too short and the immediate scope of a progressive marker is hard to impose.

As for the past progressive, how figures are drawn depends on the context. More specifically, IS_1 , the immediate scope imposed by the progressive, is before the

⁶ Of course, (2a, b) are acceptable if they are interpreted as repetitive.

speech event or extends through the speech event, as shown in (3):

(3) a. I was working this morning, but I am finished now.
 b. I was working this morning, and I still am.

(Langacker 2001a: 261)

Combining past and present tenses with perfective and imperfective processes, they are drawn depending on their boundedness.⁷

In Langacker's system, it is readily captured that when verbs are used in the sense of generic, habitual, and "timeless truth" with the present tense, they do not have a progressive marker. Events indicated by these uses of the present tense are, according to him, virtual, not actual. Let us consider the following examples:

(4) a. A kitten is born with blue eyes. [generic]
 b. My cousin goes to a singles bar on Friday night. [habitual]
 c. Water decomposes into hydrogen and oxygen. ["timeless truth"]

(Langacker 2001b: 34)

Sentence (4a) does not indicate a specific instance of a kitten born with blue eyes, but a virtual one. In (4b), the profiled event does not occur on a particular Friday night. In (4c), a law of nature is expressed. Since these three uses are all imperfective, so to speak, their verbs cannot be imperfectivized any further.⁸

So far, we have considered Langacker's approach to the English tense and aspect, especially a progressive form. It is considered that his approach is useful to teaching them to learners, if it is modified in the following three respects:⁹ firstly, since the lexical meanings of verbs (or verb phrases) are classified into several groups, although classification depends on researchers, the visualization of these verbs and verb phrases helps learners' comprehension. Secondly, Langacker's approach to the relation between the English tense and aspect helps learners capture the relation between them. Finally, the meanings of the progressive are captured in terms of a network.¹⁰

In the following section, we modify Langacker's approach and apply it to teaching the English progressive to learners.¹¹

⁷ Although past perfectives, present perfectives, past imperfectives, and present imperfectives are all sketched felicitously, present perfectives are generally not appropriate. On this problem, see Langacker (2001a: 263).

⁸ Tomozawa (2002) proposes the network model of various uses of the English progressive and provides a unified account of them within the framework of Cognitive Grammar.

⁹ As Langacker (2001b: 37) mentions, he does not attempt to apply his analyses of the tense and aspect to language pedagogy. The modification will be needed if we make use of them for pedagogical purposes.

¹⁰ As Tanaka (2006: 174) mentions, it would be difficult to apply cognitive linguistics to English teaching without modification, because cognitive linguistics has developed in Europe and the United States within theoretical linguistics, competing against generative linguistics. If we employ the methodology of cognitive linguistics, it will be required to be adapted to education, especially English teaching in Japan.

¹¹ Although the progressive as second language or foreign language instruction has been studied (e.g., Davies 1994), we do not find the cognitive approach to it in the field of L2 acquisition. Davies (1994), for example, analyzes the teaching methodology for the English progressive in detail. He describes events as states and actions. He mentions that textbooks usually extend the basic meaning of the progressive, i.e. "action in progress," to secondary meanings such as temporariness or limited recurrence, but the books do

3 THE STUDY

3.1 Method

Fifty Japanese college students participated in this study. They did not fully acquire the English progressive system, and their competency was measured by a pretest. After the pretest, they were divided into two groups. Each group consisted of 25 participants. One was given a lesson on the progressive by making use of the applications of cognitive linguistics, while the other was given a traditional lesson, i.e., the successive explanation of the meanings of the progressive. After the members of each group received a short lecture, they took a posttest.

The pretest consisted of two parts. In the first part, the learners were instructed to write a Japanese translation of the part of verb phrases and to mark an “X” if the use of the progressive was not appropriate. The Japanese translation was to examine if the learners could appropriately understand the meanings of verb phrases with the progressive form. In other words, the task required learners to distinguish them in translation. A sentence that included activities or accomplishments was translated as the meaning of action in progress. If a sentence included achievements, it was translated transitionally. If a sentence included states, the mark “X” was chosen because it was not acceptable with the progressive without appropriate contexts. Some meanings of words were given in Japanese in the test and the participants were told to ask about unfamiliar words in the test in order to make sure that their progressive knowledge was judged.

In the second part of the pretest, the learners were instructed to write an appropriate form of a given verb. Some of sentences included temporal adverbials such as *when*~ or *while*~ and others expressed general timeless statements. The task was to examine if the learners could appropriately judge in which sentence the progressive form could or could not be used. In other words, the task required the learners to understand that temporal adverbials function as a temporal frame and also that if a sentence expresses a general timeless statement, the progressive is not used

not relate them to the basic meaning of the progressive. He maintains that the meanings of the progressive should not be captured as discrete but associated with the form on the level of discourse. He emphasizes that the progressive should be taught in comparison to the counterpart of the simple form, and a context in which the progressive is used should be taken into consideration. Although we agree with his statement, we adopt the fill-in-the-blank style procedure because our participants are beginner students and they can be confused.

Outside the framework of cognitive linguistics, Housen (2002) analyses the development of tense-aspect morphology by using the data from Dutch and French-speaking learners of English as a second language.

Shirai and Andersen (1995) and Shirai (2002), which are related to the approach of cognitive linguistics, adopt prototype theory. They argue that the learners of English as a first and second language acquire tense-aspect morphology on the basis of the sequence from the prototype to peripheral members of “past tense” and “progressive aspect.” According to them, the reason why there is a strong correlation between past tense morphology and achievement verbs is that the prototypical past is characterized as [+punctual], [+telic] and [+result], and these features are also related to achievement verbs. We will see later that this corresponds to the results of our study.

because in this case a situation is similar to states.¹²

The posttest also consisted of two parts. The procedure for the posttest was performed in the same way as the pretest. The first part of the posttest consisted of seven questions, which included one activity verb (*play the guitar*), one accomplishment verb (*make a chair*), three stative verbs (*resemble, belong, notice*), and two achievement verbs (*win the race, arrive*). An activity and accomplishment verb were expected to be translated into expressions with the aspectual marker *te-iru*, i.e., the meaning of action in progress, while achievement verbs were to be translated into *shitsutsu aru* or *suru tokoro da*, i.e., a transitional meaning.¹³ Since states with the progressive were not appropriate in this test, they were to be marked by “X.”

The second part of the posttest consisted of five questions: two sentences included an activity verb (*wash, run*) and achievement verb (*find*) in the main clause, and the subordinate clauses included temporal adverbials such as *when~*, *while~* or *then*. The parts with activities were expected to be changed to the progressive, while the ones with the achievement verb were not. Two of the given questions included general timeless statements, i.e., *Water freezes at 32 degrees Fahrenheit* and *The sun rises in the east*.

3.2 Cognitive Linguistics Inspired Instruction

As we have said above, the learners were given a lesson on the progressive by making use of the applications of cognitive linguistics after the pretest. We simplified the figures that were provided by Langacker (2001a, b) and supplied the learners with Figures (7a–c) for activities, states and achievements, respectively.¹⁴ The questions that were asked are as follows:¹⁵

- (5) a. He is swimming in the pool.
- b. She is talking to her friend on the phone.
- c. * He is having a car.
- d. He is dying.
- e. He is reaching the top of the mountain.
- f. *I am wanting to go home.

¹² The term ‘temporal frame’ used in this paper refers to the time which is evoked by the temporal adverbials *when* or *while*, not in the sense of Leech (1987).

¹³ Since *te-iru* in Japanese also expresses the resultative meaning, we need to avoid using it when the progressive is used with achievements.

¹⁴ In Figure 7(a–c), Langacker’s figures include two immediate scopes when verbs are used with a progressive marker. We simplified them in order to lead the learners to understand the progressive.

¹⁵ The question sentences are based on Takahashi and Tabe (1987).

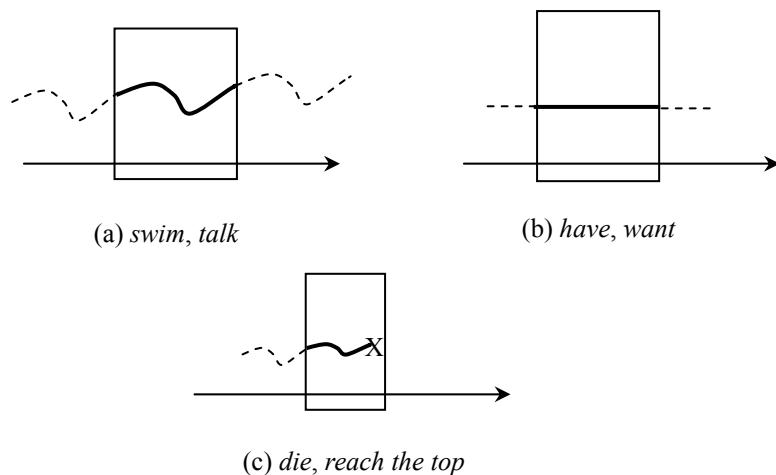


Figure 7. Verb Classes

Figure (7a) shows activity verbs such as *swim* or *talk*. In this figure, a part of the continuation of the swimming or talking event is focused, which is shown by the bold wavy line. We presented the learners with Figure (7a) and, as seen in Lee (2001: 149), instructed them to suppose that you take a picture of the event of swimming or talking that it is similar to ‘stop motion,’ and that this is the prototypical function of the progressive. On the other hand, it has been mentioned that we cannot use a camera to shoot still images of “having” and “wanting,” because someone that has something or wants something is already still, and so this does not involve motion, which is shown by the line in Figure (7b), and we cannot use the progressive in this case. Finally, Figure (7c) shows achievement verbs and includes the endpoint X in the box. This indicates that when you take a picture of the event of, e.g., dying or reaching the top, you keep the climax in mind, and therefore the meaning of the progressive with achievement is transitional. Notice that all of the Figures (7a–c) have broken lines which indicate the background, and we argue that it is important to capture the meaning of the progressive in continuation of events.

Secondly, we advised the learners to pay attention to temporal adverbials such as *when*, *while* or *now*, and suggested that they also provide a ‘picture frame,’ using an analogy of photography. The relation between these temporal adverbials and the progressive is captured by making use of Figure 8, and the questions that were asked are as follows:

- (6) a. In Japan, cars run on the left.
 b. When the alarm rang, Frank jumped out of bed.
 c. The earth goes around the sun.
 d. It was snowing heavily when we got off the train.
 e. Is he busy now? – I don’t think so. He is watching TV.
 f. The earth moves around the sun.

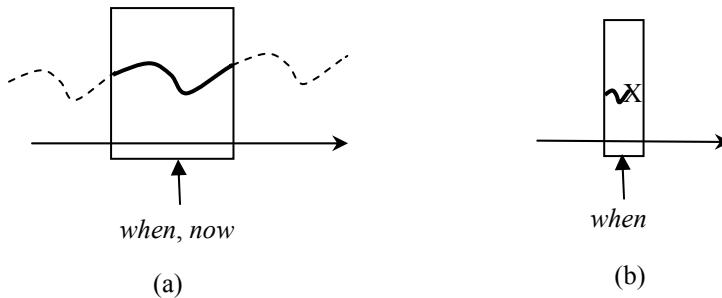


Figure 8. The Progressive with Temporal Adverbials

Figure (8a) shows the progressive with activities, involving temporal adverbials. Although the box in this figure is different in level from that in Figure 7, in order to avoid confusion we do not distinguish them. Figure (8a) indicates that the *when*-clause or *now* sets the temporal frame and it is compatible with the photographic analogy of the progressive. On the other hand, in sentence (6a), although we categorize *jump* as an achievement verb, this is different from the rest of the achievement class in that the verb *jump* does not have an inherent endpoint. In Smith's (1991) system, it is categorized as semelfactive.¹⁶ Since the verb *jump* is punctual, it is not used with the progressive unless it is interpreted as iterative. This verb is drawn in the small box, which is provided by the temporal adverbial *when*, as seen in Figure (8b). We instructed the learners to assume that you cannot take a picture of the event of jumping, because it is punctual.

Finally, we showed the learners that general timeless statements are also captured in the same way as the photographic analogy. In other words, verbs that are included in general timeless statements are similar to states because they do not involve change of motion. They are sketched in the following figure:

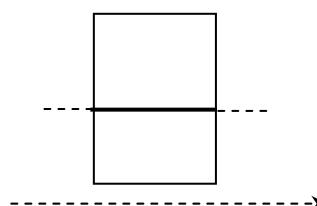


Figure 9. General Timeless Statements

Figure 9 is the same as Figure (7b) except the broken time line. It shows that general timeless statements are not located in the time line.

¹⁶ Although the verb *jump* does not have an inherent endpoint, we categorize it as an achievement verb and sketch it in the same way as other achievement verbs.

4 RESULTS

We compared two groups with respect to pretest and posttest data, which both consist of 12 questions. The means of each test were shown in Table 1:

	Pretest	Posttest
Group A	5.6	7.72
Group B	5.72	6.36

Table 1. The Means of the Pretest and Posttest

Although both Groups A and B were to take the same test, after the pretest the former was taught according to the teaching methodology of cognitive linguistics and the latter by the traditional exposition of the progressive.¹⁷

The learners' mean scores of Group A increased by 38 percent, while those of Group B increased by 11 percent. Although the results of our study are not so impressive, we can conclude that cognitive linguistic methodology is effective, judging from the difference between the two groups.

Let us examine the results of the tests more closely.¹⁸

Group A: First Part

	Pretest	Posttest
Activities (Accomplishments)	90%	90%
States	66%	80%
Achievements	8%	28%

Second Part:

	Pretest	Posttest
<i>be...ing</i>	70%	82%
Achievements	16%	48%
General Statements	30%	58%

Table 2. Percent Gain Scores of Group A

¹⁷ In contrast to cognitive instruction, the traditional instruction is written in Japanese without figures. The English counterparts are as follows:

- (i) The progressive expresses the meaning of action in progress in the speech time.
- (ii) When the progressive with verbs referring to a change of state represents movement towards the change, it is translated into Japanese as *shikaketeiru*, *shiyoutoshiteiru*.
- (iii) The verbs that are included in expressions describing general timeless statements, or eternal truths, take the present form.

¹⁸ Activities and accomplishments are included in the same column in tables because when the progressive is used with accomplishments, they express the same meaning as the activities with the progressive, i.e. the meaning of action in progress.

Group B:

	Pretest	Posttest
Activities (Accomplishments)	88%	86%
States	68%	76%
Achievements	10%	28%

Second part:

	Pretest	Posttest
<i>be...ing</i>	48%	52%
Achievements	36%	36%
General Statements	36%	40%

Table 3. Percent Gain Scores of Group B

Tables 2 and 3 display the percent gain in the scores of Groups A and B, respectively. The participants of Groups A and B gained the highest score when activities were used with the progressive. When questions included states, the learners of both groups scored higher than when they included achievements. It seems that it is hard for learners to understand the meaning and usage of achievements. This analysis revealed that there is a difference in effect between the cognitive methodology and traditional explanation of the progressive.¹⁹

5 DISCUSSION

The two tests reported in this paper show that the methodology of cognitive linguistics is useful for teaching the English progressive to beginners. As we have seen in Table 2, the action-in-progress meaning of the progressive with activities is acquired earlier than other meanings, i.e., transitory, habitual, or futurate meanings. This result is consistent with the prototype hypothesis (Shirai and Andersen 1995, Sugaya and Shirai 2007), which was originally seen in cognitive psychology by Eleanor Rosch and is also employed in cognitive linguistics (Taylor 1989). This hypothesis claims that “language learners initially acquire the prototypes for each aspectual morpheme and then gradually extend their scope to less prototypical cases” (Sugaya and Shirai 2007: 7). This applies not only for L1 but also the L2 acquisition of learners. In our study, the transitional meaning of the progressive is hard to acquire, because it is a peripheral meaning. Since the number of the participants and questions is small, one might wonder if the test results of our study do not truly represent the effectiveness of the methodology of cognitive linguistics. In the following section, we will show that the survey in section 6 complements our own study.²⁰

¹⁹ Although the number of questions in our study is small, the learners must judge first whether the given verb has a progressive marker or not, and second how it is translated into Japanese.

²⁰ Although we heavily depend on an analogy between language comprehension and visual perception, which is criticized by Cheryl (2006), we cannot deny its effectiveness.

6 PROGRESSIVE WITH THE CONTEXT

So far, we have seen the relation between verbs and the meanings of the progressive without context. In the next step, the learners will need to know that the acceptability of the progressive depends on context. We showed the learners the following sentences after the posttest.

(7) a. Living near Chelsea's King's Road certainly helps, although Jonathon first got interested in fashion, he says, when he *was living* in Manchester. (BNC)

b. I *was sitting* in my office smoking one of James's cigarettes. (BNC)

c. Tina *is resembling* her sister more and more. (Quirk et al. 1985: 202)

d. Except that while she *was loving* him, gazing wonderingly at his blind eyes, Dr Neil said suddenly and hoarsely, "Quick, McAllister, put the baby in the drawer over there and bring me as much towelling as you can." (BNC)

e. I'm *thinking* about what you're saying. (Leech and Svartvik 1994: 76)

f. He's *hoping* to finish his training before the end of the year. (ibid.)

In (7a, d), the event of living or loving is temporary, as explicitly shown by the temporal adverbial *when* or *while*. Although verbs referring to a state of mind or feeling, such as *think* in (7e) or *hope* in (7f), are not usually used with the progressive, they can be used with it depending on context. Although some native speakers might disagree with the acceptability of (7c), it can be used with the comparative expressions *more (and more)* or *less (and less)*. Likewise, although (7f) might be a colloquial expression, it can be used when speaker's strong emotion is emphasized. In order to these examples, we used photographic analogy again and instructed the learners to assume that temporal adverbials such as *when* or *while* function as a picture frame. Moreover, the learners were instructed to pay attention to the comparative expressions *more (and more)* or *less (and less)*, which make verbs dynamic.

After this lesson, we gave the learners questionnaires which asked whether they could understand the meanings of the progressive connectedly.²¹ The result is that 86 percent learners said yes, 10 percent said no, and 4 percent made no comment. From this result, the conclusion can be drawn that cognitive linguistic methodology helps learners' understanding of the English progressive.

²¹ The cognitive explanation is also given to Group B after the posttest.

7 CONCLUSION

In this paper, we have demonstrated that the cognitive linguistic methodology is useful for teaching the English progressive. Although the test data of our study were not large, the learners which received a cognitive instruction had a significantly higher rate of increase ($p < .05$). Furthermore, the analogy of ‘taking a picture’, which has been used in this paper, was related to Langacker’s statement that the progressive imperfectivizes processes construed as perfective. Our study will be associated with the count/mass distinction between nouns and verbs in terms of boundedness and help the learners acquire their meanings and usages. It was shown that our study has great utility as it provides a unified account of the meanings of the progressive.²²

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²² Leech (1989: 431) describes the present or past perfect with the progressive, making use of figures which are similar to the ones in this paper, but he does not attempt to capture verb classes by using these figures.

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APPENDIX

Sample Questions

I. 次の下線部が正しい場合には括弧にその部分だけの訳を書きなさい。正しい場合は、括弧に×を書きなさい。

(The underlined part of the sentence must be translated into Japanese if it is correct. If it is wrong, mark the symbol×.)

1. He is swimming in the pool.
()
2. She is talking to her friend on the phone.
()
3. He is having a car.
()

II. 括弧内の動詞を現在形、過去形、またはそれらの進行形にしなさい。

(Change the verb form to match the sentence meaning by using present tense, past tense, or the *be...ing* form.)

1. In Japan, cars (run) on the left.
()
2. When the alarm rang, Frank (jump) out of bed.
()
3. It (snow) heavily when we got off the train.
()

Shin-ya Iwasaki
shinyaiwasaki@hotmail.com