1: The Conceptual Basis of Language : David McNeill :

Gesticulation behaviors for virtual humans by Liwei Zhao, Norman I. Badler, Liwei Zhao, Norman I. Badler - InPacific Graphics ,pp. Internal or personal use of this material is permitted. By choosing to view this document, you agree to all provisions of the copyright laws protecting it. Show Context Citation Context This paper is a "framing device " for cognitive science as a program, including critical discussions of issues at the heart of the field. The paper first lays out the basic assumptions and points to the roots of using a computer programming context for generating hypotheses about cognition The paper first lays out the basic assumptions and points to the roots of using a computer programming context for generating hypotheses about cognition and to the use of simulations of thinking in order to pursue theoretical work. Third, the paper discusses the nescessity of internal models for dealing with intentional symbol systems of this sort. Fourth, the issue of knowledge representations is addressed, particularly with regard to the importance of knowledge structure-process integration. Finally, possible limits of the approach are examined, setting aside some misconceptions, and voicing some warnings. Since philosophical concerns Show Context Citation Context Additionally, although the present state of an organism may embody the entire effective history of the organism such that simulation would presumably be possible without reproducing a developmenta Sandy Ideas and Coloured Days: This paper is an exploration of the relationship between language and vision from the perspective of language evolution on the one hand, and metaphor on the other. Recent research has suggested that the origins of human language capacity can be traced to the evolution of a region in the brain that p Recent research has suggested that the origins of human language capacity can be traced to the evolution of a region in the brain that permits the interaction of information from sensory and motor cortices. A variety of cognitive and computational implications are drawn from these hypotheses. Computational implications of embodiment Sandy ideas and coloured days: Some computational implications of embodiment Are torso movements during speech timed with intonational phrases? It is well known that speakers often move their arms, hands, heads and parts of their faces in conjunction with their speech. Recent studies indicate that these movements are often temporally aligned with the accented syllables in the spoken utterances they accompany, forming a kind of gestural anal Recent studies indicate that these movements are often temporally aligned with the accented syllables in the spoken utterances they accompany, forming a kind of gestural analogue to the accentual aspect of phrase-level prosody. But less attention has been given to the question of how body movements might relate to the other major aspect of phraselevel prosody: In this study we examined the temporal alignment of torso movement with the intonational phrases identifiable in short speech samples from two speakers selected from a corpus of academic lecture videos. Results show that a the two speakers differ substantially in their torso movements during speech, b the speaker who showed the most frequent use of left-right movement of the shoulders timed these movements to coincide to a notable extent with his intonational phrases, and c torso movements are sometimes timed in other ways, such as during silences between spoken phrases, possibly in conjunction with a change in topic. Overall, these observations support the hypothesis that both of the grammatically-significant aspects of phrase-level prosody, i. This strengthens the view that speech production planning involves the coordination not only of gestures within the vocal tract with each other and with prosodic structure, but also of gestures and movements of other parts of the body, whose contribution to the communicative act merits further exploration. Oral presentation is one of the basic activities for the students of the English Language Teaching Programs to practice speaking in English. The criteria to evaluate oral presentations should include both verbal and nonverbal elements since the latter is as important as the former. Of students, only 32 presenters Suggestions were made for students to deal with their look-away behaviours in oral presentations. Krauss, Yihsiu Chen, Purnima Chawla " In The expression of the emotions in man and animals Darwin, , he posed the question: Why do our facial expr Why do our facial expressions of emotions take the particular forms they do? Why do we wrinkle our nose when we

are disgusted, bare our teeth and narrow our eyes when enraged, and stare wide-eyed when we are transfixed by fear? For a species that attacked by biting, baring the teeth was a necessary prelude to an assault; wrinkling the nose reduced the inhalation of foul odors; and so forth. But if facial expressions reflect formerly functional behaviors, why have they persisted when they no longer serve their original purposes? Why do people bare their teeth when they are angry, despite the fact that biting is not Show Context Citation Context The aim of the present study is to describe the performances of 11 professional interpreters, who were asked to interpret two texts from English into Italian. The texts were read by a native English speaker, at two different speech rates, in order to compare pause occurrence in the source and target The texts were read by a native English speaker, at two different speech rates, in order to compare pause occurrence in the source and target texts. Differences in Academic Publishers. Printed in the Netherlands. Bodily communication perceived visually or through the tactile senses has a central place in human communication. It is probably basic both from an ontogenetic and a phylogenetic perspective, being connected with archaic levels in our brains such as the limbic system and the autonomous neural system It is probably basic both from an ontogenetic and a phylogenetic perspective, being connected with archaic levels in our brains such as the limbic system and the autonomous neural system. It is interesting from a biological, psychological and social point of view and given recent developments Powered by:

The Conceptual Basis of Second Language Teaching and Learning 1. Humanistic Education and Experiential Learning. a. Competing concepts of education.

This has been sometimes called the "Traditional View of Metaphor" [8] and at other times the "Classical Theory of Metaphor". In his work Institutio Oratoria , Quintilian states," In totum autem metaphora brevior est similitudo" or "on the whole, metaphor is a shorter form of simile". Janet Soskice , Professor of Philosophical Theology at the University of Cambridge , writes in summary that "it is certain that we shall taste the freshness of their insights only if we free them from the obligation to answer questions that were never theirs to ask". A mapping is the systematic set of correspondences that exist between constituent elements of the source and the target domain. Many elements of target concepts come from source domains and are not preexisting. To know a conceptual metaphor is to know the set of mappings that applies to a given source-target pairing. The same idea of mapping between source and target is used to describe analogical reasoning and inferences. The metaphor may seem to consist of words or other linguistic expressions that come from the terminology of the more concrete conceptual domain, but conceptual metaphors underlie a system of related metaphorical expressions that appear on the linguistic surface. Similarly, the mappings of a conceptual metaphor are themselves motivated by image schemas which are pre-linguistic schemas concerning space, time, moving, controlling, and other core elements of embodied human experience. Conceptual metaphors typically employ a more abstract concept as target and a more concrete or physical concept as their source. Different conceptual metaphors tend to be invoked when the speaker is trying to make a case for a certain point of view or course of action. For instance, one might associate "the days ahead" with leadership, whereas the phrase "giving my time" carries stronger connotations of bargaining. Selection of such metaphors tends to be directed by a subconscious or implicit habit in the mind of the person employing them. The principle of unidirectionality states that the metaphorical process typically goes from the more concrete to the more abstract, and not the other way around. Accordingly, abstract concepts are understood in terms of prototype concrete processes. The term "concrete," in this theory, has been further specified by Lakoff and Johnson as more closely related to the developmental, physical neural, and interactive body see embodied philosophy. One manifestation of this view is found in the cognitive science of mathematics , where it is proposed that mathematics itself, the most widely accepted means of abstraction in the human community, is largely metaphorically constructed, and thereby reflects a cognitive bias unique to humans that uses embodied prototypical processes e. Conduit metaphor[edit] The conduit metaphor is a dominant class of figurative expressions used when discussing communication itself metalanguage. It operates whenever people speak or write as if they "insert" their mental contents feelings, meanings, thoughts, concepts, etc. Thus, language is viewed as a "conduit" conveying mental content between people. Defined and described by linguist Michael J. Reddy, PhD, his proposal of this conceptual metaphor refocused debate within and outside the linguistic community on the importance of metaphorical language. There are numerous ways in which conceptual metaphors shape human perception and communication, especially in mass media and in public policy. Lakoff and Johnson focus on English, and cognitive scholars writing in English have tended not to investigate the discourse of foreign languages in any great detail to determine the creative ways in which individuals negotiate, resist, and consolidate conceptual metaphors. Andrew Goatly in his book Washing the Brain [15] considers ideological conceptual metaphors as well as Chinese conceptual metaphors. Taking on board the Lakoff-Johnson paradigm of conceptual metaphor, he investigates the way in which Czech communists appropriated the concept of the people, the state and struggle, and the way German Communists harnessed concepts of eternity and purity. He also reminds us that, as Klemperer, the main critic of Hitlerdeutsch, demonstrates, resisting patterns of thought means engaging in conceptual metaphors and refusing the logic that ideologies impose upon them. Both of these theories suggest that there may be a great deal of social conditioning and pressure to form specific cognitive bias. Anthropologists observe that all societies tend to have roles assigned by age and gender, which supports this view. Linguistics and politics[edit] Lakoff and Jacobs both devote a significant amount of time to current

events and political theory, suggesting that respected linguists and theorists of conceptual metaphor may tend to channel their theories into political activism. Critics of this ethics-driven approach to language tend to accept that idioms reflect underlying conceptual metaphors, but that actual grammar, and the more basic cross-cultural concepts of scientific method and mathematical practice tend to minimize the impact of metaphors. And others further, such as Deleuze and Guattari , Michel Foucault and, more recently, Manuel de Landa would criticize both of these two positions for mutually constituting the same old ontological ideology that would try to separate two parts of a whole that is greater than the sum of its parts. Further, partly in response to such criticisms, Lakoff and Rafael E. Literature[edit] The Linguistic Society of America has argued that "the most recent linguistic approach to literature is that of cognitive metaphor, which claims that metaphor is not a mode of language, but a mode of thought. Metaphors project structures from source domains of schematized bodily or enculturated experience into abstract target domains. We conceive the abstract idea of life in terms of our experiences of a journey, a year, or a day. This work is redefining the critical notion of imagery. Perhaps for this reason, cognitive metaphor has significant promise for some kind of rapprochement between linguistics and literary study. High-ranked individuals presented at spatially higher position and low-ranked individuals presented at lower position led to discrimination facilitation, while high-ranked individuals at lower positions and low-ranked individuals at higher position led to discrimination deterioration. This suggests that this tendency had already evolved in the common ancestors of humans and chimpanzees and is not uniquely human, but describes a conceptual metaphorical mapping that predates language.

3: What does the term 'conceptual basis' mean? | Yahoo Answers

Neo-conceptual art describes art practices in the s and particularly s to date that derive from the conceptual art movement of the s and s. Good Practice Guidance on Internal Controls, Ethics, and.

Subjects Description In this volume, the author deals explicitly and literally with the speech-thought relationship. Departing boldly from contemporary linguistic and psycholinguistic thinking, the author offers us one of the truly serious efforts since Vygotsky to deal with this question. A unifying theme is the organization of action, and speech is seen as growing out of sensory-motor representations that are simultaneously part of meaning and part of action. Table of Contents Preface. Speech Production Part 2: The Theory of Signs 3. Basis of Syntagmata 4. The AB Model 4. Articulation Growth Growth of System B 4. Cognitive Growth Growth of System A 4. Sensory-Motor Ideas Based on Events 5. Other Sensory-Motor Ideas 5. Specification of Events With Cases 5. Other Basic Ideas 5. Extending the Representation 6. Derivation of New Results 6. Some Symbolic Signs 7. Form of Representation 7. The Restrictive Relative Clause 7. Analyses of Conceptual Structure 8. Types of Speech Dysfluencies 9. The Effects of Complexity 9. Acquisition of Syntactic Devices Empirical Study of Gestures Forms of Gestures Processes, Goals and Grammatical Systems Process and Use Processes and Grammatical Systems. Subject Index About the Series.

4: conceptual basis - definition - English

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Overview[edit] Models of concepts and models that are conceptual[edit] The term conceptual model is normal. It could mean "a model of concept" or it could mean "a model that is conceptual. With the exception of iconic models, such as a scale model of Winchester Cathedral , most models are concepts. But they are, mostly, intended to be models of real world states of affairs. The value of a model is usually directly proportional to how well it corresponds to a past, present, future, actual or potential state of affairs. A model of a concept is quite different because in order to be a good model it need not have this real world correspondence. Type and scope of conceptual models[edit] Conceptual models models that are conceptual range in type from the more concrete, such as the mental image of a familiar physical object, to the formal generality and abstractness of mathematical models which do not appear to the mind as an image. Conceptual models also range in terms of the scope of the subject matter that they are taken to represent. A model may, for instance, represent a single thing e. The variety and scope of conceptual models is due to then variety of purposes had by the people using them. Conceptual modeling is the activity of formally describing some aspects of the physical and social world around us for the purposes of understanding and communication. Also, a conceptual model must be developed in such a way as to provide an easily understood system interpretation for the models users. A conceptual model, when implemented properly, should satisfy four fundamental objectives. Figure 1 [5] below, depicts the role of the conceptual model in a typical system development scheme. It is clear that if the conceptual model is not fully developed, the execution of fundamental system properties may not be implemented properly, giving way to future problems or system shortfalls. These failures do occur in the industry and have been linked to; lack of user input, incomplete or unclear requirements, and changing requirements. Those weak links in the system design and development process can be traced to improper execution of the fundamental objectives of conceptual modeling. Conceptual model computer science As systems have become increasingly complex, the role of conceptual modelling has dramatically expanded. With that expanded presence, the effectiveness of conceptual modeling at capturing the fundamentals of a system is being realized. Building on that realization, numerous conceptual modeling techniques have been created. These techniques can be applied across multiple disciplines to increase the users understanding of the system to be modeled. Some commonly used conceptual modeling techniques and methods include: Data flow modeling[edit] Data flow modeling DFM is a basic conceptual modeling technique that graphically represents elements of a system. DFM is a fairly simple technique, however, like many conceptual modeling techniques, it is possible to construct higher and lower level representative diagrams. The data flow diagram usually does not convey complex system details such as parallel development considerations or timing information, but rather works to bring the major system functions into context. Data flow modeling is a central technique used in systems development that utilizes the structured systems analysis and design method SSADM. Entity relationship modeling Ontology oriented [edit] Entity-relationship modeling ERM is a conceptual modeling technique used primarily for software system representation. Entity-relationship diagrams, which are a product of executing the ERM technique, are normally used to represent database models and information systems. The main components of the diagram are the entities and relationships. The entities can represent independent functions, objects, or events. The relationships are responsible for relating the entities to one another. To form a system process, the relationships are combined with the entities and any attributes needed to further describe the process. These conventions are just different ways of viewing and organizing the data to represent different system aspects. Event-driven process chain[edit] The event-driven process chain EPC is a conceptual modeling technique which is mainly used to systematically improve business process flows. More specifically, the EPC is made up of events which define what state a process is in or the rules by which it operates. Depending on the process

flow, the function has the ability to transform event states or link to other event driven process chains. Other elements exist within an EPC, all of which work together to define how and by what rules the system operates. The EPC technique can be applied to business practices such as resource planning, process improvement, and logistics. Joint application development[edit] The dynamic systems development method uses a specific process called JEFFF to conceptually model a systems life cycle. JEFFF is intended to focus more on the higher level development planning that precedes a projects initialization. The JAD process calls for a series of workshops in which the participants work to identify, define, and generally map a successful project from conception to completion. This method has been found to not work well for large scale applications, however smaller applications usually report some net gain in efficiency. The petri net, because of its nondeterministic execution properties and well defined mathematical theory, is a useful technique for modeling concurrent system behavior , i. State transition modeling[edit] State transition modeling makes use of state transition diagrams to describe system behavior. These state transition diagrams use distinct states to define system behavior and changes. Most current modeling tools contain some kind of ability to represent state transition modeling. The use of state transition models can be most easily recognized as logic state diagrams and directed graphs for finite-state machines. Technique evaluation and selection[edit] Because the conceptual modeling method can sometimes be purposefully vague to account for a broad area of use, the actual application of concept modeling can become difficult. To alleviate this issue, and shed some light on what to consider when selecting an appropriate conceptual modeling technique, the framework proposed by Gemino and Wand will be discussed in the following text. However, before evaluating the effectiveness of a conceptual modeling technique for a particular application, an important concept must be understood; Comparing conceptual models by way of specifically focusing on their graphical or top level representations is shortsighted. Gemino and Wand make a good point when arguing that the emphasis should be placed on a conceptual modeling language when choosing an appropriate technique. In general, a conceptual model is developed using some form of conceptual modeling technique. That technique will utilize a conceptual modeling language that determines the rules for how the model is arrived at. Understanding the capabilities of the specific language used is inherent to properly evaluating a conceptual modeling technique, as the language reflects the techniques descriptive ability. Also, the conceptual modeling language will directly influence the depth at which the system is capable of being represented, whether it be complex or simple. The presentation method for selection purposes would focus on the techniques ability to represent the model at the intended level of depth and detail. The characteristics of the models users or participants is an important aspect to consider. The conceptual model language task will further allow an appropriate technique to be chosen. The difference between creating a system conceptual model to convey system functionality and creating a system conceptual model to interpret that functionality could involve to completely different types of conceptual modeling languages. Considering affected variables[edit] Gemino and Wand go on to expand the affected variable content of their proposed framework by considering the focus of observation and the criterion for comparison. The criterion for comparison would weigh the ability of the conceptual modeling technique to be efficient or effective. A conceptual modeling technique that allows for development of a system model which takes all system variables into account at a high level may make the process of understanding the system functionality more efficient, but the technique lacks the necessary information to explain the internal processes, rendering the model less effective. When deciding which conceptual technique to use, the recommendations of Gemino and Wand can be applied in order to properly evaluate the scope of the conceptual model in question. Understanding the conceptual models scope will lead to a more informed selection of a technique that properly addresses that particular model. In summary, when deciding between modeling techniques, answering the following questions would allow one to address some important conceptual modeling considerations. What content will the conceptual model represent? How will the conceptual model be presented? Who will be using or participating in the conceptual model? How will the conceptual model describe the system? What is the conceptual models focus of observation? Will the conceptual model be efficient or effective in describing the system? Another function of the simulation conceptual model is to provide a rational and factual basis for assessment of simulation application

appropriateness. Models in philosophy and science[edit].

5: Conceptual metaphor - Wikipedia

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Learner-centered education Defining learner-centeredness The concept of learner-centered education has been controversial, mainly because it is susceptible to multiple interpretations. Learner involvement in the learning process At this point, it is necessary to turn from the concept of learner-centeredness to the closely related concept of learning-centeredness. A learning-centered classroom is designed to enable the learner to make critical pedagogical decisions by systematically training them in the skills they need to make such decision. Lerner-centeredness is therefore not an all-or-nothing concept. It means that in the learning process we used both students-center and teacher-center balance. Principles of adult learner The following the principles underpins the practice of adult learning. They were formulated by Brundage and Macheacher , who have carried out extensive research into adult learning. Adults who value their own experience as a resource for further learning or whose experience is valued by others are better learners. It draws on and reflects the experiential and humanistic traditions, as well as reflecting the changing conceptions of language itself. Thus examples of tasks include dressing a child, buying a pair of shoes, making an airline reservation, writing a letter and etc. Using a variety of different kinds of tasks in language teaching is said to make language teaching more communicative. Success will be measured in nonlinguistic terms whether the person is too hot, too cold, or comfortable. In contrast, the following is an exercise; the outcome will be a set of structures. Success will be decided in linguistic terms. There are three important principles of task design. The authenticity principle; The task dependency principle. The advantage of using authentic data is that learners found target language items for example comparative adjectives and adverbs in the kinds of contexts where they naturally occur, rather than in contexts that have been concocted by a textbook writer. Finally, this will help learners because they will experience the language item in interaction with other closely related grammatical and discourse elements. Working with another student, match the use of the present perfect with the sentences by writing a letter in the column. Draw timelines for sentences similar. Note also builds, it is also self-contained, being able to stand alone in its own right. What is the meaning Inductive and Deductive Learning? What is the differences between Inductive and Deductive Lerning? Inductive Learning is as a way of adding to our knowledge of the words. In inductive, one works form examples to principles, rules, and generalizations. Deductive Learning is a process of adding to our knowledge by working from principles to examples. The differences both of them: Inductive is a way of adding knowledge. Deductive is a process of adding knowledge. What is the relationship of the conceptual of SLTL? Which one is the best? The relationship of the conceptual of SLTL for understanding current directions in the field, also tried to put practical flesh on these conceptual bones by illustrating the points with extract from classrooms and teaching materials. All of part in conceptual of SLTL is important.

6: Conceptual model - Wikipedia

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7: Editions of The Conceptual Basis of Language by David McNeill

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8: The Conceptual Basis of Second Language Teaching and Learning

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