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Cognitive Implications of Usage-Based Approach

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Abstract

Tremendous efforts have been exerted to understand first language acquisition to facilitate second language learning. The problem lies in the difficulty of mastering English language and adapting a theory that helps in overcoming the difficulties facing students. This study aims to apply Tomasello's theory of language mastery through usage. It assumes that adults can learn faster than children and can learn the language separately, and far from academic education. Tomasello (2003) studied the stages of language acquisition for children, and developed his theory accordingly. Some studies, such as: (Ghalebi and Sadighi, 2015, Arvidsson, 2019; Munoz, 2019; Verspoor and Hong, 2013) used this theory when examining language acquisition. Thus, the present study implies adopting Tomasello's approach represented by his usage-based theory when examining Iraqi adults' English language acquisition. The participants, who were (20) in number, were asked to watch series and show what they learn through re-enacting scenes. The Data were collected qualitatively through observations, focus group discussion, peer review, and interviews. Results have shown that: a remarkable progress in the participants' performance, the participants' responses to using English through increasing their language stock, the ability to use language during the development of their linguistic repertoire increased their self-confidence to participate in conversations they were trying to avoid. As a result, the experiment achieved its objectives by finding that use-based theory is a cognitive linguistic approach that can facilitate the learning tasks.

Keywords: cognitive linguistics, Iraqi learners, language usage

التضمينات الإدراكية في النظرية القائمة على استعمال اللغة

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المستخلص

يبدل العلماء جهودًا هائلة لفهم اكتساب اللغة الأم وتسهيل اكتسابها للمتعلمين بوصفها لغة ثانية أو أجنبية، وتكمن مشكلة البحث في صعوبة إتقان اللغة الإنجليزية وكيفية تكييف نظرية تساعد في التغلب على الصعوبات التي تواجه الطلاب، وتهدف هذه الدراسة إلى تطبيق نظرية توماسيلو في إتقان اللغة عن طريق الاستعمال، وتفترض هذه الدراسة أن البالغين يمكنهم التعلم بشكل أسرع من الأطفال ويمكنهم تعلم اللغة بشكل منفصل وبعيدًا عن التعليم الأكاديمي، وقد درس توماسيلو مراحل اكتساب اللغة للأطفال، ومن خلال تطوير نظريته عنها، استندت بعض الدراسات إلى استعمال هذه النظرية في اكتساب اللغة، كما تستند دراستنا هذه إلى نظريته وكيفية تطبيقها على البالغين العراقيين لإكسابهم اللغة الإنجليزية باستعمالها عن طريق مشاهدة المسلسلات وتطبيق ما يتعلمه المشاركون من خلال إعادة تمثيل المشاهد، وقد تمت هذه التجربة بمشاركة عشرين طالبة؛ وجمعت البيانات بطريقة نوعية من خلال الملاحظات وجلسات المناقشة المركزة والتغذية الراجعة والمقابلات التي أجريت مع الطلبة، وأظهرت النتائج تقدمًا ملحوظًا واستجابة من المشاركين في استعمال اللغة وزيادة المخزون اللغوي؛ حيث عززت القدرة على استعمال اللغة مع تطوير ذخيرتهم اللغوية من تقنهم بأنفسهم للمشاركة في المحادثات والمحادثات التي كانوا يحاولون تجنبها، تحقق هذه التجربة أهدافها عن طريق إيجاد إن النظرية القائمة على الاستعمال هي نهج لغوي معرفي يمكن أن تسهل مهام التعلم.

الكلمات المفتاحية: استعمال اللغة، اللغويات المعرفية، المتعلمين العراقيين



1. Introduction

The Usage-based theories characteristically rely on a comparatively small set of cognitive processes, such as categorization, analogy, and chunking to language structure and function. The Usage-Based Theory of Language Acquisition was set by Tomasello (2003). The main conception of this theory is that the construction of language arises from the language use just like children's language which is constructed based on the cognitive skills. These skills enable children to recognize the purposes of mature speakers as well as the distributional patterns of language. After creating and solidifying the patterns, children simplify those patterns to form intellectual language classes definite to their language. Bavin (2009, p.85) claims that natural and empirical pieces of indication support the usage-based approach to language development. This theory appears to be in contraction to native-language people's concepts, but it claims that language acquisition can take place through general cognitive processes. The sets of linguistic construction derived from the fact that people worldwide have similar sets of cognitive processes. Tomasello (2003) identifies four definite groups to explain how children build language: Intention-Reading; Relevance assumptions and Cultural Learning; Role reversal imitation Schematization and Analogy; and Pattern-finding and grammaticalization.

Tomasello assigns four phases of language construction for children that can meet the needs of nonnative learners. These four phases are adapted by some studies such as (Ghalebi and Sadighi, 2015, Arvidsson, 2019; Munoz, 2019; Verspoor and Hong, 2013) that are conducted on the effect of usage-based theory on (L2) second language learners. Iraqi English learners encounter real difficulties in acquiring English throughout the long academic learning process; at the same time, a person who travels to an English-speaking country can learn English quickly and dexterously in case he/she live among natives. Pragmatics and English language contexts in addition to deixis, conversational

rotation, text organization, presumptions, and inclusion offer users superiority in language proficiency and performance. In Iraq, Learners of English as a foreign Language (EFL) amplify their vocabulary casually through the language four skills of instruction (Aajami, 2019). They face the same difficulties as other second language learners in understanding the multiple meanings of the English preposition in different contexts. Aajami conducts an experiment based on the theory of domains by Langcker (1987) that unlocks cognitive recognition in the participants' minds in dealing with English categories. Also, In Iraq Al-Bahrani (2018) conducted a study about silence/ pause cognitive implication in addition to determine different facial gestures and how they affect meaning. The usage-based theory highlights the use of English to achieve social communication goals.

This study conducts an experimental study among Iraqi adult learners based on usage-based theory and its language construct processes. Intentional-reading means understanding specific elements as intentional/mental factors such as the self that allows an individual to pass into stages of shared interest with others, where the acquisition of new symbols can occur. Relevance assumptions and cultural learning mean what is closely related to a group of people in social interaction. Role reversal imitation schematization and analogy promote the ability and motivation to imitate communication procedures with others. Pattern-finding and grammaticalization indicate that a complete language does not consist of words alone.

The study aims to investigate the extent that the usage-based approach can increase the students' use of English proficiently, and how they are affected by this approach.

2. Theoretical Background

In this section, the usage-based approach is going to be explained in details. the literature review concentrates on the theoretical part of the theory itself and the previous studies that adopt



this theory to be the backbone of their experiments.

2-1 Usage-based Theory

Tomasello (2003) builds up his theory of language acquisition on the notion that “language is treated not as a specific biological adaptation, but rather as a form of cognition that children develop through regular interaction with adult speakers”. According to this point of view, children are born with specific cognitive abilities that enhance mastery of language and specific abilities that stimulate this development. Tomasello agrees with Chomsky that no individuals of other known species are capable of developing language, including chimpanzees, which are very close to the human race in terms of chromosomal similarity. Chomsky argues that human capabilities to use language do not indicate that language is, in essence, a human gift. Instead, from Tomasello's point of view, creatures like chimpanzees lack some of the basic cognitive and personal abilities of language that children possess (Kessler, 2010, p.34).

The scope of usage-based approach classifies many cognitive processes that impact the use and progress of the linguistic construction; (1) Classification; identification of tokens as examples of a section of the specified type; (2) Creation of sequential components through redundancy or practice; (3) Rich memory to store comprehensive information from the measurement experiment; (4) Mapping of a hierarchical pattern existing on a new instance, and (5) Correlation across media; cognitive ability to relate form and meaning (Bybee, 2010, p.56).

Tomasello (2003, p. 82) suggests sets of cognitive skills ensuing from biological/ phylogenetic adaptations inspire the genetic roots of language. These inherited combinations of

cognitive skills are reading intent on the one hand and finding patterns on the other hand. Intention reading skills include the infant's pre-linguistic abilities to share an interest in external events with other people and create shared frames of attention, to understand others. An adult's imitating communicative intentions or actions can develop a symbolic understanding based on an individual's perception. Pattern-finding skills include young children's ability as young as seven months old to analyze concepts related to auditory or verbal perception and generate concrete or abstract categories containing similar elements.

Tomasello discussed Chomsky's view of acquiring a language and confirmed his concepts as follows. He stated that the communal cognitive prowess and the determination to read and comprehend other's intended and intellectual states pave the way for language learning. His knowledge of language acquisition as a response to the human world surrounding a child contrasted with Chomsky's thought. Tomasello scientifically contradicts Chomsky's approach, including the idea that there is a lack of language stimuli by explaining how language is acquired from the first pronouncement to compound and intricate sentences. The child has a serious challenge to understand others while interacting informally and lingually. While reading the thoughts of an adult and sharing consideration, children combine and break down the required language mechanisms, diagnose patterns of speech, and visualize references to create their new structures later. The acquisition of more intricate grammatical elements such as the binding principles of pronouns is developmentally intertwined, indicating learning of these structures slightly than a natural ability that is always present. The usage-based theory



does not consider grammar a requirement to learn a language, not a requirement. With appropriate reference situations, children form new combinations can use language and develop their knowledge through social participation with adults (Tomasello, 2003, 85).

To sum up, usage-based language models concentrate on identifying communicative actions through which people use and learn language. These representations show that the psycholinguistic elements are identified by observing real language usage in definite communicative actions.

2-2 Previous Studies

Many studies such as Ghalebi and Sadighi (2015), Arvidsson (2019), Munoz (2019), Verspoor and Hong (2013), have been based on Tomasello's theory of language use and have proven its validity through practical experiments. These experiments gave real evidence of the theory's validity and its ability to build a linguistic repository through the direct use of language and its holders' accurate imitation. The above-mentioned studies also confirmed that obtaining the structure of the target language lies in its use.

Ghalebi and Sadighi (2015) conducted a study to discuss the core principles and theoretical foundation of the usage-based theory. They find that 'Pattern-finding' is what children have to do to excerpt abstract language diagrams or structures from individual sayings. Therefore, the usage-based approach has two foremost scopes: functional and grammatical. They also take out that when children try to acquire a new word, they deduce from larger speech and relate it to the applicable aspect of the shared attention setting that they participate with adults. Moreover, Ghalebi and Sadighi stated that usage-based theory explained that the speech-level

constructions underlying children's early poly-word sayings were of three types: word groups, pivot diagrams, and element-based structures. Their final results showed their agreement with Bavin (2009) who considered the usage-based theory as a cognitive one since it deals with language structure.

Arvidsson (2019) conducted a study to deal with the idioms development in French as a second language (L2). The Idioms in this context refer to knowing and using multi-word expressions such as *c'est ça* and *en fait*. Her study shows that learners differ widely regarding their language development during their stay abroad. During her research, she investigated the factors that promote the idioms development in their second language, French, during a semester abroad. Arvidsson's research consists of three studies based on use-based approaches to language learning and individual difference research. The results indicate that the diverse communication in the target language accompanied by a positive psychological orientation enhanced the learning of multi-word expressions. They also show that the communication diversity and the positive psychological orientation create a self-reported tendency to notice language forms, support strong motivation for a second language, and build a sense of self-organizational competencies and abilities. The third study explores the role of social networks in the development of spoken French. It has been found that the learner's repertoire of multi-word expressions has been promoted through a social network, including many enduring relationships in the target language. Overall, the results indicate that the relatively diverse target language contact with psychological orientation and/or a social network, including speakers of the target



language, promotes the development of foreign language convention during the semester abroad. In other words, mere exposure to the target language does not seem sufficient for development.

Another study in France conducted by Lahousse, Jourdain, and Canut (2020) investigated subluxation's early uses. They tried to determine whether adult-like information structure functions governed this construct from the very beginning of its development. Based on the use-based framework, it is assumed that children will not have adult-like classes from the start but may cause disruption by using of various element-based schemas with a more realistic semantic function. The result shows that in order to determine whether children have mastered a linguistic concept, it is not necessarily sufficient to document that there is no violation of adult speech standards in spontaneous production and that it is important to take into account the degree of diversity in which the concept is used. The more the concept is used on various uses by adults in children presence, the more children will understand these concepts.

In Spain, Munoz (2019) found that little attention has been paid to expanding the use of conjugation in children acquiring Spanish as a first language. He found that the structure of the language arises from the use of language. The natural data from two groups were used to enhance the conversation skills. The 12 joint types of conjugation showed significant expansion, with the conditional conjugation *si* "if" providing the greatest advance, followed by *que* which is used as a relative pronoun with an explicit-antecedents and as a full correlation. It is noted that dependency relationships are more than coordination relationships. However, some elements of the linkage between the coordinated

constructions showed a marked expansion as speech markers, at the interactive level.

Rowe and Weisleder (2020) found that language develops in context. They have observed that children learn to communicate throughout their communities' language (s), but the individual channels of language development and speech patterns that children acquire vary from person to person due to the context that they live. They described how context shapes the growth of language. By building a biological evolution model, they visualize the framework as a set of overlapping structures surrounding a child, from general strategies and social models that shape the wider environment to the special communicative interactions in which children practice the used language. Besides, they identified how the children's sensory-motor, cognitive, and socio-cognitive capabilities interact and adapt to the nearby environment. Earlier integration of research on the language learning devices while investigating the settings in which this learning occurs will deliver important perceptions into language development progression. The study of Rowe and Weisleder confirms the exactness of Tomasello's theory of language acquisition through usage.

Eskildsen and Cadierno (2007) conducted a study that focused on expanding the verbal use of negative patterns in the Mexican learner's English class. In theoretical agreement with recent claims in several zones of second language acquisition (SLA) research, their aim was to discuss the role of multiple-word repetitive expressions (MWEs) in second language acquisition and use from a Usage-Based Linguistics UBL perspective. They found their UBL objects to be mainly applicable as a hypothetical context because they recognized MWEs' significance and did not break down



syntax and lexicon. They found that usage-based linguistics allowed for a well understanding of the structure, meaning, use, and acquisition of MWEs. Their study validates Tomasello's approach.

Jach (2017) studied preposition acquisition in ESL from a usage-based perspective. English-speaking German and Chinese learners rated the acceptability of relative clauses of English in the volume estimation task. The results indicated that acceptability depended on interactions between preposition and delinquency, the group of participants, the participants' first language, and their proficiency in the English language. Most importantly, while delinquency was more acceptable than confrontation between groups of learners, the confrontation was more acceptable to Germans than to English language learners in China. In line with the usage-based approach, input frequency and cross-linguistic similarity appear to have a significant effect on preposition and delinquency interface acquisition in the English language. Jach discussed the results in light of previous usage-based studies, noting the role of input frequency and similarity in language acquisition as well as in light of recent research on cross-language constructive learning.

Verspoor and Hong (2013) conducted an experiment that adopted the dynamic user-based approach (DUB) to investigate second language development. It is assumed that language learning is an active process in which all aspects related to language learning interact vigorously over time. Dynamic user-based states that meaning is essential in which vocabulary and syntax create a range, and that grammar serves meaning. Moreover, they draw on the cognitive idea of Langacker (2000), who believe that mastering a language requires specific learning that relies on the use of a wide range of

traditional units and requires repeated revelation to such components. Perfectly, this revelation should happen in meaningful, contextual, and approximate interactions of normal social and cultural uses. Implementing these DUB concepts in mind, they established a language learning program for Vietnamese to learn English language at the college constructed on a common movie and verified in a long semester experience. The findings showed that the students in the DUB state significantly outpaced the students in the control condition.

Hong (2013) designed a study to verify whether a large amount of exposure to input and interpretations to make the input understandable could benefit learners of English as a foreign language in gaining general aptitude. The results showed that those students who learned English in enriched input conditions and with an emphasis on listening gained significantly more overall proficiency in speaking and linguistic self-confidence. In contrast, those who learned English with emphasis on the four language skills along with grammar but with less exposure to the native target language did not gain the same proficiency. He recommended that learning a second or foreign language needed real participation so that they are alert and ready to invest efforts in discovering schemas of meaning and form. He found that showing a film did indeed show high ratings among viewers, assuming there is a much greater chance that second language learners will enjoy the movie as well. During Hong's experiment, the supervisors noted that once a movie scene is shown, all students focus their eyes on the screen and show great interest. The teachers noted that the multiple scenes were not boring at all. Presumably, the reason for this is that the participants will understand a little more and



notice different things each time they see a scene. The teachers who taught both the control and the experimental group reported that in the task-based learning method, students were often not fully involved in the artificial listening and interaction situations exercises. Another benefit of the film is that it exempts the teacher from being the sole provider of input. Whether or not their English language teachers are fluent in the language, they often struggle to provide good amounts of real and interesting input, especially when no other party is interacting fluently. Films offer more functional language than a teacher can during class.

All the studies mentioned above rely on the usage-based modality in dealing with language acquisition issues, and most of them study young children's case. As long as Iraqi learners are part of foreign language learners, this research is going to deal with adults by exposing them to more rich input of English as a target language. Similarly to what Hong (2013) did in his experience, the experiment of this research determinates to project direct, detailed, and interesting inputs to Iraqi learners to be in direct contact with natives of the direct language.

3. Methodology

3-1 *Limitations of the Study*

This study is limited to the second-year students in the Department of English/ College of Education for Women/ University of Baghdad/ Iraq. The experiment took place during the academic year 2019-2020. Twelve students participated in the experiment that happened during COVID-19. The circumstances during this pandemic were difficult; consequently, Zoom was used to conduct meetings and overcome lockdown. This study is limited to practicing conversation by the way participants

get some skills in criticism, analysis, and role playing.

3-2 *The Experiment*

This experiment is based on Tomasello's usage-based approach. It is based on watching a social series on YouTube. The Office UK is the name of T.V series that of 58 videos. Here is the link of The Office <https://youtu.be/5b-DsPazO9c?list=PLd84iO6Vpcyteq7-QUyoOB9GVIQb8Vv5U&t=75>. In appendix A, the researcher put a sample of one of The Office Uk episodes, Here is the link of the sample in appendix A <https://www.youtube.com/watch?v=SdBCFV6qa3A>. The researcher choses an episode of three minutes and 18 seconds to safe place in the research paper.

The first step is to watch an episode that does not exceed 10 minutes, and the participant tries to get answers to the previously set questions. The participant can repeat the process until he/ she can solve all the research's questions. In the second step, participants follow the same steps as in the first step. They also have to create groups for joint action. Everyone in the group chooses a character and tries to imitate it with words and actions and practice that. The most important point is the character's sayings and physical reactions, especially facial expressions because later on participants are going to perform role-paly. The participants with the researcher hold a meeting through Zoom to represent some specific scenes that are chosen by the participants themselves. The acting should not exceed 10 minutes in the first stage. The third step is to follow longer episodes and follow what is being done in the first and second steps, but at this stage, the duration of the acting performance increases to 20 minutes. The acting performances take place twice every week, and the experiment



lasts for 12 weeks. At the end of the experiment, each participant embodies a character to represent its ideas, messages, and charisma. Also, the participants have to predict how these characters evaluate their work. The researcher takes notes in each session to estimate the participants' performance at the end of the experiment. In short, participants watch, understand, comprehend, imitate, and reproduce some episodes.

3-3 Participants and Procedures

The researcher adopts a qualitative method for collecting and analyzing the data. Observations, focus group discussion, peer reviews, and interviews are the collecting tools that are designed to collect data through and after the participants' contribution. The participants were twenty university students who were in the second-year and of various levels in English. None of them had the opportunity to participate in cognitive language experiences. All of them agree to participate in this study to improve their English language proficiency. This experience is unique because it is based on a distance learning platform and supports the learning environment with non-academic inputs. The procedures were carried out as shown beneath:

1. In the first stage: students are presented to a detailed introductory of usage-based approach - its founder, its scope and principles, its insights, and some similar experiences that are based on this approach;
2. In the second stage, they are asked to search for a social TV series that discusses social issues. Also, they must attend the first ten minutes of the first episode. Some questions are designed by the researcher about the characters, their names, settings, and initial performance. These introductory questions can increase the participants' focus.
3. In the third stage, the first mimic performance will occur after one week of attending the first

scene/10 minutes. During this step, each participant will play the role of one of the characters. At the end of each week, participants have to perform what they had practiced during the week.

4. In the final stage, participants performed 40 minutes of mimicking and analyzing the characters and their impressions of the participants. You should also expect the impression of real characters from these series.

In short, qualitative tools were set to test participants' progress and interest throughout the entire process and to obtain their final evaluation for this participant. They should also evaluate each other's performance. Usage-based theory and its effectiveness in acquiring language also get some rumors from the participants.

3-4 Data Collection

The study relies on qualitative method of data. The researcher collects data through observation, focus group discussion, peer review, and interviews.

3-4-1 Observation

Observations were recorded during the presentation sessions. Most of the participants showed great enthusiasm in participating. Their language was constantly improving and their expressions were very similar to the main characters in the series. Sometimes, they added more characters' words to achieve the greatest amount of participation. The first clips were short, not exceeding ten minutes, so the participants were divided into two parts, each section makes a presentation, while the viewing group writes its notes and evaluates it. By imitating characters, the participants were using new vocabulary and expressions, and this is the main goal of applying experiment and theory. The participants' pronunciation of the words, expressions and sentences they use improved because they heard them from characters who spoke English as the mother tongue. Their self-



confidence also increased in speaking English, as there was some hesitation at first and it faded as the experiment continued. They gained this confidence from their ability to pronounce correctly, as their weakness in using and pronouncing words correctly was a great embarrassment for them.

3-4-2 Focus Group Discussion

Throughout the focus group discussion, it was clear that most of the participants had a good impression of experience and theory. The participants unanimously agreed that Tomasello's approach using language is of great benefit, high feasibility, and immediate results. Two-thirds of the participants said that their language had improved after this experience and confirmed that they would continue to follow programs in English. One-third of the participants complained about some difficulties in understanding the characters' speech because they are very fast in speaking. Some of the participants expressed their shyness at the beginning of the experiment, and they said that this negatively affected their performance; their performance improved over time and increased their ability to focus and pick up words, phrases, and sentences spoken by the characters in the series. $\frac{3}{4}$ of the participants said that this experiment was useful, through which they were able to develop their conversation skills in English during the interruption due to Covid-19. Most of the participants indicated the

flexibility of distance education because it decreased stress and saved time and money. Two of the participants said that sometimes they feel bored when watching long clips and without looking for answers to the researcher's questions.

3-4-3 Peer Review

A peer review is implemented after each performance. There are three registrations of peer review marks. Participants evaluate each other by labelling each one's participation from one to five. If the participant shows good performance in using the language, facial expression, does not make mistakes and is real and spontaneous, she will get full mark which is five. If a participant commits errors or shows underperformance, he will lose more marks. Table (1) shows the participants' performance during the three peer reviews in addition to the total peer review for each participant and the whole group. In the first peer review, the average of the group is 2.9 out of 5. In the second peer review, the average increases to 3.6 means there is a total development in the participants' performance in using the language. In the last peer review, the group gets four marks out of five means that the participants have constant progress during the implementation period. This continuous progress draws a clear sign of the logicity and realness of the usage-based theory. Using language and interacting with natives can inevitably improve the learners' performance.

Table 1
The participants' marks in the peer review

Participants	Peer review 1	Peer review 2	Peer review 3	Total
1	2	4	4	3.3
2	3	4	3	3.3
3	2	4	5	3.7
4	4	5	3	4.0
5	5	4	4	4.3
6	3	5	5	4.3
7	4	3	4	3.7



Table 1 Continued				
Participants	Peer review 1	Peer review 2	Peer review 3	Total
8	2	3	3	2.7
9	1	4	4	3.0
10	2	4	5	3.7
11	3	3	5	3.7
12	2	3	4	3.0
13	4	4	3	3.7
14	3	3	5	3.7
15	2	2	5	3.0
16	5	4	4	4.3
17	3	3	3	3.0
18	5	3	4	4.0
19	2	4	4	3.3
20	1	3	3	2.3
Total	2.9	3.6	4	

3-4-4 Interview

During the individual interviews, the focus was on the students' views on the experiment and the application of Tomasello's usage-based approach. Most of the participants showed their enthusiasm and love for the experience and said that they were able to develop their conversation skills through this experience. Some participants also revealed that they were affected by the characters that they followed during the experiment and admired their pronunciation, consequently; they determine to keep imitating them until they wonderfully master the language. Some participants stated that this method saves a lot of time and fatigue. Some participants mentioned that although the academic study cannot be avoided, the idea of using the language enables them to develop their skills faster and without much effort and hardship. As they can to use language, and their ability to imitate characters increase their linguistic inventory. This inventory can be used in other situations and conversations that will strengthen their language, just as it happens with a child in the stage of listening and attention before the speech stage. Second, the ability of the participants to

create correct and realistic sentences and replace some of the vocabularies of them with other words to fit the context of the conversation. In other words, the linguistic stock in their minds increased, and this enables them to control and optimize the use of the vocabulary that they possess. Although some participants were hesitated at the beginning, they assured that their performance was improved. While some participants expressed another opinion, saying that this method is good, but it is not academic.

4- Results and Discussion

This study demonstrates significant results; specifically it is applied to adult Iraqi learners of English. After analysing the data, the following results are found; first, the results of data analysis express that there is obvious improvement in the participants' performance during the experiment, their ability understand the intended meaning through postures, body language and signs, is developed, and this increased their communication skill. Paying attention to body language and playing the role of personality in the future develops the ability of imitation among the participants. They go through the same stages of language



acquisition for children: see, hear, imitate, and produce. Third, the experiment supports the emergence and increase in the self-confidence of the participants. Through their performance in the experiment, it was clear that their self-confidence increased. Some attributed the reason to the fact that they are confident of the correctness and accuracy of the language they use. Others said that they had broken psychological barriers such as shame and confusion that prevent them from participating in a conversation with people whose mother tongue is English.

Based on these results, it is evident that the participants have made good gains in their learning and acquisition of English as a foreign language. Language acquisition through cognition is as important as academic learning. But until now, there is no interest in cognitive language acquisition as academic education enjoys. Through some experiences and this is one of them, the field of cognitive acquisition of language must be expanded because it expands the linguistic stock of learners and enables them to use the language, and this is the real goal of learning any language. People learn a language to use it in their lives and jobs, thus why they did not use language to learn and master it as well.

a. Conclusion

To sum up, this experiment is based on the usage-based theory of Tomasello to test the possibility of applying cognitive linguistics approach on second learners. The experiment proves its supposition that Tomasello's theory can be applied to adults to learn a foreign language throughout using it. This research is a single step in many attempts to develop the reality of English language in Iraq. Further studies can discuss the universal grammar issues

for Iraqi learners and how can they get the benefit of them.

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Appendix A

Participants watch, understand, comprehend, imitate, and reproduce the episode.

1. Divide the text according to each character's speech?
2. What is the main idea?
3. How many characters appear in the episode?
4. What are the new expressions that you face in the video?

if you're not man enough to do your job
00:02

I will do it for you, not man enough okay
00:18

busy at work yeah that what's that
00:26

I'm no date a picture in my head on it
00:28

as a sex object and don't you know I
00:32

like a laugh Tim I'm poor no laughs and
00:36

not funny okay
00:39

I'm disappointed you think I did this
00:41

case closed
00:45

and what annoys me is you obviously
00:48

didn't do it in your own time well well
00:50

well
00:51

Colombo here figured out there well yeah
00:53

she's sorry yeah I must be guilty if you
00:55

got your best man on the case yeah stop
00:57

trying to be funny for one second Tim
00:59

okay and listen okay and stop taking
01:01

advantage of my good nature because I
01:03

could be like every other boss in this
01:05

situation okay right you taking the piss
01:08

and I'm getting sick of it David it
01:11

wasn't me okay it was your good friend
01:12

Chris Finch he used my computer he said
01:17



he was your best mate and you'd find it
01:19
hilarious oh that is never in question
01:26
I think it's bloody hilarious you're
01:28
missing the but are you know going to
01:30
apologise to Tim tell you about families
01:33
you don't have to in a way so are you
01:38
going to apologise to Tim I have yes
01:54
you were involved covered for it so well
01:57
as well you were involved in you covered
01:58
that's what I like you won't me
02:02
it's not fair nor were you so so it's
02:04
not offensive now it's Chris Finch let's
02:06
not dwell on whether it is or isn't this
02:09
or let's stop degrading women chance
02:12
please let's have a laugh with them not
02:15
at them let's have a laugh at work with
02:18
women at us I trust you'll be telling
02:22
Chris Finch she won't be working with us
02:23
anymore yeah that's a good idea
02:25
I'll get rid of a good rep because he
02:26
that played a joke David fine that's
02:30
come from the top yeah hi Chris it's
02:36
David here yeah bad news mate we're
02:39
gonna have to let you go we can't use
02:40
you anymore
02:41
now yeah cuz the joke now I've got a
02:44
sense of humor but that you know that
02:45
was offensive towards women and you know
02:47

to be like I can't tolerate I don't have
02:48
to pass on
03:16
so it has anyone got the right time