



COURSE DATASHEET

Semester:	2025/26/2
Course:	Language Teacher Cognition
Code:	PEDITNY082
Responsible department:	
Department code:	DITNY
Responsible instructor:	Dr. Gyöngyi Fábián

Course objectives:

Teacher cognition is broadly defined as teachers' self-reflections; beliefs and knowledge about teaching, students, and content; and awareness of teaching strategies. The course intends to explore language teachers' cognition within a socio-cultural framework extending the concept of cognition with the exploration of thinking processes, beliefs and attitudes of the language educators in mono-, bi-, and multilingual contexts. Metaphor analysis will be introduced as research technique for exploring teacher roles and identities. The course may also relate teachers' cognition to teaching methodology strategies applied in language classrooms.

Course content:

Module 1.

- Conceptualizing teacher cognition
- Teacher roles and identity
- Teachers' metaphors (of students, learning and teaching, etc.)
- Beliefs and attitudes

Module 2.

- Critical thinking and decision making
- Research on cognition and language teaching practices (language content and skills)

Requirements, evaluation and grading:

Participants are expected to actively contribute to the course with reading and discussing literature, expanding on one particular aspect of the topic, and (if relevant) research teachers' metaphors.

The final grade will be formulated based on the quality completion of the tasks above.



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Requirements, evaluation and grading:

The application of AI is not accepted.

Required and recommended readings:

1. Borg, Simon (2018) *Language Teacher Cognition: Perspectives and Debates*. Springer International Handbook of Education
2. Borg, Simon (2015) *Teacher Cognition and Language Education: Research and Practice*. Bloomsbury Academic
3. Borg, S. (2003) Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36 (2) 81-109.
4. Cameron, Lynne & Low, Graham (Eds., 1999) *The Researching and Applying Metaphor*. Cambridge: Cambridge University Press.
5. Fábián, Gyöngyi (2016): Analytic framework of the critical classroom: Language and beyond. In: Judit Navracscics & Simone E. Pfenninger (eds) *Research Directions for Applied Linguistics, Multilingual Matters*
6. Fábián, Gyöngyi. (2006) Metaphors of teachers' belief systems. In: Magnus Persson (Ed.) *A Vision of European Teaching and Learning. Perspectives on the new role of the teacher*. Karlstad: The Learning Teacher Network, 2006.131-141.
7. Fábián, Gyöngyi (2013) The application of improved metaphor analysis in education research. *Procedia in Social and Behavioral Sciences*. 93. 1025-1029.
8. Kövecses, Zoltán (2010) *Metaphor. A practical introduction*. 2nd edition. Oxford, UK: Oxford University Press.
9. Kövecses, Zoltán (2015) *Where Metaphors Come From: Reconsidering Context in Metaphor*. Oxford, UK: Oxford University Press
10. Kövecses, Zoltán (2017) Levels of metaphors. *Cognitive linguistics*. 28(2) 321–347.
11. Low, Graham & Wan Wan (Eds., 2005) *Elicited Metaphor Analysis in Educational discourse*. Amsterdam, Philadelphia: John Benjamins Publishing Company.
12. *Routledge Handbook of Language Awareness* (2018) Peter, Garrett & J.M. Cots (eds) New York and London: Taylor & Francis Group

Learning outcome:



UNIVERSITY OF PANNONIA

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