

Cognitive Metonymy in English Teacher Education: A Case Study on Enhancing Lexical Retention for Pre-service Teachers at Pham Van Dong University

As Vietnam transitions from English as a Foreign Language (EFL) to English as a Second Language (ESL), teacher training institutions like Pham Van Dong University (PDU) play a critical role in redefining pedagogical roles. This paper explores the integration of Cognitive Metonymy - a mental mapping process where one entity provides access to another - as a tool to enhance lexical retention among pre-service teachers. Traditional vocabulary instruction often overlooks the systematic, cognitive nature of language. This study investigates how explicitly teaching metonymic motivations (e.g., the part for the whole) helps future educators master complex polysemy and idiomatic expressions. Using a case study approach at PDU, the research examines challenges in adapting to ESL-aligned curricula and proposes a framework for embedding cognitive linguistics into teacher education. The findings suggest that fostering metonymic awareness not only improves students' vocabulary retention but also empowers them to create conceptual bridges in their future English-rich classrooms. Ultimately, this research argues that the success of the regional ESL transition depends on modernizing teacher training with cognitive tools to ensure long-term linguistic competence.

Keywords: Cognitive Metonymy; Teacher Education; ESL Transition; Pham Van Dong University

Author: Mrs LÊ, Hà Ny (Pham Van Dong University)

Presenter: Mrs LÊ, Hà Ny (Pham Van Dong University)

Track Classification: Teachers and Teacher Education