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| Nota di contenuto | Front matter -- Table of contents -- Preface -- Authors and Affiliation's -- 1. Cognitive linguistics, Sociocultural Theory and language teaching: Introduction -- 2. Discouraging constructional negative transfer: Theoretical aspects and classroom activities for Spanish-speaking students of L2 Italian -- 3. A cognitive linguistic approach to teaching Chinese spatial particles: From contrastive constructional analysis to material design -- 4. Motion for the other through motion for the self: The conceptual complexities of giving-directions for advanced Spanish heritage learners -- 5. A cognitive linguistic analysis of English conditionals in English for Academic Purposes (EAP) instruction: Implications from Sociocultural Theory -- 6. Researching and teaching metonymy from a socially-embedded |

cognitive linguistics perspective to English as a foreign language (EFL) learners -- 7. A cognitive linguistic analysis of French prepositions à, dans, and en and a sociocultural theoretical approach to teaching them -- 8. A cognitive linguistic approach to two-way prepositions in L2 German -- 9. Schematic diagram use and languaging quality in learning Japanese polysemous particles ni and de -- 10. The case for hidden meaning: An application of cognitive linguistics in the Russian classroom -- Index

Sommario/riassunto

By integrating cognitive linguistics and sociocultural theories, this groundbreaking book presents empirical studies on selected grammatical and semantic aspects that are challenging for second/foreign language learners. Through in-depth studies exploring eight different languages, this book offers insights generated through the synergy between cognitive linguistics and sociocultural theories that can be readily incorporated into teaching.
