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Nota di contenuto	Frontmatter -- Table of Contents -- List of Contributors -- Exploring L2 constructionist approaches -- Foreign language learning is construction learning – what Else? Moving towards Pedagogical Construction Grammar -- A construction-based analysis of German ditransitive phraseologisms for language pedagogy -- Effects of construction-centered instruction on Korean students' learning of English transitive resultative constructions -- Input-dependent L2 acquisition: Causative constructions in English as a foreign and second language -- Cognitive Pedagogical Grammar and meaning construction in L2 -- Learning the placement caused motion construction in L2 Spanish -- The role of syntax and semantics in constructional priming: Experimental evidence from Italian university learners of English through a sentence-elicitation task -- Do we also need to unlearn constructions? The case of constructional negative transfer from Spanish to Italian and its pedagogical implications -- Towards an n-grammar of English -- Frames and constructions in an online learner's dictionary of German -- Constructicography meets (second) language education: On constructions in teaching aids and the usefulness of a Swedish constructicon -- Index

Current research within the framework of Construction Grammar (CxG) has mainly adopted a theoretical or descriptive approach, neglecting the more applied perspective and especially the question of how language acquisition and pedagogy can benefit from a CxG-based approach. The present volume explores various aspects of “Applied Construction Grammar” through a collection of studies that apply CxG and CxG-inspired approaches to relevant issues in L2 acquisition and teaching. Relying on empirical data and covering a wide range of constructions and languages, the chapters show how the cross-fertilization of CxG and L2 acquisition/teaching can improve the description of learners’ use of constructions, provide theoretical insights into the processes underlying their acquisition (e.g. with reference to inheritance links or transfer from the L1), or lead to novel teaching practices and resources aimed to help learners make the generalizations that native speakers make naturally from the input they receive.
