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	Nota di contenuto	Chapter 1: Introduction -- Chapter 2: 'I see less of the surroundings. The story feels different': Construal and Second Language Learning -- Chapter 3: More on Categories: Words, Morphemes, 'Grammar Rules', Phonological Features and Intonation Patterns as Radial Categories -- Chapter 4: More about Spinsters and their Cats: Encyclopaedic Knowledge and Second Language Learning -- Chapter 5: 'Eyebrow heads' and 'yummy mummies': Metaphor and Second Language Learning -- Chapter 6: 'You'll find Jane Austen in the basement'... or will you? Metonymy and Second Language Learning -- Chapter 7: What Have Bees, Macaque Monkeys and Humans Got in Common? Embodied Cognition, Gesture and Second Language Learning -- Chapter 8: 'Loud suits' and 'sharp cheese': Motivated Language, Iconicity and Second Language Learning -- Chapter 9: 'Oscar sent Venice an elephant': Construction Grammars and Second Language Learning -- Chapter 10:

Conclusion.

Sommario/riassunto   This is a revised and updated edition of a seminal text in the field of Cognitive Linguistics, written in an engaging and accessible style for a new generation of scholars and students. The author surveys and incorporates a wealth of more recent studies conducted in different areas since the book's original publication in 2009, exploring how new areas of research within Cognitive Linguistics have emerged and flourished, and taking account of key studies that have progressed the field since its inception. This new edition has been revised throughout to review, analyse and synthesise the latest state of the art in Cognitive Linguistics–inspired second language learning and teaching research, and suggests other areas that might benefit from further exploration. It will be essential reading for academics, educators and students across Linguistics and Education, particularly those with an interest in cognitive linguistics, second language acquisition, foreign language teaching and language education. Jeannette Littlemore is Professor of Applied Linguistics in the Department of English Language and Linguistics, School of English, Drama and Creative Studies, University of Birmingham, UK. She is a world-renowned scholar in the Cognitive Linguistic community and has spearheaded the application of metaphor in real-world contexts ranging from advertising and branding, and health and well-being, to education and teaching. She has authored over 100 publications, including seven monographs.