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| Nota di contenuto       | Front matter -- Acknowledgements -- List of Contributors -- Contents -- Contents of volume I -- Introduction / Dirven, René / Niemeier, Susanne / Pütz, Martin -- Section 1: Bottom-up approaches: Phrasal verbs and phraseological expressions -- English phrasal verbs: theory and didactic application / Dirven, René -- Teaching English phrasal verbs: a cognitive approach / Kurtyka, Andrzej -- A usage-based approach to modeling and teaching the phrasal lexicon / Queller, Kurt -- Section 2: Top-down approaches: Metaphor and idiom study -- A cognitive linguistic view of learning idioms in an FLT context / Kövecses, Zoltán -- On the systematic contrastive analysis of conceptual metaphors: case studies and proposed methodology / Barcelona, Antonio -- Section 3: Systematical order instead of chaos in morphology and lexis -- A conceptual analysis of English -er nominals / Panther, Klaus-Uwe / Thornburg, Linda L. -- Basicness and conceptual hierarchies in foreign language learning: a corpus-based study / Ungerer, Friedrich -- Section 4: Cultural models in education -- The African cultural model of community in English language instruction in Cameroon: the need for more systematicity / Wolf, Hans-Georg / Bobda, Augustin Simo -- Subject Index -- Backmatter |

As a usage-based language theory, cognitive linguistics is predestined to have an impact on applied research in such areas as language in society, ideology, language acquisition, language pedagogy. The present volumes are a first systematic attempt to carve out pathways from the links between language and cognition to the fields of language acquisition and language pedagogy and to deal with them in one coherent framework: applied cognitive linguistics.

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