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Nota di contenuto	Frontmatter -- Acknowledgments -- Table of contents -- Introduction / Tyler, Andrea / Huang, Lihong -- I. Categories and constructions in context -- Teaching usage and concepts: Toward a cognitive pedagogical grammar / Achard, Michel -- L2 constructions and interactional competence: Subordination and coordination in English L2 learning / Eskildsen, Søren W. -- Optional that in complementation by German and Spanish learners / Wulff, Stefanie / Gries, Stefan Th. / Lester, Nicholas -- French onions and Dutch trains: Typological perspectives on learners' descriptions of spatial scenes / Lemmens, Maarten / Perrez, Julien -- II. Teaching construal and viewpoint -- Since it is everywhere: Viewpoint in second language teaching / Dancygier, Barbara / Moder, Carol Lynn -- Using blending theory to teach the English conditionals / Jacobsen, Natalia Dolgova -- Making sense of the definite article through a pedagogical schematic / White, Benjamin J. -- III. Polysemy -- Reexamining por and para in the Spanish foreign language intermediate classroom: A usage-based, cognitive linguistic approach / Kissling, Elizabeth M. / Tyler, Andrea / Warren, Lisa / Negrete, Lauren -- Polysemy and conceptual metaphors: A cognitive linguistics approach to vocabulary learning / Zhao, Helen / Yau, Thomas Siu-ho / Li, Keru / Wong, Noel Nga-yan -- Embodied experience and the teaching and learning of L2 prepositions: A case

Sommario/riassunto

"Many SLA professionals remain unaware of what CL and Applied Cognitive Linguistics are and of the tremendous potential these approaches offer for our understanding of L2 learning and pedagogy. The volume addresses this gap by presenting theoretically-grounded, empirically-based studies which illustrate the application of key concepts of CL and demonstrate the efficacy of using the concepts in the classroom or in basic L2 research"--Back cover.

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