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Altri autori (Persone)	PutzMartin <1955-> NiemeierSusanne <1960-> DirvenRene
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Nota di contenuto	Front matter -- Acknowledgements -- List of Contributors -- Contents -- Contents of volume II -- Introduction / Pütz, Martin / Dirven, René / Niemeier, Susanne -- Section 1: Cognitive approaches to the English tense system -- Cognitive linguistics, language pedagogy, and the English present tense / Langacker, Ronald W. -- Pretend play: trial ground for the simple present / Cook-Gumperz, Jenny / Kyratzis, Amy -- The relation between experience, conceptual structure and meaning: non-temporal uses of tense and language teaching / Tyler, Andrea / Evans, Vyvyan -- Section 2: Facets of prototypes in grammatical constructions -- Grammatical constructions and their discourse origins: prototype or family resemblance? / Hopper, Paul J. -- Transitivity parameter and prominence typology: a cross-linguistic study / Seong, Sang Hwan -- Section 3: Neurocognitive and cognitive issues of language acquisition in general -- Learning syntax - a neurocognitive approach / Lamb, Sydney M. -- Conceptual primes in early language development / Goddard, Cliff -- No preposition required. The role of prepositions for the understanding of spatial relations in language acquisition / Rohlfing, Katharina J. -- The 'Graded Salience Hypothesis' in second language acquisition / Kecskes, Istvan

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Sommario/riassunto

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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