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Nota di contenuto	Introduction: discourse and cognitive perspectives on language learning / Lucy Pickering and Vyvyan Evans -- Culture, gender, ethnicity, identity in discourse: exploring cross-cultural communicative competence in American university contexts / Catherine Evans Davies -- Discourse management strategies revisited: building on Tyler's early insights regarding international teaching assistant comprehensibility / Gordon Tapper, Grazyna Drzazga, Maria Mendoza and Jennifer C. Grill -- Senior confessions: narratives of self-disclosure / Diana Boxer -- The speech went on (and on) as Kerry dozed off (*and off): a conceptual grammar approach to on and off / Susan Strauss, Heesun Chang and Jungwan Yoon -- The role of embodiment in the semantic analysis of phrasal verbs: a corpus-based study / Narges Mahpeykar -- Synesthetic metaphors of sound: an analysis of the semantics of English and Japanese adjectives / Mari Tsujita -- Conceptual vs. inter-lexical polysemy: an LCCM theory approach / Vyvyan Evans -- Formulaicity and context in second language pragmatics / Kathleen Bardovi-Harlig -- What is happened? your Amazon.com order has shipped: overpassivization and unaccusativity as L2 construction learning / Lourdes Ortega, Sang-Ki Lee and Munehiko Miyata -- Effects

of L2 exposure on the use of discourse devices in L2 storytelling / Yuko Nakahama -- The use of hedging devices in L2 legal writing: a cognitive functional perspective / Natalia Dolgova -- Afterword: the theoretical and applied foundations of Andrea Tyler's approach to the study of language / Salvatore Attardo and Lucy Pickering.

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#### Sommario/riassunto

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"Language Learning, Discourse and Cognition: Studies in the tradition of Andrea Tyler comprises a collection of original empirically and theoretically motivated studies at the nexus of discourse analysis, cognitive linguistics and second language learning. The thematic relationships between these subfields and links between the studies are laid out in introductory and concluding chapters. This edited volume is intended for both researchers and taught graduates in linguistics and second language learning and teaching"--

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