

# References

- Achard, M. (2008). 'Teaching construal: cognitive pedagogical grammar'. In P. Robinson and N. Ellis (eds.) *Handbook of Cognitive Linguistics and Second Language Acquisition* (London: Routledge), pp. 432–55.
- Aitchison, J. (1994). *Words in the Mind. An Introduction to the Mental Lexicon*, 2nd edn (Oxford: Blackwell).
- Alejo, R. (2008). 'The acquisition of English phrasal verbs by L2 learners: a cognitive linguistic account'. Paper presented at the LAUD Symposium on Cognitive Approaches to Second/Foreign Language Processing: Theory and Pedagogy. Landau, Germany, March 2008.
- Allen, L.Q. (1995). 'The effect of emblematic gestures on the development and access of mental representations of French expressions', *Modern Language Journal* 79 (4): 521–9.
- Ameel, E., Storms, G., Malt, B. and Sloman, S. (2005). 'How bilinguals solve the naming problem', *Journal of Memory and Language* 3: 60–80.
- Ammar, A. and Lightbrown, P. (2005). 'Teaching marked linguistics structures – more about the acquisition of relative clauses by Arab learners of English'. In A. Haussard and M. Pierrard (eds.) *Investigations in Instructed Second Language Acquisition* (Berlin: Mouton de Gruyter), pp. 167–98.
- Aoyama, K. Flege, J.E., Guion, S.G. and Akahane-Yamada, T. (2004). 'Perceived phonetic dissimilarity and L2 speech learning: the case of Japanese /r/ and English /l/ and /r/]', *Journal of Phonetics* 32: 233–50.
- Asher, J. (1988). *Learning Another Language Through Actions: A Teacher's Guide* (Los Gatos, CA: Sky Oaks).
- Athanasopoulos, P. (2006). 'Effects of the grammatical representation of number on cognition in bilinguals', *Bilingualism, Language and Cognition* 9: 89–96.
- Barcelona, A. (2004). 'Metonymy behind grammar: The motivation of the seemingly 'irregular' grammatical behavior of English paragon names'. In G. Radden and K.U. Panther (eds.) *Studies in Linguistic Motivation* (Berlin: Mouton de Gruyter), pp. 357–74.
- Barcelona, A. (2006). 'The role of metonymy in discourse-pragmatic inferencing'. In J.-L. Otal Campo, I. Navarro, I. Ferrando and B. Belles Fortuno (eds.) *Cognitive and Discourse Approaches to Metaphor and Metonymy* (Castello de la Plana: Publicaciones de la Universitat Jaume I), pp. 29–44.
- Banta, P. (1981). 'Teaching German vocabulary: The use of English cognates and common loanwords', *Modern Language Journal* 65 (2): 129–36.
- Bergen, B. (2004). 'The psychological reality of phonaesthemes', *Language* 80 (2): 290–311.
- Bergen, B. and Chang, N. (2005). 'Embodied construction grammar in simulation-based language understanding'. In J.-O. Ostman and M. Fried (eds.) *Construction Grammars: Cognitive Grounding and Theoretical Extensions* (Amsterdam: John Benjamins), pp. 147–90.
- Bergen, B., Narayan, S. and Feldman, J. (2003). 'Embodied verbal semantics: Evidence from an image–verb matching task'. In R. Alterman and D. Hirsh

- (eds.) *Proceedings from the Twenty-Fifth Annual Conference of the Cognitive Science Society* (Hove and New York: Psychology Press), pp. 493–504.
- Berman, R. and D. Slobin (1994). *Relating Events in a Narrative. A Crosslinguistic Developmental Study* (Hillsdale, NJ: Lawrence Erlbaum).
- Bialystok, E. (1999). 'Cognitive complexity and attentional control in the bilingual mind', *Child Development* 70: 636–44.
- Bialystok, E. (2002). 'Cognitive processes of L2 users'. In V. J. Cook (ed.) *Second Language Acquisition; Portraits of the L2 User* (Clevedon: Multilingual Matters), pp. 163–72.
- Block, D. (2003). *The Social Turn in Second Language Acquisition* (Edinburgh: Edinburgh University Press).
- Boers, F. (2001). 'Remembering figurative idioms by hypothesizing about their origin', *Prospect*, 16 (3): 35–43.
- Boers, F. (2004) 'Expanding learners' vocabulary through metaphor awareness: what expansion, what learners, what vocabulary?' In M. Achard and S. Niemeier (eds.) *Cognitive Linguistics and Foreign Language Teaching* (Berlin/New York: Mouton de Gruyter), pp. 211–32.
- Boers, F. and Lindstromberg, S. (2005). 'Finding ways to make phrase-learning feasible: The mnemonic effect of alliteration', *System* 33 (2): 225–38.
- Boers, F. and Lindstromberg, S. (2006). 'Cognitive linguistic applications in second or foreign language instruction: rationale, proposals and evaluation'. In G. Kristiansen, M. Achard, R. Dirven, F-J Ruiz de Mendoza (eds.) *Cognitive Linguistics: Current Applications and Future Perspectives* (Berlin: Mouton de Gruyter), pp. 305–55.
- Bohn, O.-S. (2000). 'Linguistic relativity in speech perception. An overview of the influence of language experience on the perception of speech sounds from infancy to adulthood'. In S. Niemeier and R. Dirven (eds.) *Evidence for Linguistic Relativity* (Amsterdam: John Benjamins), pp. 1–28.
- Bouton, L.F. (1988). 'A cross-cultural study of ability to interpret implicatures in English', *World Englishes* 7 (2): 183–96.
- Bouton, L. F. (1994a). 'Conversational implicature in the second language: Learned slowly when not deliberately taught', *Journal of Pragmatics*, 22: 157–67.
- Bouton, L.F. (1994b). 'Can NNS skill in interpreting implicature in American English be improved through explicit instruction? A pilot study'. In L. Bouton and Y. Kachru (eds.) *Pragmatics and Language Learning, Monograph Series 5* (Illinois: University of Illinois), pp. 2–23.
- Bouton, L.F. (1999). 'Developing nonnative speaker skills in interpreting conversational implicatures in English: explicit teaching can ease the process'. In E. Hinkel (ed.) *Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University Press), pp. 47–70.
- Bowerman, M. (2008). 'Language acquisition and semantic typology'. Paper presented at the LAUD Symposium on Cognitive Approaches to Second/Foreign Language Processing: Theory and Pedagogy, Landau, Germany, March 2008.
- Bowerman, M. and Choi, S. (2001). 'Shaping meanings for language: universal and language-specific in the acquisition of spatial semantic categories'. In M. Bowerman and S. Levinson (eds.) *Language Acquisition and Conceptual Development* (Cambridge: Cambridge University Press), pp. 475–511.
- Bowerman, M. and Choi, S. (2003). 'Space under construction: language-specific spatial categorization in first language acquisition'. In D. Gentner and

- S. Goldin-Meadow (eds.) *Language in Mind. Advances in the Study of Language and Thought* (Cambridge, MA: MIT Press), pp. 387–428.
- Bowerman, M. and Pederson, E. (1992). 'Cross-linguistic studies of spatial-semantic organization', *Annual Report of the Max Planck Institute for Psycholinguistics* (Nijmegen: Max Planck Institute), pp. 53–6.
- Brazil, D. (1985). *The Communicative Value of Intonation in English: Discourse Analysis, Monograph No. 8* (University of Birmingham: English Language Research).
- Broccias, C. (2008). 'Cognitive linguistic theories of grammar and grammar teaching'. In S. De Knop and T. De Rycker (eds.) *Cognitive Approaches to Pedagogical Grammar* (Berlin/New York: Mouton de Gruyter), pp. 67–90.
- Brown, A. and Gullberg, M. (2008). 'Bidirectional crosslinguistic influence in L1–L2 encoding of manner in speech and gesture', *Studies in Second Language Acquisition* 30 (2): 225–51.
- Butcher, A. (1976). *The Influence of the Native Language on the Perception of Vowel Quality* (London: University of London Press).
- Cadierno, T. (2004). 'Expressing motion events in a second language: a cognitive typological perspective'. In M. Achard and S. Niemeier (eds.) *Cognitive Linguistics and Foreign Language Teaching* (Berlin/New York: Mouton de Gruyter), pp. 13–50.
- Cadierno, T. and Lund, K. (2004). 'Cognitive linguistics and second language acquisition: Motion events in a typological framework'. In B. VanPatten, J. Williams and S. Rott (eds.) *Form–meaning Connections in Second Language Acquisition* (Hillsdale, NJ: Lawrence Erlbaum), pp. 139–54.
- Cadierno, T. and Ruiz, L. (2006). 'Motion events in Spanish L2 acquisition', *Annual Review of Cognitive Linguistics* 4: 183–236.
- Cameron, L. and Deignan, A. (2006). 'The emergence of metaphor in discourse', *Applied Linguistics* 27 (4): 671–90.
- Carter, R. (2007). 'Spoken English/written English: Challenging assumptions'. Plenary paper, presented at the annual conference of the Japanese Association for Language Teaching, Tokyo, Japan.
- Casenhiser, D. and Goldberg, A. (2005). 'Fast mapping between a phrasal form and meaning', *Developmental Science* 8 (6): 500–8.
- Channell, J. (1994). *Vague Language* (Oxford: Oxford University Press).
- Chantrill, P.A. and Mio, J.S. (1996). 'Metonymy in political discourse'. In J.S. Mio and A.N. Katz (eds.) *Metaphor: Implications and Applications* (Mahwah NJ: Lawrence Erlbaum), pp. 171–211.
- Choi, S. (1997). 'Language-specific input and early semantic development: Evidence from children learning Korean'. In D. I. Slobin (ed.) *The Crosslinguistic Study of Language Acquisition*, Vol. 5: *Expanding the Contexts* (Hillsdale NJ: Lawrence Erlbaum), pp. 414–34.
- Choi, S. and Bowerman, M. (1991). 'Learning to express motion events in English and Korean: the influence of language-specific lexicalisation patterns', *Cognition* 41: 83–121.
- Choi, S. and Lantolf, J.P. (2008). 'Representation and embodiment of meaning in L2 communication', *Studies in Second Language Acquisition* 30 (2): 191–224.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax* (Cambridge, MA: MIT Press).
- Cisneros, I. (1992). *Spanish in Three Months* (Woodbridge, Suffolk: Hugo's Language Books Ltd).

- Coates, J. (2003). *Women, Men and Language* (London: Longman).
- Cook, G. (1997). 'Schema', *English Language Teaching Journal* 51 (1): 86.
- Cook, V. (2002). 'Background to the L2 user perspective'. In V.J. Cook (ed.) *Portraits of the L2 User* (Clevedon: Multilingual Matters), pp. 1–32.
- Cook, V., Bassetti, B., Kasai, C., Sasaki, M. and Takahashi, J. (2006). 'Do bilinguals have different concepts? The case of shape and material in Japanese L2 users of English', *International Journal of Bilingualism* 10 (2): 137–52.
- Corballis, M. (1994). 'Neuropsychology of perceptual functions'. In D. Zaidel (ed.) *Neuropsychology Handbook of Perception and Cognition*, 2nd edn (San Diego, CA: Academic Press), pp. 83–104.
- Craik, F.I.M. and Lockhart, R.S. (1982) 'Levels of processing: a framework for memory research', *Journal of Verbal Learning and Verbal Behaviour* 11: 671–84.
- Croft, W. (2001). *Radical Construction Grammar: Syntactic Theory in Typological Perspective* (Oxford: Oxford University Press).
- Croft, W. and Cruse, D.A. (2004). *Cognitive Linguistics* (Cambridge: Cambridge University Press).
- Cruttenden, A. (1981). 'Falls and rises: meanings and universals', *Journal of Linguistics* 17: 77–91.
- Cuyckens, H., Berg, T., Dirven, R. and Panter, K.-U. (eds.) (2003). *Motivation in Language* (Amsterdam: John Benjamins).
- Danesi, M. (1992). 'Metaphorical competence in second language acquisition and second language teaching: the neglected dimension'. In J.E. Alatis (ed.) *Language Communication and Social Meaning* (Washington, DC: Georgetown University Round Table on Languages and Linguistics), pp. 489–500.
- Danesi, M. (2008). 'Conceptual errors in second language learning'. In S. De Knop and T. De Rycker (eds.) *Cognitive Approaches to Pedagogical Grammar* (Berlin/New York: Mouton de Gruyter), pp. 231–57.
- Davey, J. (2004). *English Correspondence* (London: Vintage Books).
- de Bot, K., Lowie, W. and Verspoor, M. (2005). *Second Language Acquisition. An Advanced Resource Book* (London: Routledge).
- de Bot, K., Verspoor, M and Lowie. (2007). 'A dynamic systems theory approach to second language acquisition', *Bilingualism, Language and Cognition* 10 (1): 7–21.
- Deignan, A. (2005) *Metaphor and Corpus Linguistics* (Amsterdam: John Benjamins).
- Deignan, A., Gabrys, D., and Solska, A. (1997). 'Teaching English metaphors using cross-linguistic awareness-raising activities', *English Language Teaching Journal* 51 (4): 352–60.
- DePaulo, B.M. and Friedman, H.S. (1997). 'Nonverbal communication'. In D. Gilbert, S. Fiske, and G. Lindzey (eds.) *Handbook of Social Psychology*, 4th edn (Oxford: Blackwell), pp. 44–59.
- Dornyei, Z. and Thurrell, S. (1994). 'Teaching conversational skills intensively: course content and rationale', *English Language Teaching Journal* 48: 40–9.
- Doughty, C. (2003). 'Instructed SLA: constraints, compensation and enhancement'. In C.J. Doughty and M. Long (eds.) *The Handbook of Second Language Acquisition* (Malden, MA: Blackwell), pp. 256–310.
- Downing, A. and Locke, P. (2002). *A University Course in English Grammar* (London: Routledge).
- Efron, D. (1972). *Gesture, Race and Culture* (The Hague: Mouton and Co).

- Ellis, N. (2002). 'Frequency effects in language processing. A review with implications for theories of implicit and explicit language learning', *Studies in Second Language Acquisition* 24: 143–88.
- Ellis, N. (2006a). 'Language acquisition as rational contingency learning', *Applied Linguistics* 27 (1): 1–24.
- Ellis, N. (2006b). 'Selective attention and transfer phenomena in L2 acquisition: contingency, cue competition, salience, interference, overshadowing, blocking, and perceptual learning', *Applied Linguistics* 27 (2): 164–94.
- Ellis, N. (2006c). 'Cognitive perspectives on SLA', *AILA Review* 19: 100–21.
- Ellis, N. (2008). 'Usage-based and form-focused language acquisition: the associative learning of constructions, learned attention, and the limited L2 endstate'. In P. Robinson and N. Ellis (eds.) *Handbook of Cognitive Linguistics and Second Language Acquisition* (London: Routledge), pp. 372–405.
- Ellis, N. and Larsen-Freeman, D. (2006). 'Language emergence: implications for applied linguistics', *Applied Linguistics* 27 (4): 558–89.
- Elston-Guttler, K.E. and Williams, J.N. (2008). 'First language polysemy affects second language meaning interpretation: evidence for activation of first language concepts during second language reading', *Second Language Research* 24 (2): 167–87.
- Ely C. (1989) 'Tolerance of ambiguity and use of second language strategies', *Foreign Language Annals* 22 (5): 437–45.
- Ervin, S.M. (1961). 'Semantic shift in bilingualism', *American Journal of Psychology* 24: 233–41.
- Evans, V. (2007). *A Glossary of Cognitive Linguistics* (Edinburgh: Edinburgh University Press).
- Evans, V. and Green, M. (2006). *Cognitive Linguistics: An Introduction* (Edinburgh: Edinburgh University Press).
- Faraco, M. and Kida, T. (2008). 'Gesture and the negotiation of meaning in a second language classroom'. In S. McCafferty and G. Stam (eds.) *Gesture: Second Language Acquisition and Classroom Research* (New York: Routledge), pp. 280–97.
- Fauconnier, G. and Turner, M. (1998). 'Conceptual integration networks', *Cognitive Science* 22 (2): 137–88.
- Fauconnier, G. and Turner, M. (2002). *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities* (New York: Basic Books).
- Fillmore, C. (1975). 'An alternative to checklist theories of meaning'. In *Proceedings from the First Annual Meeting of the Berkeley Linguistics Society* (Amsterdam: North Holland), pp. 123–31.
- Firth, A. and Wagner, J. (2007). 'Second/foreign language learning as a social accomplishments: elaborations on a reconceptualized SLA', *The Modern Language Journal* 91: 800–19.
- Flege, J. (1995). 'Second-language speech learning: theory, findings, and problems'. In W. Strange (ed.) *Speech Perception and Linguistic Experience: Theoretical and Methodological Issues* (Timonium, MD: York Press), pp. 565–77.
- Flege, J., Bohn, J., and Jang, S. (1997). 'The production and perception of English vowels by native speakers of German, Korean, Mandarin and Spanish', *Journal of Phonetics* 25: 437–70.
- Fodor, J. (1983). *The Modularity of Mind* (Cambridge, MA: MIT Press).
- Gallese, V. and Goldman, A. (1998). 'Mirror neurons and the simulation theory of intelligence', *Trends in Cognitive Science* 2: 439–50.

- Gallese, V., Fadiga, L. and Fogassi, L. (1996). 'Action recognition in the premotor cortex', *Brain* 119: 593–609.
- Gallese, V., Ferari, P. and Umilta, M. (2002). 'The mirror matching system: a shared manifold for intersubjectivity', *Behavioural and Brain Sciences* 25: 35–6.
- Gallop, J. (1987). *Reading Lacan* (London: Cornell University Press).
- Gass, S. (1997). *Input, Interaction, and the Second Language Learner* (Mahwah NJ: Lawrence Erlbaum Associates).
- Gass, S. (2008). 'Interaction: from description to explanation'. Paper presented at the LAUD Symposium on Cognitive Approaches to Second/Foreign Language Processing: Theory and Pedagogy. Landau, Germany, March 2008.
- Gentner, D. and Goldin-Meadow, S. (2003). 'Whither Whorf'. In D. Gentner and S. Goldin-Meadow (eds.) *Language in Mind. Advances in the Study of Language and Thought* (Cambridge, MA: MIT Press), pp. 3–14.
- Gibbs, R. (1994). *The Poetics of Mind* (Cambridge: Cambridge University Press).
- Gibbs, R. (2003). 'Understanding metaphor as cognitive simulation'. Paper presented at the fifth conference of Researching and Applying Metaphor, Paris, France.
- Gibbs, R. (2006). *Embodiment and Cognitive Science* (Cambridge: Cambridge University Press).
- Goatly, A. (1997). *The Language of Metaphors* (London: Routledge).
- Goddard, C. (2004). '"Cultural scripts": a new medium for ethnographic instruction'. In M. Achard and S. Niemeier (eds.) *Cognitive Linguistics and Foreign Language Teaching* (Berlin/New York: Mouton de Gruyter), pp. 143–63.
- Goldberg, A. (1995). *A Construction Grammar Approach to Argument Structure* (Chicago: University of Chicago Press).
- Goldberg, A. (2006). *Constructions at Work: The Nature of Generalization in Language* (Oxford: Oxford University Press).
- Goossens, L. (1990). 'Metaphonymy: the interaction of metaphor and metonymy in expressions of linguistic action', *Cognitive Linguistics* 1: 323–40.
- Grady, J. (1997). 'Theories are buildings revisited', *Cognitive Linguistics* 8: 267–90.
- Grady, J. and Johnson, C. (2002). 'Converging evidence for the notions of *subscene* and *primary scene*. In R. Dirven and R. Pörings (eds.) *Metaphor and Metonymy in Comparison and Contrast* (Berlin: Mouton de Gruyter), pp. 533–54.
- Grafton, S., Fadiga, L., Arbib, M. and Rizzolatti, G. (1997). 'Premotor cortex activation during observation and naming of familiar tools', *Neuroimage* 6: 231–6.
- Gries, S. T. (2006). 'Corpus-based methods and cognitive semantics: The many senses of to run'. In Gries, S. T. and A. Stefanowitsch (eds.) (2006). *Corpora in Cognitive Linguistics: The Syntax-Lexis Interface* (Berlin/New York: Mouton de Gruyter), pp. 57–99.
- Gries, S. T. and A. Stefanowitsch (eds.) (2006). *Corpora in Cognitive Linguistics: The Syntax-Lexis Interface* (Berlin/New York: Mouton de Gruyter).
- Grigorenko, E., Sternberg, R. and Ehrman, M. (2000). 'A theory-based approach to the measurement of foreign language learning ability: the canal-f theory and test', *The Modern Language Journal* 84 (3): 390–405.
- Gullberg, M. (1998). *Gesture as a Communication Strategy in Second Language Discourse : A Study of Learners of French and Swedish* (Lund: Lund University Press).

- Gullberg, M. (2008). 'Gestures and second language acquisition'. In P. Robinson and N. Ellis (eds.) *Handbook of Cognitive Linguistics and Second Language Acquisition* (London: Routledge), pp. 276–305.
- Gullberg, M. (in press). 'Language-specific encoding of placement events in gesture'. In E. Pederson and J. Bohmeyer (eds.) *Event Representations in Language and Cognition* (Cambridge: Cambridge University Press).
- Guy, G. and Vonwiller, J. (1989). 'The high rising tone in Australian English'. In P. Collins and D. Blair (eds.) *Australian English: The Language of a New Society* (Queensland: University of Queensland Press), pp. 21–34.
- Haastруп, K. and Henriksen, B. (2000). 'Vocabulary acquisition: acquiring depth of knowledge through network building', *International Journal of Applied Linguistics* 10 (2): 221–39.
- Han, Z., Park, E.S. and Combs, C. (2008). 'Textual enhancement of input: issues and possibilities', *Applied Linguistics* 29 (3): 597–618.
- Heine, B., Claudi, U. and Hunnemeier, F. (1991). *Grammaticalization: A Conceptual Framework* (Chicago: Chicago University Press).
- Holme, R. (2004). *Mind, Metaphor and Language Teaching* (Basingstoke/New York: Palgrave Macmillan).
- Hopper, P. (2001). 'Grammatical constructions and their discourse origins: prototype or family resemblance?' In M. Pütz, S. Niemeier and R. Dirven (eds.) *Applied Cognitive Linguistics II: Language Pedagogy* (Berlin: Mouton de Gruyter), pp. 109–29.
- Hopper, P. and Traugott, E. (2003). *Grammaticalization* (Cambridge: Cambridge University Press).
- Hunston, S. and Francis, G. (1999). *Pattern Grammar. A Corpus-Driven Approach to the Lexical Grammar of English* (Amsterdam: John Benjamins).
- Hunt, E. and Agnoli, F. (1991). 'The Whorfian hypothesis: a cognitive psychology perspective', *Psychological Review* 98: 377–89.
- Ijaz, I.H. (1986). 'Linguistic and cognitive determinants of lexical acquisition in a second language', *Language Learning* 36: 401–51.
- Ikegami, Y. (2000). *Nihongo-ron e shoutai* (An invitation to theories of Japanese language). Tokyo: Kodansha.
- Imai, M. (2000). 'Universal ontological knowledge and a bias toward language-specific categories in the construal of individuation'. In S. Niemeier and R. Dirven (eds.) *Evidence for Linguistic Relativity* (Amsterdam: John Benjamins), pp. 139–60.
- Ivanova, G. (2006). 'Sound-symbolic approach to Japanese mimetic verbs', *Toronto Working Papers in Linguistics* 26: 103–14.
- Jakobson, R. (1971). 'The metaphoric and metonymic poles'. In R. Jakobson and M. Halle (eds.) *Fundamentals of Language 2* (The Hague/Paris: Mouton de Gruyter), pp. 90–6.
- Jiang, N. (2004). 'Semantic transfer and its implications for vocabulary teaching in a second language', *The Modern Language Journal* 88 (3): 416–30.
- Johns, T.F. (1991). 'Should you be persuaded: two examples of data-driven learning'. In T.F. Johns and P. King (eds.) *Classroom Concordancing* (Birmingham: English Language Research), pp. 1–13.
- Johns, T.F. (1994). 'From printout to handout: grammar and vocabulary teaching in the context of data-driven learning'. In T. Odlin (ed.) *Perspectives on Pedagogical Grammar*. (New York: Cambridge University Press), pp. 293–313.

- Kasper, G. and Roever, C. (2005). 'Pragmatics in second language learning'. In E. Hinkel (ed.) *Handbook of Research in Second Language Teaching and Learning* (Mahwah, NJ: Lawrence Erlbaum), pp. 317–34.
- Kasper, G. and Rose, K.R. (2002). *Pragmatic Development in a Second Language* (Oxford: Blackwell).
- Kaufman, D. (2004). 'Constructivist issues in language learning and teaching', *Annual Review of Applied Linguistics* 24: 303–19.
- Kay, G. (1995). 'English loanwords in Japanese', *World Englishes* 14 (1): 67–76.
- Kecskes, I. (2006). 'On my mind: thoughts about salience, context and figurative language from a second language perspective', *Second Language Research* 22 (2): 219–37.
- Kellerman, E. (1987a) 'An eye for an 'eye''. In E. Kellerman *Aspects of Transferability in Second Language Acquisition. A Selection of Related Papers*. (Nijmegen: University of Nijmegen Press), pp. 154–77.
- Kellerman, E. (1987b) 'Towards a characterisation of the strategy of transfer in second language learning'. In E. Kellerman *Aspects of Transferability in Second Language Acquisition. A Selection of Related Papers*. (Nijmegen: University of Nijmegen Press), pp. 89–124.
- Kellerman, E. (1995). 'Cross linguistic influence: transfer to nowhere?', *Annual Review of Applied Linguistics* 41 (3): 251–69.
- Kendon, A. (2004). *Gesture: Visible Action as Utterance* (Cambridge: Cambridge University Press).
- Kida, T. (2008). 'Does gesture aid discourse comprehension in the L2?' In S. McCafferty and G. Stam (eds.) *Gesture: Second Language Acquisition and Classroom Research* (New York: Routledge), pp 131–56.
- Kita, S. (in press). 'How representational gestures help speaking'. In D. McNeill (ed.) *Language and Gesture: Window into Thought and Action* (Cambridge: Cambridge University Press), pp. 165–82.
- Kita, S. and Özürek, A. (2003). 'What does cross-linguistic variation in semantic coordination of speech and gesture reveal? Evidence for and interface representation of spatial thinking and speaking', *Journal of Memory and Language* 48: 16–32.
- Koltun, D. (2006). 'A cross-linguistic corpus-based study of metaphor use by intermediate Polish learners of English', Unpublished MA dissertation, University of Birmingham.
- Kövecses, Z. (2001). 'A cognitive linguistic view of learning idioms in an FLT context'. In M. Pütz, S. Niemeier and R. Dirven (eds.) *Applied Cognitive Linguistics II: Language Pedagogy* (Berlin: Mouton de Gruyter), pp. 87–115.
- Kövecses, Z. (2002) *Metaphor: A Practical Introduction* (Oxford: Oxford University Press).
- Kövecses, Z. and Szabo, P. (1996). 'Idioms: A view from cognitive semantics', *Applied Linguistics* 17 (3): 334–55.
- Kuhl, P., Williams, K., Lacerda, F., Stevens, K. and Lindblom, B. (1992). 'Linguistic experience alters phonetic perception in infants by 6 months of age', *Science* 255: 606–8.
- Kuno, S. (1987). *Functional Syntax: Anaphora, Discourse and Empathy* (Chicago: University of Chicago Press).
- Kusuyama, Y. (2005). 'The acquisition of deictic verbs by Japanese ESL learners', *NUCB Journal of Language, Culture and Communication* 7 (2): 31–43.



- Lacobboni, M. (in press). 'Understanding others: imitation, language, empathy'. In S. Hurley and N. Chater (eds.) *Perspectives on Imitation: From Cognitive Neuroscience to Social Science* (Cambridge, MA: MIT Press), Vol. 1, ch. 2 ; see <http://www.sscnet.ucla.edu/CBD/downloads>.
- Lakoff, G. (1970). *Irregularity in Syntax* (New York: Rinehart and Winston).
- Lakoff, G. (1987). *Women, Fire and Dangerous Things: What Categories Reveal About the Mind* (Chicago/London: University of Chicago Press).
- Lakoff, G. (1993). 'The contemporary theory of metaphor'. In A. Ortony (ed.) *Metaphor and Thought*, 2nd edn (Cambridge: Cambridge University Press), pp. 202–51.
- Lakoff, G. (2007). 'Cognitive models and prototype theory'. In V. Evans, B. Bergen and J. Zinken (eds.) *The Cognitive Linguistics Reader* (London: Equinox), pp. 130–67.
- Lakoff, G. and Johnson, M. (1980). *Metaphors We Live By* (Chicago: University of Chicago Press).
- Lakoff, G. and Johnson, M. (1999). *Philosophy in the Flesh: The Embodied Mind and its Challenge to Western Thought* (New York: Basic Books).
- Langacker, R.W. (1987). *Foundations of Grammar*, Vol. 1: *Cognitive Prerequisites* (Stanford, CA: Stanford University Press).
- Langacker, R. (1991). *Foundations of Cognitive Grammar*, Vol. 2: *Descriptive Application* (Stanford, CA: Stanford University Press).
- Langacker, R.W. (2008). 'Cognitive grammar and language instruction'. In P. Robinson and N. Ellis (eds.) *Handbook of Cognitive Linguistics and Second Language Acquisition* (New York: Routledge), pp. 66–88.
- Lantolf, J.P. (1999). 'Second culture acquisition: cognitive considerations'. In E. Hinkel (ed.) *Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University Press), pp. 202–51.
- Lantolf, J.P. and Appel, G. (eds.) (1998). *Vygotskian Approaches to Second Language Research* (Norwood, NJ: Ablex).
- Larsen-Freeman, D. (2006). 'The emergence of complexity, fluency, and accuracy in the oral and written production of five Chinese learners of English', *Applied Linguistics* 27 (4); 590–619.
- Larsen-Freeman, D. and Cameron, L. (2007). *Dynamic Systems Theory and Applied Linguistics* (Oxford: Oxford University Press).
- Laufer, B. and Girsai, N. (2008). 'Form-focused instruction in second language vocabulary learning: a case for contrastive analysis and translation', *Applied Linguistics* 29 (4): 694–716.
- Lee, D. (2001). *Cognitive Linguistics. An Introduction* (Oxford: Oxford University Press).
- Levin, B. and Rappaport Hovav, M. (1991). 'Wiping the slate clean: a lexical-semantic exploration', *Cognition* 41: 123–51.
- Levinson, S.C. (1996). 'Relativity in spatial conception and description'. In J.J. Gumperz and S.C. Levinson (eds.) *Rethinking Linguistic Relativity* (Cambridge: Cambridge University Press), pp. 177–202.
- Lewis, M. (1993). *The Lexical Approach. The State of ELT and a Way Forward* (Hove: LTP Teacher Training).
- Li, F.T. (2002). 'The acquisition of metaphorical expressions, idioms and proverbs by Chinese learners of English: a conceptual metaphor and image schema-based approach'. Unpublished PhD thesis, Chinese University of Hong Kong.

- Li, Wei (2003). 'Activation of lemmas in the multilingual mental lexicon and transfer in third language learning'. In J. Cenoz, B. Hufeisen and U. Jessner (eds.) *The Multilingual Lexicon* (The Netherlands: Springer Verlag), pp. 57–70.
- Lindstromberg, S. and Boers, F. (2005). 'From movement to metaphor with manner-of-movement verbs', *Applied Linguistics* 26 (2): 241–61.
- Lindstromberg, S. and Boers, F. (2008). 'The mnemonic effect of noticing alliteration in lexical chunks', *Applied Linguistics* 29 (2): 200–22.
- Littlemore, J. (2001). 'Metaphor as a source of misunderstanding for overseas students in academic lectures', *Teaching in Higher Education* 6 (3): 333–51.
- Littlemore, J. (2004). 'Interpreting metaphors in the language classroom', *Les Cahiers de l'APLIUT* 23 (2): 57–70.
- Littlemore, J. (forthcoming). 'The role of figurative language in creating and maintaining a discourse community's identity: the university nursery'. In A. Deignan, J. Littlemore and E. Semino (eds.) *Figurative Communication in Discourse Communities* (Cambridge: Cambridge University Press).
- Littlemore, J. and Azuma, M. (forthcoming). 'Promoting creativity in English language classrooms in Japan: An investigation into how Japanese learners of English can be helped to exploit the figurative potential of English'. Article submitted to the *JACET Journal*.
- Littlemore, J. and Low, G. (2006a). *Figurative Thinking and Foreign Language Learning* (Basingstoke/New York: Palgrave Macmillan).
- Littlemore, J. and Low, G. (2006b). 'Metaphoric competence and communicative language ability', *Applied Linguistics* 27 (2): 268–94.
- Littlemore, J. and MacArthur, F. (2007a). 'What do learners need to know about the figurative extensions of target language words? A contrastive corpus-based analysis of *thread*, *hilar*, *wing* and *aletear*'. In I. Navarro i Fernando, J.L. Otal Campo and A.J. Silvestre López (eds.) *Metaphor and Discourse, a Special Edition of Culture, Language and Representation: Cultural Studies Journal of Universitat Jaume I* (5): 131–50.
- Littlemore, J. and MacArthur, F. (2007b). 'Researching metaphor and language learning'. Workshop presented at conference on Researching and Applying Metaphor, Ciudad Real, Spain.
- Littlemore, J. and MacArthur, F. (forthcoming). 'Figurative extensions of word meaning: how do corpus data and intuition match up?' Paper presented at the Corpus Linguistics Conference, Liverpool, UK, July 2009.
- Low, G. (1999a). 'Validating metaphor research projects'. In L. Cameron and G. Low (eds.) *Researching and Applying Metaphor* (Cambridge: Cambridge University Press), pp. 48–65.
- Low, G. D. (1999b) ' "This paper thinks...". Investigating the acceptability of the metaphor AN ESSAY IS A PERSON'. In L. Cameron and G. Low (eds.) *Researching and Applying Metaphor* (Cambridge: Cambridge University Press), pp. 221–48.
- Low, G. (2003). 'Validating models in applied linguistics', *Metaphor and Symbol* 18 (4): 239–54.
- Low, G. and Littlemore, J. (2009). 'The relationship between conceptual metaphors and classroom management language: reactions by native and non-native speakers of English', *Iberica* 17: 25–44.
- Lucy, J. (1992). *Grammatical Categories and Cognition: A Case Study of the Linguistic Relativity Hypothesis* (Cambridge: Cambridge University Press).

- Lucy, J. and Gaskins, S. (2003). 'Interaction of language type and referent type in the development of nonverbal classification preferences'. In D. Gentner and S. Goldin-Meadow (eds.) *Language in Mind* (Cambridge, MA: MIT Press), pp. 465–92.
- MacArthur, F. and Littlemore, J. (2008). 'A discovery approach to figurative language learning with the use of corpora'. In F. Boers and S. Lindstromberg (eds.) *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology* (Amsterdam: Mouton de Gruyter), pp. 159–88.
- MacWhinney, B. (1997). 'Second language acquisition and the competition model'. In A.M.B. De Groot and J.F. Froll (eds.) *Tutorials in Bilingualism: Psycholinguistic Perspectives* (Mahwah, NJ: Lawrence Erlbaum), pp. 113–42.
- Mahpeykar, N. (2008). 'An analysis of native and non-native speakers' use of the word *out* in MICASE'. Unpublished MA dissertation, University of Birmingham.
- Majid, A., Bowerman, B., Van Staden, M. and Boster, J.S. (2007). 'The semantic categories of cutting and breaking events: a crosslinguistic perspective', *Cognitive Linguistics* 18 (2): 133–52.
- Maldonado, R. (2008). 'Spanish middle syntax: a usage-based proposal for grammar teaching'. In S. De Knop and T. De Rycker (eds.) *Cognitive Approaches to Pedagogical Grammar* (Berlin: Mouton de Gruyter), pp. 155–96.
- Massaro, D. (1987). *Speech Perception by Ear and by Eye: A Paradigm for Psychological Inquiry* (Hillsdale, NJ: Lawrence Erlbaum).
- McCafferty, S.G. (2002). 'Gestures and creating zones of proximal development for second language learning', *Modern Language Journal* 86: 192–203.
- McCafferty, S.G. (2008). 'Material foundations for second language acquisition: gesture, metaphor and internalization'. In S. McCafferty and G. Stam (eds.) *Gesture. Second Language Acquisition and Classroom Research* (New York: Routledge), pp 47–65.
- McClelland, J., Fiez, J. and McCandliss, B. (2002). 'Teaching the /r~/l/ discrimination to Japanese adults: behavioural and neural aspects', *Psychology and Behavior* 77: 657–62.
- McDonough, L., Choi, S., and Mandler, J.M. (in press). 'Understanding spatial relations: flexible infants, lexical adults', *Cognitive Psychology*.
- McGlone, F., Howard, M. and Roberts, N. (2002). 'Brain activation to passive observation of grasping actions'. In M. Stamenov and V. Gallese (eds.) *Mirror Neurons and the Evolution of Brain and Language* (Amsterdam: John Benjamins), pp. 125–34.
- McNeill, D. (1992). *Hand and Mind* (Chicago: University of Chicago Press).
- McNeill, D. and Duncan, S. (2000). 'Growth points in thinking for speaking'. In D. McNeill (ed.) *Language and Gesture* (Cambridge: Cambridge University Press), pp. 141–61.
- Meara, P. (2007). 'Simulating word associations in an L2: the effects of structural complexity', *Language Forum* 33 (2): 13–31.
- Meara, P. M. and Wolter, B. (2004). 'Beyond vocabulary depth', *Angles on the English Speaking World* 4: 85–97.
- Moon, R. (1998) *Fixed Expressions and Idioms in English: A Corpus-Based Approach* (Oxford: Clarendon Press).
- Mori, J. and Hayashi, M. (2006). 'The achievement of intersubjectivity through embodied completions: a study of interactions between first and second language speakers', *Applied Linguistics* 27 (2): 195–219.

- Murphy, R. (1986). *English Grammar in Use* (Cambridge: Cambridge University Press).
- Nakamura, D. (2008). 'Awareness, input frequency, and construction learning: a replication and extension of Casenhiser and Goldberg (2005) to adult second language acquisition'. In *Cognitive Approaches to Second/Foreign Language Processing: Theory and Pedagogy. Papers from the 33rd International LAUD Symposium*, Landau, Germany, March 2008 (Landau, Phalz: LAUD Linguistic Agency), pp. 464–81.
- Nakao, K. (1998). 'The state of bilingual lexicography in Japan: learners' English-Japanese/Japanese-English dictionaries', *International Journal of Lexicography* 11: 35–50.
- Nation, P. (2001). *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press).
- Neguera, E. and Lantolf, J. (2008). 'The dialectics of gesture in the construction of meaning in second language oral narratives'. In S. McCafferty and G. Stam (eds.) *Gesture. Second Language Acquisition and Classroom Research* (New York: Routledge), pp. 88–106.
- Nerlich, B., Todd, Z. and Clarke, D. (1999). '“Mummy I like being a sandwich”. Metonymy in language acquisition'. In G. Radden and K. Panther (eds.) *Metonymy and Cognition* (Amsterdam: John Benjamins), pp. 88–101.
- Niemeier, S. (2004). 'Linguistic and cultural relativity – reconsidered for the foreign language classroom'. In M. Achard and S. Niemeier (eds.) *Cognitive Linguistics and Foreign Language Teaching* (Berlin/New York: Mouton de Gruyter), pp. 95–118.
- Niemeier, S. and Reif, M. (2008). 'Making progress simpler? Applying cognitive grammar to tense-aspect teaching in the German EFL classroom'. In S. De Knop and T. De Rycker (eds.) *Cognitive Approaches to Pedagogical Grammar* (Berlin: Mouton de Gruyter), pp. 325–56.
- Nunberg, G., Wasow, T. and Sag, I.A. (1994). 'Idioms', *Language* 70 (3): 491–538.
- Oxford Advanced Learners Dictionary /OALD* (1995). (Oxford: Oxford University Press).
- Odlin, T. (2005). 'Crosslinguistic influence and conceptual transfer: what are the concepts?', *Annual Review of Applied Linguistics* 25: 3–25.
- Oe, S. (1975). *Nichi Eigo no Hikaku Kenkyu: Syunkansei o Megutte* (A Contrastive Study of Japanese and English: With a Focus on Subjectivity) (Tokyo: Nanundo Press).
- Oxford, R.L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. (Boston: Heinle & Heinle).
- Ozcaliskan, S. (2007). 'Metaphors we *move* by: children's developing understanding of metaphorical motion in typologically distinct languages', *Metaphor and Symbol* 22 (2): 147–68.
- Özyürek, A. (2002). 'Speech-gesture synchrony in typologically different languages and second language acquisition'. In B. Skarabela, S. Fish and A. H. Do (eds.) *Proceedings from the 26th Annual Boston University Conference on Language Development* (Somerville, MA: Cascadilla Press), pp. 500–9.
- Paganus, A., Mikkonen, V. P., Mäntylä, T., Nuuttila, S., Isoaho, J., Aaltonen, O. and Salakoski, T. (2006). 'The vowel game: continuous real-time visualization for pronunciation learning with vowel charts'. In *Lecture Notes in*

- Computer Science: Advances in Natural Language Processing* (no editor), vol. 4139 (Berlin/Heidelberg: Springer).
- Panther, K.-U. and Thornburg, L.L. (1998) 'A cognitive approach to inferencing in conversation', *Journal of Pragmatics* 30: 755–69.
- Panther, K-U and Thornburg, L.L. (2003). 'Introduction: Metonymy across languages'. In K-U. Panther and L.L. Thornburg (eds.) *How Universal are Conceptual Metonymies? Special Edition of Jezikoslovje* 4 (1): 5–9.
- Parrill, F. and Sweetser, E. (2004). 'What we mean by meaning. Conceptual integration in gesture analysis and transcription', *Gesture* 4 (2): 197–219.
- Partington, A. (1998). *Patterns and Meanings. Using Corpora for English Language Research and Teaching* (Amsterdam: John Benjamins).
- Pederson, E., Danziger, E., Wilkins, D., Kevinson, S., Kita, S. and Senft, G. (1998). 'Semantic typology and spatial conceptualization', *Language* 74: 557–89.
- Perez-Hernandez, L. and Ruiz de Mendoza, F.J. (2002). 'Grounding, semantic motivation, and conceptual interaction in indirect directive speech acts', *Journal of Pragmatics* 34: 259–84.
- Peters, A. (1977). 'Language learning strategies. Does the whole equal the sum of the parts?', *Language* 53: 560–73.
- Picken, J. (2007). *Literature, Metaphor and the Foreign Language Learner* (Basingstoke/New York: Palgrave Macmillan).
- Pisoni, D. and Lively, S. (1995). 'Variability and invariance in speech perception: a new look at some old problems in perceptual learning'. In W. Strange (ed.) *Speech Perception and Linguistic Experience: Theoretical and Methodological Issues* (Timonium MD: York Press), pp. 433–59.
- Platt, E. and Brooks, F. (2008). 'Embodiment as self-regulation in L2 task performance'. In S. McCafferty and G. Stam (eds.) *Gesture. Second Language Acquisition and Classroom Research* (New York: Routledge), pp. 66–87.
- Quek, F., McNeill, D., Bryll, R., Duncan, S. Kirbas, C., Mccullough, K.E. and Ansari, R. (2002). 'Multimodal human discourse: gesture and speech'. *ACM Transactions on Computer-Human Interaction*, 9 (3): 171–93.
- Radden, G. (2005). 'The ubiquity of metonymy'. In J.-L. Otal Campo, I. Navarro, I. Ferrando and B. Belles Fortuno (eds.) *Cognitive and Discourse Approaches to Metaphor and Metonymy* (Castello de la Plana: Publicaciones de la Universitat Jaume I), pp. 29–44.
- Radden, G. and Dirven, R. (2007). *Cognitive English Grammar* (Amsterdam: John Benjamins).
- Radden, G. and Kövecses, Z. (2007). 'Towards a theory of metonymy'. In V. Evans, B. Bergen and J. Zinken (eds.) *The Cognitive Linguistics Reader* (London: Equinox), pp. 335–359.
- Radden, G. and Panther, K. U. (2004). 'Introduction: reflections on motivation'. In G. Radden and K. U. Panther (eds.) *Studies in Linguistic Motivation (Cognitive Linguistics Research)* (Berlin/New York: Mouton de Gruyter), pp. 1–46.
- Ramachandran, V. S. (2003). 'The emerging mind'. Lecture presented as part of the *Reith Lecture Series* (London: BBC Radio Four).
- Ramachandran, V. S. and Hubbard, E. M. (2001). 'Synaesthesia – a window into perception, thought and language', *Journal of Consciousness Studies* 8 (12): 3–34.
- Ramirez, L. (2006). 'Manner of movement verbs'. Unpublished MA dissertation, University of Birmingham.

- Read, J. (1993). 'The development of a new measure of L2 vocabulary knowledge', *Language Testing* 10 (3): 355–71.
- Read, J. (2004). 'Plumbing the depths: how should the construct of vocabulary knowledge be defined?' In P. Bongaards (ed.) *Vocabulary in a Second Language. Selection, Acquisition and Testing* (Philadelphia, PA: John Benjamins), pp. 77–98.
- Richardson D. C. and Matlock T. (2007). 'The integration of figurative language and static depictions: an eye movement study of fictive motion', *Cognition* 102 (1): 129–38.
- Rizzolatti, G. and Arbib, M. (1998). 'Language within our grasp', *Trends in Neurosciences* 21 (5): 188–94.
- Roehr, K. (2008). 'Linguistic and metalinguistic categories in second language learning', *Cognitive Linguistics* 19 (1): 67–106.
- Rosch, E. (1975). 'Universals and cultural specifics in human categorization'. In R.W. Brislin, S. Bochner and W.J. Lonner (eds.) *Cross-cultural Perspectives on Learning* (New York: John Wiley), pp. 177–206.
- Rost, M. (2002). *Teaching and Researching Listening* (Harlow: Longman).
- Rudzka-Ostyn, B. (2003). *Word Power. Phrasal Verbs and Compounds. A Cognitive Approach* (Berlin: Mouton de Gruyter).
- Ruiz de Mendoza, F. J. (2008). 'The case of Spanish diminutives and reflexive constructions'. In S. De Knop and T. De Rycker (eds.) *Cognitive Approaches to Pedagogical Grammar* (Berlin: Mouton de Gruyter), pp. 121–54.
- Ruiz de Mendoza, J. and Mairal Uson, R. (2007). 'High level metaphor and metonymy in meaning construction'. In G. Radden, K.M. Kopcke, T. Berg and P. Siemund (eds.) *Aspects of Meaning Construction* (Amsterdam/Philadelphia: John Benjamins), pp. 45–73.
- Schmidt, R. (1990) 'The role of consciousness in second language learning', *Applied Linguistics* 11: 17–46.
- Schmidt, R. (1993). 'Consciousness, learning, and interlanguage pragmatics'. In G. Kasper and S. Blum-Kulka (eds.) *Interlanguage Pragmatics* (Oxford: Oxford University Press), pp. 21–43.
- Schmitt, N. (1998). 'Tracking the incremental acquisition of second language vocabulary: a longitudinal study', *Language Learning* 48 (2): 281–317.
- Schmitt, N. (2000). *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press).
- Seidlhofer, B. (2004). 'Research perspectives on teaching English as a lingua franca', *Annual Review of Applied Linguistics* 24: 209–39.
- Seidlhofer, B. (2005). 'English as a lingua franca', *English Language Teaching Journal* 59 (4): 339–41.
- Sharwood Smith, M. (1991). 'Speaking to many minds: on the relevance of different types of language information for the L2 learner', *Second Language Research* 7 (2): 118–32.
- Sharwood Smith, M. (1993). 'Input enhancement in instructed SLA: theoretical bases', *Studies in Second Language Acquisition* 15: 165–79.
- Shore, B. (1996). *Culture in Mind* (New York: Oxford University Press).
- Shortall, T. (2002). 'Teaching Grammar'. *Developing Language Professionals in Higher Education Institutions (DELPHI) project*. Available online at <http://www.delphi.bham.ac.uk/modules.htm>.
- Sime, D. (2008). '“Because of her gesture, it's very easy to understand.” Learners' perceptions of teachers' gestures in the foreign language class'. In S. McCafferty

- and G. Stam (eds.) *Gesture. Second Language Acquisition and Classroom Research* (New York: Routledge), pp. 259–79.
- Sinclair, J. (1991). *Corpus, Concordance, Collocation* (Oxford: Oxford University Press).
- Singleton, D. (1995). 'Introduction: a critical look at the critical period hypothesis in second language acquisition'. In D. Singleton and Z. Lengyel (eds.) *The Age Factor in Second Language Acquisition* (Clevedon: Multilingual Matters), pp. 1–29.
- Singleton, D. (1999). *Exploring the Second Language Mental Lexicon* (Cambridge: Cambridge University Press).
- Slobin, D. (1996). 'From "thought and language" to "thinking for speaking"'. In S. Gumperz and S. Levinson (eds.) *Rethinking Linguistic Relativity* (New York: Cambridge University Press), pp. 70–96.
- Slobin, D. I. (2000). 'Verbalized events. A dynamic approach to linguistic relativity and determinism'. In S. Niemeier and R. Dirven (eds.) *Evidence for Linguistic Relativity* (Amsterdam: John Benjamins), pp. 108–38.
- Slobin, D. (2003). 'Language and thought online: cognitive consequences of linguistic relativity'. In D. Gentner and S. Goldin-Meadow (eds.) *Language in Mind: Advances in the Study of Language and Thought* (Cambridge, MA: MIT Press), pp. 157–92.
- Soderman, T. (1993). 'Word associations of foreign language learners and native speakers: the phenomenon of a shift bin response type and its relevance for lexical development'. In H. Ringbom (ed.) *Near-native Proficiency in English* (Abo, Finland: Abo Akademi), pp. 91–182.
- Stam, G. and McCafferty, S. (2008). 'Gesture studies and second language acquisition'. In S. McCafferty and G. Stam (eds.) *Gesture. Second Language Acquisition and Classroom Research* (New York: Routledge), pp. 3–24.
- Stamenov, M. (2002). 'Some features that make mirror neurons and the human language faculty unique'. In M. Stamenov and V. Gallese (eds.) *Mirror Neurons and the Evolution of Brain and Language* (Amsterdam: John Benjamins), pp. 249–72.
- Stefanowitsch, A. and Gries, S. (eds.) (2006). *Corpus-based Approaches to Metaphor and Metonymy* (Berlin: Mouton de Gruyter).
- Stefanowitsch, A. and Gries, S. (2007). 'Collostructions: investigating the interaction of words and constructions'. In V. Evans, B. Bergen and J. Zinken (eds.) *The Cognitive Linguistics Reader* (London: Equinox), pp. 75–105.
- Strange, W. (ed.) (1995). *Speech Perception and Linguistic Experience: Issues in Cross-language Research* (Timonium, MD: York Press).
- Sueyoshi, A. and Hardison, D.M. (2005). 'The role of gestures and facial cues in second language listening comprehension', *Language Learning* 55 (4): 661–99.
- Svalberg, A. (2007). 'Language awareness and language learning', *Language Teaching* 40: 287–308.
- Swales, J. (1990). *Genre Analysis* (Cambridge: Cambridge University Press).
- Sweetser, E. (1990). *From Etymology to Pragmatics: Metaphorical and Cultural Aspects of Semantic Structure* (Cambridge: Cambridge University Press).
- Sweetser, E. (1998). 'Regular metaphoricity in gesture: bodily-based models of speech interaction', In B. Caron (ed.) *Actes du 16e Congres International des Linguists*. (New York: Elsevier).

- Takada, M. (2008). *Synesthetic Metaphor - Perception, Cognition, and Language* (Amsterdam: VDM Verlag).
- Talmy, L. (1985). 'Lexicalisation patterns semantic structure in lexical forms'. In T. Shopen (ed.) *Language Typology and Syntactic Description*, Vol. III: *Grammatical Categories and the Lexicon* (Cambridge; Cambridge University Press), pp. 93–121.
- Talmy, L. (1988) 'Force dynamics in language and cognition', *Cognitive Science* 2: 49–100.
- Talmy, L. (2000). *Toward a Cognitive Semantics*. Vol. II: *Typology and Process in Concept Structuring* (Cambridge, MA: MIT Press).
- Tang, P. (2007). 'Figurative language in a nursery setting and a non-native speaker's perspective on this discourse community'. Unpublished MA dissertation, University of Birmingham.
- Taylor, J. (1993). 'Some pedagogical implications of cognitive linguistics'. In R.A. Geiger and B. Rudzka-Ostyn (eds.) *Conceptualizations and Mental Processing in Language* (Berlin: Mouton de Gruyter), pp. 201–23.
- Taylor, J. (2002). *Cognitive Grammar* (Oxford: Oxford University Press).
- Taylor, J. (2003). *Linguistic Categorization* (Oxford: Oxford University Press).
- Taylor, J. (2008). 'Prototypes in cognitive linguistics'. In P. Robinson and N. Ellis (eds.) *Handbook of Cognitive Linguistics and Second Language Acquisition* (New York: Routledge), pp. 39–65.
- Tellier, M. (2006). 'L'impact du geste pedagogique sue l'enseignement/ apprentissage des langues étrangères: Etude sur des enfants de 5 ans' (University Paris VII- Denis Diderot) (cited in Gullberg, 2008).
- Tomasello, M. (2003). *Constructing a Language. A Usage-based Theory of Language Acquisition*. (Cambridge, MA: Harvard University Press).
- Tyler, A. (2008a). 'Cognitive linguistics and second language instruction'. In P. Robinson and N.C. Ellis (eds.) *Handbook of Cognitive Linguistics and Second Language Acquisition* (New York/London: Routledge), pp. 456–88.
- Tyler, A. (2008b). 'Applied cognitive linguistics: putting linguistics back into second language learning'. Paper presented at The LAUD symposium on Cognitive Linguistic Approaches to Second Language Learning and Teaching, Landau, Germany, March 2008.
- Tyler, A. and Evans, V. (2001). 'The relation between experience, conceptual structure and meaning: non-temporal uses of tense and language teaching'. In M. Pütz, S. Niemeier and R. Dirven (eds.) *Applied Cognitive Linguistics II: Language Pedagogy* (Berlin: Mouton de Gruyter), pp. 63–105.
- Tyler, A. and Evans, V. (2004) 'Applying cognitive linguistics to pedagogical grammar: the case of over'. In M. Achard and S. Niemeier (eds.) *Cognitive Linguistics and Foreign Language Teaching* (Berlin/New York: Mouton de Gruyter), pp. 257–80.
- Verspoor, M. H. (2008). 'Cognitive linguistics and its applications to second language teaching'. In J. Cenoz and N.H. Hornberger (eds.) *Encyclopaedia of Language and Education*, 2nd edn. Vol. 6: *Knowledge about Language* (New York: Springer Verlag), pp. 79–91.
- Verspoor, M. and Lowie, W. (2003). 'Making sense of polysemous words', *Language Learning* 53 (3): 547–86.
- Verspoor, M., Lowie, W. and Seton, B. (2008). 'Conceptual representations in the multilingual mind'. In *Cognitive Approaches to Second/Foreign Language*



- Processing: Theory and Pedagogy. Papers from the 33rd International LAUD symposium, Landau, Germany.* (Landau, Phalz: LAUD Linguistic Agency), pp. 928–45.
- Vygotsky, L. (1986). *Thought and Language* (Cambridge, MA: MIT Press).
- Waara, R. (2004). 'Construal, convention and constructions in L2 speech'. In M. Achard and S. Niemeier (eds.) *Cognitive Linguistics and Foreign Language Teaching* (Berlin/New York: Mouton de Gruyter), pp. 51–76.
- Walker, C. (2008a). 'A corpus-based study of the linguistic features and processes which influence the way collocations are formed'. Unpublished PhD dissertation, University of Birmingham.
- Walker, C. (2008b). 'Factors which influence the process of collocation'. In F. Boers and S. Lindstromberg (eds.) (2008). *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology* (Berlin: Mouton de Gruyter), pp. 291–308.
- Wardhaugh, R. (1970). 'The Contrastive Analysis Hypothesis'. Paper presented at the fourth annual TESOL Convention, San Francisco, California, March 18–21.
- Weedon, C. (1999). *Feminism, Theory and the Politics of Difference* (Oxford: Blackwell).
- Werker, J. and Tees, R. (1984). 'Phonemic and phonetic factors in adult cross-language speech perception', *Journal of the Acoustical Society of America* 75: 1866–78.
- Werker, J.F. and Tees, R.C. (1999). 'Experiential influences on infant speech processing: toward a new synthesis', *Annual Review of Psychology* 50: 509–35.
- Werning, M., Fleischhauer, J. and Beseoglu, H. (2006). 'The cognitive accessibility of synaesthetic metaphors'. In *Proceedings of the 25th Annual Conference of the Cognitive Sciences Society*, pp. 2365–70.
- Werstler, J. M. (2002) 'Total Physical Response Storytelling: a study in actively engaging students across the modalities.' Unpublished Master's thesis, Department of Modern Languages, Central Connecticut State University.
- Wierzbicka, A. (1997). *Understanding Cultures through their Keywords* (Oxford: Oxford University Press).
- Wierzbicka, A. (2006). *English: Meaning and Culture* (Oxford: Oxford University Press).
- Wilks, C. and Meara, P. (2002). 'Untangling word webs: graph theory and the notion of density in second language word association networks', *Second Language Research* 18 (4): 303–24.
- Williams, J. M. (1976). 'Synaesthetic adjectives: a possible law of semantic change', *Language* 52 (2): 461–78.
- Williams, J. N. (2005). 'Learning without awareness', *Studies in Second Language Acquisition* 27 (2): 269–304.
- Willis, J. (1996). *A Framework for Task-Based Learning* (Harlow: Longman).
- Willis, D. and Willis, J. (1996). 'Consciousness-raising activities in the language classroom'. In J. Willis and D. Willis (eds.) *Challenge and Change in Language Teaching*. (Oxford: Heinemann), pp. 63–76.
- Willis, J. and Willis, D. (2007). *Doing Task-Based Teaching* (Oxford: Oxford University Press).
- Wilson, D. and Sperber, D. (2004). 'Relevance theory'. In L. Horn and G. Ward (eds.) *Handbook of Pragmatics* (Oxford: Blackwell), pp. 250–71.
- Wolter, B. (2001). 'Comparing the L1 and L2 mental lexicon. A depth of individual word knowledge model', *Studies in Second Language Acquisition* 23: 41–69.

- Wolter, B. (2006). 'Lexical network structures and L2 vocabulary acquisition: the role of L1 lexical/conceptual knowledge', *Applied Linguistics* 27 (4): 741–7.
- Wray, A. (2002). *Formulaic Language and the Lexicon* (Cambridge: Cambridge University Press).
- Wu, H.J. (2008). 'Understanding metaphor: Taiwanese students and English language metaphor'. Unpublished MA dissertation, University of Birmingham.
- Yoshioka, K. (2008). 'Linguistic and gestural introduction of ground references in L1 and L2 narrative'. In S. McCafferty and G. Stam (eds.) *Gesture. Second Language Acquisition and Classroom Research* (New York: Routledge), pp. 211–30.
- Zelazo, P. D. and Jacques, S. (1996). 'Children's rule use: representation, reflection and cognitive control'. In R. Vasta (ed.) *Annals of Child Development, vol. 12* (London: Jessica Kingsley Press), pp. 119–76.

# Index

- Abstract thought, 98  
    and experiential grounding, 127
- Access node, 8, 74
- Acculturation, 140
- Alliteration, 105, 149–50
- Analogy, 100–1, 136, 180
- Assonance, 105, 149
- Attention, 5–6, 9, 13–17, 34, 49–51,  
    66–7, 90–5, 120–1, 137, 156, 179  
    learned attention, 36, 39, 49  
    learned inattention, 34–6, 48, 53
- Attentional system (in Talmy's  
    model), 156
- Attitude (towards the target language  
    community), 66, 140
- Attractor states, 27–8, 65
- Australian Questioning Intonation  
    (AQI), 68
- Backgrounding, 15, 156, 166; *see also*  
    foregrounding
- Basic sense, 10, 41–6, 51–2, 57, 95,  
    106, 123, 154, 169,  
    and radial categories, 42, 169,  
    and language learning, 57, 95, 106,  
    123, 154,
- Bilingualism, the bilingual lexicon,  
    31, 87
- Blending theory, 104–5, 136  
    and emergent structure, 105  
    and gesture, 136  
    and metaphor, 104–5
- Boers, Frank, 10, 73, 121, 145–6,  
    149–50, 156, 160
- Boundary, 31, 50, 155
- Bounded and unbounded utterances,  
    155
- Broca's area, 126
- Categorization 5, 26–33, 38–9, 41–69,  
    190; *see also* radial categories  
    and category knowledge, 50, 56  
    and fuzzy boundaries, 5, 27, 62, 68
- Centrality of meaning, 3, 189
- Chinese, 98, 119–20,
- Chinese learners of English, 23, 67,  
    122, 138
- Chomsky, Noam, 1  
    Universal grammar, 1, 33
- Clines of encyclopaedic knowledge,  
    85–7, 92  
    generic to specific, 85,  
    intrinsic to extrinsic, 85–6  
    conventional to unconventional, 86  
    characteristic to non-characteristic,  
    86–7
- Co-construction of meaning, 145
- Cognitive flexibility, 29, 32, 39, 46,  
    103, 188, 190  
    and sorting tasks, 25
- Cognitive habits, 6, 20, 35, 187
- Cognitive processes, 1–7, 14, 33–7,  
    166, 190
- Collocation, 49, 59, 72, 82–5, 90
- Communicative intention, 115,  
    156
- Comparison, 2, 63, 110,
- Complex systems theory, 37–9, 78,  
    103
- Conceptual metaphor, 95–6  
    and blending theory, 104–5  
    and complexity theory, 103  
    and embodied cognition, 100  
    and creativity, 100–2  
    and linguistic metaphors, 97–8, 102  
    and phraseology, 102  
    cross-cultural variation in, 97–9  
    recent developments in, 100–5
- Conduit metaphor, 97, 135, 138
- Configurational structure system, 156
- Connotation, 7–8, 71, 76–9, 88–90,  
    104, 151
- Constitution, 5, 14, 25–6, 39
- Construal, 13–40, 46, 127, 146, 155–9,  
    176–80, 188–90
- Constructions, 162–85  
    caused-motion construction, 162–3  
    the ditransitive construction, 171–2  
    and corpus linguistics, 170–1,  
    and pattern grammar, 163–4

- Constructions – *continued*  
   explicit teaching of, 174–7  
   implicit learning of, 178–84  
   inheritance links between, 172–3  
   instance links between, 173  
   the resultative construction, 172–3  
 Content words, 3  
 Contingency learning, 34, 36, 52, 63, 180–3  
 Contrastive analysis, 6–7, 33, 90, 186  
 Corpora, 12, 55–7, 102, 143, 149,  
   The Bank of English (BoE), 10, 15, 22, 42–3, 45, 55, 58–61, 96, 104, 111, 113–18, 170, 174  
   The British National Corpus (BNC), 15, 56, 76  
   The International Corpus of Learner English (ICLE), 35  
   The Michigan Corpus of Academic Spoken English (MICASE), 47–50  
   The Reference Corpus of Contemporary Spanish (CREA), 44, 56  
 Countable and uncountable items, 26  
 Creativity, 88, 144  
 Cue validity, 180–4  
 Culture, 11, 50, 53, 73, 80–6, 89–91, 137–41, 177  
   cultural keywords, 88–92  
   cultural models, 80  
   cultural scripts, 89–93, 117  
   world knowledge, 34, 71–2  
  
 Data-driven learning, 56, 149  
 Definite article, 36, 62, 177  
 Denominal verbs, 56, 143, 149  
 Disambiguating function of context, 76, 165  
 Discourse community, 61, 68, 88, 103, 111–12, 117  
 Dynamic systems, 27, 104–5, 130  
  
 Edinburgh Word Association  
   Thesaurus, 81, 85–6, 91  
 Ego-centricity in language, 22  
 Ellis, Nick, 34–7, 52–3, 62–5, 188  
 Embodied cognition, 125–46  
   and gesture, 134–45  
   and grammar teaching, 129–33  
 Embodiment: *see* embodied cognition  
  
 Encyclopaedic knowledge, 71–92  
   how to teach, 89–91  
   when to teach, 87–9  
 English as a lingua franca (ELF), 92  
 Enhanced input, 90, 185  
 Entrenchment, 16, 34–5, 53  
 Evans, Vyvyan, 2, 13, 45, 54, 85, 130–3, 154  
  
 Fictive motion, 45, 55, 127  
 Figure, 13, 15, 166–7, 179  
   in Talmy's attentional system, 156  
 Speech learning model (Flege's), 66  
 Force dynamics system (Talmy's), 129, 157–8  
 Foregrounding, 133, 166; *see also*  
   backgrounding  
 Form-focused instruction, 38  
 Form–meaning relationships, 2, 84, 122, 182, 187  
 Formulaic sequences, 69  
 Frame semantics, 75  
 Frames, 75–9, 87–92, 169  
 French, 5, 27, 31, 59, 73, 88, 140, 177  
 Function words, 3  
  
 Genre, 60, 102–3  
 German, 29, 65–7, 118, 122, 138, 152–3, 159, 178  
 Gesture, 134–45  
   and blending theory, 136  
   cross-cultural variation in, 137–41  
   and embodied cognition, 134–6  
   functions of, 134–7  
   and language teaching, 141–5  
 Goldberg, Adele, 162, 164–5, 166–8, 171, 173–4, 180–3; *see also*  
   constructions  
 Grammar rules, 6–7  
   as radial categories, 57–64  
   teaching of, 62–4, 129–33, 160, 178  
 Grammaticalization, 3–4, 57, 153  
 Grammar patterns, 162  
 Ground, 157, 166–9, 179  
   in Talmy's attentional system, 157  
  
 Idealized cognitive model (ICM), 79–84  
   image schema ICMs, 79, 83–4, 97  
   metaphoric ICMs, 79  
   metonymic ICMs, 79, 83–4

- propositional ICMs, 79–85
- symbolic ICMs, 79, 83–4
- Idioms, 172
- Implicit and explicit knowledge, 63–4
- Implicit and explicit learning and teaching, 33–8, 174–84
- Indirect speech acts, 9, 115, 121–4
- Information and communications technology (ICT), 39
- Information packaging hypothesis, 145
- Input enhancement, 183–90
- Intention-reading, 33, 165, 179–80
- Interference, 34–5, 53
- Intonation, 67–9, 77, 116, 157, 180, 184, 187
- Japanese, 5–6, 20, 22–8, 30, 36, 46, 64, 66–7, 88, 95, 123, 138–40, 150–1
- Korean, 15–16, 20, 67, 80–2
- Langacker, Ronald, 3, 8, 74, 131, 154–8, 164
  - Langacker's system of word classes, 154–8
- Language learning strategies, 137
- Languages for specific purposes (LSP), 61
- Learning style, 21, 33
- Lexical contrast, 179
- Linguistic context, 179
- Linguistic motivation, 148–61
  - form–form motivation, 149–50
  - form–meaning motivation, 150–3
  - meaning–meaning motivation, 153–60
- Linguistic relativity, 19
- Literature, use of in the language classroom, 90
- Loanwords, 123
- Local prototypes, 47
- Manner-of-movement verbs, 16–20, 25, 36, 139, 145
  - in satellite-framed languages, 17, 19–21
  - and total physical response (TPR)/total physical response storytelling, 145
  - in verb-framed languages, 17, 20–1, 49
  - teaching of, 145
- Meara, Paul, 71–2, 78, 91
- Mental lexicon, 2, 72–4, 79–85
- Metalinguistic awareness, 90, 170
- Metaphor, 94–105
  - and blending theory, 104–5
  - conceptual and linguistic, 97–9
  - and dynamic systems, 103–4
  - and metonymy, 94
  - and phraseology, 102
  - creative, 100–101
- Metaphor from metonymy, 111
- Metaphoric thinking, 98
- Metonymy, 3, 7–10, 41–8, 56, 94, 107–24, 148, 186–90
  - functions of, 111–15
  - and language learning, 116–23
  - linguistic and conceptual, 108–9
  - and pragmatic inferencing, 121–2
  - relationship with metaphor, 111
  - and synecdoche, 110
- Mirror neurons, 126
- Modality, 129–30
  - deontic, 130–2
  - epistemic, 130–2
  - teaching of, 132–3
- More form is more meaning principle, 150
- Motivated language, 148–61, 187, 189
- Motivation: *see* motivated language
- Multicompetence, 21
- Network building, 72, 87, 91
- Network knowledge, 72, 92
- Nominal predication, 154
- Nominalization, 150
- Non-verbal communication: *see* gesture
- Noticing, 7, 29, 36–8, 66, 120–1, 183
- Over- and under-extension, 7, 34–5, 39
- Paradigmatic and syntagmatic relationships, 83, 85, 92
- Parts of speech, 5, 7, 27, 41, 167
- Passive voice, 45, 156

- Past tense, 132–3  
and psychological distancing,  
123–33
- Pattern finding in infants, 7, 11, 33,  
179
- Pattern grammar, 163–4, 185
- Perceptual learning, 34, 37, 66, 82
- Perceptual magnet effect, 65
- Perceptual salience, 37, 67, 118
- Perspective, 4–5, 14, 20–4, 37–9, 157,  
179  
Talmy's perspectival system, 157
- Phonesthemes, 151
- Phonology, 64–6
- Phrasal verbs, 49, 54–5, 99, 132, 154,  
189
- Phraseology, 9, 45, 102, 163, 174, 189
- Poetry, 187
- Polysemy, 7, 10, 36, 40, 149, 170, 186
- Prepositions, 30–1, 35–6, 53, 154
- Primary metaphor, 100
- Probabilistic processing, 36
- Prototypicality, 5, 27, 42, 45–9, 53–5,  
63–8, 78–9, 133, 144, 159, 163,  
170, 178, 180–9
- Radial categories, 41–70  
and grammar, 57–64  
and intonation, 67–8  
and phonology, 64–7  
and vocabulary, 41–57  
psychological reality of, 47
- Relational predication, 155
- Retention, 55, 57, 99, 121, 132, 143–5,  
148, 187
- Rich instruction, 88
- Root analogies, 100
- Schemata, 2, 83–4, 133  
event schemas, 80  
image schemas, 97, 83–4, 130–3,  
153, 156  
scene schemas, 80  
schematic image, 51  
schema refreshment effect, 90
- Semantic categories, 27, 51
- Semantic networks, 72, 91; *see also*  
mental lexicon
- Semantic space, 29–31, 35, 39
- Sensitivity to naturalness, 29
- Skewed input, 165, 180–2, 185
- Slobin, Dan, 16–20, 32
- Soft-assembled meaning, 136, 151
- Sound discrimination, 64
- Source domain, 96–7, 102–4
- Spanish, 17–19, 24, 30, 36, 45, 56–7,  
67, 122, 139, 144–5, 149
- Speaker intention, 74, 115–16, 156
- Stereotypical narrowing, 58–62
- Syllabus design, 53–4
- Synaesthesia, 152–3  
Williams' hierarchy of, 153
- Talmy, Leonard, 17, 129–33, 154–8  
Talmy's model of the conceptual  
structuring system, 154–8
- Target domain, 96, 104–5, 110
- Tense, teaching of, 129, 132–3, 189
- Thinking-for-speaking hypothesis,  
16–20
- Tolerance of ambiguity, 188
- Tomasello, Michael, 33, 165, 178–9,  
183–4
- Trajector, 50–2
- Transfer, 21–39, 49–53, 66, 95, 97,  
105, 114, 120, 122, 137, 151, 153,  
171, 184, 189  
transfer to nowhere principle, 37
- Transitivity, 58–61
- Turkish, 24–5, 139–40
- Underspecification, 74, 79
- Universal grammar, 1, 33
- Usage-based knowledge, acquisition  
and learning, 1–2, 7, 11, 33–4, 49,  
63, 133, 145, 178
- Vague language, 9, 115, 117, 124
- Vocabulary  
breadth, 71  
depth, 41, 71  
network, 78, 85, 92
- Word association networks, 72–5,  
86–92, 187
- Word meaning, 41, 48, 82, 87, 94,  
101–2, 188
- Yucatec, 25