# Table of contents

**Acknowledgments** — v
**Dedication** — ix

Andrea Tyler and Lihong Huang
**Introduction** — 1

## I  Categories and constructions in context

Michel Achard
**Teaching usage and concepts: Toward a cognitive pedagogical grammar** — 37

Søren W. Eskildsen
**L2 constructions and interactional competence: Subordination and coordination in English L2 learning** — 63

Stefanie Wulff, Stefan Th. Gries, and Nicholas Lester
**Optional that in complementation by German and Spanish learners** — 99

Maarten Lemmens and Julien Perrez
**French onions and Dutch trains: Typological perspectives on learners’ descriptions of spatial scenes** — 121

## II  Teaching construal and viewpoint

Barbara Dancygier and Carol Lynn Moder
**Since it is everywhere: Viewpoint in second language teaching** — 153

Natalia Dolgova Jacobsen
**Using blending theory to teach the English conditionals** — 181

Benjamin J. White
**Making sense of the definite article through a pedagogical schematic** — 203

## III  Polysemy

Elizabeth M. Kissling, Andrea Tyler, Lisa Warren, and Lauren Negrete
**Reexamining *por* and *para* in the Spanish foreign language intermediate classroom: A usage-based, cognitive linguistic approach** — 229
Table of contents

Helen Zhao, Thomas Siu-ho Yau, Keru Li, and Noel Nga-yan Wong
Polysemy and conceptual metaphors: A cognitive linguistics approach to vocabulary learning — 257

Marlene Johansson Falck
Embodied experience and the teaching and learning of L2 prepositions: A case study of abstract in and on — 287

Index — 305
This book is dedicated to the many graduate students we have worked with over the years (as mentees and colleagues) whose enthusiasm, probing questions, and insights challenged and inspired us.