Language Teaching (2024), **57**, 478–500
doi:10.1017/S0261444824000119

CAMBRIDGE UNIVERSITY PRESS

RESEARCH TIMELINE

Cognitive linguistics-inspired language instruction

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(Received 4 August 2023; revised 7 February 2024; accepted 11 March 2024)

Introduction

Second language acquisition (SLA) or second/foreign language teaching has been influenced to various degrees by key linguistic theories, including structural linguistics (Bloomfield, 1933; Saussure, 1959), generative linguistics (Chomsky, 1957, 1965), systemic functional linguistics (Halliday, 1973), and, more recently, contemporary Cognitive Linguistics (CL; Goldberg, 1995; Lakoff, 1987, 1993; Langacker, 1987, 1991; Talmy, 1988, 2000), a theory composed of several related linguistic approaches often viewed as a response or complement to generative linguistics. While structural linguistics, generative linguistics, and systemic functional linguistics have each provided a theoretical impetus for one or more of the prominent language teaching methods or approaches over the past century (such as the Audiolingual method, the Natural method, and the Communicative Language Teaching method), CL, as a newcomer, has begun to exert a growing influence since the early 1990s. Given that the purpose of this research timeline article is to present a historical overview of the key thoughts and studies on CL-inspired approaches to instructed second language acquisition (ISLA),[1] a brief discussion of CL's main differences from the other linguistic theories and its key theoretical tenets is in order.

Being developed out of or in response to generative linguistics, CL also focuses on the role of human mind in language acquisition/use, but it differs significantly from the former and other linguistic theories in several important ways. First and most importantly, CL is so called because it treats language and its use as an integral part of our cognition (rather than as distinct components of the human mind) and thus, the nature of language reflects general cognitive mechanisms (including attention, categorization, association, and analogy), as well as the ways we human beings interact with our environment (Ellis, 2006, 2016). Second, unlike generative linguistics and structural linguistics, which focus on form, CL deems meaning central in the study of language, viewing all language items as constructions/symbolic units, that is, pairings of form and meaning regardless of their size. Third, whereas generative linguistics views language knowledge as largely innate, CL considers language knowledge usage-based and motivated because language use and meaning are shaped by our embodied conceptualizations through the workings of the human mind, a point that we will elaborate on below. Fourth, CL also differs from systemic functional linguistics, despite their similar focus on meaning (and function in the case of the latter), in that the latter overlooks or pays less attention to the mediating role of the human mind in language use, that is, the role of the human mind in creating categories and interpreting experiences in language use (Holme, 2009*; Siewierska, 2013).

Regarding the theoretical tenets of CL, it is necessary to first emphasize that CL is not a mixed bag of approaches but, rather, a coherent linguistic theory composed of several interrelated approaches to the study of language, including cognitive grammar (which approaches knowledge of grammar/language as symbolic units, and in terms of general cognitive processes; Langacker, 1987, 1991), construction grammar (which postulates that constructions constitute the basic components of human

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https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

language; Goldberg, 1995), cognitive semantics (which posits that language meaning is conceptual, that is, the meaning of a linguistic item is a concept in the mind based on experiences with the entity or relationship that the item refers to, rather than being a reference to the entity in the physical world; Talmy, 1988, 2000), and conceptual metaphor theory (which holds that metaphor, rather than being merely a figure of speech or a matter of language, is a fundamental mode of thought that provides cross-domain mappings in the conceptual system for understanding the world; Lakoff, 1987, 1993). As such, CL posits a few new theories about language and language acquisition, which have been inspiring and informing new approaches to second/foreign language instruction. First, as noted earlier, CL avers that meaning is fundamental to language and inherent in every aspect of language study from morpheme to lexis to syntax, with syntactic patterns also carrying meanings (albeit of a schematic/abstract nature, such as the Cause-to-Receive construction shown in *Tom cooked Mary a dinner*). Meaning, which is equated with conceptualization, can be understood as a concept or mental image formed in the mind based on a person's interactive experience with the physical-spatial world. Second, with meaning being central, language is composed of constructions/symbolic units, including filled, partially-filled, and highly schematic unfilled constructions (Holme, 2009*; Langacker, 1991). This CL view of the structure of language collapses the established rigid separation between lexis and grammar held firmly in traditional theories such as generative linguistics and structural linguistics (Liu & Tsai, 2021). Third, rather than being arbitrary, language structures and usages are generally motivated by our everyday experience based largely on our embodied conceptualizations. This language nature highlights the importance of exploring the motivations of language usages in language learning including the various cases of iconicity, for example, the use of repetitions for emphasis across languages (as shown in *Jean is a very, very good teacher*) motivated by the quantity principle of iconicity: more/stronger meaning = more linguistic form. Furthermore, the conceptual nature of language makes CL-inspired language instruction (CL-ILI) not only more engaging, but also more effective than teaching language as an arbitrary system (Langacker, 2008*; Taylor, 1993*). Last, CL considers language acquisition usage-based and emerging out of situated instances of communication (e.g., Goldberg, 1995; Langacker, 1991, 2008*; Taylor, 2002). Thus, adequate language input and repeated use of language constructions in meaningful contexts are vital for acquiring a language, highlighting the importance of frequency distribution in language acquisition (Ellis, 2002, 2006, 2016). These key tenets that CL offers, as Taylor (1993*) noted about 30 years ago, should have significant implications for ISLA, which, as a theoretically and empirically based area of inquiry, aims to understand how systematic manipulations of language learning mechanisms and/or learning conditions may promote the learning and development of a target language (Gass et al., 2020; Loewen, 2015). Developing out of CL and ISLA, the study of CL-ILI has emerged as a new and significant stream of inquiry in applied linguistics (e.g., Achard & Niemeier, 2004*; Boers & Lindstromberg, 2008*; Littlemore, 2009*; Tyler, 2012*).

It should also be noted that there have been attempts to integrate a few other meaning-based teaching approaches/practices into CL-ILI so as to provide a more comprehensive, coherent account of how the learning of language constructions may be enhanced. A prominent one of these approaches/practices is concept-based language instruction (C-BLI, also referred as concept-based instruction or CBI), a systematic approach to language instruction grounded in the main principles of the sociocultural theory (Lantolf & Tsai, 2018*; Lantolf et al., 2021). While CL-ILI offers explicit instruction of the motivated meanings of a language construction, C-BLI provides a stepwise teaching procedure with well-designed, meaning-based activities where the construction is repeatedly used in meaningful contexts. Together with C-BLI, the effects of CL-based instruction may be optimized. Other teaching approaches/practices that have been integrated into CL-ILI include Processing Instruction (Colasacco, 2019*; Llopis-García, 2006*) and task-based/supported language learning (Jacobsen, 2018*).

Drawing on theoretical developments in the area of CL (e.g., cognitive grammar, cognitive semantics, and metaphor theory), application of CL concepts to second language (L2) teaching and learning has begun to attract increasing attention over the past three decades, as evidenced by a growing

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number of publications concerning CL-ILI including articles, monographs, edited volumes, and special journal issues. These publications can be broadly grouped into three categories. The first consists of conceptual/theoretical pieces of work on implications/insights of CL for language teaching. In this category, a systematic, coherent CL-based analysis of the meanings of target constructions is often followed by an illustration of how such an analysis may be applied in the L2 classroom. Most of the works in this category appeared between the early 1990s and the early 2000s, when not much was known of how constructions could be effectively taught and how the seemingly complicated CL concepts might be understood by L2 learners.

The second category includes empirical studies that investigated the effectiveness of CL-ILI, often in comparison with either non-CL methods or other variants of CL-inspired methods, on learners' acquisition of target L2 constructions. The research in this category began with Kövecses and Szabó's study in 1996 and Boers's in 2000 and it has since become the dominant category. Within this category, while most studies compared the effectiveness of CL-ILI with traditional, form-focused teaching approaches such as the grammar-translation method (e.g., Jacobsen, 2018*; Yasuda, 2010*), a few recent ones endeavored to demonstrate how CL approaches could be optimized by comparing the benefits of two or more variants of CL-inspired instructional practices (e.g., Kim & Rah, 2021*; Suñer et al., 2023*). Although the latter studies are very small in number, they may signify that this field is perhaps moving on from the question 'Does CL work?' to 'What CL applications/implementations work particularly well?' In general, these studies afforded convincing evidence for the facilitative effects of explicit instruction inspired by CL on learners' acquisition of L2 constructions at the lexis, phrase, and clause levels. They have contributed immensely to the field, not only by providing positive evidence for the effects of CL-ILI, but also by elucidating how the sophisticated CL concepts may be made available to and understood by L2 learners and how the learning of target constructions may be best assessed.

The last category is composed of empirical studies which, rather than examining instructional effects of CL-inspired approaches similar to those in Category 2, conducted CL theory-guided investigations of first language (L1) and/or L2 data regarding various challenging SLA-related issues and their results provided specific suggestions for CL-ILI. The studies of this category began to appear in the early 2010s. Yet, this category of studies is smaller in number compared with the second category, but still contributes, albeit less directly, to the inquiry of CL-ILI. It does so by investigating some long-standing SLA-related issues (e.g., the nature of collocations in Liu, 2010* and the cognitive mechanisms behind synonym choices in Liu & Zhong, 2016*) and their pedagogical implications in a new light through a cognitive analysis of the use of language constructions in corpus and/or elicited language data. A main reason for the emergence of this line of research is that, as noted earlier, CL is a family of relatively new developing linguistic theories and since the early 2000s, many applied linguists have been studying and testing these new theories against language data and simultaneously exploring the implications of their findings for language learning/teaching before having time to apply them in the classroom. As such, this type of research plays an important bridging role in the process of finding and applying useful CL theories to language pedagogy, a role that may often been called for when new theories are still developing and their practical applications are only in the early embryo stage. The studies in this category generally indicated the potential facilitative role of CL-based analysis in helping learners better understand the meanings and usages of target constructions.

Against the backdrop of this rapidly growing line of research, we aspire to present a timeline piece that surveys, summarizes, and appraises the existing research on CL-ILI over the past three decades. To ensure a comprehensive coverage of all relevant works in our timeline piece, we decided to include publications of all major thematic types (i.e., theoretical, conceptual, and empirical studies) and also all major genre types (i.e., monographs, book chapters, and journal articles[2]). To further ensure the importance and quality of the selected items, we adopt the following citation-based selection criteria (except for recently published items, which generally cannot be expected to have many citations): each item must have either received a high number of citations and/or been authored by an influential researcher or researchers in the field, as determined by their total number of CL-ILI related

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

publications and citations. It is our hope that a comprehensive synthesis of the development of research on CL-ILI can help readers not only aggregate research results, but also better understand the key issues at the intersection of CL and language teaching/learning. To assist readers in tracking the course of development in the timeline, the studies are coded according to the following themes:

Research type

T/C	theoretical/conceptual work
EINS	empirical study that directly investigates the effects of CL-ILI
ESLA	empirical study that conducts CL theory-guided investigations of SLA-related issues

Theoretical framework

COGG	cognitive grammar
CONG	construction grammar
COGS	cognitive semantics
CMT	conceptual metaphor theory
C-BLI	concept-based language instruction

Target language

E	ESL/EFL English as as second language/English as a foreign language
F	French
G	German
J	Japanese
S	Spanish

Funding. This work was partially supported by the Major Research Grant of Shanghai International Studies University (Grant number: 23ZD011) and the Social Science Grant of Guangdong Province, China (Grant number: GD22CWY04).

Notes

[1] First, the plural form 'CL-inspired approaches' is used because there is no single, monolithic CL-inspired approach to ISLA. Second, ISLA, as we will explain below, is a theoretically and empirically based area of inquiry with clearly defined goals.
[2] Note that we include influential book chapters from edited volumes and articles from special journal issues, rather than entire volumes or issues.

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Cite this article: Qin, J., Liu, D., & Lei, L. (2024). Cognitive linguistics-inspired language instruction. *Language Teaching*, *57* (4), 478–500. https://doi.org/10.1017/S0261444824000119

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

Year	References	Annotations	Theme
1993	Taylor, J. R. (1993). Some pedagogical implications of cognitive linguistics. In R. A. Geiger & B. Rudzka-Ostyn (Eds.), *Conceptualizations and mental processing in language* (pp. 201–226). De Gruyter.	This book chapter is the first to discuss some implications that cognitive grammar may have for the teaching of grammar in foreign language pedagogy. **Taylor** first briefly introduces the characteristics of pedagogical grammar, followed by a discussion of a number of constructs of CL, such as schema, prototype, imagery, and so forth, with a particular focus on the potential relevance of these constructs to a pedagogical presentation of English grammar. Essentially, cognitive grammar provides the possibility of an innovative pedagogy on grammar by making learners aware of the motivated meanings associated with the structures of the target language. As arguably the first publication concerning CL-ILI, this book chapter is pivotal in initiating the endeavor that has since gradually expanded in the exploration of how CL theories can be applied in language teaching.	**T/C COGG**
1996	Kövecses, Z., & Szabó, P. (1996). Idioms: A view from cognitive semantics. *Applied Linguistics, 17*(3), 326–355.	Drawing on CL, particularly cognitive semantics and conceptual metaphor theory, this article elucidates, with representative examples, how conceptual metaphors may provide systematic semantic motivations for the meanings of most English idioms. This paper is also the first to report on an empirical study, albeit preliminary in nature, that investigates whether presenting English phrasal verbs by explaining their motivated meanings and grouping them according to the manifested conceptual metaphors may produce better learning results than traditional teaching focusing on memorization. Results show that the CL-inspired teaching facilitates the learning of phrasal verbs. While this study offers preliminary evidence for CL-ILI on phrasal verbs, we need to be cautious when interpreting its results due to its informal nature and lack of statistical analyses. This study makes a key contribution to the research on CL-ILI by beginning the tradition of empirically testing the effectiveness of such teaching on students' learning, making this line of research both theoretically informed and empirically based.	**EINS COGS & CMT**

(*Continued*)

Note. Authors' names are shown in small capitals when the study referred to appears in this timeline.

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

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Year	References	Annotations	Theme
1998	Boers, F., & Demecheleer, M. (1998). A cognitive semantic approach to teaching prepositions. *ELT Journal, 52*(3), 197–204.	Using the polysemous word 'behind' as an example, this article illustrates how cognitive semantic insights may make the teaching of prepositions more effective by showing clearly that the figurative senses of a preposition are extended from its central, spatial sense through metaphor. This work by **Boers & Demecheleer** appears to be the first to propose specific possible ways in which cognitive semantic analyses of English prepositions can be used to facilitate L2 learners' comprehension of the figurative senses of prepositions. Furthermore, the proposed practices have since been tested and proven effective in several later studies, for example, Cho (2010) and Yasuda (2010).	**T/C** **COGS** **E**
2000	Boers, F. (2000). Metaphor awareness and vocabulary retention. *Applied Linguistics*, *21*(4), 553–571.	This study represents a continuation of Kövecses & Szabó (1996), as it also attempts to explain the figurative meanings of multi-word expressions by gaining insights from cognitive semantics. Via three experiments where the experimental group was presented with figurative multi-word expressions organized according to their underlying metaphorical themes or source domains, **Boers** assessed learners' reproduction and retention of novel figurative expressions. Results suggest that the CL-inspired approach can help L2 learners enhance their metaphor awareness and gain significantly better vocabulary learning. The significant contribution of this study lies in its more rigorous research design, which allows the researcher to attain clearer and more informative findings than those reported in Kövecses & Szabó (1996). It helps improve the rigor of this line of research.	**EINS** **COGS** **E**
2001	Dirven, R. (2001). English phrasal verbs: Theory and didactic application. In M. Pütz, S. Niemeier, & R. Dirven (Eds.), *Applied cognitive linguistics, I & II: Language pedagogy* (pp. 3–28). Mouton de Gruyter.	Grounded in descriptive grammar informed by CL, this book chapter analyzes the semantics of the particle and the verb within a phrasal verb construction, and that of the construction as a whole. The CL-based analysis is followed by a discussion of the didactic application of such an approach to phrasal verbs using existing learning materials guided by new conceptual semantics. The significance of this chapter lies in its insightful suggestions on CL principles for a pedagogical grammar, and its explicit representation of semantic networks as learning instruments.	**T/C** **E**

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

2001	Kurtyka, A. (2001). Teaching English phrasal verbs: A cognitive approach. In M. Pütz, S. Niemeier, & R. Dirven (Eds.), *Applied cognitive linguistics, I & II: Language pedagogy* (pp. 29–54). Mouton de Gruyter.	This book chapter, like Dirven's (2001) above, offers a CL-inspired approach to the teaching of phrasal verbs. More specifically, in response to the traditional ways of simply emphasizing either the syntactic elements or semantic contents of phrasal verbs, or both, **Kurtyka** argues convincingly for a CL-inspired approach to teaching phrasal verbs that not only combines the syntactic and semantic approaches, but also presents phrasal verbs via visualization and mental generalization in the classroom. Together with Dirven (2001), this article contributes to the area of CL-ILI by introducing to the readers CL-based learning materials and instructional procedures that constitute a significant departure from traditional approaches.	**T/C E**
2004	Achard, M., & Niemeier, S. (2004). Introduction: Cognitive linguistics, language acquisition, and pedagogy. In M. Achard & S. Niemeier (Eds.), *Cognitive linguistics, second language acquisition, and foreign language teaching* (pp. 1–12). De Gruyter.	This introductory chapter presents some of the most important concepts of CL, including cognitive semantics, conceptual metaphor theory, the symbolic function of language, the nature of meaning, and the usage-based approach to language and language learning. This is followed by a discussion of pedagogical insights these concepts may offer for second language learning and teaching. Although CL-ILI was still in its infancy at the time, as **Achard & Niemeier** comment in this introduction, this chapter and others of the volume help establish CL as a valuable theoretical framework and tool for L2 learning and teaching, and also provide viable research methods for gaining empirical evidence.	**T/C COGG & CMT**
2004	Boers, F. (2004). Expanding learners' vocabulary through metaphor awareness: What expansion, what learners, what vocabulary? In M. Achard & S. Niemeier (Eds.), *Cognitive linguistics, second language acquisition, and foreign language teaching* (pp. 211–232). Mouton de Gruyter.	Drawing on one of the central tenets of cognitive semantics, that is, the meanings of many figurative expressions are motivated rather than arbitrary, **Boers** discusses the conditions under which an enhanced metaphor awareness is likely to promote language learners' vocabulary expansion. These conditions include learner-internal factors such as L2 proficiency level and cognitive style, as well as learner-external factors, such as methods of assessing vocabulary growth and features of the target vocabulary. This chapter contributes to the field by suggesting valuable questions to be further investigated (e.g., to what extent L2 learners of different proficiency levels benefit from instruction on metaphor awareness) and providing preliminary answers that invite further empirical research.	**T/C COGS**

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https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

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Year	References	Annotations	Theme
2004	Csábi, S. (2004). A cognitive linguistic view of polysemy in English and its implications for teaching. In M. Achard & S. Niemeier (Eds.), *Cognitive linguistics, second language acquisition, and foreign language teaching* (pp. 233–256). Mouton de Gruyter.	Extending the work in Kövecses & Szabó (1996) and Boers (2000), **Csábi** investigates whether gaining explicit knowledge of the motivated senses of two polysemous words, *hold* and *keep,* and some of the idioms in which they occur, helps learners better learn, recall, and use the vocabulary than merely learning them by rote memorization. Two experiments with L2 learners of English show that CL (in particular the framework of lexical network analysis) is able to offer L2 teachers an effective approach to teaching polysemous words and idioms. This is one of the first empirical studies testing the effectiveness of CL-ILI on a target construction at the lexis level. Additionally, compared with previous empirical studies, this one exhibits an enhancement in research design in its detailed account of the instructional procedures for the experimental group.	**EINS E**
2004	Tyler, A., & Evans, V. (2004). Applying cognitive linguistics to pedagogical grammar: The case of *over*. In M. Achard & S. Niemeier (Eds.), *Cognitive linguistics, second language acquisition, and foreign language teaching* (pp. 257–280). Mouton de Gruyter.	This book chapter commences with an analysis of the figurative meanings of phrasal verbs and multi-word expressions in the previous literature and then proceeds to that of the semantics of prepositions, a lexis-level language construction that has been repeatedly investigated since the appearance of this article. Drawing on earlier CL works, particularly those on cognitive metaphor theory, **Tyler & Evans** propose the Principled Polysemy Network model, which posits that the multiple meanings associated with a certain preposition are organized around a central sense, from which extended senses might be accounted for through inferencing strategies. Tyler & Evans demonstrate the procedures of the model by analyzing the multiple meanings associated with *over* and illustrate how such an analysis may be applied in L2 classroom. This article has inspired a number of empirical studies on CL-based instruction of prepositions in the years to come.	**T/C E**
2006	Boers, F. & Lindstromberg, S. (2006). Cognitive linguistic applications in second or foreign language instruction: Rationale, proposals, and evaluation. In G. Kristiansen, M. Achard, R. Dirven & F. Ruiz de Mendoza Ibanez (Eds.), *Cognitive linguistics* (pp. 305–358). Mouton de Gruyter.	This is a state-of-the-art review article that presents the summative value of CL applications to L2 instruction up to the mid-2000s. It highlights the CL notion of motivation for meaning-meaning (e.g., polysemy), meaning-form (e.g., iconicity), and form-form (e.g., alliteration) connections and the pedagogical potential of linguistic motivation in L2 instruction. This review provides a critical evaluation of the pedagogical effectiveness of CL approaches to polysemy, prepositions and phrasal verbs, idioms, and constructions, as well as the contributions that CL can make in facilitating reading comprehension and raising cultural awareness.	**T/C COGS & CMT**

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

2008	Achard, M. (2008). Teaching construal: Cognitive pedagogical grammar. In P. Robinson & N. Ellis (Eds.), *Handbook of cognitive linguistics and second language acquisition* (pp. 442–465). Routledge.	This chapter explores the pedagogical guidelines for adopting cognitive grammar for the teaching of grammar, with a particular focus on the concept of construal, that is, the exploration of the meaning of an expression consists in eliciting how the given expression construes the scene it describes. It is important to emphasize that the centrality of construal to the meaning of linguistic expressions is a crucial concept that influences later empirical studies, such as Liu & Zhong's (2016) investigation of cognitive mechanisms behind synonym choices.	**T/C COGG**
2008	Boers, F., & Lindstromberg, S. (2008). How cognitive linguistics can foster effective vocabulary teaching. In F. Boers & S. Lindstromberg (Eds.), *Cognitive linguistic approaches to teaching vocabulary and phraseology* (pp. 1–61). Mouton de Gruyter.	This is a state-of-the-art review article focusing on how the fact that the meanings of linguistic forms are motivated by both intra-linguistic (i.e., properties of a language per se) and extra-linguistic properties (i.e., language users' experience in their physical, social, and cultural surroundings) could enhance the teaching and learning of L2 words and phrases. Their review of existing studies presents clear positive empirical evidence for the effectiveness of CL-inspired presentation of motivated meanings of prepositions, particles, polysemous words, and idioms. Like Boers (2004), this article is among the first to bring to the fore some moderating variables that may influence the effectiveness of CL-ILI, such as the characteristics of the target lexis and the kind of knowledge to be assessed. In short, this review makes an important contribution in that it provided not only a timely informative summary of the key CL-ILI approaches to vocabulary learning developed by then, but also pointed to the directions that future studies might take.	**T/C**
2008	Broccias, C. (2008). Cognitive linguistic theories of grammar and grammar teaching. In S. DeKnop & A. Der Rycker (Eds.), *Cognitive approaches to pedagogical grammar: A volume in honour of René Dirven* (pp. 67–90). De Gruyter.	Conceptualized within the theoretical constructs of Cognitive Grammar, Construction Grammar, Radical Construction Grammar, and Blending Theory, this book chapter discusses how the theoretical development of CL is aligned with the recent advancement in language teaching, that is, a more communication/context-based and usage-based method. Rather than considering CL as an inspiration for a radically new teaching method, **Broccias** argues that cognitive models of language should be better viewed as complements to the existing language teaching methods by highlighting certain practices such as combining drilling activities with communicative tasks that provide learners with adequate meaningful input and practice for target language entrenchment. Additionally, some possible drawbacks of CL-ILI were also explored, such as the likely burdens for learners to grasp how the extended senses of a construction actually developed from its prototypical sense.	**T/C COGG CONG**

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https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

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Year	References	Annotations	Theme
2008	Condon, N. (2008). How cognitive linguistic motivations influence the learning of phrasal verbs. In F. Boers & S. Lindstromberg (Eds.), *Cognitive linguistic approaches to teaching vocabulary and phraseology* (pp. 133–158). Mouton de Gruyter.	Continuing and extending the previous work on CL-ILI of phrasal verbs (e.g., Kövecses & Szabó, 1996), **Condon** presents a classroom-based study in which a 16-hour CL treatment of phrasal verbs was incorporated into a pre-existing EFL course. Findings show that explicit knowledge of the motivations underlying the phrasal verbs enhanced students' learning gains and long-term retention, especially those phrasal verbs with concrete and transparent CL motivations. The significant contribution of this study is that, unlike most previous studies where the CL intervention was of a short length (one or a few classes), its CL-based treatment lasted for several weeks. Furthermore, the study also helps improve the rigor of this line of research by including pre-, immediate post-, and delayed post-tests, which were missing in most of the previous studies.	**EINS E**
2008	Langacker, R. W. (2008). Cognitive grammar as a basis for language instruction. In P. Robinson & N. Ellis (Eds.), *Handbook of cognitive linguistics and second language acquisition* (pp. 66–88). Routledge.	This article elaborates, with representative examples, on three fundamental features of cognitive grammar: the centrality of meaning and lack of clear distinction between lexicon and grammar, the meaningfulness of grammatical structures and the elements that are used to describe them, as well as the usage-based nature of language and language learning. These theoretical explications are followed by a general suggestion on pedagogical practices in relation to learners, instructors, curricula designers, and material developers. The comprehensive elucidation of the theoretical concepts offers readers a more in-depth understanding of the basic tenets of cognitive grammar, which has inspired further research on CL-ILI.	**T/C COGG**
2008	Robinson, P., & Ellis, N. (2008). Conclusion: Cognitive linguistics, second language acquisition, and L2 instruction. In P. Robinson & N. Ellis (Eds.), *Handbook of cognitive linguistics and second language acquisition* (pp. 489–545). Routledge.	In this concluding chapter of what can be considered a seminal volume, **Robinson & Ellis** first briefly summarize how language and language use are conceptualized in various leading linguistic theories and then expound how CL concepts and usage-based models of language may inform and enhance L2 instruction. Furthermore, the authors suggest some important topics and questions requiring further research. This book chapter is an excellent synthesis of the theoretical underpinnings of CL-ILI and also offers valuable suggestions for applications of CL and usage-based models in the L2 classroom.	T/C

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

2008	Tyler, A. (2008). Cognitive linguistics and second language instruction. In P. Robinson & N. Ellis (Eds.), *Handbook of cognitive linguistics and second language acquisition* (pp. 456–488). Routledge.	Using English modal verbs as a lens, **Tyler** compares the key theories of traditional approaches to language with those of CL-ILI approaches and demonstrates that CL-ILI approaches to modal verbs provide a more systematic, pertinent, and precise description of these challenging verb constructions. Then, the author presents sample teaching materials based on a CL analysis of modal verbs, and reports on two classroom-based studies that provided empirical support for the efficacy of CL-ILI on modals. This article contributes significantly to the inquiry into CL-ILI by creating and testing language teaching materials on modal verbs that not only accurately reflect the key tenets of CL, but also are accessible to L2 teachers and learners. It extends the investigation of CL-ILI on phrases and other lexis (e.g., prepositions in Tyler & Evans, 2004) to that on modal verbs, the semantics of which were mostly superficially accounted for before the appearance of this article.	**EINS E**
2009	Holme, R. (2009). *Cognitive linguistics and language teaching*. Palgrave Macmillan.	This monograph is a major work on how key CL constructs can be applied to language teaching and learning with many examples of specific classroom activities. In each chapter, **Holme** first expounds in accessible language a central tenet of CL, such as embodiment, conceptualization, construal, image schema, metaphor, encyclopedic meaning, construction, and so forth, and then shows, with concrete examples, how teachers could apply them in designing and practicing classroom teaching activities. The contribution of the book lies in its systematic, coherent account of the central concepts of CL and its concrete practical suggestions of CL-informed classroom activities.	**T/C**
2009	Lam, Y. (2009). Applying cognitive linguistics to teaching the Spanish prepositions *por* and *para*. *Language Awareness, 18*(1), 2–18.	This empirical study compares the effectiveness of teaching the uses of the Spanish prepositions *por* and *para* as an explainable and motivated interconnected schema (i.e., the CL approach) with teaching them as unrelated items in the traditional non-explanatory manner. Results show that the CL group displays improved accuracy and higher certainty of their performance than the traditional group on the delayed posttest. It is important to note that in terms of assessment tools, **Lam** employs, in addition to the commonly used language tests, learner assignment as a measure of free production, a tool relatively underused in the field.	**EINS S**

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Year	References	Annotations	Theme
2009	Littlemore, J. (2009). *Applying cognitive linguistics to second language learning and teaching*. Springer.	This monograph is another influential publication on the application of CL to L2 teaching and learning. **Littlemore** elaborates on several key concepts in CL – CONSTRUAL, CATEGORIZATION, ENCYCLOPEDIC KNOWLEDGE, METAPHOR, METONYMY, and EMBODIMENT – and their potential relevance in the language classroom chapter by chapter, and then presents an overall evaluation of the means by which findings from CL research might be applied to SLA and L2 pedagogy. This book is regarded as a seminal work in the field, mainly because of its comprehensive account of applying key elements of CL to L2 pedagogy. Additionally, one unique feature of this book is the use of authentic language in naturally interactive settings, which differs from an overreliance on made-up examples and artificial data found in some previous studies.	**T/C**
2010	Cho, K. (2010). Fostering the acquisition of English prepositions by Japanese learners with networks and prototypes. In S. De Knop, F. Boers & A. De Rycker (Eds.), *Fostering language teaching efficiency through cognitive linguistics* (pp. 257–276). De Gruyter Mouton.	Continuing the work in TYLER & EVANS (2004), **Cho** investigates the effectiveness of an innovative approach to teaching English prepositions *in*, *on*, and *at* that is grounded in a CL analysis of the systematic semantics of polysemous words, that is, a teaching approach to prepositions that focuses on the motivated nature of polysemy. Results of two empirical studies show that this cognitive approach to teaching English prepositions is pedagogically more effective than traditional approaches. Such findings enrich the literature with new empirical evidence from Japanese learners of EFL, who also considered this specific CL-ILI effective and appropriate despite its western origin.	**EINS** **E**
2010	González, R. (2010). Making sense of phrasal verbs: A cognitive linguistic account of L2 learning. *AILA Review, 23*(1), 50–71.	With phrasal verbs containing the particle *out* (e.g., *pass out*) as examples, this article first illustrates how the learning of phrasal verbs could be facilitated by the CL understanding that the various meanings of a particle are metaphorical extensions from its core or prototypical meaning. Then, it explores some novel ways in which CL may help account for the influence of L1 (e.g., the influence of a verb-framed language on the learning of a satellite-framed language) on EFL learners' acquisition of phrasal verbs. Findings of a corpus analysis generally support the validity of the 'thinking for speaking hypothesis,' although it seems that learners' L1 interacts with many other factors in influencing their acquisition of target vocabulary. This article represents a new direction for researching how CL-based analysis of the semantics of constructions may be applied to the investigation of key SLA-related issues.	**ESLA** **E**

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

2010	Liu, D. (2010). Going beyond patterns: Involving cognitive analysis in the learning of collocations. *TESOL Quarterly, 44*(1), 4–30.	Through a corpus analysis of the distribution of some previously-assumed arbitrary collocations and a cognitive analysis of their meanings, this article argues that most collocations, rather than being arbitrary, are semantically motivated based on human experience. As such findings contradict the dominant views/teaching practices being used, in which collocations are taught primarily as fixed units and learned by rote memorization, **Liu** calls for incorporating a corpus-based cognitive analysis in the learning/teaching of collocations. This article is innovative because it investigates the long-standing SLA issue of the nature of collocations by integrating corpus linguistics and CL-based analysis in examining language constructions.	**ESLA E**
2010	Llopis-García, R. (2010). Why cognitive grammar works in the L2 classroom: A case study of mood selection in Spanish. *AILA Review, 23*(1), 72–94.	This study examines the efficacy of a cognitive approach to grammar, combined with Processing Instruction activities, on L2 acquisition of appropriate mood selection in Spanish clauses (i.e., relative clauses, temporal clauses, and concessive clauses). An experiment with low-intermediate L2 learners of Spanish demonstrates the usefulness of applying Operational Grammar, a new approach to grammar teaching that views form and meaning as one unit, to teaching Spanish clause moods. This empirical study makes a contribution to the research on CL-ILI of clause-level constructions by investigating a new construction, that is, clause mood selections, and successfully incorporating Processing Instruction into CL-ILI.	**EINS COGG S**
2010	Tyler, A. (2010). Usage-based approaches to language and their applications to second language learning. *Annual Review of Applied Linguistics, 30*(1), 270–291.	This is a seminal conceptual article that offers a comprehensive review of three different theoretical approaches to SLA in a usage-based paradigm: SFL, discourse functionalism, and CL. In the discussion of CL-ILI, **Tyler** elucidates some central theoretical constructs, including EMBODIED MEANING, CONCEPTUAL METAPHOR, CATEGORIZATION, and SPATIAL CONCEPTUALIZATION, and reviews several empirical studies on CL-ILI of vocabulary, morphology, and complex syntactic constructions. A major contribution of this article is its discussion of the common, underlying tenets shared by the three usage-based approaches, as well as the key differences between CL and the other two approaches.	**T/C**

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https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

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Year	References	Annotations	Theme
2010	Tyler, A., Mueller, C. M., & Ho, V. (2010). Applying cognitive linguistics to instructed L2 learning: The English modals. *AILA Review, 23*(1), 30–49.	This study is a continuation of Tyler (2008), with a quasi-experiment testing the pedagogical effectiveness of CL-ILI on English modals. The CL account of English modals adopted in the study is primarily drawn on the concept of force dynamics, which emphasizes conceptual forces and paths and the metaphorical extensions from root meanings to epistemic uses of modals. Findings lend empirical support for the efficacy of CL theory-based grammar instruction. Together with Tyler (2008), this study contributes significantly to the classroom research on the effectiveness of a principled explanation of the semantics of constructions (in this case modal verbs) on learning target constructions.	**EINS** **E**
2010	Yasuda, S. (2010). Learning phrasal verbs through conceptual metaphors: A case of Japanese EFL learners. *TESOL Quarterly, 44*(2), 250–273.	This study is a follow-up of Kövecses & Szabó (1996) and Boers (2000). It examines whether the use of CL-ILI focusing on enhancing learner's awareness of orientational metaphors can facilitate the learning of phrasal verbs. The L1 Japanese EFL learners in the experiment group who were instructed on the orientational metaphors that motivated phrasal verbs (e.g., *dry up* and *calm down*) outperformed their counterparts in the control group who were taught only with the Japanese translations of the phrasal verbs. This study is significant in that it provides further evidence to Kövecses & Szabó's (1996) finding that the cognitive semantic approach can help learners more effectively grasp new untaught phrasal verbs, particularly when their awareness of the underlying metaphors for the phrasal verbs is raised.	**EINS** **COGS** **E**
2011	Tyler, A., Mueller, C., & Ho, V. (2011). Applying cognitive linguistics to learning the semantics of English to, for and at: An experimental investigation. *Vigo International Journal of Applied Linguistics, 8*(1), 181–205.	This article reports on a quasi-experiment that investigates the effects of cognitive semantics-informed instruction on the learning of English prepositions *to, for,* and *at*. The results show that the participants achieved significant gains in learning the prepositions after a short, two-hour instruction on the semantic networks of the prepositions. This study is one of the early experiments that examined the usefulness of cognitive semantics-informed pedagogy of the semantic networks of English prepositions. However, as the authors correctly point out, the study is limited in its simplistic within-subject pretest-posttest design (i.e., there is no control group).	**EINS** **COGS** **E**

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2012	Holme, R. (2012). Cognitive linguistics and the second language classroom. *TESOL Quarterly, 46*(1), 6–29.	This position article proposes a CL-informed teaching model for second/foreign language pedagogy built on a series of existing CL theories. The proposed model consists of four principles: the embodied learning principle, the principle of a lexico-grammatical continuum, the conceptualization principle, and the usage principle. **Holme** argues that the four principles are interactive and should work together to facilitate L2 teaching and learning. The article is a praiseworthy attempt at concatenating theories and tenets into an integrated CL approach for L2 pedagogy.	**T/C** **C-BLI**
2012	Tyler, A. (2012). *Cognitive linguistics and second language learning: Theoretical basics and experimental evidence*. Routledge.	This is the first book-length work that incorporates not only a general discussion of how CL may be applied to L2 teaching and learning, but also empirical evidence on the effects of CL-ILI approaches on the acquisition of L2 constructions at various levels. Based largely on the author's previous research (e.g., Tyler & Evans, 2004), this monograph presents original experiments examining the effects of CL approaches to English modal verbs, prepositions, and clause level *Cause to Receive* constructions respectively. Reports of the empirical findings indicate that CL affords the tools for teaching constructional meanings that are accessible and useful to L2 learners in the area of not only lexis, but also complex syntactic patterns, which is a major contribution to the field.	**EINS** **E**
2012	White, B. (2012). A conceptual approach to the instruction of phrasal verbs. *Modern Language Journal, 96*(3), 419–438.	Extending the work in Kövecses & Szabó (1996) and Boers (2000), this article proposes and tests a pedagogical approach to phrasal verbs that is informed by not only the motivated meanings associated with the target constructions, but also an integration of CL-ILI with C-BLI in classroom activities. An experiment involving the proposed pedagogical approach yields promising positive results, with learners being better able to explain the meanings of phrasal verbs after the instruction. This study demonstrates how future research can incorporate CL-ILI and C-BLI in designing pedagogical activities. Particularly commendable is the author's provision of step-by-step procedures for the integrated conceptual approach and his innovative use of learners' explanations of phrasal verbs as an assessment of their learning.	**EINS** **C-BLI** **E**

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Year	References	Annotations	Theme
2013	Boers, F. (2013). Cognitive Linguistic approaches to teaching vocabulary: Assessment and integration. *Language Teaching*, 46(2), 208–224.	This piece provides a survey of quasi-experimental studies on the effects of CL-informed instructional treatments on vocabulary retention. This review not only synthesizes the findings of most previous experiments supporting the usefulness of the CL-informed pedagogy, but also offers a critical, albeit brief, evaluation on the studies from a methodological perspective. It is of interest to note that **Boers** in this review advocates close collaboration with 'mainstream' research in L2 vocabulary teaching. In particular, **Boers** suggests collaborations with mainstream researchers on important collocation teaching-related issues, such as selection of target idioms, desirability of distributed learning, and different approaches to the teaching/learning of complementary types of knowledge tailored to adult L2 learners. These issues are important in that they exert significant influence on follow-up studies of CL-inspired vocabulary teaching, such as Tsai (2020) and Sato et al. (2022).	**T/C**
2015	Masuda, K., & Labarca, A. (2015). Schematic diagram use and languaging quality in learning Japanese polysemous particles *ni* and *de*. In K. Masuda, C. Arnett, & A. Labarca (Eds.), *Cognitive linguistics and sociocultural theory: Application for second and foreign language teaching* (pp. 203–232). De Gruyter Mouton.	This article is a good example that showcases how CL-informed approaches and the sociocultural theory can work together in enlightening language teaching. The authors carried out an experiment that used schematic diagrams (i.e., the CL-informed approach) to facilitate the teaching of Japanese polysemous particles via languaging and pair-work communication/collaboration (i.e., activities advocated by the sociocultural theory). The results provide evidence for the effectiveness of pictorial schematic aids and collaborative work for language teaching/learning.	**EINS** **C-BLI** **J**
2016	Ellis, N. C., Römer, U., & O'Donnell, M. B. (2016). *Usage-based approaches to language acquisition and processing: Cognitive and corpus investigations of construction grammar*. Wiley-Blackwell.	Different from previous works on usage-based approaches to L1 and L2 learning/teaching of constructions, such as Robinson & Ellis (2008), this work focuses on both L1 versus L2 and children versus adults learning and processing of Verb-Argument Constructions (VACs). This volume is unique and significant for future research on CL-ILI due to its adoption of multiple methods, such as corpus analyses (e.g., analyses of VACs in the British National Corpus in Chapter 3), experimental approaches (e.g., VACs in L1 and L2 knowledge and processing in Chapters 4–5), and computational simulation/modelling (e.g., simulating the VACs emergence in Chapter 9).	**EINS** **ESLA** **CONG** **E**

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

2016	Liu, D., & Zhong, S. (2016). L2 vs. L1 use of synonymy: An empirical study of synonym use/acquisition. *Applied Linguistics, 37*(2), 239–261.	This study investigates the use of near synonyms by Chinese EFL learners and native English speakers. What makes the study different from the other CL-related research reviewed in this timeline piece is its use of corpus data (specifically the use of retrieved collocates of the near synonyms from large corpus datasets) as a reference in an elicited data analysis of its participating EFL learners' and native speakers' responses to forced choice questions. The results confirm the importance of two determining factors in synonym selection/use, that is, salience of synonyms and users' construal of the specific communicative context/goal. The findings have significant implications for future CL-related research since **Liu & Zhong** showcase how CL-inspired concepts and approaches can work together with 'mainstream' applied linguistic methods and approaches (Boers, 2013).	**ESLA** **COGS** **E**
2017	Lu, Z., & Sun, J. (2017). Presenting English polysemous phrasal verbs with two metaphor-based cognitive methods to Chinese EFL learners. *System*, *69* (1), 153–161.	As another experimental study on the use of CL-inspired approaches to the teaching and learning of polysemous phrasal verbs, this study may be of interest to researchers in this area for the following two points. First, it finds that metaphor association as a presentation method for phrasal verbs can facilitate learners' long-term memory. Second and more importantly, orientational metaphor as the presentation method does not appear to produce better results compared with the traditional translation method. This finding is different from previous studies that report significant effects with the use of orientational metaphors (e.g., Boers, 2000; Kövecses & Szabó, 1996). This study contributes to this line of research with its inquiry of the effects of different CL-inspired, metaphor-based presentation methods on the acquisition of phrasal verbs.	**EINS** **CMT** **E**
2018	Buescher, K., & Strauss, S. (2018). Conceptual frameworks and L2 pedagogy: The case of French prepositions. In A. Tyler, L. Ortega, M. Uno, & H. Park (Eds.), *Usage-inspired L2 instruction: Researched pedagogy* (pp. 95–116). John Benjamins.	This book chapter reports on three instructional workshops that use conceptualization-based frameworks to teach French prepositions *à*, *dans*, and *en* to learners of L2 French at an American university. The workshops make use of a combined CL- and concept-based instructional approach. One obvious merit of this study is its very detailed description of the major considerations and design of their pedagogy, which should be of help to instructors and teaching materials developers who are interested in CL-ILI.	**EINS** **C-BLI** **F**

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https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

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Year	References	Annotations	Theme
2018	Jacobsen, N. (2018). The best of both worlds: Combining cognitive linguistics and pedagogic tasks to teach English conditionals. *Applied Linguistics, 39*(5), 668–693.	This study constitutes an empirical study on another clause level constructions – English conditionals – in addition to the *Cause to Receive* construction in Tyler (2012). In a quasi-experiment, **Jacobsen** assigned 57 learners of English into three instructional conditions (i.e., CL instruction and pedagogic tasks, traditional instruction and pedagogic tasks, and no instruction), and tested both implicit and explicit knowledge of their conditional usage. Results suggest that the CL instructional treatment is instrumental for comprehension and production of English conditionals. The significant contributions of this study lie in its empirical investigation of a clause level construction, which is rare in this line of inquiry, as well as in its rigorous design in terms of instructional intervention and assessment of learning effects.	**EINS** **E**
2018	Lantolf, J., & Tsai, M.-H. (2018). L2 developmental education and systemic theoretical instruction: The case of English verb+noun collocations. In A. Tyler, L. Ortega, M. Uno, & H. Park (Eds.), *Usage-inspired L2 instruction: Researched pedagogy* (pp. 29–53). John Benjamins.	In this book chapter, **Lantolf & Tsai** demonstrate how CL theories and Vygotsky's sociocultural theory can work together to promote L2 learners' learning of verb-noun collocations, particularly those with the verbs *make* and *do*. The chapter is significant in its innovative pedagogy to L2 teaching, that is, the combination of both CL-inspired and conceptual knowledge-informed teaching practices. The chapter may also be of interest to both researchers and instructors thanks to its detailed demonstration of the new pedagogy, starting from the background on the Schemas for the Orienting Basis of Action (SCOBAs) and then turning to the quantitative and qualitative analyses.	**ESLA** **C-BLI** **E**
2018	Wong, M. H. I., Zhao, H., & MacWhinney, B. (2018). A cognitive linguistics application for second language pedagogy: The English preposition tutor. *Language Learning, 68*(2), 438–468.	Drawing on previous literature on CL-ILI on prepositions (e.g., Tyler & Evans, 2004; Tyler, 2012), particularly the principled polysemy network, this empirical study investigates the effects of teaching prepositions to 64 Cantonese-speaking learners of English using CL concepts (i.e., polysemy and image schema) in a computer-based tutorial system. The results indicate that CL is advantageous for promoting a deeper understanding of the mental representations of the polysemous senses of prepositions and their interconnectivity. This study makes a pivotal contribution in the study of CL-ILI in that it is the first to incorporate a CL analysis of the semantics of English prepositions with computer-based language learning through an online tutorial system.	**EINS** **E**

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

2019	Colasacco, A. (2019). A cognitive approach to teaching deictic motion verbs to German and Italian students of Spanish. *International Review of Applied Linguistics in Language Teaching*, *57*(1), 71–95.	This study examines the effect of a CL-ILI approach that taps specifically on cognitive grammar and incorporates Processing Instruction (which is also used in Llopis-García, 2010). With a sophisticated design involving three groups of students (CL-ILI, traditional, and control) and a pretest and three posttests, the study compares the three groups' performance across time. The results show that the CL-ILI group significantly outperformed the other two groups on all three posttests, clearly demonstrating the advantages of the CL-ILI used. This study makes a contribution with its sophisticated research design and successful incorporation of Professing Instruction into CL-ILI.	**T/C S**
2019	Hill, K. (2019). Cognitive linguistics, sociocultural theory and content and language integrated learning: Researching development of polysemous L2 lexis. *Language and Sociocultural Theory, 6*(2), 133–157.	This piece introduces a study that integrates theoretical perspectives from CL, systemic functional linguistics, and the sociocultural theory for designing content and language integrated learning (CLIC). Based on the results of a carefully designed empirical study that examined second-year college students' learning of polysemous words, **Hill** ambitiously extends CLIC to content and language CONCEPTUALLY integrated learning, or CL(C)IC. In other words, the study is significant in its contribution to theory application since it appears to have successfully incorporated various major contemporary linguistic theories (i.e., CL, systemic functional linguistics, and sociocultural theory) in CLIC, with CL as 'a conceptual link'.	**EINS C-BLI E**
2020	Liao, F.-H. (2020). Making sense of *out* phrasal verbs: The instruction of *out* senses. *RELC Journal*, *51*(3), 364–380.	This is another study on the CL-inspired teaching/learning of phrasal verbs, with a focus on those phrasal verbs with the particle *out*. The empirical experiment examines the effects of cognitive-inspired teaching of conceptual metaphors on sense extension of the particle *out*. The results show that learners who received cognitive-inspired instruction performed better than those in the control, traditional-teaching group. This study provides support for the previous research finding that learners in the CL-inspired experiment group also performed significantly better on untaught phrasal verbs than their peers in the control group. In other words, the learners who receive CL-ILI can better transfer what they have learned concerning the meanings of the particle *out* to novel items.	**EINS CMT E**

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Year	References	Annotations	Theme
2020	Tsai, M.-H. (2020). The effects of explicit instruction on L2 learners' acquisition of verb–noun collocations. *Language Teaching Research, 24*(2), 138–162.	This study continues to integrate CL and C-BLI in designing a coherent, comprehensive instructional model for teaching English verb-noun collocations and compares its effect with that of form-focused instruction. In order to assess the effects of the two instructional treatments, the learners' collocational knowledge was measured via a form recall, a form recognition, and a meaning recall test. The results demonstrate that the CL-C-BLI integrated instruction on collocations is effective in enabling learners to establish the initial form-meaning relationship of collocations. Compared with previous studies that also linked CL with C-BLI, this study exhibits an enhancement in research design and data analysis, including its innovative instructional treatments, reliable tests of target collocations, and sophisticated statistical analyses of test results.	**EINS C-BLI E**
2021	Kim, H., & Rah, Y. (2021). Applying constructionist approaches to teaching English argument structure constructions to EFL learners. *TESOL Quarterly*, *55*(2), 568–592.	This study reports on an experiment that applies constructionist approaches to the teaching of L2 English argument structure constructions. Specifically, the learners were presented with target constructions in a hierarchical network and in contextually meaningful visual scenes. The results indicate not only that learners who receive construction-based instruction perform better in both translation and writing tasks compared with those who receive traditional form-based instruction, but also that presenting the target constructions in an interrelated network is more effective in helping learners retain constructional information than simply introducing individual constructions as separate units. The study is significant in that it compares the benefits of two variants of CL-inspired methods, indicating the need for meaningful, well-organized inputs in construction-based pedagogy.	**EINS CONG E**
2022	Gilquin, G. (2022). Cognitive corpus linguistics and pedagogy: From rationale to applications. *Pedagogical Linguistics, 3*(2), 109–152.	This article focuses on applied cognitive corpus linguistics, that is, the combination of the principles and methods of cognitive and corpus linguistics for pedagogical applications in L2 classrooms. Specifically, it elaborates on use of corpora in cognitively-inspired pedagogy and use of cognitive principles in corpus-based pedagogy, as well as the complementarity between corpus linguistics and CL. This article can be considered a harbinger of the new direction where applied CL studies might be going.	**T/C**

https://doi.org/10.1017/S0261444824000119 Published online by Cambridge University Press

2022	Kissling, E. M., & Muthusamy, T. (2022). Exploring boundedness for concept-based instruction of aspect: Evidence from learning the Spanish preterite and imperfect. *Modern Language Journal, 106*(2), 371–392.	This study examines to what extent and how novice L2 Spanish learners benefit from C-BLI using the CL-informed concept of boundedness materialized via teacher-learner collaborated animated videos. Overall, many learners (but not everyone) demonstrated control of the concept of boundedness in their definition and verbalization tests, as well as successful use of the concept to mediate their thinking in narrative writing. The most significant contribution of this study is its triangulation of multiple C-BLI-based, qualitatively rich data sources (including the definition, comprehension, verbalization, and performance data) in the measurement of instructional effectiveness.	**EINS C-BLI S**
2022	Sato, T., Lai, Y., & Burden, T. (2022). The role of individual factors in L2 vocabulary learning with cognitive-linguistics-based static and dynamic visual aids. *ReCALL*, *34*(2), 201–217.	This study examines the effects of CL-ILI of L2 English prepositions. One key contribution of this study is its introduction of two new variables, namely L1-L2 linguistic proximity (L1 Chinese/Japanese versus L2 English) and learner's information-processing styles (imagers versus verbalizers). Concerning the first variable, it is found that animated visual aids can facilitate L2 processing and learning if the target concepts are closer between learner's L1 and L2. The findings regarding the information processing style variable indicate that imager learners benefit more from visual aids, no matter whether the visuals are static or animated, providing valuable insights about the interplays among the use of visuals, learner L1, and learning style, as well as opening up new avenues for future research in this field. This study is, therefore, praiseworthy for investigating the moderating roles of learner-related variables in CL-ILI.	**EINS COGS E**
2023	Hwang, H. (2023). Image-schema-based-instruction enhanced L2 construction learning with the optimal balance between attention to form and meaning. *International Review of Applied Linguistics in Language Teaching,* 1–24.	This study compares the effectiveness of three types of L2 instruction (meta-language explanation, input flood, and animated image-schema) on the learning of English caused-motion constructions. **Hwang** reports that the image-schema-based instruction is the most effective in terms of both learnability of typical constructions and generalizability to non-typical ones. This rigorously designed study is a very successful application of Goldberg's (1995) construction grammar theory in teaching constructions in L2.	**EINS E**

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Year	References	Annotations	Theme
2023	Suñer, F., Roche, J., & Vossel, L. (2023). Bodily engagement in the learning and teaching of grammar: On the effects of different embodied practices on the acquisition of German modal verbs. *Review of Cognitive Linguistics, 21*(1), 35–63.	Drawing on a Force Dynamic approach to the teaching of the German modal verbs, this research investigates whether increasing learners' bodily engagement through the performance of bodily movements and locomotion produces greater learning outcomes. Results unexpectedly show that an increased bodily engagement is not associated directly with a significantly better performance. In terms of the methodology, it is a pity that the study does not include a control group to compare the effects of two bodily engagement conditions. Despite this limitation, this study makes a special contribution to the field by exploring how CL approaches could be optimized. That is, it is one of the few studies that collectively propel the field beyond the question 'Does CL work?' towards 'What CL applications/ implementations work particularly well?', a point we stressed in the Introduction section above.	**EINS** **COGS** **G**