Table of Contents

- List of illustrations p. vi
- Acknowledgements p. viii
- 1 Introduction p. 1
- 2 Teaching grammar and language: An overview p. 9
- 3 Why should teachers be interested in cognitive linguistics? p. 25
- 4 Embodied cognition and learning p. 43
- 5 Cognitive linguistic concepts for teachers p. 61
- 6 Embodied learning activities for the classroom p. 89
- 7 Conclusion p. 129
- References p. 131
- Index p. 138