## Table of contents

Acknowledgments — v List of contributors — ix

Michel Achard
Preface —— 1

Kyoko Masuda

- 1 Advancing cognitive linguistic approaches to Japanese language learning and instruction 5
- Usage-based and schema-based approaches to language learning and instruction

Kaori Kabata

2 Item-based patterns in second vs. first language learners' use of Japanese polysemous particles, *ni*, *de* and *kara* — 31

Kyoko Masuda

3 The second language acquisition of challenging Japanese locative particles, *ni* and *de*: A usage-based and discourse approach —— 63

Sanako Mitsugi

4 Characterizing learners' use of passive through constructions: A corpus-driven approach —— 99

Kyoko Masuda and Angela Labarca

5 A usage-based approach to presenting the polysemous particles *ni* and *de* in IFL instruction —— 129

Dizhong Fang and Shingo Imai

- 6 A comparative study of the efficacy of using image schema-based and rule-based instruction in presenting the Japanese particles *ga*, *o* and *ni* with instructional videos —— 165
- II Prototype approaches to language learning and instruction

Tomoko Hotta and Kaoru Horie

7 L2 acquisition of the Japanese verbal hedge *omou*: A prototype approach —— 199



Yumiko Nishi .

8 The effect of form-focused instruction on the L2 acquisition of Japanese imperfective -teiru using prototype and traditional approaches —— 225

Takako Akiha and Yasuhiro Shirai

- 9 How to effectively teach the polysemous Japanese particle *de* in the classroom: Assessing the Projection Model in semantics —— 265
- III Towards better integration of cognitive linguistics and language pedagogy

Amy Ohta and Kyoko Masuda

10 Future directions for informed language pedagogy from cognitive linguistics and sociocultural theory —— 303

Author index — 323 Subject index — 328