

Applying Cognitive Grammar To Pedagogical Grammar The

In the last 25 years foreign language teaching has been able to increase its efficiency through an orientation towards authentic language materials, pragmatic language functions and interactive learning methods. However, so far foreign language teaching has lacked a sufficiently strong theoretical framework to support the teaching of language in all its aspects. Arguably, such a linguistic theory has to be usage-based and cognition-oriented. Since cognitive linguistics - and especially cognitive grammar - is concerned with conceptual issues against the larger background of human cognition and because it is based on actual language use, it becomes a powerful tool for dealing adequately with the main issues of a pedagogical grammar. A pedagogical grammar aims at providing all the essential linguistic patterns considered relevant by theoretical and descriptive linguistics for the preparation of teaching materials and their exploitation in foreign language instruction. The volume contains thirteen contributions organized into three parts. In Part 1 Langacker, Taylor and Broccias introduce the basic grammar concepts, rules and models that are available in cognitive linguistics and which are directly relevant to the construction of a pedagogical grammar. Meunier, on the other hand, describes how such a grammar could benefit from corpus linguistics. Part 2 looks at some cognitive tools and conceptual errors with contributions by Danesi and Maldonado and also reconsiders contrastive analysis in the papers by Ruiz de Mendoza and Valenzuela & Rojo. Part 3, finally, discusses language-specific constraints on a number of linguistic phenomena such as the construal of motion events (papers by Cadierno and De Knop & Dirven), distinctions in the tense-aspect system (papers by Niemeier & Reif and Schmiedtová & Flecken), and voice (Chen & Oller).

In contexts of instructed second language acquisition there is a need for teaching methods that are optimally efficient, i.e. teaching interventions that generate a maximal return on learners' and teachers' investment of time and effort. In the past couple of decades, many researchers have argued that insights from Cognitive Linguistics (CL) - when suitably translated for pedagogical purposes - can make a major contribution to fostering such language teaching efficiency. This collective volume assesses and supplements those CL proposals. The first part of the book positions CL-inspired language pedagogy vis-à-vis recent trends in mainstream applied linguistics and illustrates through several case studies that language-focused instruction (including CL-inspired instruction) is a useful - if not indispensable - complement to learner-autonomous, incidental acquisition. The second part demonstrates how CL research can help pedagogues identify hitherto neglected language elements that merit explicit targeting in second language instruction. The third part consists of contributions that put the pedagogical efficiency of several CL-inspired interventions to the test in classroom experiments. Additions to the currently available armoury of teaching methods are proposed. The kinds of target language items under examination in the book range from single words over multiword units to grammar patterns. Throughout, the volume illustrates how much pedagogy-oriented Cognitive Linguistics has matured in recent years.

An engaging guide to grammar, this book introduces linguistic theory and language acquisition research to language teachers.

A general introduction to the area of theoretical linguistics known as cognitive linguistics, this textbook provides up-to-date coverage of all areas of the field, including recent developments within cognitive semantics (such as Primary Metaphor Theory, Conceptual Blending Theory, and Principled Polysemy), and cognitive approaches to grammar (such as Radical Construction Grammar and Embodied Construction Grammar). The authors offer clear, critical evaluations of competing formal approaches within theoretical linguistics. For example, cognitive linguistics is compared to Generative Grammar and Relevance Theory. In the selection of material and in the presentations, the authors have

aimed for a balanced perspective. Part II, Cognitive Semantics, and Part III, Cognitive Approaches to Grammar, have been created to be read independently. The authors have kept in mind that different instructors and readers will need to use the book in different ways tailored to their own goals. The coverage is suitable for a number of courses. While all topics are presented in terms accessible to both undergraduate and graduate students of linguistics, cognitive linguistics, psycholinguistics, cognitive science, and modern languages, this work is sufficiently comprehensive and detailed to serve as a reference work for scholars who wish to gain a better understanding of cognitive linguistics. In recent years, Cognitive Linguistics (CL) has established itself not only as a solid theoretical approach but also as an important source from which different applications to other fields have emerged. In this volume we identify some of the current, most relevant topics in applied CL-oriented studies – analyses of figurative language (both metaphor and metonymy) in use, constructions and typology –, and present high-quality research papers that illustrate best practices in the research foci identified and their application to different fields including intercultural communication, the psychology of emotions, second and first language acquisition, discourse analysis and translation studies. It is also shown how different methodologies –the use of linguistic corpora, psycholinguistic experiments or discourse analytic procedures– can shed some light on the basic premises of CL as well as providing insights into how CL can be applied in real world contexts. Finally, all the studies included in the volume are based on empirical data and there are some analyses of languages other than English (Japanese, Russian, Spanish, Danish, German and Polish), thus overcoming the contentions that CL-theoretically-based research is often based on linguistic intuition and focused only on the English language. We hope that the present volume will not only contribute to a better understanding of how CL can be applied but that it will also help to encourage, even further, more robust empirical research in this field. Originally published as a special issue of *Review of Cognitive Linguistics* 14:1 (2016).

In February 2006 the first international conference on Multilingualism and Applied Comparative Linguistics (MACL) was held in Brussels, Belgium. The aim of the MACL conference was to bring together scholars from various branches of applied linguistics with a shared interest in cross-linguistic and cross-cultural communication. The conference thus fostered an exchange of knowledge and expertise among researchers from various disciplines, including educational linguistics, cultural linguistics, terminography, translation studies and studies of specialised languages. The present book is the first of two volumes containing a selection from the approximately 120 papers that were presented at that three-day event.

Honorary editor: René Dirven The series Applications of Cognitive Linguistics (ACL) welcomes book proposals from any domain where the theoretical insights developed in Cognitive Linguistics (CL) have been (or could be) fruitfully applied. In the past thirty-five years, the CL movement has articulated a rich and satisfying view of language around a small number of foundational principles. The first one argues that language faculties do not constitute a separate module of cognition, but emerge as specialized uses of more general cognitive abilities. The second principle emphasises the symbolic function of language. The grammar of individual languages (including the lexicon, morphology, and syntax) can be exclusively described as a structured inventory of conventionalized symbolic units. The third principle states that meaning is equated with conceptualization. It is subjective, anthropomorphic, and crucially incorporates humans' experience with their bodies and the world around them. Finally, CL's Usage-Based conception anchors the meaning of linguistic expressions in the rich soil of their social usage. Consequently, usage-related issues such as frequency and entrenchment contribute to their semantic import. Taken together, these principles provide researchers in different academic fields with a powerful theoretical framework for the investigation of linguistic issues in the specific context of their particular disciplines. The primary focus of ACL is to serve as a high level forum for the result of these investigations.

Although usage-based approaches have been successfully applied to the study of both first and second language acquisition, to monolingual and bilingual development, and to naturalistic and instructed settings, it is not common to consider these different kinds of acquisition in tandem. The present volume takes an integrative approach and shows that usage-based theories provide a much needed unified framework for the study of first, second and foreign language acquisition, in monolingual and bilingual contexts. The contributions target the acquisition of a wide range of linguistic phenomena and critically assess the applicability and explanatory power of the usage-based paradigm. The book also systematically examines a range of cognitive and linguistic factors involved in the process of language development and relates relevant findings to language teaching. Finally, this volume contributes to the assessment and refinement of empirical methods currently employed in usage-based acquisition research. This book is of interest to scholars of language acquisition, language pedagogy, developmental psychology, as well as Cognitive Linguistics and Construction Grammar.

This book illustrates the ways that cognitive linguistics, a relatively new paradigm in language studies, can illuminate and facilitate language research and teaching. The first part of the book introduces the basics of cognitive linguistic theory in a way that is geared toward second language teachers and researchers. The second part of the book provides experimental evidence of the usefulness of applying cognitive linguistics to the teaching of English. Included is a thorough review of the existing literature on cognitive linguistic applications to teaching and cognitive linguistic-based experiments. Three chapters report original experiments which focus on teaching modals, prepositions and syntactic constructions, elements of English that learners tend to find challenging. A chapter on "future directions" reports on an innovative analysis of English conditionals. Pedagogical aids such as diagrams and sample exercises round out this pioneering and innovative text.

This collection of twelve papers demonstrates that the concepts developed within the Cognitive Linguistics movement afford an insightful perspective on several important areas of second language acquisition and pedagogy. In the first part of the book, three papers show how three Cognitive Linguistics constructs provide a useful theoretical frame within which second language acquisition data can be analyzed. First, Talmy's typology of motion events is argued to constitute the base relative to which acquisition discrepancies in motion events are most valuably investigated. Secondly, the notion of "construction" is invoked in order to account for systematic differences between the native and non-native speakers' use of the English verb *get*. Finally, frequency and similarity effects are shown to play a crucial part in the learning of prepositions in a second language. The second part of the book shows that the key concepts commonly invoked in Cognitive Linguistics analyses allow language teachers to insightfully structure the presentation of problematic material in the foreign language classroom. These concepts include among others polysemy, the figure/ground gestalt, the usage-based conception of grammar, the radial organization of categories, metaphors, and cultural scripts. The Cognitive Linguistics paradigm has already shown its viability to analyze a wide array of linguistic phenomena. This book establishes its relevance in the areas of second language acquisition and language pedagogy. Its intended public is composed of Cognitive Linguists, Second Language Acquisition specialists, as well as foreign language pedagogy researchers, instructors, and students.

By integrating cognitive linguistics and sociocultural theories, this groundbreaking book presents empirical studies on selected

grammatical and semantic aspects that are challenging for second/foreign language learners. Through in-depth studies exploring eight different languages, this book offers insights generated through the synergy between cognitive linguistics and sociocultural theories that can be readily incorporated into teaching.

This book provides a comprehensive overview of pedagogical grammar research and explores its implications for the teaching of grammar in second language classrooms. Drawing on several research domains (e.g., corpus linguistics, task-based language teaching) and a number of theoretical orientations (e.g., cognitive, sociocultural), the book proposes a framework for pedagogical grammar which brings together three major areas of inquiry: (1) descriptions of grammar in use, (2) descriptions of grammar acquisition processes, and (3) investigations of the relative effectiveness of different approaches to L2 grammar instruction. The book balances research and theory with practical discussions of the decisions that teachers must make on a daily basis, offering guidance in such areas as materials development, data-driven learning, task design, and classroom assessment.

This volume links Cognitive Grammar explanations to the area of second-language learning and instructed grammar teaching. It represents a contribution to empirically based knowledge promoting a new perspective on the process of teaching and learning about English language structures. The theoretical part of the book provides an overview of the basic tenets of Cognitive Grammar, and discusses elements of the theory that are of crucial importance for understanding English tense and aspect structures. The second part brings together these two fields of study and tests a Cognitive Grammar approach to teaching tense and aspect to less advanced learners of English. To this end, an experimental study was conducted, comparing the effects of Cognitive Grammar-inspired instruction on the language learning process with those of teaching methods which employ more traditional grammatical descriptions. As such, the book is of particular relevance to Cognitive Grammar research, and second-language learning and teaching research, and for learners and teachers of a foreign language.

Current research within the framework of Construction Grammar (CxG) has mainly adopted a theoretical or descriptive approach, neglecting the more applied perspective and especially the question of how language acquisition and pedagogy can benefit from a CxG-based approach. The present volume explores various aspects of "Applied Construction Grammar" through a collection of studies that apply CxG and CxG-inspired approaches to relevant issues in L2 acquisition and teaching. Relying on empirical data and covering a wide range of constructions and languages, the chapters show how the cross-fertilization of CxG and L2 acquisition/teaching can improve the description of learners' use of constructions, provide theoretical insights into the processes underlying their acquisition (e.g. with reference to inheritance links or transfer from the L1), or lead to novel teaching practices and resources aimed to help learners make the generalizations that native speakers make naturally from the input they receive.

As a usage-based language theory, cognitive linguistics is predestined to have an impact on applied research in such areas as language in society, ideology, language acquisition, language pedagogy. The present volumes are a first systematic attempt to carve out pathways from the links between language and cognition to the fields of language acquisition and language pedagogy and to deal with them in one coherent framework: applied cognitive linguistics.

Using a cognitive linguistics perspective, this book provides a comprehensive, theoretical analysis of the semantics of English prepositions. All English prepositions originally coded spatial relations between two physical entities; while retaining their original meaning, prepositions have also developed a rich set of non-spatial meanings. In this study, Tyler and Evans argue that all these meanings are systematically grounded in the nature of human spatio-physical experience. The original 'spatial scenes' provide the foundation for the extension of meaning from the spatial to the more abstract. This analysis articulates an alternative methodology that distinguishes between a conventional meaning and an interpretation produced for understanding the preposition in context, as well as establishing which of several competing senses should be taken as the primary sense. Together, the methodology and framework are sufficiently articulated to generate testable predictions and allow the analysis to be applied to additional prepositions.

This collection highlights the interplay between cognition and language learning, and tackles such issues as cognition and skills development, language processing, vocabulary memorisation, metaphor identification, vocabulary attrition, motivation, and the perception of phonemes, among others. The contributions here represent current forward-looking research in the field of cognitive linguistics and education. To date, there has been a sharp need for innovative research that examines the interrelationship between cognition and the process of language learning. This volume responds to this requirement, bringing together researchers interested in this research area to discuss their contributions, and to open debates about the role played by cognition in language learning. The book will appeal to master's and doctoral students, teachers, educational practitioners, and researchers interested in research into the interaction between cognition and language learning.

The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics. The five sections of the volume encompass a wide range of topics from a variety of perspectives: applied linguistics in action language learning, language education language, culture and identity perspectives on language in use descriptions of language for applied linguistics. The forty-seven chapters connect knowledge about language to decision-making in the real world. The volume as a whole highlights the role of applied linguistics, which is to make insights drawn from language study relevant to such decision-making. The chapters are written by specialists from around the world. Each one provides an overview of the history of the topic, the main current issues and possible future trajectory. Where appropriate, authors discuss the impact and use of new technology in the area. Suggestions for further reading are provided with every chapter. The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics. Editorial board: Ronald Carter, Guy Cook, Diane Larsen-Freeman and Amy Tsui.

This cutting-edge volume describes the implications of Cognitive Linguistics for the study of second language acquisition (SLA). The first two sections identify theoretical and empirical strands of Cognitive Linguistics, presenting them as a coherent whole. The third section discusses the relevance of Cognitive Linguistics to SLA and defines a research agenda linking these fields with implications for language instruction. Its comprehensive range and tutorial-style chapters make this handbook a valuable resource for students and researchers alike.

The revival of translation as a means of learning and teaching a foreign language and as a skill in its own right is occurring at both undergraduate and postgraduate levels in universities. In this book, Sara Laviosa proposes a translation-based pedagogy that is grounded in theory and has been applied in real educational contexts. This volume draws on the convergence between the view of language and translation embraced by ecologically-oriented educationalists and the theoretical underpinnings of the holistic approach to translating culture. It puts forward a holistic pedagogy that harmonizes the teaching of language and translation in the same learning environment. The author examines the changing nature of the role of pedagogic translation starting with the Grammar Translation Method and concluding with the more recent ecological approaches to Foreign Language Education. Translation and Language Education analyses current research into the revival of translation in language teaching and is vital reading for translators, language teachers and postgraduate students working in the areas of Translation Studies and Applied Linguistics.

"This paper describes how insights from the principled polysemy approach to prepositions, developed in Tyler and Evans (2001, 2003) can be applied to language teaching. After illustrating the approach with the preposition over, the paper proceeds to provide details of how this approach to English prepositions might be employed in the foreign language classroom."--Abstract from Vyvyan Evans' website, viewed 5 October 2011.

The monograph constitutes an attempt to demonstrate how Cognitive Grammar (CG) can be employed in the foreign language classroom with a view to aiding learners in better understanding the complexities of English grammar. Its theoretical part provides a brief overview of the main tenets of Cognitive Grammar as well as illustrating how the description of English tense and aspect can be approached from a traditional and a CG perspective. The empirical part reports the findings of an empirical study which aimed to compare the effects of instruction utilizing traditional pedagogic descriptions with those grounded in CG on the explicit and implicit knowledge of the Present Simple and Present Continuous Tenses. The book closes with the discussion of directions for further research when it comes to the application of CG to language pedagogy as well as some pedagogic implications.

Many SLA professionals remain unaware of what CL and Applied Cognitive Linguistics are and of the tremendous potential these approaches offer for our understanding of L2 learning and pedagogy. The volume addresses this gap by

presenting theoretically-grounded, empirically-based studies which illustrate the application of key concepts of CL and demonstrate the efficacy of using the concepts in the classroom or in basic L2 research.

New Perspectives on Grammar Teaching in Second Language Classrooms brings together various approaches to the contextualized teaching of grammar and communicative skills as integrated components of second language instruction. Its purpose is to show from both theoretical and practical perspectives that grammar teaching can be made productive and useful in ESL and EFL classrooms. In this text: *First-rate scholars approach the teaching of grammar from multiple complementary perspectives, providing an original, comprehensive treatment of the topic. *Discourse analysis and research data are used to address such pedagogical areas as grammatical and lexical development in speaking, listening, reading, and writing. *The communicative perspective on ESL and EFL instruction that is presented provides ways for learners to enhance their production skills, whereas the meaning-based grammar instruction can supplement and strengthen current methodology with a communicative focus. This volume is intended as a foundational text for second language grammar pedagogy courses at the advanced undergraduate and master's levels.

This book provides a wide-ranging treatment of the major issues in applied linguistics.

This an excellent introduction to psycholinguistics for applied linguists and language teachers

The purpose of the present monograph is to offer teachers and learners of English a comprehensive pedagogical guide to modal verbs. As such, the book presents a fresh introduction to the use of the cognitive approach in the context of pedagogical grammar. The reader will find a short introduction to the cognitive conceptualization of language. The tasks in the book amalgamate three main rationales discussed in Torres-Martínez (2015, 2016, 2017, 2018, 2020): Task-Based Language Teaching (TBLT), Paper-based Data-Driven Learning (PbDDL) and the cognitive dimension of language providing the systematicity required for the introduction of the tasks in the classroom. I believe readers will find that this book seamlessly connects Construction Grammar theory and English pedagogy in a way that contributes to the important conversation between theory, research and classroom practice.

This book constitutes another step of the linguistic community in translating cognitive linguistics research into a set of guidelines applicable in the foreign language classroom. The authors, language scholars, and experienced practitioners discuss a collection of both more theoretical and practical issues from the area of second and foreign language pedagogy. These are matters that not only enhance our comprehension of particular grammatical and lexical problems, but also lead to the improvement of the efficiency of teaching a foreign language. The topics range from learners' emotions, teaching grammatical constructions, prepositions, and vocabulary, to specific issues in phonology. The observations concern the teaching of three different languages: English, French, and Italian. As a result, the book is of interest to scholars dealing with further developments of particular linguistic issues and practitioners who want to learn how to improve the quality of their classroom work.

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

This book on applied linguistics presents new trends and improvements on the teaching of Spanish. It deals with two major scopes in the field of linguistics that have a crucial role in the development of language teaching in general and of the teaching of Spanish in particular: Interaction and Grammar. The topics chosen coincide with the areas in which the communicative approach to language teaching, dominant in European and American language programs since the 1970s and 80s, has been the object of most revision. In its first part, the book appeals both to pragmatics and to discourse analysis to research the specifics of classroom discourse and classroom interaction, as well as the differences between interactions among Spanish native speakers and interactions among non natives, in order to develop methodologies for the effective incorporation of these aspects to the Spanish language classroom, such as tasks to teach interaction or techniques to implement learner-centered interactive class dynamics

and cooperative learning. In its second part, this book reviews the pedagogical advantages of language description based on Cognitive Linguistic theory to explain different aspects of Spanish grammar. The main purpose of our contribution is to show how taking different dimensions of construal and perspective in linguistic representations into account helps teachers to elucidate idiosyncratic and subtle contrasts of Spanish structure that other views and approaches cannot clarify on a meaningful base, such as the aspectual opposition between preterits or the modal opposition between indicative and subjunctive, both of high importance for the English speaking student. The work selected for this book, by experts from Columbia University and from several universities in Spain, represents the most current lines of inquiry in this “post-communicative” approach as applied specifically to the teaching of Spanish. This book seeks to be to be a “must-read” for the present and future. It tackles unexplored territory, for journals and applied linguistics collections have mainly addressed these problems in relation to English language and instruction. In recent years, the Cognitive Grammar account of language and mind has become an influential framework for the study of textual meaning and interpretation. This book is the first to bring together applications of Cognitive Grammar for a range of stylistic purposes, including the analysis of both literary and non-literary discourse. Demonstrating the diverse range of uses for Cognitive Grammar, chapters apply this framework to diverse text-types including poetry, narrative fiction, comics, press reports, political discourse and music, as well as exploring its potential for the teaching of language and literature in a range of contexts. Combining cutting-edge research in cognitive, critical and pedagogical stylistics, *New Directions in Cognitive Grammar and Style* showcases the latest developments in this field and offers new insights into our experiences of literary and non-literary texts by drawing on current understandings of language and cognition.

The book contains a selection of papers reflecting cutting-edge developments in the field of learning and teaching second and foreign languages. The contributions are devoted to such issues as classroom-oriented research, sociocultural aspects of language acquisition, individual differences in language learning, teacher development, new strands in second language acquisition research as well as methodological considerations. Because of its scope, the diversity of topics covered and the adoption of various theoretical perspectives, the volume is of interest not only to theorists and researchers but also to methodologists and practitioners, and can be used in courses for graduate students.

This text for ESL and ELT pedagogy courses around the world describes English grammar from a World Englishes perspective including a discussion of grammatical theory, language acquisition, and pedagogy using examples from academic writers. By combining theory and practice, this book provides a comprehensive overview of the whole process of English grammar teaching.

Cognitive linguistics is a relatively new discipline which is rapidly becoming mainstream and influential, particularly in the area of second language teaching. This book looks at how cognitive linguistics can inform our teaching, and lead to intriguing suggestions for alternative ways of presenting grammar and vocabulary in the language classroom.

This book proposes Meaning-order Approach to Pedagogical Grammar (MAP Grammar) as a practical pedagogical approach in

ESL and EFL contexts. Teaching grammar through an easy-to-understand three-dimensional model, MAP Grammar establishes the clause as the fundamental unit of English and interprets meaning units in the sentence, thus allowing visualizable association between individual grammar items. By focusing on the order of meaning (rather than the order of words) in a sentence, MAP Grammar also distills current descriptive sentence structures (typically taught as five or seven patterns) into one meaning-based sentence structure for teaching and learning. MAP Grammar makes syllabus design and teaching easier in the following ways: Visualizing English grammar in a clear model, allowing association between individual grammar items. Instruction relies on meaning, not metalanguage, making MAP Grammar easy to grasp. The meaning-based sentence structure allows teachers to address global errors, and learners to produce comprehensible English.

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