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**features are two English**

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distinction between stative and dynamic verbs Chapter 3 features a review of theories concerning the teaching and learning of second foreign language grammar and pedagogical guidelines they give rise to as well as a review of methodological options in grammar teaching'

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features are identified key in column 1

columns 2 and 3 contain an overview of how

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these features are handled by first and second language speakers column 4 reviews the extent to which the standards and tests address the feature from the perspective of second language learning,

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*last treatment session'*

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*transitively may be used in'*

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many cases adults are exposed to a foreign language in a classroom the grammar rules of the language are taught by an instructor the same way as math or literature for example this is very different from the first language scenario where teaching does not take place however not all second language learning proceeds **this way', applying cognitive grammar in the foreign language**

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foreign language teaching provides ample evidence that this area of english grammar constitutes a major problem for german students learning english the background of the paper is a study by vogel 1987 on the naturalistic acquisition of the english tense and aspect system by four german children

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