

Holden Härtl & Katharina Zaychenko

**Introduction — 1**

## **Section 1: Theorizing linguistic concepts**

Athina Sioupi & Panagiotis Grigoriadis

**(Reflexively) marked and unmarked anticausatives in grammars of German:**

**A model for foreign/second language learners — 11**

Mari Nygård & Heidi Brøseth

**A Programme for L1 Norwegian grammar teaching on**

**generative grounds — 33**

Matthias Klumm & Anita Fetzer

**Discourse grammar, discourse coherence, and discourse relations: Evidence**

**from editing-based tasks for teaching English — 63**

## **Section 2: Connecting linguistic research and language pedagogy**

Edith Kádár

**“Translating” insights of theoretical linguistics into educational settings –**

**with a special focus on resources for Hungarian as L1 — 89**

Sabrina Geyer & Anja Müller

**On the use of (second) language acquisition research for grammar education –**

**a language-acquisition-sensitive approach — 121**

## **Section 3: The role of empirical data**

Jorge Pinto & Nélia Alexandre

**What can a corpus do for foreign language teaching? An activity proposal**

**for Chinese learners of Portuguese — 145**

Andrea Fiorista, Paolo Della Putta & Borbala Samu

**Learning the perfective/imperfective aspectual alternation in L2 Italian through a Cognitive Grammar-inspired pedagogy: A quasi-experimental study — 167**

Bettina Tengler

**Setting the base for an “acquisitionally informed pedagogy”: The case of the French verbal system — 193**

## **Section 4: Implementing linguistic categories into the foreign language learning classroom**

Julia Braun, Helga Gese & Anthea Ihle

**Visualizing English and Swabian tense semantics in the classroom — 217**

Regina Grund & Barış Kabak

**Taking cognizance of variation and CLI effects in foreign language learning: The case of the English present perfect — 251**

Merle Weicker

**Teaching and learning the comparative in German: The role of semantic notions — 273**

Holden Härtl & Katharina Zaychenko

**Conclusion — 293**

**Index — 299**