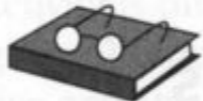




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a. falling versus rising intonation in tag questions
b. indirect object alternation
c. presence or absence of existential *there*

 **FURTHER READING**

Bygate, M., A. Tonkyn, and E. Williams, eds. 1994. *Grammar and the Language Teacher*. Hemel Hempstead, UK: Prentice Hall International. Offers ways that grammar in language teaching can be reaffirmed and maintained in order to avoid the pendulum swing.

Celce-Murcia, M., and S. Hilles. 1988. *Techniques and Resources in Teaching Grammar*. New York: Oxford University Press. Discusses issues germane to teaching grammar and provides abundant examples of techniques and materials applied to teaching English structures.

Celce-Murcia, M., and D. Larsen-Freeman. 1999. *The Grammar Book: An ESL/EFL Teacher's Course*. 2d ed. Boston, MA: Heinle & Heinle. Seeks to guide teachers to an understanding of the grammar of those structures they will have to teach (their form, meaning, and use in context) and offers relevant teaching suggestions for those same structures.

Doughty, C., and J. Williams, eds. 1998. *Focus on Form in Classroom Second Language Acquisition*. Cambridge: Cambridge University Press. Provides an overview of second language acquisition research that has investigated "focus on form."

Larsen-Freeman, D. 2001. *Teaching Language: From Grammar to Grammaticizing*. Boston, MA: Heinle & Heinle. Argues for a reconceptualization of grammar and the way it is taught, featuring grammar as a complex, nonlinear, dynamic system.

Rutherford, W. 1987. *Second Language Grammar: Learning and Teaching*. London: Longman. Treats grammar in an interesting and provocative way that challenges the view that learning grammar is an "accumulation of entities."

Ur, P. 1988. *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge: Cambridge University Press. Discusses pedagogical issues followed by a number of grammar teaching activities grouped according to the grammar structure for which they work best.

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ENDNOTES

¹ Some time after I had begun view grammar in this way, the work of Charles Morris (1939) was brought to my attention. Although he uses the terms in a somewhat different manner, Morris applies the ternary scheme of syntactics, semantics, and pragmatics in portraying the field of semiotics or the study of signs. The ternary scheme we are adopting here may also sound reminiscent of Kenneth Pike's "particle, wave and field" (1959). Although there is some overlap, there is no isomorphism between the models.

² For example, the model of language that descriptive linguists prefer is one in which various areas of language are depicted as strata in a linguistic hierarchy, beginning with the sounds of language as the lowest level from which all else is composed and following in turn with morphemes, lexicon, syntax, and discourse.

³ We include lexis here, acknowledging that grammar and lexis are just two poles on a continuum and that there are many patterned multiword phrases that are basic intermediate units between lexis and grammar. Following Halliday (1994), then, it is probably more accurate to think in terms of "lexicogrammar."

⁴ For more exceptions to this rule, consult Celce-Murcia and Larsen-Freeman (1999, pp. 314–316).

⁵ For this reason, Rutherford has suggested that an optimal approach to dealing with the nonlinearity of grammatical acquisition might be one where teachers help students achieve an understanding of general principles of grammar, e.g., how to modify basic word order, rather than concentrating on teaching structure-specific rules.

⁶ Such a restriction might seem uncharacteristically autocratic in today's climate, where one of the features of the Communicative Approach is that students be given a choice of how they wish to express themselves. It is our contention, however, that students have a true choice only if they have a variety of linguistic forms at their disposal which they can produce accurately. Without being restricted to using a particular target form during a form-focused activity, students will often avoid producing the structure and, hence, never have an opportunity to truly learn it.

⁷ An OS relative clause is one in which the subject of the embedded sentence is replaced by a relative pronoun because the subject is identical to an object or objectlike noun in the predicate of the preceding main clause. (For example: I like the book that he wrote.)

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Gramaring. According to Perez-Llantada and Larsen-Freeman (2007), teachers need to ... Larsen-Freeman (1992) sees grammar as a resource for speakers to ... Diane Larsen-. Freeman. Atlantis, 29(1), 157-163. Pienemann, M. (1984). Larsen-Freeman (2001) [6] emphasizes on the change of simple and common practices of analyzing grammatical structures and applying grammar rules to the As we have seen, the Grammar-Translation Method did not prepare people to use the target language. ... LANGUAGE TEACHING. • Diane Larsen-Freeman •. PDF Lire by Diane Larsen-Freeman, Title: Teaching Language From Grammar To Gramaring.. Her Heinle/Cengage titles include "The Grammar Book: Form, Meaning, and Use for English Language Teachers" (third edition, 2015, co-authored with Marianne ... Professor Diane Larsen-Freeman,, University of Michigan ... Grammar is often viewed as contributing "form" to language. While this is not in dispute, ... capture the difference between the traditional teaching of grammar and the teaching of ... Grammar and Its Teaching: Challenging the Myths by Diane Larsen-Freeman. From: <http://www.kidsource.com/kidsource/content4/grammar.morph.html>. The first edition has been for years one of the books most widely used by students, practitioners and teacher educators in the area of language teaching. The main ... 49c06af632

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