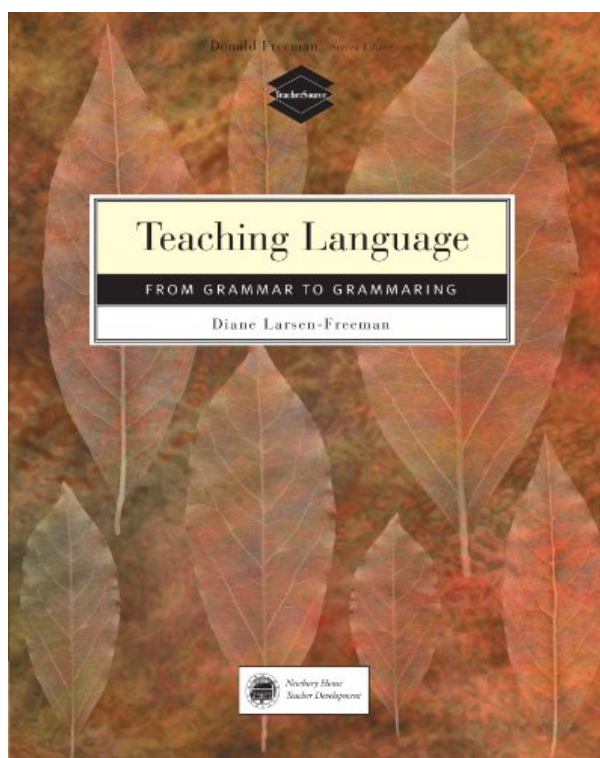
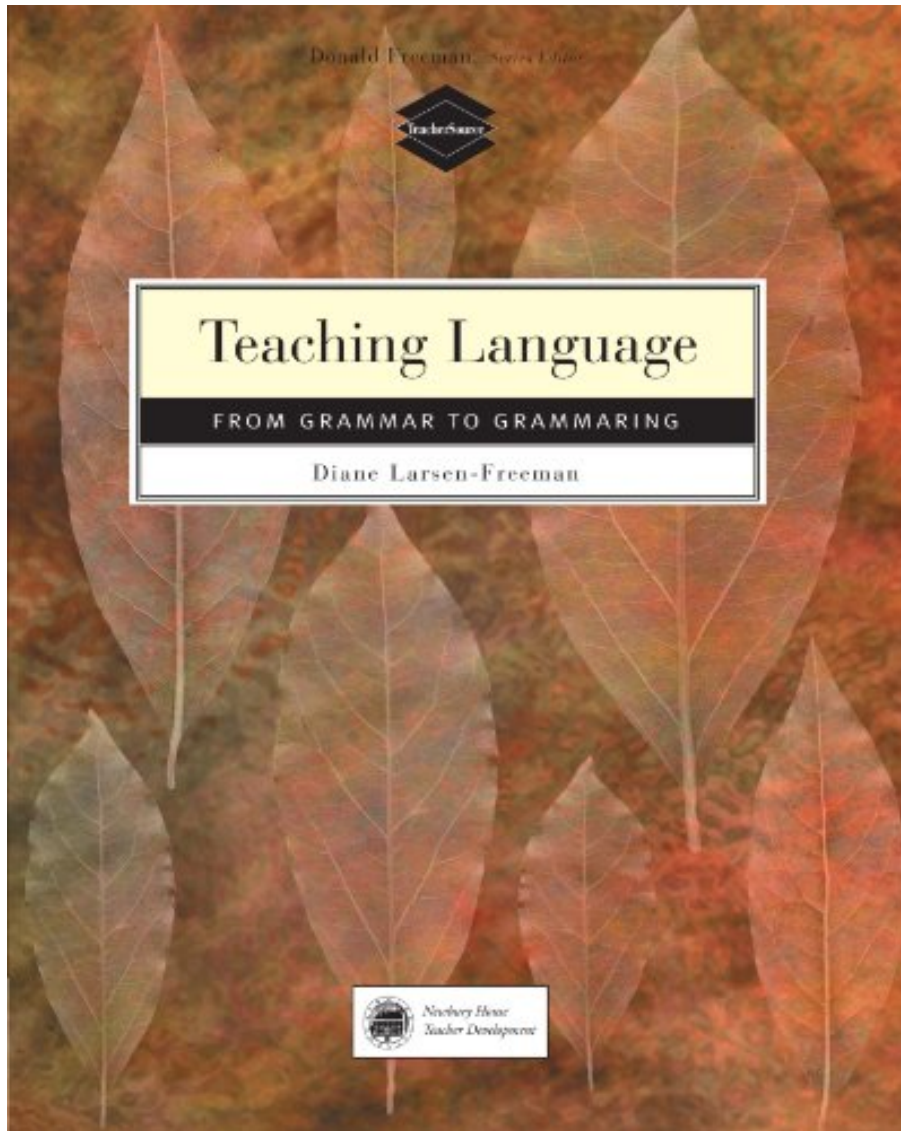


# TEACHING LANGUAGE: FROM GRAMMAR TO GRAMMARING BY DIANE LARSEN- FREEMAN



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## About the Author

Diane Larsen-Freeman is Professor Emerita of Education, Professor Emerita of Linguistics, and Former Director of the English Language Institute at the University of Michigan, Ann Arbor. She is also a Distinguished Senior Faculty Fellow at the School for International Training in Brattleboro, Vermont. Dr. Larsen-Freeman has been a conference speaker in over 60 countries of the world and has published over 100 articles in her areas of interest. Her Heinle/Cengage titles include "The Grammar Book: Form, Meaning, and Use for English Language Teachers" (third edition, 2015, co-authored with Marianne Celce-Murcia), "From Grammar to Grammaring" (2003, authored), and the fourth edition of "Grammar Dimensions: Form, Meaning, and Use" (2007, Series Director). From 1980-1985, Dr. Larsen-Freeman was Editor of the journal "Language Learning." In 1997, Dr. Larsen-Freeman was inducted into the Vermont Academy of Arts and Sciences. In 1999, she was selected by ESL Magazine as one of "the ESL pioneers." In 2000, she received the lifetime achievement award from Heinle & Heinle.

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A must-read for every language teaching professional, *TEACHING LANGUAGE: FROM GRAMMAR TO GRAMMARING* explores the regular, predictable elements of language as well as the potential creativity of its underlying system. By combining a wide range of view points with her own personal experiences and studies, Diane Larsen-Freeman challenges the static descriptive ideas of grammar, based on rules, and promotes the more fluid and dynamic notions of reason-driven grammaring, which she defines as "the ability to use grammar structures accurately, meaningfully, and appropriately." The reader is left not with an encyclopedic set of definitions, but rather with a deeper understanding of the organic nature of language and its acquisition, and a honed set of tools with which to approach language in language teaching.

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11 of 11 people found the following review helpful.

Excellent tool in the fight against prescriptivism and learning by rote

By Daniel

This book is a breath of fresh air. First, it constantly challenges the reader to reassess their own view of language and the impact of that view on the way they teach. Second, it provides an approach to teaching that does not rely on grammar drills and rote memorization, a paradigm that is far too prevalent and almost always proves boring and disheartening to both teacher and student. The book gives me hope that language teaching practices and curriculum can continue to evolve to better serve the malleability of language itself.

Ms. Larsen-Freeman is not content to review past theories and pedagogical practices. Instead, she reminds us that language theories are constantly evolving, as is language itself. It is difficult to find one narrow definition of language and an associated teaching practice that will suffice. Grammar is more than a list of rules to memorize; the author introduces the idea of "grammaring," an idea of grammar as more dynamic and constantly evolving. Thus, the way we teach grammar (and language as a whole) should reflect that.

However, in addition to shunning rote memorization teaching practices, Larsen-Freeman also cautions against the opposite extreme, which is disavowing all formal grammar instruction in favor of a more organic method based on models of real life language acquisition. She reminds us that language teaching should not just mimic natural language acquisition, but augment and accelerate it, and formal instruction of grammatical structures--when taught with proper appreciation of their dynamic properties--does play a strong role in teaching language.

I recommend this book to anyone just starting off in the fields of language teaching or language acquisition, as well as anyone who is frustrated with outdated teaching practices and arbitrary prescriptivism.

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Understanding Grammar

By T. Hooper

This book doesn't provide grammar activities or explain grammar rules. What you will get is an understanding of what grammar really is. Grammar is not just the rules that your English teacher taught you back in high school. It is much more than rules. This book presents how grammar is viewed through Second Language Acquisition Theory. Also the author dismisses some common preconceptions about grammar that may be holding teachers back from understanding what grammar really is--a dynamic process. To gain a better understanding of this process, I recommend that teachers pick up this book. It's not so thick, so it should be a quick read.

1 of 1 people found the following review helpful.

The Nitty Gritty of Grammar...

By Mary

I took the course (online) and realized that there was so much more detail that I wanted to know. This is where I will get it. The entries answer precisely the questions I have had. There are many fine points, nuances and distinctions that are difficult to understand without further explanation. This book provides that guidance.

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