Handout 10
Larsen-Freeman 2003, pp. 1-33

Chapter 1

1 **Discuss your personal concept of 'language', 'grammar', and 'communication', as well as the answers in the table on p. 9.**

2 **Which of the 10 definitions quoted in Larsen-Freeman, and their application in the classroom (p. 1-2), do you feel most comfortable with?**

3 **What is Larsen-Freeman's *bottom-up* and *top-down* manner of language teaching? Which one would be your preference, and why?**

4 **Larsen-Freeman mentions four potential advantages of also focussing on the parts of a language / its formal aspects:**
    1) _____.
    2) _____.
    3) _____.
    4) _____.

5 **According to Larsen-Freeman, how is what students can do in form-focussed parts of a language class related to what they can do in a communicative part, and how does this relate to Whitehead's (1929) 'inert knowledge problem'?**

6 **Why did Larsen-Freeman decide to concentrate in this book on one part of language only and disregard 'the whole' in its many diverse contexts?**

Chapter 2

7 **Which of the teacher statements on pp. 11-12 overlap most with your personal views on grammar? Discuss.**

8 **Discuss task 2.1 in small groups. Think of the following pairs:**
    1) grammar teaching – explicit teaching
    2) accuracy – grammaticality
    3) grammar – rules
    4) instruction – feedback
    5) L1 acquisition – L2 learning
    6) grammar – motivation

9 **What two types of knowledge have been proposed, for instance by Anderson, 1983, and what do they mean?**

    1) d _____
    2) p _____

10 **What does Larsen-Freeman mean by *grammaring*?**

11 **What do the following sentences tell us about grammaticality, accuracy, appropriateness, and meaning?**

I could not fail to disagree with you less.   *Boris Johnson,* Plain English Campaign's Foot in Mouth award, 2004

A: *Where is Dilip's famous red pencil?*
B: *It is a pencil on the table.*

12 **What would a classic rule predict about the use of would in if-clauses. How does such a rule relate to Larsen-Freeman's argument about grammar on p. 14? Also, consider the following data, what conditionals do we have, and what is going on in the *if*-clause:**
1) *If she has arrived, she will be here soon.*
2) *If you **would** just wait here for a moment, I'll see if our headmaster is free.*
3) Manfred Man: *When she walks by, she brightens up the neighbourhood.*
   Oh every guy would make her his, if he just could.
   ***If** she just **would**.*   Mark Barkan, 1966
4) Chicago: ***If** she **would** have been faithful*   *Chicago 18*, 1986

13 **What do the following sentences tell us about the location of the sentences' meaning?**
1) *The teacher granted the student an additional attempt.*
2) *The student gave the teacher a dismissive look.*
3) *The verb paid the noun a visit.*

14 **Pretend you are a teacher and explain the oddity of the following sentences to a fictitious pupil?**
1) *I'm loving every minute of this class!*
2) *Damn it! This computer is always breaking down!*

3) *Who do you want to feed the dog?*
4) **Who do you wanna feed the dog?*
5) *Who do you want to win the race?*
6) **Who do you wanna win the race?*   answer at the bottom of this page, don't check now !! ↓

15 **Do investigation 2.2 and critically reflect on it.**

16 **In how far is grammar more than phonetics and morpho-syntax?**

17 **Do you think we can and should re-create in our classrooms the natural conditions of acquisition present in immersive environments?**

18 **What does the following learning path tell us about potential developmental sequences?**
1) *This is our new professor?*   (rising tone)
2) *Is this our new professor?*
3) **She asked if is this our new professor?*

19 **How could you contextualise the following terms and names?**
Chomsky, behaviourism, Vygotsky, connectionism, audiolingualism, UG, sociocultural theory

20 **Compare the two tasks Larsen-Freeman discusses on p. 22. How do they differ?**

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[1] *X wants Y to do Z* | if question is about X or Z, contraction is allowed, if question is about Y, then contraction is blocked.

Chapter 3

21 In what ways is language dynamic? Think of:
1) diachrony of language
2) real-time processing of language
3) macro-level and micro-level (cf. to evolution in biology)
4) interlanguage and world Englishes

22 What ways does modern English offer in order to express that somebody means one person only when using _you_?

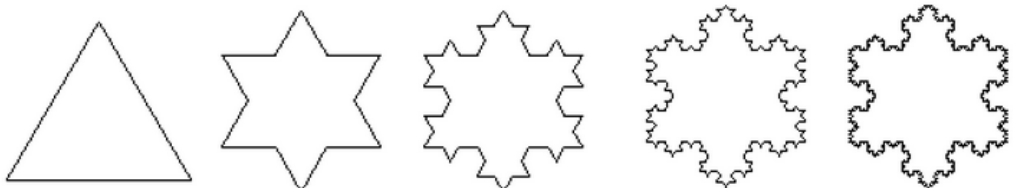**23 Discuss the examples on p. 26, top of the page.**

24 What is the difference between de Saussure's _langue_ and _parole_ as well as Chomsky's _performance_ and _competence_?

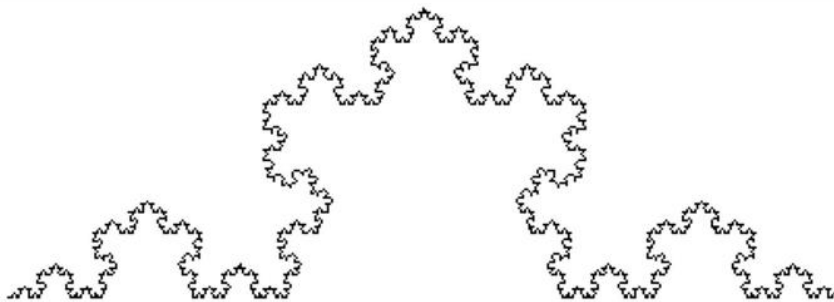**25 Discuss Table 3.1 on p. 29 and try to describe _emergent_ grammar in your own words.**

26 Discuss task 3.4 p. 31.

27 Why did Larsen-Freeman describe human language as a _fractal_. Consider the following 3 figures.

1

2

3