

To Summer 2023 students:

All sections in turquoise in this file are specific to this summer's course. The rest is general class content.

You can skip over sections highlighted in grey. They are from last fall. I have left them in the file to help you navigate.

Yellow highlights help me focus during teaching. They are important keywords to stress.

General Class Procedures:

During a lesson, you will work with the following:

- *Recorded Video lessons from fall (Google Meet)*
- *Notes (this file)*
- *Discussion board (Canvas forums)*
- *readings (in Canvas/Supplemental Materials)*
- *Assignments (set up here & accessible in ([Assignments](#) in Canvas), and*
- *[Syllabus](#) in Canvas.*

Please follow this workflow when you go through the lesson:

- play back the *Recorded Video lessons*; consult the *Syllabus* as needed
- read *Notes* concurrently; they are our "boardwork"
- conduct think-pair-share and small-group discussions at the *Canvas Discussion board* as per video lesson instructions; discussion forums are numbered, and their numbers are inserted in *Notes* file at appropriate places along with time stamps to coordinate video, notes, and discussion forums
- skip over the recordings of last fall's synchronous think-pair-share and small-group discussions as indicated in *Notes*; you are conducting your group work in the *Canvas discussion forums* instead.

To get started with the lesson, read the OVERVIEW segment of the file below. It provides written context for the lesson.

**Lesson 1.0
OVERVIEW**

Lesson Summary

In this lesson, we will

- Get to know the important distinction between *competence* and *performance*.
 - Work on an exercise demonstrating what is meant by competence.
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- Start to go over the observations one can make about the regularity and irregularity of a stanza from Jabberwocky and to organize them by *linguistic levels (or subfields)*. Following Chapter 1.2 in the textbook, we will first talk about the levels of *phonetics* and *phonology*.

Main Goals

After completing this lesson, students will be able to: (SWBAT)

- be aware and have a grasp of the *competence versus performance* distinction in linguistics
- be familiar with the labels and object of study in *phonetics and phonology*

Main Ideas

- competence
- performance
- linguistic levels
- phonetics
- phonology

HOMEWORK ASSIGNMENT

1) WRITTEN EXERCISE: Linguistic Competence

(this will become clear only at the end of this lesson! Just take it in for now...)

- Find a short text (e.g. a poem, song, nursery rhyme, joke etc.) with some irregularity.
 - Whether your text is regular or irregular here means whether it follows the rules of *Everyday English*. *Everyday English* is only loosely defined here as the English you use with friends or relatives in relaxed settings.
- On three, and only three, linguistic levels of your choice (i.e., phonetics, phonology, morphology, syntax, semantics, pragmatics, or sociolinguistics/styles of speech), determine what in this text is **regular** and what is **irregular**.
- Start out by giving a **definition of the object of study** on the linguistic levels you chose; i.e., what is studied in phonetics, phonology, morphology, etc.
- Provide evidence for your decision what in the text is regular and what is irregular on a particular level by **picking two linguistic samples** from each level as examples.

- State **why** the samples belong to a **particular linguistic level**.
- Using these samples, **give a reason why** the sample is regular or not on each of the linguistic levels; in your explanation make sure to refer to the linguistic sample(s) as evidence of the ir/regularity. If your text is irregular on a given linguistic level, make sure to also discuss a regular sample if that is applicable. If it is regular only, give an example of what would make it irregular on that level.
- Assignment **DUE DATES** are found in the **syllabus**, which can be found under *Syllabus* in this course. You will work on the assignment for one lesson after it is due. You then will have one lesson to review with each other and revise it.
- Submit homework via **Assignments** in *Canvas* using the naming convention *<yourlastname>LinguisticCompetence* (that is, if I were to submit it, it would read *schrammLinguisticCompetence*
 - for the file name
 - the "title" line in the submission
 - and inside the file with the assignment itself.

You have **several weeks** to work on this assignment. I am giving you the assignment this week already so that you can get started right away by **finding a text to work on**. Keep your text in mind as we go through the Jabberwocky stanza and practice the skills listed in the exercise above and in the rubric below.

Evaluation Rubric

1. Addresses 3 linguistic levels ___/2
2. Includes definition of object of study for each linguistic level ___/3
3. Includes two language sample from each level (one regular, one irregular) as evidence for your decision about the ir/regularity on that level ___/3
4. Explains why the samples belong to a linguistic level ___/3
5. Includes explanation of why the samples are linguistically regular or not relative to Everyday English ___/5
6. Makes reference to language sample(s) in explanation ___/2
7. Includes discussion of regular and irregular sample ___/2

Total: ___/20

2) READING ASSIGNMENT:

- **TEXTBOOK: Chapters 1 and 2.1.** If you would like to read ahead, please check the class schedule for future reading assignments
- **READINGS:** <nothing this week>
- **NOTE:**
 - I want to encourage you **to start memorizing and using the names** given next to some **IPA (phonetic) symbols** in the textbook in chapter 2.1 that can't be

represented on regular keyboards; e.g. *capital I* or *schwa*; using these names gives us flexibility referring to them.

- o And, finally, please **start memorizing all the phonetic symbols** in this chapter. They are part of your professional toolbox as language teachers. I will give a dictation later in the course (Lesson 10) using these symbols by heart.

AT A GLANCE

Here is a summary of all the things in the course that you're supposed to do this week:

1. READ Chapter 1 & Chapter 2.1 from the book (number and start memorizing phonetic symbols for a dictation later in the course)

2. DISCUSS in assigned groups or pairs ([Forum F1.1 Think-Pair-Share Grammar](#); [Forum F1.2: Group Work Jabberwocky](#); [Forum F1.3 Think-Pair-Share Pronunciation](#)). Make at least 3-5 substantive comments in your group over the next week. Check the rubric for class participation in the syllabus (length, quality, frequency).

3. BEGIN TO DISCUSS the [Jabberwocky poem](#) as per lesson recording in relationship to specific language levels as per lesson. (Follow instructions regarding group roles; it's good teaching.)

4. START (by selecting a short text) ON the homework assignment - "[Linguistic Levels Assignment](#)" in Canvas/*Assignments* (and also copied above) – due also via the assignment "[Linguistic Levels Assignment](#)" in Canvas.

NEXT FOR SUMMER 2023 STUDENTS:

- Now you can start playing back the *Google Meet* recording of this lesson by going to *Home* in Canvas, scrolling down to the module *Lesson 1*, and clicking on the link [Lesson 1 Recording Link and Notes with time stamps](#).
- Consult the notes below in parallel as you watch the video.
- In the video, skip over recorded class discussion activities at the places indicated here in *Notes*.
- Instead of watching them, conduct the respective discussion activity online in CANVAS. Activity labels are given in the *Notes* file below. Instructions for the activities are given in the recording by me orally and also repeated in the CANVAS discussion forums in writing.
- After getting started with an activity, continue watching the video at the time marked below in this file and also continue the activity throughout the lesson.

Lesson Boardwork:

Logistics: (ca. **07:18** **START VIDEO AND SKIP FORWARD TO TIME MARKER 7:18 MINUTES**)

- **Introductions** (go to Orientation Forum F1.0 Introductions or [Forum F1.0 Introductions](#)):

Debriefing: read posts in Canvas forum... (11:23-28:15; skip to "Introduction to Linguistics" below)

we will collect some **highlights**

- **Introduction to Linguistics:**

- Content area for ESL/EFL/EL/TESOL teacher

- Languages are **diverse and complex** – overwhelmingly complex perhaps

- Languages are also **regular, rule-governed, patterned**; there is LOTS to know

- **Grammar(s)** – many kinds of grammar

- **Think-Pair-Share activity: What is a grammar? What do you know about grammars? Are there different kinds of grammar?** (asynchronous people: skip **39:50-49:25** in recording; instead, go to [Canvas](#) to do pair work in Forum F1.1 ([Forum F1.1 Think-Pair-Share Grammar](#))

Debrief: **read/listen to posts in Canvas forum...**

(49:25)

descriptive

also

- **Think-Pair-share: How do we get at grammar? Where do grammars "live" or exist? In the classroom on the fly – do you access your mental grammar? How do you get at it? What "data" can you use to answer a problem in the classroom? What strategies can you use?** (skip **56:31-1:06:40**): instead, Forum F1.1 in Canvas ([Forum F1.1 Think-Pair-Share Grammar](#))

Debrief: **read/listen to posts in Canvas forum...**

☒ **Introspection**; accessing your own knowledge (1:06:40)

☒ **Noam Chomsky: competence and performance**

☒ **Only access** is through **performance** – visible, audible, concrete language samples, manifestation

☒ **BIG CLASS GOAL: to practice introspection**, accessing your competence via performance – only **indirect access**

- grammars live in our minds=idiolects, subconsciously as well as consciously (explicit rules) that we access; family, region, society all have different societal grammars; “live” – grammars morph, change;
- disconnect between head and what goes on; mental grammar can be a barrier;
- language is compartmentalized; “seed” brings up language from the other language in bi/multilinguals; how does language ability play into this

- **Small Group Activity: practice introspection using Jabberwocky – first stanza**
(skip 1:20:00-1:42:57; Forum F1.2 [Forum F1.2: Group Work Jabberwocky](#)):
 - [Exercise file](#) is in Canvas Lesson 1/Supplemental Materials or in *Files*
 - Assign **group roles** (e.g., recorder, encourager, timer-keeper, skeptic) as per this file in *Files/Lesson 1: small group roles*; Group roles go back to the **Johnson brothers at the UMN – cooperative learning** groups; it helps learning by getting everybody involved
 - Go to your groups:
 - Summer 2023 group memberships: everyone is in two groups; it works best with 13-14 people;
 - Group 1: Sara, Chufue, Jodi, Emily S., Shawn, Jackie
 - Group 2: Kira, Emily N., Siri, Kim, Ravi, Chris, Josie

Debrief: [after break; skip to recording 2]

BREAK (1:44:00 - end recording 1; beginning of recording 2 see below)

Let’s collect our observations: (00:00-04:20; then skip to 23:14 below)

(23:14)

- **Logistics:**
 - Breaks (two);
 - **Syllabus** (7 homework assignments; open-book midterm; final paper; synchronous folks: journal, asynchronous folks: participation; can be found in Canvas
 - This class is **not** about **methods**, but about how **communication as a purpose shapes language**;
 - **Functional Linguistics** – language structure/facts are explained by their purpose/function in language – why people do what they do with language;
 - First **Homework** assignment due **6/23 (asynchronous summer 2023)**: first in-class **review**, then **revise & submit**;

Homework Logistics:

Let me expand a bit on how assignments work:

- *After an assignment is "handed out", there is typically **one week** to work on it.*
- *Then there is an opportunity for **peer review** and asking questions to make sure the rubric has been met.*

*- Synchronous: The class on campus reviews assignments in pairs; we review questions together. Then you have 4 days to revise and assignments are due some time **Sunday**, 4 days after Wednesday, when the revision period starts.*

- Asynchronous: This will be done in a homework review forum also in pairs. You have 1 week after the campus review session to review your assignment with others and make revisions. Your assignment is due at the beginning of the following lesson on 6/29.

- The assignment ([Linguistic Levels Assignment](#)) can be found in Lesson 1 under “Homework” or from the navigation bar on the left under [Assignments](#).

First Homework assignment continued:

- Practice making *linguistic observations* & organize observations by *linguistic levels*

☑ Let me demonstrate Linguistic Levels [Homework Structure](#) = structure of a linguistic observation (see Lesson 1/[Linguistics Level Homework Structure](#))

Now let’s organize and review [exercise observations](#) by [linguistic levels](#):

- **Pronunciation:**

Phonetics: ☑ demonstrate Homework Structure ([Linguistics Level Homework Structure](#))

Definition: The study of [speech sounds](#) (**first bullet**)

- 3 subareas: [articulatory](#) (production), [acoustic](#)/physical (transmission), [auditory](#)/perceptory (comprehension) phonetics

- also [IPA](#) – international Phonetic Alphabet – each sound is connected to a unique symbol

Pick [single speech sound](#) that is [appropriate](#) for phonetics, the study of speech sound (**second bullet**):
Consonants/vowels:

- for example, ‘twas’; t, w, [s]/[z]; (**fifth bullet**)

- [schwa] upside down e;

They are [smaller than words or sentence](#) (**third bullet**)

They are [regular](#) because they [can be pronounced in your Everyday English](#) (**fourth bullet**);

Y’all are in charge of your “data”: in other words, if someone says that the r is not in her Everyday English, then I won’t argue;

- **THINK-PAIR-SHARE:** what would be an [irregular](#) sound (**sixth bullet**) ([skip 1:00:30 - 1:14:10; go to Forum F1.3 instead; btw, 1:01 \(= 1 hour 1 minute\)](#))

Debrief:

[What would be irregular: pick your favorite sound from your favorite language, e.g. \[x\]](#)

[->](#)

We need an **alphabet** to represent sounds uniquely: IPA – International Phonetic alphabet
☞ start **memorizing** symbols and prepare for **dictation** later in course;

- **PHONOLOGY** (also pronunciation):

Definition/object of study: **sound patterns**, **sound system**: structure of sounds, system of **meaning-distinguishing sounds** (phonemes) to create words;

Let's take **two sounds** as "a **system**" for starters:

Psyche – what happened to 'p'? **No ps** combinations possible? Are they too hard to pronounce?

- **THINK-Pair-Share**: why no "p" in pronunciation of 'psyche'? can't English speakers make this sound combination? (**skip 1:30:30-1:41:50**; **go to Forum F1.3 instead**)

Debrief:

- p + s can be pronounced "in other places", e.g. middle or end of word

The kid **hop**s on the train. – Has to do with the position of the consonant pair=**sound system/pattern**; it's NOT impossible to pronounce;

Knutsen – not k+n?; but: **buckn**aked; Knickknack

Z[**ts**]ar= Russian ruler

English **phonotactics**: certain word-initial **consonant pair restrictions**: no p+s, t+s, K+n

Part of sound pattern: sounds used to make new words or create meanings:

- **Think-Pair-Share**: how many different words can you come up with by replacing the first sound in the word "hot"? E.g., *not/nought/knot...* (**skip 1:47:40-2:01:26**; **Go to the forum first before continuing... Forum F1.3**):

Go through alphabet:

Debrief:

minimal pairs:

→ **minimal pairs**; also **accidental gaps** are possible

caught vs. cot ☞ *dialectal differences in English*

Back to the list with bullets for linguistic observation checkpoints:

1. Definition (see above)
2. appropriate examples: see list of minimal pairs: initial sounds are appropriate
3. why belong: because they are sounds that let us create new words – sound system/pattern
4. as native English speakers, all sounds on the list are regular English phonemes/meaning-distinguishing sounds; for example, **ca**ught/**c**ot, **d**ot, **f**ought (=bullet 5)

[Think-Pair-Share: irregular example: (**skip 2:07:20-2:10:00**; **Forum F1.3**): What is **an irregular example** of phonology?

Debrief:

use one of the same sounds from Phonetics

5. irregular sounds are same as in Phonetics:
 - a. Spanish enye or trilled r: **ñ**
 - b. Hors d'**oe**uvre: **[ö]**
6. Yes, we listed a regular and an irregular example under #4 above

Homework:

Linguistics for Language Teachers (ESL 8100) – Summer 2023

1. **Questionnaire** – fill out, submit in Canvas Lesson 1 Supplemental Files module or in Assignments (**Participant Questionnaire**)
2. Read Files (Chapters) 1 and 2.0 & 2.1;
 - a. **start memorizing and using the names** given next to some **IPA (phonetic) symbols** in the textbook
 - b. **start memorizing all the phonetic symbols**
3. Look over homework assignment (**Linguistic Levels Assignment**)
 - a. it's not due, just preview;
 - b. find a **short text** to bring to class