



Teaching Students to Think Like a Linguist

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Introductions

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Agenda

- I. Introductions
- II. Background
- III. Grammar Class: DIY Grammar Rules
- IV. Reading Class: Working With Genre
- V. Listening-Speaking Class: Constructing Meaning
- VI. Final Thoughts & Questions



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Background

What Linguists Do

- Study language objectively
- Look at structure
- Look at meaning (lexical, phrasal, pragmatic)
- Look at context



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Background

Language

- Is systematic
- Has consistent rules
- Has rules for form, meaning, use

Linguists look for patterns. Students can too.



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Background

What the Research Says

- Meaning driven input process for adults
- Importance of a focus on form
- Connection between interaction and learning
- Perception of patterns to aid learning



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DIY Grammar Rules

Consonant Doubling for Regular Past

(Advanced)

Simple Past: One-Syllable Verbs

rip	ripped
wait	waited
stop	stopped
bat	batted
push	pushed
pull	pulled
float	floated
hug	hugged
trim	trimmed
ban	banned
rob	robbed
seem	seemed
harm	harmed

Simple Past: Multi-Syllable Verbs

listen	listened
repair	repaired
edit	edited
commit	committed
develop	developed
prefer	preferred
happen	happened
explain	explained
occur	occurred
repeat	repeated
unplug	unplugged
refer	referred



- Identifying a problem with form
- Tapping into existing knowledge
- Noticing patterns
- Formulating rules

So how are students thinking like linguists?



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DIY Grammar Rules

**The 1-2-1-2 Rule
for Infinitive and Gerund Objects**

(Advanced)

Directions: Read each of the sentences in this exercise. Then look at the **verb** and **infinitive or gerund object**. Decide which is first—the action described by the verb or the action described by the infinitive or gerund. Label **the action that is first with a 1** and **the action that is second with a 2**.

1 2

EX.: If you **want to learn** about the history of Roosevelt University's Auditorium Building, go to <http://www.roosevelt.edu/campuses/downtown.htm>.

1. When Roosevelt University **agreed to purchase** the Auditorium Building, school officials knew that the building would require a lot of work.
2. School officials **asked** members of the Board of Trustees and other philanthropists **to donate** money for restoration of the building.
3. Once architectural experts **finished looking** at the building, they **decided to give** it historic landmark status.
4. The RU administrators **hired** consultants **to do** an estimate of how much restoration work would cost.
5. Architecture buffs who live in or visit Chicago **appreciate being able to** see so many gorgeous buildings throughout the city.

6. They can **arrange to take** a tour through the Chicago Architecture Foundation.
7. Roosevelt University **invites** prospective students and their families **to visit** the landmark Auditorium Building for an open houses or a scheduled campus tour.
8. It is very likely that the Chicago Architecture Foundation will **keep on offering** downtown tours, but they're not cheap.
9. I **plan to take** the free podcast tour of the Chicago History Museum one day soon.
10. On the self-guided tours, you can stop and then **resume taking** the tour whenever you want.

I always remember **to lock** the door when I go out.

I remember **being** at TESOL in Baltimore in 1993.

We remembered **to send** a Mother's Day card. (Whew!)

We didn't know the name of the movie, but we remembered **watching** it on TCM.



- Looking at data
- Formulating a hypothesis
- Testing a hypothesis
- Continuing to apply and test

So how are students thinking like linguists?



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DIY Grammar Rules

Commas With Adjective Clauses

(Advanced)

Directions: Read each of these sentences, and discuss them with your ELP 91 classmates and instructor. Decide which sentences need additional information.

1. "What Type Are You?" is an article.
2. William Marston came up with the concept of Type A, Type B, Type C and Type D personality classification.
3. Are you the kind of person?
4. Type A people usually make decisions quickly and do not waste time putting their plans into action.
5. Isabel Briggs Myers and her mother worked together for many years.
6. Have you ever taken the Briggs-Myers test?
7. One of the reasons is to understand themselves better.
8. The descriptions are interesting.
9. The descriptions on pages 196-197 of *Focus on Grammar* are interesting.
10. A Type D individual prefers the kind of environment.

Now, read the sentences again. What do you notice about the underlined portions?
Discuss your observations with your classmates and instructor.

1. "What Type Are You?" is an article that discusses personality types.
2. William Marston, who lived in the first half of the 20th century, came up with the concept of Type A, Type B, Type C and Type D personality classification.
3. Are you the kind of person who enjoys going to parties or prefers to spend time alone?
4. Type A people, who are also known as "drivers," usually make decisions quickly and do not waste time putting their plans into action.
5. Isabel Briggs Myers and her mother, who developed a famous personality test, worked together for many years.
6. Have you ever taken the Briggs-Myers test, which is often given to help people determine their interests and possible careers?
7. One of the reasons that people try to learn more about personality types is to understand themselves better.
8. The descriptions that the author of "What Type Are You?" gives to explain personality types are interesting.
9. The descriptions on pages 196–197 of *Focus on Grammar*, which the author of "What Type Are You?" gives to explain personality types, are interesting.
10. A Type D individual prefers the kind of environment that makes people feel safe and comfortable.



- Looking at meaning
- Noticing a pattern
- Formulating a rule

- Connecting spoken and written language
- Connecting meaning and form (“the Zulaa Rule”)

So how are students thinking like linguists?



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DIY Grammar Rules

Introduction to Simple Modals

(Intermediate)

Directions: Underline the modal auxiliary verbs in the sentences below. What time do the sentences represent? Is it **now, the future, the past** or **always**?

Example: I can see clearly now. The rain is gone. *Now*

1. We are going to drive to Milwaukee on Saturday. If we leave at 9:00, we should be there by noon.
2. All ELP students should spend at least an hour doing homework everyday.
3. Most of the students in ELP can play the piano.
4. By the time Laura was 3 years old, she could spell her name and recite the alphabet.
5. Could you help me find the Registrar's Office?
6. A: Would you like a cookie?
B: Yes, can I have one of the chocolate ones? They look really good.
7. A: Thanks for the invitation to the party this weekend. Can I bring anything?
B: You could bring some ice. We never have enough ice.

6. A: Would you like a cookie?
B: Yes, can I have one of the chocolate ones? They look really good.
7. A: Thanks for the invitation to the party this weekend. Can I bring anything?
B: You could bring some ice. We never have enough ice.
8. A: Zhen isn't in class today. He never misses class. He must be sick.
B: His family is visiting from China. He might be taking the day off to show them around Chicago.
9. A: Are you going to the computer lab this afternoon?
B: No, I don't have time. I may be able to go later this week.
10. Restaurant customer: Could we have a table for four, please?
Restaurant host: I'm sorry. All our tables are full. There will be a short wait. May I take your name? We'll call you when a table becomes available.
Restaurant customer: Yes, the name is Englebrettson.
Restaurant host: Could you spell that for me, sir.
11. All international students must get the international student advisor's signature on their I-20 before they leave the US during semester break.
12. Rose might go to Africa to work in a rural hospital next year.
13. Some of the ELP teachers might have tattoos.

now	future
always	past

now	future
<p> Could - 5 could - 10 Would - 6 will - 10 Can - 6 may - 10 Must - 8 might - 13 Might - 8 </p>	<p> (1) should (7) can (7) could (9) may (10) will might 12 </p>
always	past
<p> Should 2 can 3 Must 11 </p>	<p>4. Could</p>



- Categorizing data
- Looking for patterns
- Forming a tentative hypothesis

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Constructing Meaning

Working With Genre

(Beginning)

ELP 088

McLaughlin

Analyzing a Scary Story

Getting Started

1. Listen to the poem “Slithery Dee”.
2. What did you feel at the end of the poem?

Instructions:

- Read the short story from “Scary Stories to Tell in the Dark”.
- Answer the following questions.

1. What is the name of the story?

2. What is the setting of the story?

3. Who is/are the main character/s?

4. What happens to the main character/s during the story?

5. What is the surprise at the end of the story?



- Discovering a discourse pattern
- Observing elements of a genre

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Constructing Meaning

Pronunciation: Items in a List

(Advanced)



Q for 4/11

Work with your group to finish the following lists. Think about the following questions.

Is your list a complete list?

Or is it an unfinished list? Do you want to let your listener know you could supply more items?

1. The sections of the orchestra are...
2. To improve their English, ELP students should...
3. The wealthiest people of the world, like _____, _____, and _____, have pledged to give the majority of their wealth to philanthropy.
4. The main causes of poverty are...



Q for 4/7

Why do people give to charities?

List at least 4 reasons.



- Observing the effects of a discourse pattern
- Analyzing the responsibilities of the speaker in a speech event

So how are students thinking like linguists?



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Final Thoughts

- The rules for form, meaning and use are not random.
- Students can learn to notice.
- Students discover, analyze, and generalize.
- Meaning matters.
- Students can get knowledge of English and become good lifelong language learners.



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Questions



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