

Linguistics in and beyond the languages classroom: how and why

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UKLO @ ALL

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Today's session...

- **Linguistics – what and why?**
- **Linguistics every day** – enhancing MFL teaching by encouraging pupils to think like linguists!
- **MFL and beyond** – using linguistics for ‘cross-linguistic’ collaboration, enrichment and intervention, and broader cross-curricular work.
- **Resources and support.**

What...?

- Phonetics
- Orthography
- Language acquisition

- Speech and writing
- Accents and dialects
- Social variation
- Pragmatics



- Syntax
- Morphology
- Descriptive vs prescriptive

- Lexis and semantics
- Historical linguistics
- Language futures
- Language change
- Etymology

Why...?

- encourages pupils to value language for language's sake
- provides practical, transferable language skills
- allows pupils to recognise the breadth of language study whilst supporting curriculum requirements
- improves pupils' ability to hypothesise, analyse and synthesise
- develops collaborative and teamwork skills
- helps pupils better understand relevance and cultural significance of communication in its many forms
- raises profile of language as a credible subject matter for investigation, including scientific investigation
- supports Key Stage 2 / 3 transition, particularly in MFL

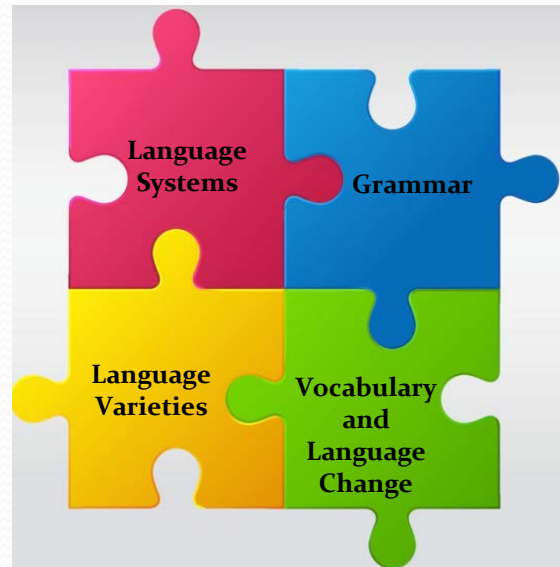
Linguistics every day

Talk about language
– without the ‘s’!

Use these four areas
to create linguistics
prompt questions

Use linguistics to
‘zoom in and out’ of
texts

Use discussion to
foster a love of
language for its own
sake. Pupils can
learn *about*
language as well as
learning a language.



Discuss linguists
with pupils – who
are they? What do
they do?

Use a ‘little and
often’ approach

Introduce pupils to linguistics terms and concepts
so they become part of your every day classroom
language.

What can you say about the longest word in the text?

Do any words contain sounds we don't use in English?

Is this a formal or informal text? How do you know?

How would you describe the speakers' voices? Why?

Do the speakers have the same accent?

How would this text be different if it happened 'in real life'?

How many ways can you find to spell the sound 'ee'? **II**

Can you find a sentence with two clauses?

Can you find three words with prefixes?

Do you see any examples of 'bad grammar'? What do you think about it?

Do you see any examples of particularly modern / old fashioned words? What would you say instead?

Divide the words up into semantic fields.

3 Auf Klassenfahrt!

Talking about what you and your friends did on a trip



Hör zu und lies.



Klassenfahrt

Klasse 7F Klassenfahrt zum Friesendorf-Zentrum
Vom 18. Oktober bis 20. Oktober

18. Okt. Bus nach Friesendorf um 08.00 / Radtour im Naturpark
19. Okt. Naturpark-Museum / Sportnachmittag
20. Okt. Kreativer Vormittag / Bus nach Köln um 14.00


Mutter: Na, wie war die Klassenfahrt?
Silke: Ach, nicht schlecht.
Mutter: Was habt ihr denn gemacht?
Silke: Tja, ganz viel. Hier ist das Programm.
Mutter: O, ihr habt eine Radtour gemacht. Wie war sie?
Silke: O.K., aber ein bisschen anstrengend. Mein Fahrrad war sehr alt und kaputt.
Mutter: Ach, nein! Und seid ihr zum Naturpark-Museum gegangen?
Silke: Ja, aber das war nicht sehr interessant. Wir haben im Museumsgarten gefaulenzt und viel Eis gegessen. Es war ziemlich sonnig.

Mutter: Aha, aber Sport treibst du doch gern, oder? Was habt ihr am Sportnachmittag gemacht?
Silke: Wir haben Tischtennis und Volleyball gespielt. Und wir sind auch schwimmen gegangen.
Mutter: Wunderbar! Aber war das Wasser nicht kalt?
Silke: Ja, es war sehr kalt.
Mutter: Heute Vormittag war kreativ, nicht? Wie war das?
Silke: Tja, wir haben im Naturpark Bilder gemalt.
Mutter: Toll!

Find three words in the text and exchange them for their antonym. How does this change the text? What else do you need to change to make it make sense again?


You can look **inwards** to the **words**.

- Orthography
- Morphology
- Phonology
- Semantics
- Syntax




@Bessedyaszay Bare yutes
shooting at the feds #tottenham

You can look **along** to **other texts**.



What kind of text is this?
How does this text relate to other
texts / types of text?
How is our reading of this text
influenced by other types of text?
(intertextuality)

You can look **outwards** to the **world**.



What is this text telling us about?
What role does this text play in the
world?
Why did the author produce this
text?
What does the language tell us about
the author?

How does the umlaut make the pronunciation of 'für' differ from that of 'nur'?

Does this text contain any borrowings or other type of influence from another language?

What is the origin of the word 'simsten' Why is this interesting?



What does this text tell us about the role of communication in today's society?

What is the role of the text itself? What is its intended effect?

Imagine a different person in the picture – would the language be any different? How? Why?

What syntactic features are used in advertising to make them effective?

What kind of advert is this?

What other types of advertising exist?

Are they more or less powerful than this? Why?

The value of a linguistics approach for KS2/3 transition

- Transition age pupils have been found to be most receptive to learning about language ‘for language’s sake’
- *“In our experience we have found that younger students are far less infected than older students and adults by the strictures of prescriptive grammar... They do not resist the notion that there is a linguistics, a science of language and of mind.....”*

Honda, M., O’Neil, W. and Pippin, D. “On promoting linguistics literacy” in Denham, K. and Lobeck, A. (ed.) “Linguistics at School” (2014: 178-9)

- A linguistics approach supports the increasingly popular ‘multi-lingual’ / language awareness model of language teaching at KS2 (see eg. Peter Downes’ Discovering Language project)
- A linguistics approach supports the National Curriculum ‘POS’ for KS2 and 3, in particular *“Language teaching should provide the foundation for learning further languages...”*

MFL and beyond...

- **‘cross-linguistic’ collaboration**
 - collaboration with English / Classics departments on language work
- **enrichment and intervention**
 - linguistics offers much scope for pupils to develop and improve transferable skills such as problem solving, teamwork, critical thinking, analysis, etc, so would work well for G&T or SEN intervention work, or for a themed day
- **broader cross-curricular work**
 - US middle school teacher David Pippin’s work has shown that linguistics can be a serious subject for scientific study in the classroom
 - Socio- and historical linguistics can offer different perspectives in citizenship, history and geography lessons.

'Cross-linguistic' collaboration

- Interest in collaboration between different types of language teachers is currently gaining pace, particularly in the field of grammar teaching. Collaborative work on language can be broadly defined as:

All forms of language and linguistics related teaching which has the aim of raising the profile of, and pupils' interest and ability levels in language, and in which there is collaboration between linguists of different types, and / or standalone teaching about language which contributes to knowledge and skills in, but is not necessarily overtly presented as, English, Classics or MFL work'

Ideas for implementing cross-linguistic collaboration

- Cross curricular ‘domino’ starters and plenaries / homework
- Cross curricular pupil ‘envoying’
- ‘Cameo’ teaching / team teaching or joint ‘reflect and extend’ lessons after separate work on a specific area of language
- ‘Crowdsource’ examples of grammatical features from pupils’ home languages, allowing pupils to deepen their understanding of features through comparison
- Develop pupils’ metalanguage by getting them to create their own grammar glossaries with examples from different languages
- Terminology bingo cards – pupils tick off features in return for merits when they have heard items of grammatical terminology mentioned in MFL, English (and Classics where applicable) *and* can explain / exemplify the feature
- Set cross curricular ‘language journals’ as an ongoing homework, with pupils recording noteworthy eg. grammatical, lexical, sociolinguistic examples they use, hear and read
- Use English and FL versions of children’s books for parallel linguistic analysis.

Linguistics resources

- Global Communications is a fully resourced three-unit linguistics course for Key Stage 3 pupils www.globalcommseducation.weebly.com
- Professor Kristin Denham from Western Washington University has made many articles / resources available on her websites

www.kristindenham.net/#!ling-in-ed/cisju

www.teachling.wvu.edu/

www.explorelanguage.org/

- ‘Lingo’ is a new language and linguistics magazine for KS2 and 3 pupils from the producers of Babel. You can contact editors@lingozine.com to get the first issue free.
- Mick Webb’s ‘The Book of Languages’ is a great source of KS2/3 level language information. David Crystal’s ‘Cambridge Encyclopedia of the English Language’ is highly detailed and informative for older year groups or for teachers.

Enrichment and intervention

- UKLO problems, whether as part of the competition or as classroom resources, provide excellent extension or G&T activities. Equally, it has been shown that linguistics work (similar to the UKLO Breakthrough Workout resources) can be really beneficial to pupils who identify as reluctant or struggling readers and writers.
- UKLO Breakthrough Workout are standalone , ‘ready-to-use’ problems for KS2 and 3, with markschemes, commentaries and teacher prompt questions.
www.uklo.org/breakthrough-workout
- UKLO has a large bank of sample and past-paper questions at varying difficult levels on its website www.uklo.org/example-questions
- Find out more about entering the competition here <http://www.uklo.org/how-it-works>

Broader cross-curricular work

- US middle school teacher David Pippin's work has shown that linguistics can be a serious subject for scientific study, for example with this phonology problem:
"...attempt to explain New England /r/-less-ness and intrusive /r/ in words such as 'water' and 'law' when used in a variety of sentences"

This kind of work offers children a scientific way to think about language, allowing them to:

- develop and hone methods of scientific inquiry
- pose questions
- collect and analyze data
- formulate testable hypotheses
- test, revise and reject hypotheses

Honda, M., O'Neil, W. and Pippin, D. "On promoting linguistics literacy" in Denham, K. and Lobeck, A. (ed.) "Linguistics at School" (2014: 175-177; 187-8)

- Socio- and historical linguistics can offer different perspectives in citizenship, history, geography and politics lessons. The following sites provide a wealth of information:
 - www.endangeredlanguages.com
 - www.languageonthemove.com
 - www.languageinconflict.org
 - www.ethnologue.com

In summary.....

- Use linguistics terminology for in-depth investigation of texts
- ‘Little and often’ for every day use
- Make use of linguistics for spontaneous speech opportunities
- Consider the benefits of linguistics for
 - Enrichment
 - Intervention
 - Transition
- Value sociolinguistics as a ‘way in’ to humanities and cultural work
- Stay in touch!

Resources and support

Contact

- akasarahcampbell@gmail.com
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UKLO

- www.uklo.org/about/contact
- www.facebook.com/UKLinguisticsOlympiad
- [@UKLingOlympiad](https://twitter.com/UKLingOlympiad)

Resources and support

United Kingdom Linguistics Olympiad (UKLO) and UKLO Breakthrough Workout	http://www.uklo.org http://www.uklo.org/breakthrough-workout
Global Communications Key Stage 3 Linguistics Course	http://globalcommseducation.weebly.com/
Kristin Denham's Linguistics in K-12 Education links page	http://www.kristindenham.net/#!ling-in-ed/c1sju
Western Washington University (Kristin Denham) Linguistics in Education resources	http://www.teachling.wvu.edu/
Kristin Denham's Exploring Languages resources page	http://www.exporelanguage.org/
Association of School and College Leaders / Peter Downes Discovering Language Multi Language Awareness Programme	http://sha.org.uk/Home/About_us/Projects/Discovering_language/Discovering_language/
University of Glasgow Language into Languages Teaching (LILT) project and resources	http://www.arts.gla.ac.uk/STELLA/LILT/frameset.htm
Lingo Magazine (Issue 1 out now, website under development)	http://www.lingozine.com/
Linguistics Glossary	http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm#Head http://www.englishbiz.co.uk/grammar/main_files/definitionsn-z.htm