

Language of Learners (Part 2)

Lecture 9

Quiz #3

- Linguistics F2015 Quiz #3 (LECTURES 6-8; 1-5 Review)
- Quiz opened Monday, 23 November 2015, 9:00 AM
- Quiz closes Monday, 7 December 2015, 11:55 PM

Main Point

For making good sense, we need words. But as the previous quotes and anecdotes show, we also need more than words. We need to make good sociolinguistic and pragmatic sense. We need to make good phonological sense, and we need to make good lexical and grammatical sense.

Outline

- (1) Pragmatics
- (2) Phonology
- (3) Vocabulary
- (4) Syntax and Sequence

Key Words

- pragmatics
- phonology
- relative clause
- register
- minimal pairs
- collocations
- cognates
- orthography
- segmentals
- supersegmentals
- semantics
- morphology

(1) Pragmatics

- Semantics is about word meaning.
- Pragmatics is about speaker meeting.
- Speaker meaning includes a social context.

(1) Pragmatics

- A: Give me a ride!
- B: No!
- A: Could I have a ride?
- B: Sure, okay.
- A: Could I possibly ask you for a ride?
- B: No problem.

(1) Pragmatics

- If a learner knows 5,000 English words,
 - and if he has good skills with syntax and morphology,
 - he will still face challenges using English. He still needs to:
 - make, understand, accept, reject polite requests.
 - respond politely to compliments or apologies.
 - recognize humor and manage conversations.
 - understand pragmatic, semantic, and syntactical nuance.

"Pragmatics is the study of how language is used in context to express such things as directness, politeness, and deference."

Lightbown & Spada

(1) Pragmatics

- Which are the best proposals?
 - Marry me.
 - Can you marry me?
 - Could you marry me?
 - Is it all right if you marry me?
 - Do you think you could marry me?
 - Will you marry me?
 - Would you marry me?
 - Do you mind marrying me?
 - Would you mind marrying me?

(1) Pragmatics

- Language learners need to make good sociolinguistic and pragmatic sense.
 - We also need to make good phonological sense, like Chris Tucker.

(2) Phonology

- How can we improve our pronunciation and phonology?
 - With the audio-lingual method, teachers focused on segmentals, such as minimal pairs.
 - fun, fan
 - bug, bag
 - cut, cat

(2) Phonology

- CLT focuses on suprasegmentals.
 - Rhythm, stress, and intonation.
 - Better than focusing on individual words.
- Teachers should...
 - focus more on suprasegmentals than segmentals

(2) Phonology

- Paul Mori (Pronunciation 101)
 - Speak high to low.
 - Stress meaningful words.
 - Connect the words and phrases.
 - Voice function words on the offbeat.
 - “Outside of a dog, a book is a man’s best friend. Inside of a dog it’s too dark to read.” – Groucho Marx

(2) Phonology

- Difficult Words!
 - What are some hard words for you to say in English (or Japanese?)
 - Here are some hard one’s in English.
 - Penguin, Sixth, Squirrel, Choir, Worcestershire
 - “The sixth sick sheik’s sixth sheep’s sick.”

(3) Vocabulary

- How many words do you know?
 - Look at the word master.
 - Shakespeare used 31,534 different words.
 - Shakespeare knew approximately 66,534 words.



(3) Vocabulary

- How many words do adult educated speakers know?
 - At least 20,000 English words.
- How many words are there in English?
 - Between 100,000 and 1,000,000.
 - Are teach, teacher, teaching, and taught four words or one word?

(3) Vocabulary

- What’s an optimal vocabulary size for an English learner?
 - 8,000-9,000 words
 - 9,000 give you 98% coverage of almost all texts.
- This is nearing superior level.

(3) Vocabulary

- How many English words do you need at **minimum**?
 - The top 2,000 give you 80% of all texts.
 - That's intermediate.
 - But 5,000 give you 95% coverage.
 - That's advanced.

(3) Vocabulary

- What percentage of the words in a text do you need to know to understand it without a dictionary?
 - 70-75%
 - 85%?
 - 95%?
 - 95-98%

(3) Vocabulary

- How often do you need to meet a word to learn it?
 - A minimum of six times.
 - A maximum of 16 times.
 - Let's optimistically say 10 times.
 - More for full fluency, automaticity, and depth.

(3) Vocabulary

- We may learn borrowed words or cognates more quickly.
 - Learning in a single exposure is called "fast mapping."

(3) Vocabulary

- English, Spanish, Italian, French
 - dictionary, diccionario, dizionario, dictionnaire
 - responsibility, responsabilidad, responsabilità, responsabilité
 - activity, actividad, attività, activité

(3) Vocabulary

- What does it mean to "know" a word? (Nation, 2001)
 - Form
 - Phonology, Orthography (written), Morphology
 - Meaning
 - What are the concepts and associations?
 - Use
 - Grammar, Collocations, Register

(3) Vocabulary

- What's the best way to learn vocabulary? What does Krashen say?
 - "The best source for vocabulary growth is reading for pleasure."
 - For this, you need to know 95-98% of the words you read.

English Vocabulary by Reading

1000 Word List	Goal	Weeks	Days/Wk	Days	Hours	Daily Min	WPM	Actual
1000-2000	200,000	40	5	200	23.3	7	150	210,000
2000-3000	300,000	40	5	200	33.3	10	150	300,000
3000-4000	500,000	40	5	200	56.7	17	150	510,000
4000-5000	1,000,000	40	5	200	110.0	33	150	990,000
5000-6000	1,500,000	40	5	200	166.7	50	150	1,500,000
6000-7000	2,000,000	40	5	200	223.3	67	150	2,010,000
7000-8000	2,500,000	40	5	200	276.7	83	150	2,490,000
8000-9000	3,000,000	40	5	200	333.3	100	150	3,000,000

Questions

- How are you learning vocabulary?
 - What's a word you learned recently?

(3) Vocabulary

- Learn vocabulary with word cards.
 - Word cards are better than lists.
 - Separate word cards into groups (known/unknown).
 - Study high frequency words first.
 - Do retrieval with spaced- repetition and interleaving.

(4) Syntax and Sequence

- Learners learn relative clauses in stages.
 - The relative clause that refers to a subject is easiest.
 - "The alien who was crazy ate George."

(4) Syntax and Sequence

- Relative clauses referring to object are second easiest.
 - "The story that I wrote about aliens was amazing."

(4) Syntax and Sequence

- Relative clauses for possession are next to the hardest.
 - "I know the alien whose brother was crazy."

(4) Syntax and Sequence

- Relative clauses for object of comparison are hardest.
 - "The alien that ET is bigger than is scary."

(4) Syntax and Sequence

Part of speech	Relative clause
Subject	"The alien who was crazy ate George."
Direct object	"The story that I wrote about aliens was amazing."
Indirect object	"The alien who Susan gave the brain to was hungry."
Object of preposition	"I met the alien that John was talking about."
Possessive	"I know the alien whose father is visiting."
Object of comparison	"The alien that ET is bigger than is scary."

(4) Syntax and Sequence

- If you can use #5, then you can use 1-4, etc.
- If your L1 doesn't have the type, it'll be harder for you to learn.
 - In Japanese and Chinese, relative clauses come before the nouns they modify, so Japanese and Chinese speakers
 - may tend to avoid using some relative clauses.

Question

- What aspects of language do you avoid using?
 - What are your language weaknesses?
 - How can you improve them?

So What?

- Practical Phonetics: Learn suprasegmentals.
 - Rhythm, stress, and intonation.
- Vocabulary: Learn the most important words first.
 - Learn incidentally through compelling stories.
 - Learn with word cards through spaced-learning (not massed).
 - Read stories and text with the appropriate coverage (95-98%).

So What?

- Sequence.
- We tend to learn grammar in a sequence, simple to complex.
 - High frequency first. Lower frequency later.
 - Try to learn the grammar that you tend to avoid.
 - At least be aware of it!

So What?

- Pragmatics takes us beyond grammatical correctness.
- We learn social appropriateness.
 - We express it through:
 - grammar
 - tone of voice
 - and body language.

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