24.S95 Linguistics in K–12 Education

Session 5: Reflecting on Spring Spark | Sharing Lesson Proposals |
| Making Expressions & Expression Building Accessible to 
Primary School Students
Plan for today:

• Reflecting on Spring Spark
• Sharing Lesson Proposals/UbD Templates
• Making Expressions and Expression Building Accessible to Primary School Students
• Making Linguistic Inquiry Accessible through Problem Sets
Reflecting on Spring Spark

• The experience of designing the Spring Spark class
• The teaching experience
• Did the Spring Spark class meet our goals?
• Did you meet your personal goals?
• How could the Spring Spark experience be improved or developed?
Sharing Lesson Proposals

• Remind us about your partner teacher’s class (subject area, students).
• What do you plan to do with the class?
  • Desired results
  • Evidence of understanding
  • Learning plan
• Some things to think about as you plan your lesson:
  • What do students need to know for your lesson to be accessible?
  • What might the teacher and the students do after your lesson to apply or extend the teaching and learning experience?
Linguistics in Primary Education

• What goals did Fabb 1985, Denham 2010, and Oppenheimer et al. 2022 have in their work?
• What did they do to make exploring language accessible to primary school students?
• How did they explore expressions and expression building (morphology and syntax)?
• Are there any useful ideas for your lesson?
Making linguistic inquiry accessible

- Consider what students know and what you want them to learn
- Select a phenomenon that will be accessible to investigation and explanation
- Select an approach to the investigation:
  - Bottom-up / top-down
  - Textual analysis
  - Problem set
  - Fieldwork
Making linguistic inquiry accessible

• Motivate the problem: “Serious inquiry begins when we are willing to be surprised by simple phenomena in nature...” (Chomsky 1993: 25)
  • Grammaticality judgments can reveal a surprise,
    • e.g., You can’t say wanna whenever you wanna.
  • Constrained sets of data can reveal a puzzle,
    • e.g., You don’t always add [s] to form a plural.

• Structure the investigation into “do-able” chunks to support students in the inquiry process
  • Constrain the presentation of data
  • Present a hypothesis with counterexamples
  • Model scientific thinking
Investigating Tohono O’odham

• The O’odham (formerly called the Papago) reside in northern Mexico and on four reservations, as well as towns and cities in southern Arizona.

• The Tohono O'odham Nation is a federally-recognized tribe that includes about 28,000 members occupying tribal lands in Southwestern Arizona.

• According to the Endangered Languages Project metadata, there are 14,000-15,000 fluent speakers of all ages.
Joyce L. Juan’s problem set on noun plurals

• Joyce is a guest in the culture. She is married to a Tohono O’odham man and lives and teaches in the community, but she herself is not Tohono O’odham.

• She attended the Linguistics Workshop that Wayne O’Neil and I taught at the 2000 American Indian Language Development Institute.

• Joyce taught 5th graders in a public school on the Tohono O’odham reservation and created a noun pluralization problem set for them.
  • Reading ability from grade level 2.1 to 5.5
  • Knowledge of O’odham: lists of words to fluency
Desired results

• Student goals:
  • Greater appreciation of the complexity of Tohono O’odham
  • More familiarity with written form of Tohono O’odham
  • Greater awareness of some components of language
  • Become familiar with and use the scientific method
  • Contact Tohono O’odham speakers and gather data
Desired results

• Teacher’s goals:
  • Learn more about the complexities of O’odham
  • Learn more about the students
  • Work more closely with the students’ families
  • Students and families will be persuaded to use their language more at home
  • School work will become a family activity