

DISCUSSIONS – INSTRUCTIONS

The purpose of our discussions is to foster curiosity and active involvement with the material in “The Study of Language” by Yule. Students will actively pose and respond to questions that arise when reading the assigned chapters.

INITIAL POSTS: For each initial post you will:

- write a question inspired by a portion of your reading.
- provide support for your question by describing the rationale for your question.
- reference a relevant section of the reading(s).
- use additional references to other resources relevant to your answer (optional).

Note: Each person in a discussion group needs to ask a unique question. In other words, make sure you do not repeat questions already shared by others in the discussion thread. It is up to you to read carefully what has been shared before posting, to avoid duplicate questions.

RESPONSE POSTS: For each response post you will:

- post an answer to a classmate’s question.
- provide support for your answer by citing the reading(s).
- use additional references to other resources relevant to your answer (optional).

Note: Everyone in a group is required to post **at least two response posts**.

Please keep reading!

Below you will find examples of effective and ineffective discussion posts and responses.

EXAMPLES AND ACCOMPANYING INSTRUCTOR NOTES

[1] Example of an <u>effective initial post</u>	[1] Instructor Note
<p>Chapter 5: Word Formation</p> <p><i>How can knowledge of conversion help or hurt ELL vocabulary lessons?</i></p> <p>It is interesting to me to track the conversion process of a language. In the modern era, new words are constantly evolving. Conversions are one way of tracking these additions to the English language vocabulary. From my observations, it seems that new words are converted as a result of a surge in popularity and a consistent increase of usage. For example, "Google," "Facebook," and "Youtube" are all names of internet sites that have converted from proper nouns to verbs. This conversion can be seen through commonly used phrases such as <i>I'll facebook you; He googled it; We youtubed it.</i> As Yule notes, these "category change[s]" or "functional shift[s]" are increasingly prevalent in Modern English (p. 63), as new technology and inventions require unique names and, thus, create new words. The more recent the word, the more comfortable people are with exploring and experimenting with its usage. Now that I understand conversion more, I wonder how this could be applied to the classroom. Would knowledge of conversion help or hurt vocabulary lessons with ELLs? (184 words)</p>	<p><i>This post includes a question that was clearly inspired by the assigned readings. The student comments on the information from the assigned readings that inspired the question in a thoughtful and detailed manner. The post includes personal interest but does not get too personal. Remember that the majority of the post should be developed using references to readings. Personal anecdotes are acceptable only if they clearly connect to the topic(s) within the assigned reading(s) and are used to supplement the main information in the post.</i></p>

[2] Example of an <u>effective response to an initial post</u>	[2] Instructor Note
<p>Understanding conversion can help teachers anticipate and plan for student vocabulary confusion.</p> <p>When students learn new vocabulary, they need to understand multiple aspects of words. According to Folse (2004), “knowing” a word includes understanding its polysemy and connotation. Polysemy refers to multiple meanings, and Yule’s conversion examples show how confusing word meanings can be for learners. For example, ball-parking a figure is very different from going to a ballpark (p. 63). Additionally, Yule’s examples show that not just meanings but also connotations can change dramatically. A doctor is a helpful person, but to doctor a document is to create a forgery (p. 63). Students need to know that words can have multiple meanings, and these meanings can vary in connotation. Language teachers need to know that learning vocabulary may have multiple definitions, and they should anticipate some possible student questions about target vocabulary in a lesson. As a teacher, I recommend helping students learn to use a quality dictionary as they work to expand their vocabulary. A favorite of mine is https://www.ldoceonline.com. When teachers anticipate possible confusion and plan to demonstrate learning strategies, students can complete lessons with more confidence. (179 words)</p> <p>Additional reference:</p> <p>Folse, K. S. (2004). Vocabulary myths: Applying second language research to classroom teaching. Ann Arbor, MI: University of Michigan Press</p>	<p><i>This response post includes a direct answer to a peer’s question. The response supports the direct answer with information from Yule’s text that expands on the content shared in the initial post/question. While not required, the response includes outside references to illustrate the point. A word count is included.</i></p>

[3] Example of an <u>ineffective initial post</u>	[3] Instructor Note
<p>What is word formation?</p> <p>When I read this chapter I thought, "Wow! How cool!" I thought it was really interesting because I have a three-year-old.</p>	<p><i>While this post includes a question, the question generally addresses a whole chapter's content instead of a section of the chapter. Also, the support for the question does not include specific references to Yule's chapter. It is fine to include personal anecdotes as long as these support information that was already explained by using the class readings. Personal anecdotes alone are not considered enough development for posts. The word count is also missing.</i></p>

[4] Example of an <u>ineffective response to an initial post</u>	[4] Instructor Note
<p>I really liked your question. It helped me to understand the section of Yule's text about conversion. Your points were really great. I also use the word "google" as a verb all the time.</p>	<p><i>This response post addresses the topic of the first post's question, but does not answer the question directly. The reply lacks development and details in order to demonstrate connection with the assigned readings. A word count is missing.</i></p>