B. Some other ways to relate linguistics to immediate experience for an introductory class.

1. Use the languages of the students in the class

- Find out at the beginning of the class what languages there are among the students (e.g., questionnaire).

- Phonetics: Have students pronounce non-English sounds in their languages. Look up the phonetics of the languages in the class beforehand, and (over time) collect word lists with phonemic contrasts in languages you are likely to encounter.

- Phonemic contrasts: Do you have Korean speakers? Have them pronounce a minimal pair of words in Korean with an aspiration contrast. The Hindi speakers will be able to hear the difference; the English speakers will not hear it so easily. Moral: What's noise in your language

may be signal in the other guy's language, and vice versa.

- Do you have all English speakers? Look at dialectal variation (e.g., merger of the vowels in *cot* and *caught* in Pittsburgh). You can do this with a distribution of Spanish speakers as well. Linguist List is a great source for help.

- Language shift: Ask the students how many of them have parents or grandparents whose first language differed from theirs. Then ask them if their language is in their genes or not.

2. More fun

- Bring in items from current media and have the students apply their knowledge of linguistics to them.

- Use silly objects. (e.g., deixis with rubber duckies)

- Have them do problems figuring out infixation rules in (e.g.) Tagalog. Then make them figure out the rule for English infixation by eliciting data from the native English speakers in the class. Moral: They know a morphological rule they didn't know they knew. And they didn't learn it in school.

- Bring in a guest lecturer for an animal communication lecture.

- An in-class sociolinguistics exercise.

- A language acquisition exercise with real children. (Can you work out cooperation with a university daycare or children's school for your students to visit?)

- Assign life experiments (c.f., thought experiments).

- Have the students observe and analyze bad signage from the point of view of information structure.