

Chapter 9 Connecting Everything—Functional Word Categories

Additional paper or project ideas

1. Conduct another survey. This time, simply ask your participants how they would explain the following terms: Noun, determiner, pronoun, adjective, adverb, preposition, verb. Do their explanations have anything in common? Do their explanations match what you've learned in this unit? If yes, how so? If not, why not?
2. Visit the webpage for Yale's Grammatical Diversity project on the *alls* construction: <https://ygdp.yale.edu/phenomena/alls-construction>. Review the data presented from a recent survey in map form. What can you learn from this map? What are some questions you still have about the use of the *alls* construction?
3. Variation is more likely to occur in the speech and writing of English (second) language learners (ELLs) for whom determiners are not present or present with different rules within the ELLs' first languages (i.e., the L1s). For instance, Japanese ELLs have been shown to produce sentences such as this:
Tom keeps snake at home and thinks it is cute when the snake sticks out its tongue (Hiki, 1990).¹
Review Hiki's study and develop a teaching activity that can help explain the use of determiners to English Learners.
4. Do some research in the medical literature on language effects of stroke, traumatic brain injury, genetic anomalies, or neurodivergence. Create a report on the condition, the effects on language, and how this helps us understand language within the brain.