1

Applied Linguistics: Learning a Language

How people acquire language—whether as a first or second (or third or fourth) language—is a major area of study in the field of Linguistics. Linguists have developed several theories about how languages are acquired, and these theories attempt to explore the way languages are retained, the factors that affect learning, and how languages are taught. This unit explores some of these theories and factors.

Part 1: Benefits of Bilingualism

Getting Started

When people move and live in a place with a different culture than their own, they often raise their children to be bilingual and often become bilingual themselves. It can be a challenge to maintain aspects of their original culture while also becoming part of their new culture. Answer these questions with a partner.

1. What are the benefits of knowing and being able to speak more than one language?
2. What are some of the challenges that bilinguals face?

Effective Presentations

Certain elements are expected in presentations given to a North American audience. Including these key components is one important part of making a good presentation. Use the chart to list some of the characteristics that make a presentation effective. Then compare lists with a partner.

What makes a presentation effective?	What makes a presentation ineffective?

University students from around the world were asked what they think makes a presentation effective in North America. Decide whether you agree or disagree. Discuss with a partner.

Components of an Effective Presentation		
Student/Culture	Elements of an Effective Presentation	Agree or Disagree?
Ali from Saudi Arabia	*Go straight to the main point*	
Esther from Korea	*Use visual aids; your audience won't remember your presentation if there are no visual aids*	
Xianghong Liu from China	*Involve the audience*	
Sina from Iran	*Start with a story, famous saying, or proverb*	
Xianghong Liu from China	*Use the standard language of the country, not a regional dialect*	
Jose from Spain	*Use many technical words, or specific terminology, to show that you know the topic very well*	
Jose from Spain	*Don't speak about subtopics or points you are going to speak about in the introduction*	
Tai from Vietnam	*Summarize the whole presentation at the end*	

Strategy: Listening for and Including the Key Components of a Presentation

In most academic disciplines, students must conduct studies and report their findings to peers, research groups, professors, or colleagues at workshops or conferences. Good speakers include key components and use certain phrases to make their presentation both academic and comprehensible.

Hook (thought-provoking questions and surprising statistics are common hooks)

- Have you ever wondered what it is like to be bilingual?
- Less than X percent of the world is bilingual.
- Last year, only X percent of the students in U.S. secondary schools studied a second language.

Purpose

- I was interested in . . . .
- The purpose of my study/research was . . . .
- In my study, I was looking at/researching . . .
- I wanted to determine/see/learn/find out . . . .
- Today I'm reporting on my study of . . . .
- My goal was to solve the problem . . . .
- Another point of my research was . . . .

Results

- You will notice that more than X percent of the data . . . .
- A large number of subjects said . . . .
- Only X percent said . . . .
- My results show that . . . .
- These numbers conflict with earlier research.

Conclusions

- As you can see, my results prove . . . .
- My data allows me to say . . . .
- This offsets . . . .
- My conclusions are . . . .
- It would seem that . . . .
- From this it can be concluded that . . . .

*Note: Results and conclusions will be discussed in more depth throughout the text.

Practice Activity: Listening for/Including the Key Components of a Presentation

Work with a small group. Conduct a small study using your classmates as subjects. Investigate their experiences with language learning in general or find out about their experiences using English and their first language. Questions may include when they first started studying English, how many years they've studied, or how many years of English were required for them to graduate. Interview as many members of the class as possible in 20 minutes.

Topic:	
Questions	**Results**
Question 1	
Question 2	
Question 3	
Question 4	

Look at your results and then make some notes to use as the key components for a possible presentation: a hook, a purpose, some results, and some conclusions. Write a few lines for a presentation.

Hook _____

_____

Purpose _____

_____

Results _____

_____

Conclusions _____

_____

Speaking

Focusing the Audience on Important Information

In presentations, lectures, academic discussions, and even in general conversations, speakers need to draw attention to their main points. Native speakers are able to identify the main points because they are usually signaled with versions of certain phrases.

These are some of the questions I wanted to research.
[Basically], my research question is/was . . . .
The main point of my research is. . . .
What I'm stressing is . . . .
What you need to remember is . . . .
The important thing is . . . .
The primary reason is . . . .
Most importantly/Most important . . . .
A major [development] is . . . .
The [crucial] difference is . . . .
What is [critical, necessary, vital, paramount, significant, essential, mandatory] . . . .
So, what do these results tell us?
As you can see . . . .

Practice Activity: Incorporating Important Information

Read the information about the Office of Educational Research and Improvement (OERI). Think about presenting this information as a formal presentation in an educational setting. Identify what you consider to be the most important information. Edit the text as needed to make sure the most important information is signaled. Then discuss your main points with a small group.

The Office of Educational Research and Improvement (OERI) provides national leadership in cultivating and expanding the public's fundamental knowledge and understanding of education. Moreover, OERI aggressively promotes the application of such knowledge to improve practice in the classroom. OERI also monitors the state of education and stimulates excellence and equity in education and the achievement of the National Education Goals by spurring reform in the school systems throughout the United States. OERI accomplishes these activities through its active collaboration with researchers, teachers, school administrators, librarians, parents, students, employers, and policy-makers.

OERI directs, coordinates, and recommends policy for activities that are designed to accomplish the following:

- Improve the quality of education and ensure access to equal educational opportunities for all individuals.
- Conduct basic and applied research on the teaching and learning process; the economic, social, and policy contexts of education; and other areas defined as high priority.

- Collect and analyze statistical data on the current condition of education and project education trends.
- Demonstrate, disseminate, and adapt new knowledge and practices to various education settings.
- Support learning opportunities through libraries, the information superhighway, and emerging technologies.
- Promote coordination between the Department's education research and development programs and the related activities of other federal agencies.
- Forge a national consensus with respect to a long-term agenda for education research, development, dissemination, and other activities through collaborative efforts with the National Educational Research Policy and Priorities Board, as well as with external constituencies.

From: *The teacher's guide to the U.S. Department of Education*. www2.ed.gov/pubs/TeachersGuide/oeri.html.

Listening 1: Listening for the Key Components of a Presentation

Listening to a Student Presentation

Listen to a presentation about a small study a student conducted on the topic of bilingualism. As you listen to the presentation, think about and answer these questions.

1. Did the presentation have a hook? What was it?

_____

_____

_____

2. What questions did she want to answer in her small study? What key words or phrases did she use to signal listeners about the purpose? (Note: Don't worry about writing exact words.)

_____

_____

_____

3. How did she collect information for her study?

_____

_____

_____

4. What key words or phrases did she use to introduce some of her results and findings? (Note: Don't worry about writing exact words.)

_____

_____

_____

5. Did she give any conclusions? What key words or phrases did she use to introduce her conclusions? (Note: Don't worry about writing exact words.)

_____

_____

_____

Making an Impromptu Speech

You will have two minutes to give an impromptu speech on the challenges you have faced improving your English. It could be about your speaking or your writing or about a miscommunication. Make some notes in the space provided.

_____

_____

_____

_____

_____

Part 2: Language and Dialects

Getting Started

No matter where we grew up, we think the way we speak is the norm or maybe even the "correct" way. However, as we are introduced to more speakers from other parts of the country or world, we learn that there can be many **dialects** for one language. Answer these questions with a partner.

1. What differences have you noticed in the way people from different parts of the United States speak English? What about dialects from regions of another country? Give specific examples.

2. Is there a "right" way to speak a language? In other words, do you believe that there is one standard form that is better than other forms spoken by different groups of people in a country? Support your answer and give examples.

Throughout your academic career, you will have to incorporate information from course readings into your discussions and synthesize it with material you learn from lectures. This unit's reading comes from a textbook about linguistics for future teachers so is typical of textbooks in English, Education, or Linguistics courses.

Reading

Reading about Dialects

Language and Dialect

Most people think their way of speaking is natural, the best way, and perhaps the only way. It's other people who "talk funny." Language attitudes are powerful things. We are likely to make judgments of people based on what they say and sometimes how they say it. When we hear someone talking using a different pronunciation of the same words we would have used, we say that that person has an accent. Note that it's always someone else who has an accent! Accent is one aspect of dialect.

Dialect is a variety of language that may certainly include accent, but dialect also may be defined through its vocabulary; that large item in your living room may be a *sofa, couch, davenport, chesterfield,* or *divan*. People say *pop, soda,* or *coke* depending on where they live. Grammar is another aspect of dialect. The *y'all* of the South, the *youse* of the Bronx, and the *yunz* of Pittsburgh are attempts to give English a second person plural.

Everyone has a dialect, despite the language he or she speaks. What are the differences between language and dialect? It's frequently said that a language is a dialect with an army and a navy. There is considerable truth in that. There is never a good way to differentiate between language and dialect. The largest difference between a language and a dialect is that a language is spoken in a state that has chosen to give it some power. Dialects become languages for political and social reasons, not for linguistic ones.

[Peter] Trudgill's (2000) notion of autonomy (independence) versus heteronomy (dependence) is helpful here. German and Dutch are considered autonomous languages and the various dialects of both are heteronomous. Autonomous languages are languages that have been politically defined as different, whereas heteronomous languages are languages/dialects that have been defined as falling under a common language. Autonomous languages are independent of each other: They have different models and different political, cultural, and economic centers of prestige. Heteronomous languages, on the contrary, look to the same centers of prestige, perhaps to a capital or to a national academy.

It is important to note that heteronomous language/dialects may be full-fledged languages of their own. Consider the linguistics situation of Italy, where the many regional "dialects" of Italian have a literary tradition going back many centuries and,

in some cases, were used in legal and political transactions, not to mention being used in the economic arena. However, after the reunification of Italy at the end of the 19th century, Italian (actually the dialect of Tuscany) was chosen as the standard language for political reasons (as well as literary prestige, since it was the dialect of Dante and other famous Italian writers). It was felt that a national language was needed in part because languages such as Sicilian and Milanese were mutually unintelligible—that is, speakers of Sicilian and Milanese could not easily have a conversation. (Things have changed more recently, due to the influence of the mass media, and now dialects are dying out all over Italy and are being replaced by regional varieties that are mutually intelligible.) Thus, it was a political decision dictated by the needs of the new unified Italian state that made Sicilian, Milanese, Roman, and Napolitan all heteronomous languages under the umbrella of Italian.

Variation tends to lie along a continuum—that is, there is a gradual passage from one dialect to the other. This is called a dialect continuum. Usually, linguists distinguish three basic levels:

- **acrolet:** the most prestigious form, used in formal situations, by educated speakers, often of the upper classes
- **mesolect:** an intermediate variety, used in less formal situations, by a majority of speakers, from all classes
- **basilect:** the low variety, used in most informal situations, by the least educated speakers, often from the lower classes

Moreover, people slide up or down the scale, depending on the situation. This is an example of code switching. Finally, we must remember that not all speakers speak alike. As a matter of fact, no two speakers speak exactly the same. Each speaker has his or her own individual variety of language, called an idiolect.

Dialectology of the United States

Dialectology is the study of dialects. Up until the 1960s, dialect studies used rural informants almost exclusively. The idea was that regional words tended to endure within professions like that of coal miners, wheat farmers, and tobacco growers in rural areas. These people have been identified as NORM (nonmobile, older rural males).

These early studies divided the United States into:

- **North:** People here made a distinction between the pronunciation of *horse* and *hoarse* but used the same vowel in *root* and *wood.* A typical grammar feature was the use of *hadn't ought* as a negative.
- **Midland:** There was no distinction in this area between *horse* and *hoarse.* People characteristically said *warsh* for *wash*. The vowels in *due, new,* and *food* were the same and did not sound like the vowel in *fuel*. Other features were *seen* for *saw* and phrases like *all the further* and *I'll wait on you*.
- **South:** This area, like New England, had no *r* sound after vowels. It also used *might could* and *may can* (African-Americans took these north after World War II).

Despite the maintenance of many dialects throughout the country, some linguists theorized the rise of a neutral "Network Standard" as television became more important in people's lives. Dialect uniformity is fostered by mass media such as radio, television and movies, and newspapers, which contributes to a common dialect by providing prestige varieties that people imitate.

The earliest mention of what came to be known as Network Standard was the adoption of Inland Northern, the dialect from the Great Lakes area, which was considered to be "general American." This dialect area is characterized by, among other things, the strong presence of the *r* at the end of words like *car* and pronouncing *cot* the same as *caught*. Why did this dialect become "standard"? One theory is that the Great Lakes region was historically a commercial and industrial center so people moved in and out of the area from company headquarters to branch offices, spreading the variety. Yet another theory is that media pronunciation guides of the time were based on this variety, and radio announcers would have used the guide's recommended pronunciations, providing another prestige model.

The United States is unusual in that it has no major differing dialects. This is because the United States is a fairly new country with a short history. Contrast this with areas in Asia or Europe, where populations speaking the same language have lived in a given area for millennia.

Given the trend to uniformity in everything from television shows to hamburgers, why do some people keep their accents? Part of the answer is solidarity. Several studies (Donahue, 1993) showed that subjects wanted to lay claim to a certain group.

Another answer lies in accommodation theory, which says that people may adapt their speech to their conversation partner. Their speech may converge to minimize distance or diverge to show distance. Accommodation theory is based on a number of theories from social psychology, among them the similarity attraction theory, which basically says that *birds of a feather flock together;* social exchange theory, which says that we tend to weigh the costs and benefits of any behavior; and intergroup distinctiveness theory, which says that people make comparisons across groups, look at socially valued factors, and may try to set themselves or their group apart through language.

References

Donahue, T.S. (1993). On inland northern and the factors from dialect spread and shift. In T.C. Frazier (Ed.), *"Heartland" English: Variation and transition in the American midwest* (pp. 49–58). Tuscaloosa: University of Alabama Press.

Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society* (4th ed.). London: Penguin.

From: Brown, S., Attardo, S., and Vigliotti, C. (2014). *Understanding language structure, interaction, and variation* (Third ed.). Ann Arbor: University of Michigan Press.

FYI: Understanding In-Text Citations and Bibliographic Reference Entries

In some texts, in-text citations appear instead of bibliographic footnotes. See the examples on pages 10 and 12. The citation in parentheses provides the name(s) of author(s) and/or year of publication. It only includes this brief information because the rest of the publication information appears at the end of the article or book in the Bibliography, list of Works Cited, or list of References, depending on the style (APA, MLA).

The entry usually includes the author(s), the title, the publisher, and year of publication, as shown at the end of the reading. If it's a book, the location of the publisher is also listed. If it's a magazine or journal article, the name of the publication is included with the volume number and/or issue number and page number.

If it's an online article, the name of the website and the web address are usually included.

Strategy: Recognizing (Listening for) and Giving Definitions

Throughout your academic career, you will encounter many new terms in readings, research, and lectures. In many cases, authors or speakers will define the terms when they use them and follow with concrete examples to illustrate the term. There are several strategies they may use.

- **Stating the definition immediately before or after the term (often before or after a *be* verb)**

  Dialect is **a variety of language that may certainly include accent,** but dialect also may be defined through its vocabulary; that large item in your living room may be a *sofa, couch, davenport, chesterfield,* or *divan*.

- **Giving the definition between commas or parentheses (written) or pauses (spoken)**

  The earliest mention of what came to be known as Network Standard was the adoption of Inland Northern, **the dialect from the Great Lakes area,** which was considered to be "general American."

- **Using key phrases such as *may be defined as, is called, which says that, that is,* or *is known as***

  Each speaker has his or her own individual variety of language, **called an idiolect.**

  Variation tends to lie along a continuum—**that is, there is a gradual passage from one dialect to the other.**

- **Listing details, characteristics, steps, or examples**

  Dialect is a variety of language that may certainly include accent, but dialect also may be defined through its vocabulary; **that large item in your living room may be a** *sofa, couch, davenport, chesterfield, or divan*.

- **Paraphrasing**

  Autonomous languages are independent of each other: **They have different models and different political, cultural, and economic centers of prestige.**

Practice Activity: Providing Definitions

Imagine you have to convert the reading into a lecture. For each term from the reading, list the words signaling the definition and any examples. The first one has been done for you as an example. In the last two rows, write two other terms whose definitions are given in the reading.

Term	Words Signaling a Definition	Strategy(ies)
dialect	. . . is . . . . may be defined . . . . . . sofa, couch, . . .	stating definition immediately using key phrases listing examples
heteronomous languages		
dialect continuum		
dialectology		
NORM		
accommodation theory		

Practice Activity: Defining Terms for Others

As you pursue your studies, it is likely that people in the United States will ask you about your field. There may be terms from your own field that would be difficult for others to understand. Think of five terms that are specific to your field of study or a field you know well. Practice defining terms for others using signal words and strategies.

Terms from Your Field of Study	A Definition Using Signal Words or Strategies

Speaking

Giving Examples and Explanations

Speakers often give examples and explanations to help define or paint a picture for the listeners. Both are important when taking notes because they may be useful for a test or for research. Speakers tend to signal their examples or explanations with certain words and phrases to let listeners know that details are coming. Listening for these signal words can help you differentiate between main ideas and supporting details as you are taking notes during a lecture.

To illustrate . . . .
To paint a picture . . . .
For instance . . . .
It shows evidence that . . . .
Let me explain . . . .
For example, . . .
Let's look at this together.
So that means that . . . /What that means is . . . .
Here's an example to show what I mean.
There is some more evidence that suggests . . . .
This indicates that . . . .
Let's see what other factors may affect . . . .
For the sake of example, let's consider . . . .
Let's say/compare . . . .
By that, I mean/What I meant by that . . . .
. . . you know . . . .

Practice Activity: Giving Examples and Explanations

When you give presentations in class, you will want to include examples and explanations for the audience to make your talk more vivid and academic. Work with a partner. Share what you have learned so far about languages from this unit and from personal experience. Include details. Complete this chart to prepare your thoughts using the signal words and phrases.

Concepts	Examples
applied linguistics	
bilingualism	
dialect vs. accent	

Listening 2: Visiting a Professor during Office Hours

Listening to an Office Hours Meeting (Video)

Listen to a professor and a student talk about a presentation. The student has come to visit the professor during office hours. Discuss these questions in a small group.

Focus on Language

1. What language does the professor use to express main points? (Note: Do not worry about writing exact words.)

_____

_____

2. Do the speakers give any definitions? What strategies do they use?

_____

_____

3. Do the speakers give examples, explanations, or details? Which phrases do you remember?

_____

_____

4. Write any phrases or idioms that you are not familiar with. Discuss what they mean and in which types of interactions they are appropriate.

_____

_____

Focus on Tone

1. How does the professor feel about the student's visit? How do you know?

_____

_____

2. How does the student feel at the end of the visit? How do you know?

_____

_____

Focus on Nonverbal Communication

1. What nonverbal cues are used to show how each participant feels? Are any of these inappropriate? Why or why not?

_____

_____

2. Who has the most expressive facial expressions and gestures? Do these positively or negatively affect the interaction?

_____

_____

3. Do the nonverbal cues match the tone and word choice?

_____

_____

Summary

1. Do you think the office hour was a successful interaction—that is, did the student get what she needed from the professor? Why or why not?

_____

_____

2. How does this interaction compare with your recent office hour visits?

_____

_____

3. Which of the student's communication strategies did you like? Why?

_____

_____

4. Which of the professor's communication strategies did you like? Why?

_____

_____

5. If these participants had a chance to improve this interaction, what language, tone, or nonverbal cue changes would you recommend?

_____

_____

Part 3: Learning a First or Second Language

Getting Started

Theorists in any field don't always agree, and Linguistics is no different from other disciplines in the sciences or humanities. Different theories exist as to how people acquire a first language (or multiple languages) as a child and how people acquire a second language as adults. Answer these questions with a partner.

1. How do children acquire their first language? Do you believe it is primarily by imitating what their parents say and what they hear in their environment or do you think humans possess an innate ability to acquire language?

2. Children make mistakes as they are learning a language. How do you think parents should handle the mistakes their children make? Should they be corrected?

3. What are two or more common beliefs you share with your partner about language acquisition? What are two or more things that you disagree on about the processes of learning a first language?

Speaking

Intonation with Tag Questions and Rhetorical Questions

Intonation is the voice pattern of rising and falling tones to help a listener understand the meaning of a sentence. Intonation adds meaning in two ways—it shows the relationship of words within and between sentences and it tells something about the feelings of the speaker (*Improving Spoken English,* Joan Morley, 1979). The meaning of intonation is important because listeners need both the "what" was said and the "how" it was said to truly understand.

Intonation (along with stress) plays an important role in questions. Think about the types of questions you hear in the classroom. Sometimes the professor wants you to answer the question, and sometimes he or she does not. Sometimes the professor will pause after a question, which is a clue that he or she does want an answer.

In general, when the professor asks a question but does not want an answer, it's an example of a rhetorical question. Rhetorical questions don't require an answer (such as, *Is everyone here?* or *Shall we begin*? at the beginning of class) or are philosophical in nature (such as, *What is the meaning of life?* or *Why can't everyone just get along?)* and so have no answer. Often rhetorical questions use falling intonation to make it more clear that no answer is required.

Another type of question that relies on intonation to convey meaning is a tag question. Tag questions are often used to open a conversation, such as *You speak Spanish, don't you?* or *You're in my English class, aren't you?* Tag questions can have either rising or falling intonation. The intonation is a clue to whether an answer is expected. If the speaker doesn't know the answer for sure or is looking for agreement, a frequent form of the tag question is to add the word *right*, as in *It's hot today, right?*

- Tag question with falling intonation (speaker doesn't expect the answer, is trying to strengthen the statement, and is sometimes looking for agreement):

  The answer isn't clear, is it?
  That was a great lecture, wasn't it?
  The speaker really knew what she was talking about, didn't she?

- Tag question with rising intonation (speaker isn't sure of the answer and expects an answer):

  You're going to the seminar the professor recommended, aren't you?
  You don't understand the assignment, do you?
  The study group is going to meet on Thursday night, isn't it?
  You missed the exam, didn't you?

- Tag question with rising intonation and the word *right* (speaker is looking for agreement and doesn't expect an answer):

  Everyone is ready for the test, right?
  You all know the paper is due next week, right?
  Doing the extra credit for this assignment is a good idea, right?

Practice Activity: Analyzing Question Intonation

Answer these questions.

1. In your experience, when do professors ask rhetorical questions in lectures?

   _____

   _____

2. Write three questions you have about English. Decide if you should use rising or falling intonation. Then ask your classmates the questions and find out if they think you used rising or falling intonation.

   _____

   _____

   _____

3. When do professors use tag questions? Who else have you heard use them? When?

   _____

   _____

   _____

Research Strategy: Taking Good Notes

In academic studies, you will have to use information from class lectures and textbooks (and other readings) and use it to conduct your own research. Taking notes, recognizing the main points, and noting supporting information, such as examples, explanations, definitions, or other details is imperative to synthesizing information with your own research. Before beginning university-level research, it is best to evaluate the way you take notes and analyze whether or not your methods are as effective as those of successful college students.

Practice Activity: Evaluating Your Note-Taking Techniques

Complete this evaluation to get a better idea of how you take notes from lectures and readings.

1. I prepare for readings and lectures in advance by thinking about what I already know about the topic.

   Always Sometimes Rarely Never

2. I use titles and headings from the lecture or reading in my notes.

   Always Sometimes Rarely Never

3. I identify main points and emphasize them by using a note-taking strategy such as annotating or highlighting.

   Always Sometimes Rarely Never

4. I write only the most important information.

   Always Sometimes Rarely Never

5. I note the difference between notes from the lecturer's visual aids or the reading's words and my own notes.

   Always Sometimes Rarely Never

6. I abbreviate consistently using an abbreviation log I created.

   Always Sometimes Rarely Never

7. I write legibly.

   Always Sometimes Rarely Never

8. I organize my notes so it is clear which main points go with which supporting details.

   Always Sometimes Rarely Never

9. I organize my notes so topics covered in both the reading and the listening are coordinated.

   Always Sometimes Rarely Never

10. I review my notes soon after listening or reading to add, correct, or organize.

    Always Sometimes Rarely Never

Use these questions to analyze your questions.

1. Which techniques do you always use? Are there any you never use?

2. Are you doing as well on examinations as you could be? How could implementing more of the techniques listed help you do better with your coursework?

3. Set a goal. Which technique do you want to improve or implement? Why?

Practice Activity: Improving Your Note-Taking

Practice note-taking by completing the activities. If you need to review some traditional note-taking strategies, see Appendix 1.

1. Review the reading on pages 10–13. Take notes on a separate piece of paper.
2. Practice again as you listen to the lecture in Part 3. Use the chart provided on page 27.

Vocabulary Power

There are a number of terms and phrases in this lecture that you may encounter in other academic settings. Add at least five vocabulary items to your vocabulary notebook or log.

Match the words in bold on the left with a definition on the right.

_____ 1. . . . as you'll see, especially when it comes to adults learning a second language, the views are often **contradictory**.

_____ 2. One, proposed by **renowned** linguist, Noam Chomsky, is called universal grammar.

_____ 3. . . . he gets his message across. And his **deviation** from the grammatical norm is reasoned.

_____ 4. She is **bombarded** with English all day, and is surrounded by pictures and words on the walls of her classrooms.

_____ 5. Of course, school environments are particularly **conducive** to promoting language acquisition. . .

_____ 6. But, as with kids, we have evidence that adults actually learn through a more **cognitive** process.

_____ 7. In these interactions, people try to **negotiate** meaning to get their messages across.

_____ 8. They might slow down or speak more **deliberately**.

a. extremely well regarded

b. departure

c. related to thought

d. opposing

e. confer to settle on an agreement

f. favorable or positive

g. with great care

h. exposed to in large quantities

Listening 3: The Nature of First and Second Language Acquisition

Listening to a Lecture

As you listen to the lecture, you will hear some signal words to introduce examples, explanations, and definitions. You will also hear some questions with rising and falling intonation. Use this chart to make some notes.

Signal Words/Questions	Important Ideas

Checking Your Understanding: Main Ideas

Review your notes. Listen again to the lecture if necessary. Put a check mark (✓) next to the statements that best reflect the main ideas of the lecture.

_____ Some believe humans are endowed with a natural ability to acquire language.

_____ Divergent views exist as to whether adults and children learn language the same way.

_____ Mistakes are a normal part of the language acquisition process.

_____ Children change their language when parents correct their errors.

_____ Children develop creoles based on exposure to pidgins.

_____ Exposure to language is the key factor in how well someone learns a language.

Oral Arguments

Some people in the United States believe it should be illegal to use languages other than English in the workplace, in schools, or in community settings, such as government meetings. Some cities across the United States have passed legislation prohibiting the use of languages other than English in certain settings, for example, when getting a driver's license. Other cities embrace multilingualism, providing documents from schools or agencies in multiple languages. Divide the class into two teams (pro and con) and think about whether it is in the country's best interests declare English as the official language of the United States. Prepare oral arguments for a formal discussion or debate. Use the template in Appendix 2 as a guide.

Rapid Vocabulary Review

From the three answers on the right, circle the one that best explains the vocabulary item on the left as it is used in this unit.

Vocabulary	Answers		
Synonyms			
phenomenon	living thing	elegant wording	observed event
astounded	loud	surprised	superb
divergent	adhering	converging	separating
approximates	equals	duplicates	compares to
finite	limited	endless	detailed
innumerable	bound	uncountable	few
norm	rare	deviation	standard
constraints	conditions	freedoms	bans
scenario	exit	situation	problem
abundant	meager	plenty	extra
Combinations and Associations			
draw _____	under	on	by
work out _____	a hypothesis	an activity	a problem
fine-tunes a _____	person	place	thing
pick _____	in	up	by
native-like _____	pronunciation	culture	acquisition
influenced _____	over	by	for
strong _____	dialect	possession	influence
have a _____ at	shot	guess	reach
rely _____	from	in	on
_____ the interest of	on	in	for

Synthesizing: Projects and Presentations

Short In-Class Assignments	Longer Outside Assignments
Examples	**Be the Professor**
Think about your major or the field you want to study. With a small group, describe the types of careers or jobs that are possible with a degree in that field. Give plenty of examples and make sure to draw attention to your main points by using appropriate language. Then exchange roles and ask questions of your group members.	Imagine you need to teach a concept from your own field of study to people new to the field. Choose a concept from one of your textbooks or a book from the library and convert it into a lecture. Make sure to remember that your "students" (classmates) don't know as much as you, so include main ideas, examples, and definitions and ask questions (genuine and rhetorical) as you present.
Office Hours	**Research Theories**
With a partner, discuss if you have ever visited a professor during office hours for one of these reasons: clarifying an assignment or grade, getting specific help on an assignment, reviewing comments provided on assignment (for example, comments on an academic paper or presentation you gave in class), or discussing the level of difficulty of the class (if the material is too easy or too hard). Brainstorm a list of other reasons students visit professors during office hours. Include both topics that you have experienced yourself and ideas for future visits. Then create a dialogue between a student and a professor that happens during an office hour. Prepare to present your role-play to the class.	Research a well-known linguist, such as Noam Chomsky, or a popular theorist in your own field. Prepare a presentation discussing his or her theory(ies), who agrees with it (or not), and how the theory or theories have influenced the field.

Vocabulary Log

To increase your vocabulary knowledge, write a definition or translation for each vocabulary item. Then write an original phrase, sentence, or note that will help you remember the vocabulary item.

Vocabulary Item	Definition or Translation	Your Original Phrase, Sentence, or Note
1. acquire	to obtain or gain for oneself through actions	She acquired the skills to be a CPA through her certification.
2. notion		
3. innate		
4. affiliation		
5. mutually		
6. pattern		
7. relatively		
8. academy		
9. optimal		
10. locational		
11. conduct (v.)		
12. explicitly		
13. virtually		
14. critical		

Vocabulary Item	Definition or Translation	Your Original Phrase, Sentence, or Note
15. stimulus		
16. solidarity		
17. aspect		
18. prestigious		
19. emerge		
20. full-fledged		
21. get across (a message)		
22. differentiate		
23. radically		
24. integrate		
25. capacity		