Language and Learning One language sets you in a corridor for life. Two languages open every door along the way. Frank Smith Psycholinguist, Professor of Education and author Received PhD in Psycholinguistics from Harvard in 1967



Did You Know?

- There are more people in the world who use English as a second language than there are native speakers of English. English now has more than 500 million second-language speakers and that number is growing rapidly.
- In 1989, Sir Richard Francis, a former director of the British Council, stated that "Britain's real black gold is not North Sea oil, but the English language."
- When English is absorbed into the culture of the country in which it is used, it takes
 on a distinct flavor or characteristic based on the native language of that country.
 Thus, while the total number of languages in the world is diminishing, the number of
 different "Englishes" is increasing.
- According to Mark Abley, author of numerous books and articles about language in the 21st century, some rich Koreans pay for their children to have an operation that lengthens the tongue. These parents believe that it will help their children produce better English / and r sounds even though there is no research to support this idea. In fact, Korean children who are born and/or grow up in English-speaking countries never seem to have much trouble pronouncing / or r.



- 1 What Do You Think? Discuss the following questions in pairs.
 - 1. Did the fact that there are now more speakers of English as a second language than there are native speakers of English surprise you? Why or why not?
- 2. What does the phrase "black gold" refer to? What do you think Sir Richard Francis meant when he said that it was not North Sea oil, but English that was the real "black gold" of Britain?
- **3.** Why do you think that the number of languages spoken in the world is decreasing? Why do you think the number of different "Englishes" is increasing?
- **4.** Why do you think parents (such as the Korean parents Mark Abley refers to) might take extreme measures to help their children learn to speak English better? What would you be willing to do to help your children speak a second language?

Sharing Your Experience



Recollecting Language-Learning Experiences Think about your entire English-language-learning experience up to now and share your recollections in small groups. Use the questions on page 5 to guide your discussion.

- 1. How old were you when you were first expected to learn some words in English? Who taught them to you? What method did they use to teach you?
- 2. How many years did you study English in school? Why?
- **3.** What things helped you the most to learn English?
- **4.** What things do parents do in your native country to ensure that their children will learn English well? Why?



5. How is English used in your native country? How do you think your native culture and language has influenced the way English is used in your native country?

Vocabulary Preview

3 Determining Meaning from Context The following words are used in the lecture. Complete each statement with the appropriate word from the list. Then compare your answers with your classmates' answers.

١	Words	Definitions
k	bound to	cannot be avoided
(capacity	the ability to do or learn something
(contender	a candidate or contestant that has a chance to win
(devotee	a loving follower or supporter
	diluted diplomacy	mixed with a liquid (usually water) to reduce its strength peacekeeping negotiations
6	exponentially	increasing by doubling in number again and again
ŀ	hare	a wild animal that is similar to a rabbit, but has longer legs and longer ears
i	nsatiable	having an appetite that never seems to be satisfied
I	ingua franca	any language used as a common language between speakers who do not have the same native language
r	neutralize	to reduce a negative effect to zero or almost zero
F	orestigious	having high status
r	royal decree	a judgment or law declared by the ruling king or queen
\$	settlers	people who make a home on land previously occupied by a native population; colonizer
5	sheer	great or large
5	symptoms	signs or indicators of a problem or disease
ι	usurp	to take or seize for one's own

1.	The in America and in Australia pushed the native
	populations, Native Americans and Aborigines, out of their territory.
2.	He has a great to learn languages. That's why he can
	speak so many fluently.
3.	The popularity of English around the world makes it a
	for the most widespread language in history.
4.	Even though most people think of English as alanguage,
	there are some who are trying hard to any negative
	aspects associated with it.
5.	Since English had already become the of commerce,
	education, and, the queen made a
	that only English would be spoken in her country.
6.	The students' hunger for information is and their
	knowledge is therefore growing
7.	If you study all day and all night, you are pass the
	vocabulary test simply because of the amount of time
	you spent studying.
8.	Even though the was usually a very fast runner, the turtle
	still won the race.
9.	Because she the medicine, it was not able to relieve her
	cold
10.	The president was sure that his friend was a
	of his programs, so he did not expect him to try to overthrow him and
	his power.

Understanding Main Ideas



Strategy

Listening for Main Ideas in a Lecture

In most lectures, several main ideas are presented. These are the important concepts the speaker wants the audience to remember. Most often, the lecturer also provides a general statement, called the thesis statement, which identifies the overall purpose or argument of the lecture. When a lecturer is not well organized or is long-winded (taking a long time to come to the point), understanding the gist, or general idea, of what is being said can be difficult. However, when a lecturer is well organized, and the lecture has a clear beginning, middle, and end, you will have three chances to pick out the main ideas in the introduction, body, and conclusion.

1. Introduction

Most often a good lecturer will begin with a statement that grabs the audience's attention and stimulates interest in the topic. This opening is followed by some background information and then a thesis statement. Sometimes, the main ideas are mentioned in the thesis statement but are not fully explained.

2. Body

The main ideas and examples supporting the thesis are presented here. If you didn't catch what the thesis was in the introduction, you might be able to figure it out from the main ideas and supporting details.

3. Conclusion

The conclusion most often begins with a restatement of the thesis followed by a brief summary of the main points supporting the thesis. This provides another chance to confirm your understanding of the thesis and main supporting points. This section often ends with a concluding statement that stimulates interest in further exploration of the topic or other related topics, and can serve as another hint about the main points.

Before You Listen



- 1 Considering the Topic Discuss the following questions in small groups.
- 1. What is the language that typical families in your country speak at home? Are there many dialects of the language? Why do you think this is so?
- **2.** What is the lingua franca of commerce and higher education in your country? Why do you think this is so?

Listen

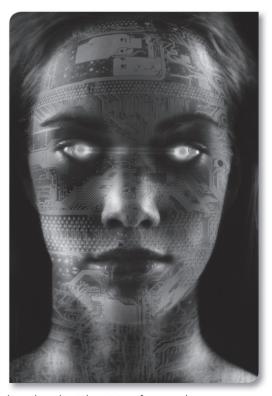


Listening for Main Ideas Listen to the lecture once all the way through. Then listen again. The second time, listen for the main ideas in the introduction, the body, and the conclusion of the lecture. Stop the recording after you hear each of the following sentences and write the main idea of the part of the lecture that you have just heard.

Stop 1 Yet, even in India, where English is definitely associated with the negative aspects of colonialism, it is still the dominant language of the media, administration, education, and business; and the number of its uses and speakers continues to increase exponentially.

Stop 2 Indeed, all of you in this room are more likely to be familiar with Klingon, which was originated by Marc Okrand for the *Star Trek* films, or the wonderful language... oh, I've forgotten the name... but it was spoken by the blue-skinned Na'vi in the 2009 film *Avatar*. Remember?





Sometimes we know more about the languages of fictional aliens than about the origins of our own languages.

	Stop 4 And as I told you last week, while the number of languages in the world is diminishing overall, the number of different Englishes is increasing.
3	Listening for Details Listen to the lecture again. Answer the questions ar complete the statements below about details supporting the main points in the lecture. Then compare answers with a partner.
1.	Who is Henry Hitchings?
	Who is Henry Hitchings? According to Hitchings, the adoption of English as the lingua franca of
	According to Hitchings, the adoption of English as the lingua franca of
2.	According to Hitchings, the adoption of English as the lingua franca of and is just a symptom of the
2.	According to Hitchings, the adoption of English as the lingua franca of and is just a symptom of the world becoming more and more and more English has become the dominant language in the general areas of higher education, commerce, economics, and science and technology in many, many
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3.	According to Hitchings, the adoption of English as the lingua franca of and
3.	According to Hitchings, the adoption of English as the lingua franca of and

Stop 3 He says... and you're gonna love this... "English is both the language of





▲ Native American

▲ Australian aborigine

5.	Whose language dominated the language of the native people in America and Australia?
6.	What happened in India that is surprising about English there?
7.	Where does the term <i>lingua franca</i> come from? Why was it first used?
8.	What is Globish?
9.	Describe at least three other invented languages and how they have been used.
10.	What does Pennycook say about the paradoxical nature of English as a world language?
	ialiguage:
11.	What does McCrum say about the paradoxical nature of English as a world language?
	ianguago.

12. What languages are the top contenders for *usurping* the place of English as the lingua franca? Is this likely to happen soon? Why or why not?13. What type of writers have the greatest possibility of changing English from the inside out?

After You Listen



- 4 Evaluating a Lecturer's Style Discuss the following questions about the lecture in small groups.
 - 1. Do you think the lecture was well organized? Poorly organized? Why?
- **2.** Was the lecturer long-winded and taking too much time to get to the point? Did the lecturer *ever* get to the point?



Comparing Notes In the same small groups, share the main ideas that you wrote down in Activity 2. Did you find it easy or difficult to pick out the main ideas? Why?

Talk It Over



- 6 Sharing Your English-Language-Learning Autobiography Think about the variety of experiences you've had as you've been learning English. Begin with the point at which you didn't know a single word and continue through to the present. In small groups, use the following questions as a guide to present your "English-language-learning autobiography." Speak for two to three minutes. As you listen to your classmates' autobiographies, write down the main points.
- 1. When and where were you first exposed to English? How old were you?
- 2. Have you been learning English continuously since then, or were you interrupted for some reason?
- 3. Why did you want to learn English? If you didn't want to, why not?
- **4.** Did you study English in school? If so, where and when?
- 5. What approaches or methods did your teachers use? Were they effective?
- **6.** Were any of your teachers native English speakers? Do you think this made a difference? Why or why not?

- 7. Have you had opportunities to speak English outside the classroom with friends or family? Have you had a close boyfriend or girlfriend or perhaps a husband or wife who spoke English?
- **8.** Were you exposed to more than one dialect of English? Do you think this helped or hindered your English-language acquisition? Why?
- 9. Is English used in your native country as a lingua franca in any way? If so, how? How do you think this has influenced how/what you were taught or chose to learn in English?
- **10.** Do you now speak English on a daily basis to anyone or for any particular purpose?
- 7 Comparing English-Language Autobiographies Discuss the following questions with the whole class.
- 1. What were some of the most interesting points in the English-language-learning autobiographies shared in your group?
- 2. Did the main points shared have similarities or were they very different? In what ways?
- 3. Did any type of experiences emerge as being important for almost everyone?
- 8 Evaluating Speakers in Context Choose three people from the following list and find an opportunity to listen to each one speak without interruption for several minutes (in person or on the radio or TV).

artist	parent	scientist	teacher
businessperson	politician	shopkeeper	teenager
news reporter	religious speaker	talk show host	young child

As you listen, note the main points and then consider these questions:

- 1. Which of the three speakers was the most long-winded?
- 2. Which one got to the point in the shortest amount of time?
- 3. Did any of the speakers talk on and on so much that you felt they never got to the point? If so, which one(s)?
- 4. With which speaker was it easiest to get the gist of what was being said?
- **5.** With which speaker was it hardest to get the gist of what was being said?

With your classmates, give brief descriptions of your three subjects, including approximate ages, educational backgrounds, and your answers to the previous questions. Then discuss the following:

- 1. Did you notice any patterns? For example, did you and your classmates discover a relationship between profession and long-windedness? Or perhaps between age and not getting to the point?
- 2. Were there any particular topics about which most subjects tended to "beat around the bush"?

FYI

In everyday interactions with friends, family, or co-workers, there are times when we are well organized and we express our main points clearly. There are also times when we all have difficulty getting to the point, or we "beat around the bush" (talk around the subject, but not exactly on the subject).

Requesting the Main Point



Strategy

Requesting the Main Point When a Speaker is Unclear or Long-Winded

If a speaker is long-winded or is not getting to the point, you may want to ask for the main point. If the long-winded speaker is a close friend or family member, many people like to call attention to this in a friendly, joking way by using one of the more informal expressions in the second list below. These expressions may look aggressive or rude, but if you take special care to maintain a light-hearted tone of voice, you will be able to imitate the kind of friendly teasing that happens among close friends and family.

In both formal and casual situations where you want to take care to be polite, choose expressions from both columns in the following chart.

Polite Expressions for Requesting the Main Point

One of these expressions: Followed by one of these:

Excuse me. I didn't follow that last part. Could you give the

I'm sorry. main point again, please?

Pardon me for interrupting, but... I didn't quite catch the point. Could you go over

it again, please?

I didn't understand the point you were making.

Could you explain it again, please?

I don't quite understand what you're getting at.

Could you explain the main point again, please?

Informal Expressions for Requesting the Main Point

Get to the point, will/would you, please?

I don't get it. What are you talking about?

Oh, come on! Stop (Quit) beating around
the bush and get to the point.

So, what are you trying to say?

So, what's the (your) point?

What are you driving at?

What are you getting at?

FYI

Getting to the point quickly is generally a goal of most English speakers, but not all. Some speakers are intentionally long-winded. For example:

- A United States senator who does not want a bill to be passed may filibuster, that is, talk on and
 on, day and night, to delay the vote on the bill.
- Someone who is shy and timid about a particular issue might beat around the bush, talking all around the subject, to delay having to face it.
- Other people are unintentionally long-winded; they will talk for a long time and then ask a question such as "Am I talking too much?" or "Does this make any sense?" Still others talk on and on, never coming to the point at all.



1 Listening for Appropriate Expressions and Tone of Voice In the following conversations, you will hear expressions for requesting the main point used politely and impolitely. Sometimes the tone of voice is what makes the difference. Listen to the speakers and answer the questions. Then compare your answers in small groups.

Conversation 1

Robert tries to tell Elizabeth some interesting news.

- 1. Was this conversation friendly or unfriendly?
- 2. Was it formal or informal?
- 3. Was Elizabeth polite or impolite?

Conversation 2

Professor Robinette is talking about the midterm exam.

- 1. Was the student's request for the main point polite or impolite?
- 2. What would you have said in the same situation?

Conversation 3

Professor Salerno and Enrico discuss an upcoming field trip.

- 1. Did Enrico handle the situation well?
- 2. Was he polite or impolite?



2 Requesting the Main Point Listen to the lecture "Why English? Henry Hitchings' Views on the Current Lingua Franca" again. This time stop the recording at each pause and take turns with a partner asking for and stating the main point of



Talk It Over



- 3 Role-Playing Conversations With a partner complete the following roleplays. The first one has been partially completed as an example.
 - 1. Take turns being Speaker A and Speaker B to create a variety of conversations.
- 2. Speaker B will ask for the main point on his or her first turn. Speaker A can choose to answer right away or to continue the conversation for a while before giving the main point.
- **3**. When you have completed these conversations, try making up a few conversations of your own, using these as models.

A: Well, so I was one of the people, and I was late and...

B: Get to the point, please. I'm late for class.

4. Select the conversation that you and your partner enjoyed most (either one here or one you made up) and present it to the class.

Conversation 1

A:	Good morning, professor. Did you hear about that terrible accident on the highway last night? The traffic was backed up for hours. I hope everyone was OK. I'll bet a lot of people were late getting home, too. Probably a lot of people couldn't do some of the things they'd planned to do 'cause they got home so late. You know, almost everything closes by nine o'clock—like the
	public library and everything and
B:	Stop beating around the bush, Goran. What's your point?

۷:	I don't have my homework.
В:	
Δ.	

Conversation 2

A: Yes—about your English project—well, rap music is an interesting medium of expression; and, sure, hip-hop dancing seems to go along with it. And your outfit—yes, that jacket does have some interesting possibilities. And those drums... it never occurred to me to use them like this. So your sister told me you're not sure whether you're going to major in English literature or not. Emma Cotib went through the same thing. Have you ever met Emma? She works over in the career counseling center now.

B:	
A:	
R٠	
υ.	

Conversation 3

A:	Dad, I'd like to talk to you about something. I went over to the registrar's office yesterday. And, you know, Jeremiah works over there. The line was really long—all the way out the door and around the building. I hadn't decided which classes to sign up for yet, but I figured that I had plenty of time to do that while I waited in line. And then I bumped into Jeremiah, you know, that really interesting guy I was telling you about, and we started talking. You know, he's had the most fascinating life, and he never even went to college!
B:	
A:	
B:	
Co	nversation 4
A:	Do you remember that autobiography you loaned me last week? <i>The Hunger of Memory</i> by Richard Rodriquez? Well, I was reading the chapter about how he lost the ability to communicate with his parents and grandparents because he never learned how to speak his native language well, and then the phone rang. It surprised me because it was so early. No one usually calls before eight o'clock. I didn't want to get up to answer it because the chapter was so interesting. But I did and
B:	
A:	
υ.	

Focus on Testing

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TOEFL iBT

Basic-Comprehension Questions

Many listening questions on the TOEFL® iBT are "basic-comprehension" questions. They focus on the main idea of a lecture or conversation and on important details, not on more complex patterns of meaning.

The format of most basic-comprehension questions is familiar. They are all multiple choice, with four answer options (A, B, C, and D). Usually, you are asked to choose one of the four answers, but some questions may ask you to choose two. The questions almost always contain a question word (*who, what, how, which, why, when*, or *where*). Many questions include a phrase like "according to the professor" or "as stated in the lecture." Here are two examples of basic-comprehension listening questions:

Sample Question 1:

According to the lecture, what is the most common language that Americans study as a foreign language?

Sample Question 2:

When was the first ESL textbook published?

Because you get only one chance to hear the listening passage, you should take notes about both the main ideas and details that seem important. When you take the TOEFL® iBT, the test supervisors will give you notepaper to use during the test.



- 1 Taking Notes to Answer Basic-Comprehension Questions Listen to the short lecture about language learning. Close your books and take notes about main ideas and important details as you listen. After the speaker finishes talking, you will hear a series of questions. Open your books and fill in the bubble of the best answer to each question.
 - 1. According to the speaker, which countries conduct much of their government business in at least two languages?
 - A Pakistan, China, and India
 - B India, Japan, and Malaysia
 - © Malaysia, India, and the Philippines
 - the Philippines, Singapore, and China
- 2. When was Latin replaced as a spoken language by modern European languages?
 - \bigcirc in the 1600s
 - (B) in the 1400s
 - © in the 19th century
 - (D) in the 1500s

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- **3**. Why was Latin kept in the school curriculum until the 18th century?
 - A because it had always been the dominant language of commerce, education, and religion
 - B because it was believed that the study of Latin increased a person's intellectual abilities
 - © because people didn't want to give up speaking it
 - D because that is when the grammar schools were established
- 4. What did John Comenius include in his Opera Didactica Omnia in 1657?
 - A a theory of modern language
 - B a curriculum for teaching English
 - © a theory of language acquisition
 - D rules for studying English grammar
- 5. In the grammar-translation method, what are students required to do a lot of?
 - A listening and speaking
 - B reading and writing
 - © memorizing vocabulary
 - D learning grammar and translating texts
- 6. What is the main focus of current language-acquisition methodologies?
 - A using language for everyday purposes
 - B getting a good job in today's economy
 - © learning to become a native
 - D acquiring perfect grammar and pronunciation

Self-Assessment Log

Adjective diluted expone insatial	entially	rbs bound to neutralize
prestig sheer for the skills in	ious troduced in this	usurp chapter. How
Very comfortable	Somewhat comfortable	Not at all comfortable
•	•	
	sheer for the skills in sin everyday sit Very comfortable	for the skills introduced in this in everyday situations? Very Somewhat comfortable