

Reading 1

Before You Read

1. Discuss the following proverbs about language learning.

Do you have any proverbs about language learning in your language?

a. A person who knows two languages is worth two people.

b. You live a new life for every new language you speak.

2. Where did you learn English? How did you learn it?

3. Match the parts of a word from the left column to the right column to make adjectives and nouns. Some changes may be needed.

	adjectives	
apply-		-ful
impress-	—	-able
meaning-		-ive
product-		-ive
nature-		-al

	Nouns	
distinct-		-ion
emerge-		-ance
appropriate-		-ness
utter-		-ence

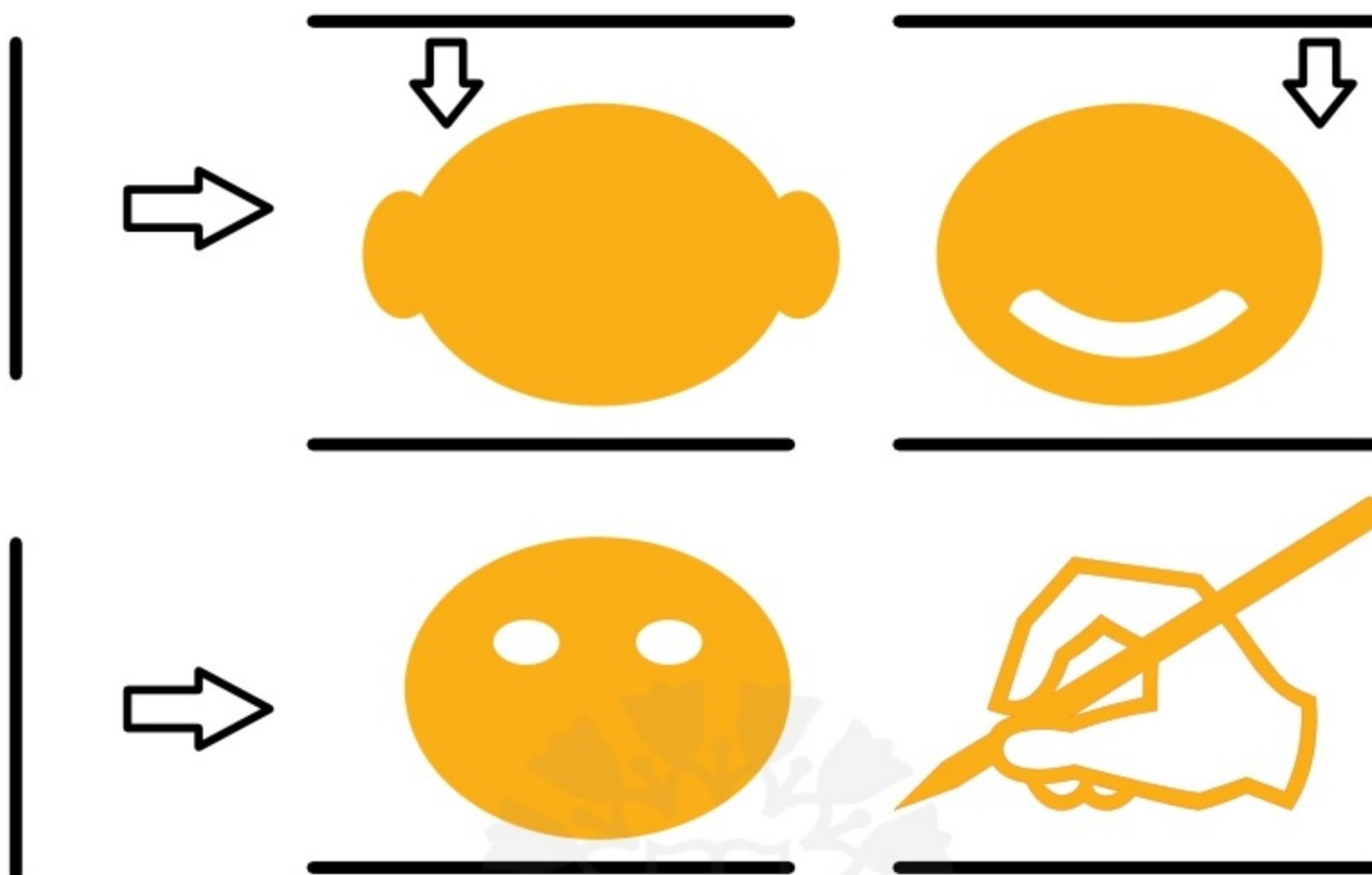
4. Complete the following picture about language skills with the given words.

speaking
productive skills

writing
written

listening
spoken

reading
receptive skills



Reading1: language Learning

1. It is **interesting** that children learn their first language without much **effort**. **However**, they must first be **exposed** to the language. **Early on**, children have an ability to **distinguish** between some spoken **sounds**. They also distinguish between human **speech** and other sounds. However, they do not have an ability to distinguish between **meaningful** words. Another interesting **point** is that children **recognize** more sounds than they can use. They understand more **sentences** than they can use on their own.

2. **Utterance** produced by children are not **exactly** the same as the ones produced by adults. They seem to **take** what they **feel** is **essential** and produce those **elements**.

Parents **generally** do not **correct** the speech of their children. They know that their children will be **able** to produce correct sentences in their **own time**. They **seem** to be more **concerned** with things like **appropriate terms** of address than with the **correctness** of sentence **pattern**.

interesting جالب

effort تلاش، تلاش کردن

However هرچند

expose در معرض چیزی قرار گرفتن

Early on خیلی زود

distinguish تفاوت قائل شدن

sound صدا

speech صحبت

meaningful معنا دار

point نکته

recognize تشخیص دادن

sentence جمله

Utterance صحبت، حرف، سخن

produce تولید کردن

exactly دقیقاً

take گرفتن

feel احساس کردن

essential اصلی، حیاتی، مهم

elements اجزاء، عناصر

generally به طور کلی، عموماً

correct تصحیح کردن

able قادر بودن

own time زمان خودش

seem به نظر رسیدن

concern نگران بودن

appropriate مناسب، درست

term لفظ، اصطلاح

correctness صحت، درستی

pattern الگو

3. The speech addressed to children has more **special characteristics** that help children understand the language of the adult. For example, the language addressed to children is often **articulated** clearly with **exaggerated pauses** between **phrases**, exaggerated **intonation** to **signal** questions, **imperatives**, and **statements**. **Moreover**, parental speech **tends** to **concentrate** on the here and now.

special خاص، ویژه
characteristic ویژگی، خصوصیت
articulate بیان کردن
exaggerated مبالغه آمیز، بیش از حد
pauses مکث
phrases عبارات
intonation آهنگ صدا
signal علامت، نشانه، راهنما
imperatives جملات امری
statements جملات خبری
Moreover علاوه بر آن
tend to به نظر رسیدن

Second Language Acquisition

4. The term second language is used to mean a language that is learned after the first or **native** language. It is not **applicable** to the **case** of a child learning two languages at the same time.

Acquisition فراگیری
native بومی، محلی
applicable قابل اجرا
case مورد
refer to اشاره کردن
foreign خارجی، بیگانه
cover پوشاندن، شامل شدن
context موقعیت، متن
host میزبان
environment محیط

5. This term also used to **refer** to learning a **foreign** language. It may refer to a second, third, or fourth language. Second language learning **covers** learning a new language in a foreign language **context** (studying English in Iran) as well as learning a new language in the **host environment** (learning French in France).

distinction تمایز، تفاوت
define تعریف شدن
attempt تلاش
master استاد شدن، چیره شدن
on the other hand از طرف دیگر
manner شیوه، روش

6. Some **distinction** is made between learning and acquisition. Learning is **defined** as a conscious **attempt** to **master** a language. Acquisition, **on the other hand**, is defined as a less conscious process of mastering a language. Acquisition is often related to the **manner** in which children

acquire native or first language. The first language/native language of the learner is also called **source** language and the second language is called **target** language. Language learning may happen in different environments: **natural**, classroom, or a **combination** of both. Learning a language in the host country (where the language begin learned is spoken) **involve** natural environments and **focuses on communication**. Learning a second language in a classroom **situation**, or in any situation where a planned **course** of study is followed, involves **formal** environments. An example of the combination of a formal and natural environment is studying the second language in a classroom in the host country.

Language Skills

7. There are four language skills: listening, speaking, reading, and writing. Often it is **recommended** that we begin with the listening skill before we focus on the speaking skill; and begin with the reading skill, before we focus on the writing skill. Listening and reading are **considered receptive** skills because we **receive** language by listening or reading. Speaking and writing are considered **productive** skills because we produce language **orally** or in written form.

8. Language learning is largely a mastery of the four language skills in terms of the sounds, words, and sentences. It is also important to learn the **communicative appropriateness** of the **structures** used.

9. Language learning is a long **exercise**. If you do not have high **motivation**, you will have difficulty learning the target language. Motivation must result in a **daily routine** of studying at least some language. Daily and routine **contact**

acquire یاد گرفتن، فراگرفتن

source منبع

target هدف

natural طبیعی

combination ترکیب

involve مستلزم، لازم بودن

focuses on تاکید کردن، متمرکز کردن

communication ارتباط

situation موقعیت

planned برنامه ریزی شده، منظم

course دوره

formal رسمی

Skill مهارت

recommended توصیه شده

consider مورد توجه قرار گرفتن، پرداختن

receptive پذیرنده

receive دریافت کردن

productive تولیدی

orally شفاهی

communicative ارتباطی

appropriateness تناسب

structures ساختارها

exercise فعالیت

motivation انگیزه

daily routine فعالیت های روزانه

contact تماس، ارتباط

routine روزمره، عادی

with the language will result in better learning of the target language.

10. To **conclude**, the learner needs to be actively involved in using sentences, phrases, and words. He or she should start with **simple** language. Of course, it is not easy to **determine** what is simple and what is difficult. However, **length** of the structures may be used as a good **criterion**. If you are not actively involved in various **processes** of learning, your **achievement** in the target language will not be **impressive**. **Remember** that language learning is easier for children, but, if you are an adult, you need to have better motivation to succeed in learning the target language.

conclude نتیجه، نتیجه گرفتن

simple ساده

determine مشخص کردن

length طول

criterion معیار

process رویه، فرایند

achievement موفقیت، دستاورد

impressive چشمگیر

Remember به خاطر داشتن

Comprehension Check

A. Choose a, b, or c as the best conclusion of the following paragraphs.

Paragraph 1

- a. Children learn their first language easily.
- b. Children can differentiate human speech from other sounds.
- c. Children's understanding of language is much better than their production.

Paragraph 2

- a. Parents do not correct their children's speech.
- b. Parents correct the wrong terms of address in their children's speech.
- c. Parents ask their children to repeat the correct forms they use.

Paragraph 9

- a. Learning a language takes a lot of time.
- b. Learning a language depends on a person's talents.
- c. Language learning is mastering listening, speaking, reading, and writing.

Reading Technique: Understanding Connectors (Part 2)

Connectors can also be used for other purposes. Sometimes, they contrast the meaning of the sentences they combine (e.g. however, on the other hand, but). In other cases, they indicate conclusion (e.g. in conclusion, to conclude, therefore).

B. Underline the connectors in the following paragraph and then identify their purpose.

To conclude, the learner needs to be actively involved in using sentences, phrases, and words. He or she should start with simple language. Of course, it is not easy to determine what is simple and what is difficult. However, length of the structures may be used as a good criterion. If you are not actively involved in various processes of learning, your achievement in the target language will not be impressive. Remember that language learning is easier for children, but, if you are an adult, you need to have better motivation to succeed in learning the target language.

Vocabulary Enrichment

A. Complete the following charts with the phrases given below about language and language learning.

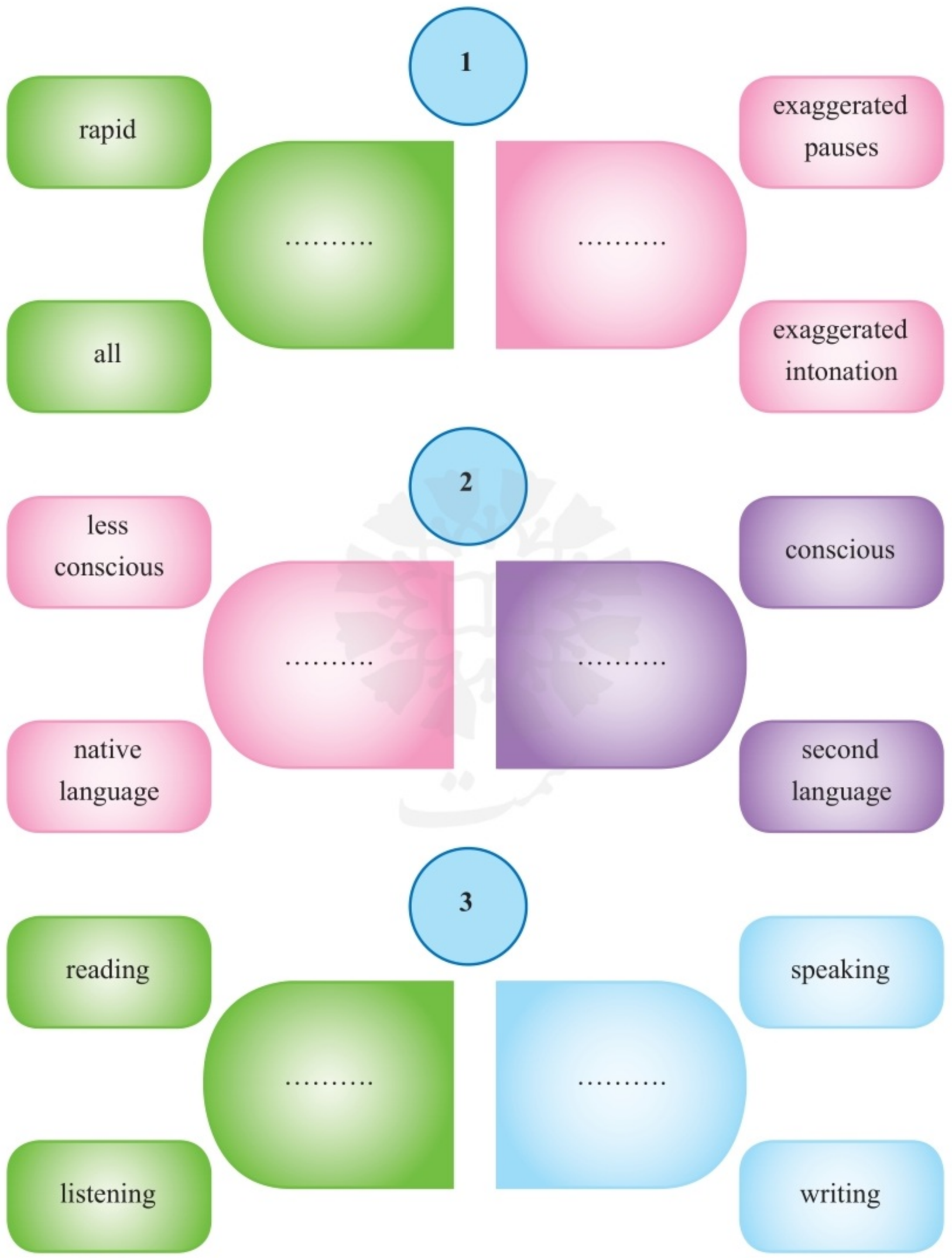
productive skills

receptive skills

adults speech

baby talk

learning acquisition



B. Match the italic words in the text with the words in the box.

express
speech

learn
parts

cooperate
attention

conversational
atmosphere

in touch with
think about

Although there are many differences in parent-child interaction rules around the world, nearly all children *acquire* language at the same rate. The way children learn language follows a specific rule and is systemic in nature. It is clear that children must be *exposed to* language and be able to *interact* with others, but how that exposure and interaction occur is extremely different. For language to expand, children need to be given many opportunities to interact. Children naturally obtain a ‘*communicative skill*,’ and understand the rules of grammar, and gain knowledge of the rules of using language. Those things that children can *articulate* give us an understanding of what they can comprehend. By listening to children’s *utterance* and language play, we realize the extent of their knowledge of language. Language play has a *focus* on the language *elements* that children will need to *consider* later when they learn about language. Children’s language development is a creative process that only needs a rich *environment* to grow.