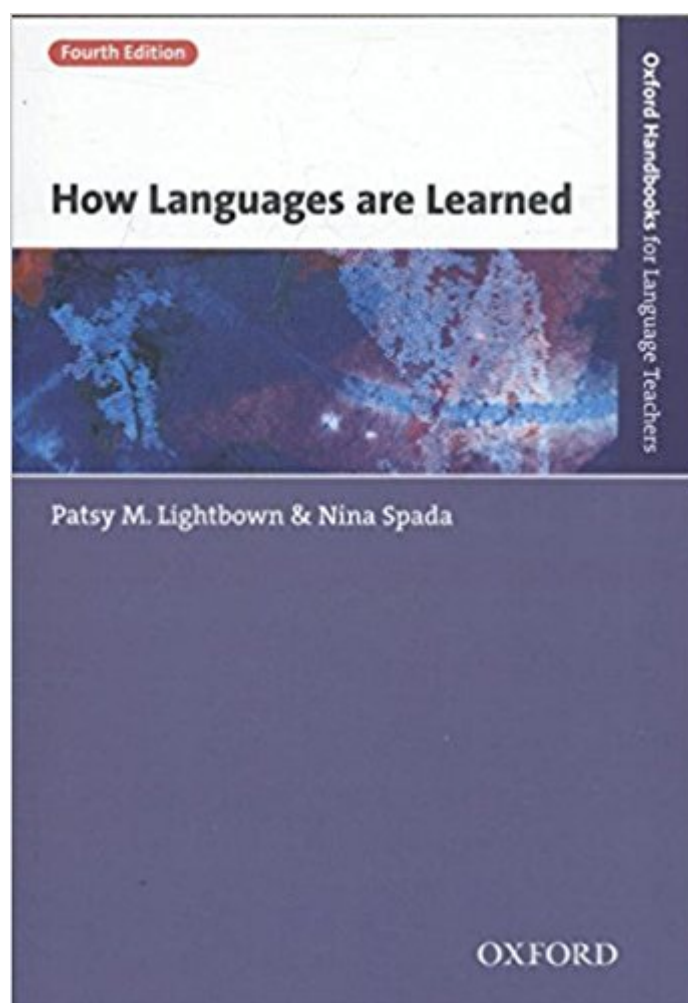


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# How Languages Are Learned 4e (Oxford Handbooks For Language Teachers)



## Synopsis

A thoroughly updated edition of this prize-winning, readable introduction to the main theories of first and second language acquisition. This book introduces you to some of the language acquisition research that will help you not just to evaluate existing materials, but also to adapt and use them in a way that fits what we currently understand about how languages are learned. -Content including new research and new areas in pedagogy to provide an up-to-date and comprehensive overview of research in the field. -Chapter Preview s and Summaries with round-up questions. -Companion website with vodcasts, content updates, and shared user content. -Also available as an e-book.

## Book Information

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## Customer Reviews

How Languages Are Learned, 4th edn. P. Lightbown & N. Spada. (2013) Oxford U. Press. ISBN 978-0-19-454126-8; 256pp+. This edition of the standard introductory work on this subject is over 20 pp. longer than the 3rd edition. A strong feature of this admirable book is its concise, clear summaries of important research findings. The chapters are; Language learning in early childhood, Second language learning (SLL), Individual differences in SLL, Explaining SLL, Observing learning and teaching in the SL classroom, SLL in the classroom, and Popular ideas about language learning revisited. Extra activities, study questions, and videos are available online at

Patsy M. Lightbown is Distinguished Professor Emerita at Concordia University in Montreal and Past President of the American Association for Applied Linguistics. Her research focuses on how

instruction and feedback affect second-language acquisition in classrooms where the emphasis is on "communicative" or "content-based" language teaching. The contexts for her work have included elementary schools in Canada and, more recently, dual-language bilingual classes in the U.S. Nina Spada is Professor of Applied Linguistics at the Modern Language Centre, Ontario Institute for Studies in Education at the University of Toronto, Canada. Her main areas of professional interest are second language acquisition, classroom research in L2 teaching and learning, and English as a Second Language.

This is an excellent introduction to the field of SLA, it is relatively short for such a broad field but little space is wasted. The book introduces topics such as the differences between L1 and L2 learning, the effects of individual differences on language learning (including age, personality, motivation, intelligence and identity), second language acquisition theories (including behaviorist, cognitive and social perspectives as well as the usual input vs output debates), and research on the differences between natural and classroom based learning environments as well as the usefulness of grammar instruction. The authors finish the book by looking at what research has to say about certain widely held language learning beliefs such as 'the younger the better' and so on. I found this book both interesting and full of insights from research that can be applied practically as a language learner and teacher. Highly recommended.

Wow! This book is packed with important, in-depth, and applicable information about how people learn languages. If you are involved in teaching languages or simply have an interest in the subject, I highly recommend this book. I have only recently begun tutoring adult ESL (English as a Second Language) learners, and have been able to apply what I have learned to the tutoring sessions. Highly Recommended!

This is just fantastic! Utterly so. I first found this in a TEFL library at an IEP, and had to get a copy. This book has helped me in class, and helps defeat all those Lg teaching myths out there. This book is based on research. It cites that research and gives you a starting point for doing additional reading. That's what's so fantastic about it. Most TxFL/TxSL books just claim things, and you never know if that's based on research, and if so, what. It could just be advice that some esteemed Lg teacher once said, and countless generations of teachers and seminars have been repeating since then (like the so-called 80-20 rule, which has no basis in fact, particularly for early LLs). Some Lx (linguistics) and language acquisition knowledge will help you to appreciate this. If you're teaching

English or whatever Lg, you should either have that knowledge, or you might use this book to ease yourself into it.

This is one my favorite coursebooks in SLA. The book is helpful for those who begin to feel interested in SLA or for teachers who intend to teach a course in language learning. It's very comprehensive and easy to understand. Different opinions from studies on a same topic are offered. Most importantly, it offers fair comments on different theories. This 4th edition also offers good online resources for teachers to conduct discussions on relative topics.

I bought this updated edition after losing the older edition, which I really liked. I'm just over half way through the new edition. I bought it because I'm a retired psychologist who volunteers as a tutor for Spanish speakers learning English. I like having the sense that I understand some of the theory and empirical work behind what I'm trying to do with people. The book is aimed at teachers who want some background in the research and theory behind second language learning but aren't likely to be doing original research themselves. I think it succeeds well in giving some sense of what may be going on in students as they struggle to achieve competence in a new language. It certainly is not a "how to" book, but it should give some ideas about how to structure lessons in new ways, as well as why students struggle with certain aspects of language at different stages, and why they sometimes seem to "backslide." It should be accessible to teachers who want a deeper understanding of the current state of thinking and research about language learning, with emphasis on second languages.

Good starter book for people interested in Second Language Acquisition

Good information on language acquisition; clear explanations; easy to follow; great resource for tutors; great as a basis for self-guided refresher for language teachers

Excellent compilation of second language acquisition theories. It's a must if you teach any second language.

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