How Languages Are Learned Patsy M Lightbown


Now in its fifth edition, the award-winning How Languages are Learned has established itself as an indispensable introduction to research in language acquisition and its relationship with classroom practice. This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

Clear, easy to follow, and free of jargon - does not assume the reader is a native speaker of English. Covers all the major topics relevant for trainee teachers with the right level of detail. Strong focus on classroom teaching, applying theoretical principles to hands-on teaching practice. Can be used if you have little or no formal training as an English teacher. Especially useful if you are working in the students’ own country (rather than an English-speaking country). Can be used either as a complete course in English teaching or, if you already have some experience, as a reference book. A comprehensive and readable introduction to teaching English. Clear and jargon-free, it is easy to follow and suitable for initial teacher training, but also provides guidance and fresh ideas for more experienced teachers. It offers realistic ways of achieving success even with large classes and few resources.

This new volume of work highlights the distinctiveness of child SLA through a collection of different types of empirical research specific to younger learners. Characteristics of children’s cognitive, emotional, and social development distinguish their experiences from those of adult L2 learners, creating intriguing issues for SLA research, and also raising important practical questions regarding effective pedagogical techniques for learners of different ages. While child SLA is often typically thought of as simple (and often enjoyable and universally effortless), in other words, as “child’s play”, the complex portraits of young second language learners which emerge in the 16 papers collected in this book invite the reader to reconsider the reality for many younger learners. Chapters by internationally renowned authors together with reports by emerging researchers describe second and foreign language learning by children ranging from pre-schoolers to young adolescents, in home and school contexts, with caregivers, peers, and teachers as interlocutors.

Children learn languages quickly and easily while adults are ineffective in comparison -- A true bilingual is someone who speaks two languages perfectly -- You can acquire a language simply through listening or reading -- Practice makes perfect -- Language students learn (and retain) what they are taught -- Language learners always benefit from correction -- Individual differences are a major, perhaps the major, factor in SLA -- Language acquisition is the individual acquisition of grammar.

This highly accessible introductory textbook carefully explores the main issues that have driven the field of second language acquisition research. Intended for students with little or no background in linguistics or psycholinguistics, it explains important linguistic concepts, and how and why they are relevant to second language acquisition. Topics are presented via a 'key questions' structure that enables the reader to understand how these questions have motivated research in the field, and the problems to which researchers are seeking solutions. It provides a complete package for any introductory course on second language acquisition.

Second Language Learning Theories is a clear and concise overview of the field of second language acquisition (SLA) theories. Written by a team of leading academics working in different SLA specialisms, this book provides expert analysis of the main
theories from multiple perspectives to offer a broad and balanced introduction to the topic. The book covers all the main theoretical perspectives currently active in the SLA field and sets them in a broader perspective per chapter, e.g. linguistic, cognitive or sociolinguistic. Each chapter examines how various theories view language, the learner, and the acquisition process. Summaries of key studies and examples of data relating to a variety of languages illustrate the different theoretical perspectives. Each chapter concludes with an evaluative summary of the theories discussed. This third edition has been thoroughly updated to reflect the very latest research in the field of SLA. Key features include: a fully re-worked chapter on cognitive models of language and language learning a new chapter on information processing, including the roles of different types of memory and knowledge in language learning the addition of a glossary of key linguistic terms to help the non-specialist a new timeline of second language learning theory development This third edition takes account of the significant developments that have taken place in the field in recent years. Highly active domains in which theoretical and methodological advances have been made are treated in more depth to ensure that this new edition of Second Language Learning Theories remains as fresh and relevant as ever.

Beginning from the conflict between individual learner differences and the institutionalized, often inflexible character of formal language instruction, Individual Learner Differences in SLA addresses the fact that despite this apparent conflict, ultimate success in learning a language is widespread. Starting with theoretically-based chapters, the book follows the thread of learner differences through sections devoted to learner autonomy; differentiated application of learning strategies; diagnostic studies of experienced learners' management of the learning process; and reports on phonological attainment and development of language skills. Rather than providing an overview of all individual variables, the book reveals how some of them shape and affect the processes of language acquisition and use in particular settings.

Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.routledge.com/ortega.

This text presents the findings of a major investigation of second language proficiency in various groups of school-aged learners. It invites a frank appraisal of the research from an outside panel of experts. The theoretical and practical implications of the study are the subject of a lively debate focused on three main research issues: the nature of second language proficiency, the impact of classroom treatment on second language learning, and the role of social and individual factors in bilingual development. This original collection of articles will be of interest to all those concerned with policy and practice in second language education.

Classroom Observation Tasks shows how to use observation to learn about language teaching. It does this by providing a range of tasks which guide the user through the process of observing, analysing and reflecting, and which develop the skills of observation. It contains a bank of 35 structured tasks which are grouped into seven areas of focus: the learner, the language, the learning process, the lesson, teaching skills and strategies, classroom management, and materials and resources. This book is suitable for teachers, trainee teachers, teacher trainers and others involved in school-based teacher support, teacher development and trainer training. It has a comprehensive introduction to the tasks and a rationale covering the theoretical issues involved and places the responsibility for professional growth in the hands of the teacher.

A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time.

Gives you a unique 'hands-on' introduction to studying ESL learners' language using video interviews and footage of students doing language tasks Uses linked exercises in the book to guide you through the stages of analysing learners' language Provides full transcripts and an answer discussion section to help you to study and refer back to the input and explanations. Case study approach gives you the skills that will help you to explore learner language in your own classroom Recommended for TESOL Masters and Diploma students and language teacher educators

Second Language Acquisition: introduces the key areas in the field, including multilingualism, the role of teaching, the mental processing of multiple languages, and patterns of growth and decline explores the key theories and debates and elucidates areas of controversy gathers together influential readings from key names in the discipline, including: Vivian Cook, William E. Dunn and James P. Lantolf, S.P. Corder, and Nina Spada and Patsy Lightbown.

Strategies and ideas to help you develop your personal teaching style. A guide to help teachers of English to develop teaching skills through drawing on practical classroom experience.

Relates theories of first and second language acquisition to what actually goes on in the classroom Uses activities throughout to explore the practical implications of the ideas presented NEW Updated content gives teachers information about recent research on L2 learning NEW Activities and Questions for Reflection personalise content and support critical thinking NEW Extra Activities, Study Questions, and videos available online at www.oup.com/elt/teacher/hlal
'How Languages Are Learned' provides a readable introduction to the main theories of first and second language acquisition, relating them to approaches to classroom methodology and practice.

This book provides pedagogical suggestions for both teachers and learners.

This guide to vocabulary acquisition is essential reading for teachers of English as a second or foreign language. It presents the major ideas and principles that relate to the teaching and learning of vocabulary and evaluates a wide range of practical activities designed to help boost students' vocabulary acquisition. Key questions which are answered include: • How many words should students learn at a time, and how often? • How much classroom time should be spent teaching vocabulary? • What is the best way to group vocabulary for learning? • Is it useful to provide students with the L1 translations of unknown words? • Why do some students make greater progress than others? stuart webb is Professor in Applied Linguistics at the University of Western Ontario, Canada. paul nation is Emeritus Professor in Applied Linguistics at Victoria University of Wellington, New Zealand. Teachers will find answers to many of their perennial questions about vocabulary learning—as well as some they had not yet thought to ask! There is research evidence to support established practices, but also new evidence that challenges old ideas. patsy lightbown (co-author of How Languages are Learned, with Nina Spada)

This is a collection of 11 analytical and empirical studies on the process of second language acquisition, probing a wide array of issues, from transfer appropriate processing to L2 default processing strategies, among hearing or deaf learners of a variety of target languages.

This book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education, in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and second), Universal Grammar, and instructed language learning; new sections address issues, such as what data analysis doesn't show, replication of research findings, interlanguage transfer (multilingual acquisition and transfer), the aspect hypothesis, general nativism, connectionist approaches, and implicit/explicit knowledge. major updates include nonlanguage influences and the lexicon. the workbook, Second Language Learning Data Analysis, Second Edition, makes an ideal accompaniment to the text.

Now in its fifth edition, the award-winning How Languages are Learned has established itself as an indispensable introduction to research in language acquisition and its relationship with classroom practice. Patsy Lightbown and Nina Spada have worked for over four decades in second language research and education. They are highly respected worldwide for making theory and research about language learning accessible and relevant to classroom teaching. This widely acclaimed book remains essential reading for second language teachers. • Updated content highlights the latest research into second language learning and its relevance to classroom practice • Activities and questions for reflection personalize content and support critical thinking • Chapter summaries, discussion questions, weblinks and supplementary activities are available online at www.oup.com/elt/teacher/hlal

This book examines the various ways in which age affects the process and the product of foreign language learning in a school setting. It presents studies that cover a wide range of topics, from phonetics to learning strategies. It will be of interest to students and researchers working in SLA research, language planning and language teaching.

Task-based teaching has created enormous interest among teachers in recent years. But how does the idea of designing tasks (e.g. discussions, problems, games) that encourage learners to use real language work in practice? This book explains the basic principles behind task-based learning and teaching and gives practical examples of how to make it work in different teaching situations.

Teachers are often told that new teaching methods and materials are 'based on the latest research'. But what does this mean in practice? 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.

As an ESL teacher, have you looked at the phonetics textbooks on the market and decided that they don't directly address your needs? Unlike pronunciation books aimed at students of linguistics or at learners of English, Teaching American English Pronunciation has been written specifically for ESL teachers. It doesn't only give academic descriptions, but also helps you to improve your students' pronunciation effectively.

"Provides information on demographic changes in U.S. schools; language and literacy education; program models; instruction and assessment approaches, methods, and strategies; Common Core and English language proficiency standards and accountability requirement. Includes a companion website"--

Evidence-Based Second Language Pedagogy is a cutting-edge collection of empirical research conducted by top scholars focusing on instructed second language acquisition (ISLA) and offering a direct contribution to second language pedagogy by closing the gap between research and practice. Building on the conceptual, state-of-the-art chapters in The Routledge Handbook of Instructed Second Language Acquisition (2017), studies in this volume are organized according to the key components of ISLA: types of instruction, learning processes, learning outcomes, and learner and teacher psychology. The volume responds to pedagogical needs in different L2 teaching and learning settings by including a variety of theoretical frameworks (sociological, psychological,
sociocultural, and cognitive), methodologies (qualitative and quantitative), target languages (English, Spanish, and Mandarin),
mode of instruction (face-to-face and computer-mediated), targets of instruction (speaking, writing, listening, motivation, and
and professional development), and instructional settings (second language, foreign language, and heritage language). A novel synthesis
of research in the rapidly growing field of ISLA that also covers effective research-based teaching strategies, Evidence-Based
Second Language Pedagogy is the ideal resource for researchers, practitioners, and graduate students in SLA, applied linguistics,
and TESOL.

This book is an accessible introduction to linguistics specifically tailored for teachers of second language/bilingual education. It
guides teachers stepwise through the components of language, focusing on the areas of linguistics that are most pertinent for
teaching. Throughout the book there are opportunities to analyze linguistic data and discuss language-related issues in various
educational and social contexts. Readers will be able to identify patterns in actual language use to inform their teaching and help
learners advance to the next level. A highly readable account of how language works, this book is an ideal text for teacher
education courses.

Making linguistics accessible and relevant to all teachers, this text looks at language issues in the classroom through an applied
sociocultural perspective focused on how language functions in society and in schools—how it is used, for what purposes, and how
teachers can understand their students’ language practices. While touching on the key structural aspects of language (phonetics,
phonology, morphology, and syntax), it does not simply give an overview, but rather provides a way to study and talk about
language. Each chapter includes practical steps and suggests tools for applying different kinds of linguistic knowledge in
classrooms. The activities and exercises are adaptable to elementary or high school settings. Many examples focus on the
intersection of math, science, and language. Teacher case studies show how real teachers have used these concepts to inform
teaching practices. Given the increasing use of multimedia resources in today’s schools, multiple mediums are integrated to engage
educators in learning about language. The Companion Website provides a multitude of relevant resources that illustrate the
diversity of language functions and debates about language in society.

This series is designed to provide a source of reference for both language teachers and teacher trainers. Each title is intended to
serve both as a basis for courses and seminars, and as a longer-term reference text for the working teacher’s bookshelf. This is a
completely revised and updated edition of this readable introduction to the study of language acquisition. By understanding how
languages are learned, teachers will be more able to judge the merits of different teaching methodologies and textbooks, and make
the most of the time they spend with learners. How Languages are Learned provides a clear introduction to the main theories of
first and second language acquisition and, with the help of activities and questionnaires, discusses their practical implications for
language teaching.

Second Language Learning and Language Teaching provides an introduction to the application of second language acquisition
research to language teaching. Assuming no previous background in second language acquisition or language teaching methods,
this text starts by introducing readers to the basic issues of second language acquisition research. It then examines how people learn
particular aspects of the second language, such as grammar, vocabulary, pronunciation and the writing system, and at the
strategies they adopt in their learning and the differences between individuals. Final chapters look at second language learning in a
broader context – the goals of language teaching and how teaching methods relate to SLA research. This newly updated fifth
edition builds on the comprehensive scope of earlier editions while also addressing more recent developments in the field,
particularly multilingual approaches to language teaching.

Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstands bereiche der
Englischdidaktik. Gliedermaßen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und
Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteur/innen (Lehrende und
Lernende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den
Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen
Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbigem Gestaltung, mit Definitionen
und Beispielen sowie mit zahlreichen Abbildungen. Dieses umfassende Introduction präsentiert die grundlegenden Themen und
Aspekte der 2. Sprachenlernaufgaben, die unter den zentralen Prinzipien und Kompetenzen der modernen Fremdsprachenunterrichts
ausgehend von den Akteur/innen (Lehrende und Lernende) praxisnah wie theoretisch fundiert behandelt. Weitere Kapitel widmen sich
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Discourse and Language Education is part of the Cambridge Language Teaching Library series. Discourse analysis describes how
such communication is structured, so that it is socially appropriate and linguistically accurate. This book gives practical experience in
analyzing discourse and the study of written language. The analyses show the ways we use linguistic signals to carry out our
discourse goals and the differences between written and spoken language as well as across languages. This text can be used as a
manual in teacher education courses and linguistics and communications courses. It will be of great interest to second language
teachers, foreign language teachers, and special education teachers (especially those involved with the hearing impaired).

This book provides a practical overview of the most important methods in the field. Readers are drawn into classrooms where
various teaching methods and approaches are being used. They are encouraged to reflect on their own beliefs and to develop their
own approach to language teaching. - Publisher.

This book offers an in-depth explanation of Task-Based Language Teaching (TBLT) and the methods necessary to implement it in
the language classroom successfully. Combines a survey of theory and research in instructed second language acquisition (ISLA) with insights from language teaching and the philosophy of education. Details best practice for TBLT programs, including discussion of learner needs and means analysis; syllabus design; materials writing; choice of methodological principles and pedagogic procedures; criterion-referenced, task-based performance assessment; and program evaluation. Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience. Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning.

Now in its second edition, Introduction to Instructed Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). Loewen provides comprehensive discussions of the theoretical, empirical, and pedagogical aspects of a range of key issues in ISLA, and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy. Also new is the addition of supporting features including end-of-chapter activities, points for reflection, and discussion questions, as well as thoroughly revised content to reflect the most recent research in ISLA. This is an essential resource for students new to ISLA, or working in Second Language Acquisition more generally.

This major textbook, setting new standards of clarity and comprehensiveness, will be welcomed by all serious students of first language acquisition. Written from a linguistic perspective, it provides detailed accounts of the development of children's receptive and productive abilities in all the core areas of language - phonology, morphology, syntax and semantics. With a critical acuity drawn from long experience, and without attempting to offer a survey of all the huge mass of child language literature, David Ingram directs students to the fundamental studies and sets these in broad perspective. Students are thereby introduced to the history of the field and the current state of our knowledge in respect of three main themes: method, description and explanation. Whilst the descriptive facts that are currently available on first language acquisition are central to the book, its emphasis on methodology and explanation gives it a particular distinction. The various ways in which research is conducted is discussed in detail, as well as the strengths and weaknesses of various approaches, leading to new perspectives on key theoretical issues. First Language Acquisition provides advanced undergraduate and graduate students alike with a cogent and closely analysed exposition of how children acquire language in real time. Equally importantly, readers will have acquired the fundamental knowledge and skill not only to interpret primary literature but also to approach their own research with sophistication.

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