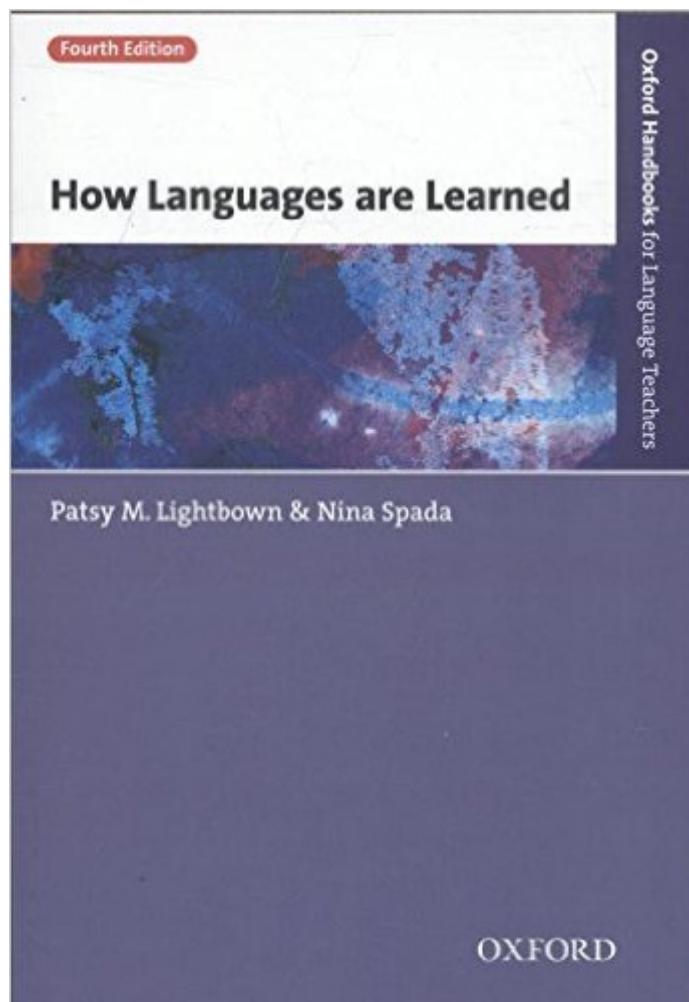


The book was found

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

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 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.

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.

We have heard about a variety of teaching methods and skills that are argued to be the best but whose merits are just speculated, not testified by sound evidence of rigorous research. However, this book presents digestive summaries of research about factors affecting successful language learning, which should be a base for evaluating so many best teaching approaches.

A very comprehensive review of the ways a second language can be taught. I gives prospective language teachers a chance to understand the various ways 2nd languages are taught and the advantages and disadvantages according to the evidence. Excellent resource for institutions who prepare language teachers for their careers.

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

Although the book reflects comprehensive research, it is far from a student-friendly text. Its primary flaw is the index, which fails to include the key terms presented throughout the book, and the glossary does little to assist as the key terms are often not included. The authors highlight terms that they do not directly define, nor do they offer a resource (e.g., index or glossary) to assist the reader in clarifying and defining key concepts. The read is typically British, meandering around the topic of focus instead of offering the reader a clear, straightforward explanation. The content is worthy of study, but plan on spending considerable time mulling through the excess verbiage to make sense of it.

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