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How Languages are Learned by Patsy M. Lightbown  
Patsy Lightbown and Nina Spada on How Languages are Learned, fourth  
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Learned, talk about what inspired them to write their best-selling  
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How Languages Are Learned (HLAL) started out as a series of professional development workshops for teachers in Quebec, Canada, where we both worked for many years. Three editions of the book have now travelled far from those origins. When we were working on the first edition in the 1980s

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reprint, revised: Publisher: Oxford University Press, 1999: Original  
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0194370003, 9780194370004: Length: 192 pages: Subjects

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Quebec, Canada, where we both worked for many years. Three editions of  
the book have now travelled far from those origins.

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Patsy M. Lightbown is Distinguished Professor Emerita at Concordia  
University in Montreal and Past President of the American Association

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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.

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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.

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How Languages are Learned by Patsy M. Lightbown This book is a comprehensive and readable introduction to how languages are learned. It presents the main theories of first and second language acquisition, and, with the help of activities and questionnaires, discusses their practical implications for language teaching.

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concise, clear summaries of important research findings.

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  
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Teachers are often told that new teaching methods and materials are

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'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.

'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.

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

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are available online at [www.oup.com/elt/teacher/hlal](http://www.oup.com/elt/teacher/hlal)

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.

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

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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)

*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

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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.

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

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the major, factor in SLA -- Language acquisition is the individual acquisition of grammar.

What does a student-centered social studies classroom really look like? Renowned educator Bil Johnson reveals how to teach social studies so that your students become engaged, active, and responsible learners. This book demonstrates how student-centered strategies can be applied in your classroom. It shows you how to:

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

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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](http://www.routledge.com/ortega).

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