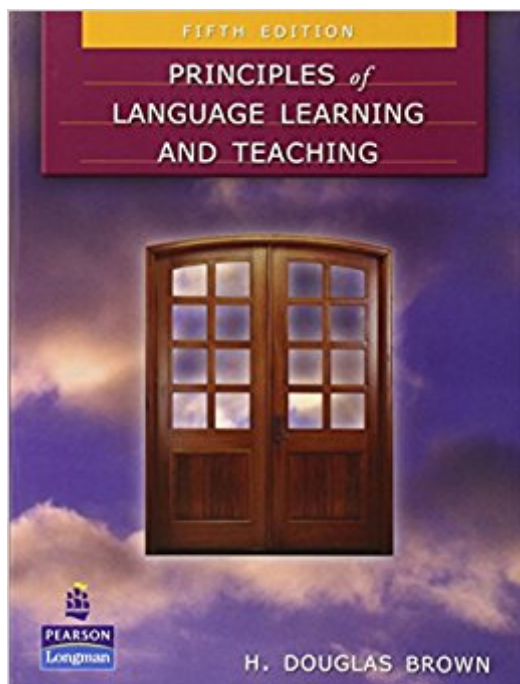


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# Principles Of Language Learning And Teaching (5th Edition)



## Synopsis

Principles of Language Learning and Teaching, Fifth Edition, by H. Douglas Brown, is the classic second language acquisition text used by teacher education programs worldwide. Principles introduces key concepts through definitions of terms, thought-provoking questions, charts, and spiraling. New Classroom Connections encourage students to consider the implications of research for classroom pedagogy. An up-to-date bibliography and new glossary provide quick access to important works and key terminology in the field. The fifth edition takes a comprehensive look at foundations of language teaching through discussions of the latest research in the field, including: \* Vygotsky's and Bakhtin's theories \* Thorndike's law of effect \* error treatment, noticing, recasts \* intercultural communication \* language policy and politics \* corpus linguistics \* hot topics in SLA \* connectionism and emergentism \* flow theory, willingness to communicate \* strategies-based instruction \* contrastive rhetoric \* attribution theory, self-efficacy \* output hypothesis Also by H. Douglas Brown: Teaching by Principles: An Interactive Approach to Language Pedagogy Language Assessment: Principles and Classroom Practices Strategies for Success: A Practical Guide to Learning English

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## Customer Reviews

Principles of Language Learning and Teaching, Fifth Edition, by H. Douglas Brown, is the classic second language acquisition text used by teacher education programs worldwide. Principles introduces key concepts through definitions of terms, thought-provoking questions, charts, and spiraling. New "Classroom Connections" encourage students to consider the implications of

research for classroom pedagogy. An up-to-date bibliography and new glossary provide quick access to important works and key terminology in the field. The fifth edition takes a comprehensive look at foundations of language teaching through discussions of the latest research in the field, including: Vygotsky's and Bakhtin's theories Thorndike's law of effect error treatment, noticing, recasts intercultural communication language policy and politics corpus linguistics "hot topics" in SLA connectionism and emergentism flow theory, willingness to communicate strategies-based instruction contrastive rhetoric attribution theory, self-efficacy output hypothesis Also by H. Douglas Brown: Teaching by Principles: An Interactive Approach to Language Pedagogy Language Assessment: Principles and Classroom Practices Strategies for Success: A Practical Guide to Learning English

Dr. H. Douglas Brown, a professor in the MA-TESOL program at San Francisco State University, has written many articles, teacher training books, and textbooks on language pedagogy. A past president of TESOL and recipient of the James E. Alatis Award for Distinguished Service, Dr. Brown has lectured to English language teaching audiences around the world.

There seems to be something wrong with academics in Linguistics and I think this book might exhibit some of what it is. The author seems to be a bit out of touch with reality. I echo the comments by others who refer to the pedantic and complicated or confusing style the author wrote in. I was into chapter 3 before I realized that this book might actually be one I really want to read. And I did really want to read it! I liked what others have said wondering if the author ever learned a foreign language himself? He clearly knows the theory behind all the new thinking, but I was surprised when I got to the end of the book and he had not actually said a word about the end users of the thinking: the students and teachers. There is not a word said about his customers. Nothing at all. And there is a sentence or two about the history of teaching language before the twentieth century. No more. A good author who wanted to tell the whole story would include accounts of how satisfied the end users were when approach A was used instead of approach B. Or about how one group liked a certain method and another group did not. Still the author is extremely knowledgeable and when I could actually understand what he was saying I was fascinated. I did find that I could not put the book down once I got into it. But there were a lot of times when I was left asking myself what was it that I just read. Don't really know quite what to make of this one. I am still very new to this whole field and this style of writing. And I still can't quite get over the fact that the end users were not even consulted.

Mr. "Berlitz pro-teacher[']s]" review is a perfect example of why students who want to go into language teaching/education need to have at least a solid working knowledge of theory and research in second language acquisition. As I tell my graduate students, intuition and "experience" are certainly important things but effective teaching can only happen if instructors are able to make sound informed decisions that are based on what we know about how languages are acquired in the first place. As a university professor and researcher of SLA, I believe H. Douglas Brown's text is one of the good places to start to get this knowledge. The book is accessible, easy to read, and does a good job of bringing theory and classroom practice together. I show my students Mr. Berlitz pro-teacher's review at the beginning of my seminars and this review has been very effective in showing graduate students why a working knowledge of SLA theory and research is so important for language teachers. A teacher who has no understanding of how languages are acquired is like a doctor who practices medicine without any idea of how the human body works. My students have also pointed out that Mr. pro-teacher probably did not learn English with the best approach or method when you see all the spelling and grammatical mistakes in his review. See what all those drills and "repeatition" did for him?!!!Addendum of Oct 28, 2005 - My students noticed that Mr. Pro Teacher has now corrected his spelling of "repeatition."

HEY, what can I tell you? I had to buy this book for a class I was forced to take in order to keep my teaching certificate. I read the book, took notes, and passed the class. Is it a great read full of fascinating, captivating material? Absolutely, if this type of book is your cup of tea and you enjoy reading this cure for insomnia. It did the job for what I needed so I am glad I purchased it. I quickly passed it on to another person who needed it for the same reasons. ENJOY!

This book was used to help study for the Teacher test for Massachusetts in ESL. This book is a good tool both with mainstream teachers and also English Language teachers.

As a soon to be ESL teacher, this book helped me begin to understand the tools needed to address the complexities of teaching English and understanding the functional components of English, grammar, vocabulary, and syntax. If your an ESL instructor or want to be one and don't know this text, recommend you include in your library.

Needed for class did its justice too detailed and dragged out

Love it!

I purchased this book as a class requirement. In past classes, I would only read the material needed to complete an assignment. This book is so well put together that i actually ENJOYED reading the book. The information is very valuable and the book flowed like water down a peacefful stream. I would recommend this book to anyone interested in linguistics,ESL, or any other English or language discipline.

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