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How Languages Are Learned (Revised Edition)
Penulis: Patsy M. Lightbown And Nina Spada
Penerbit: Oxford University Press.1999
Tebal: 192 halaman

Oleh: Sri Rumiyaningsih Luwiti

Introduction

The book is about the interesting phenomena on how languages are learned and acquired. The discussions are based on research findings on the Field of First and Second Language acquisition. There are seven chapters, in this book.

Chapter one Learning A First Language

Describe the important stages and the order of acquisition of First language. It is described that early age children all over the world show great similarity on to what extent they acquired their First language. It starts with babbling, then cooing and gurgling. At their First year they can understand bye-bye in juice (when they hear bye-bye they wave their hands). After Months of life their language capability grows remarkable. For example at the age of two they can say for example “Mommy Juice” and bend fall down. At the age of 3 and ½ most children can Formulate question, commands, report and create story. Finally at preschool stage their ability to understand language and express themselves in their First language remarkable develops.

The authors discuss an important issue relating to the children acquiring their First language. They mention about early children hood bilingualism. By this term they mean a child who is able to acquire two First languages at the same time. The condition is that the child is exposed to both languages. This is what they call simultaneous bilingual in contrast when child begin to acquire, a language as a second language. This is called sequential bilingual.

There is another phenomena about bilingualism at early age. This is what is called Subtractive bilingualism. This happens when a child is exposed to a second language when they are not Fully Finished another important point discussed is belief that a child’s brain will shrink, from learning too many languages which is not true.

There are marked pattern in development of First language acquisition

1. Development of grammatical morpheme studies show that there are pattern of children acquiring First language.
   a. Present Progressive
   b. Plural S
   c. Irregular Past forms
   d. Possessive “S
   e. Copula
   f. Articles the and a
   g. Third person singular, present -S
   h. Auxiliary “be”