

and those of the hometowns in Italy. The resulting data were utilized in a so-called *guided transfer technique* whereby instruction focused on what was shared by the local dialects and standard Italian. Where there were divergencies, learners were led away from the dialect forms and toward the standard ones. Tosi reports that this approach also promoted early literacy because the close fit between written and spoken Italian allowed the children to gain confidence in their writing abilities. Parents, for their part, were delighted that their children were developing skills in *italiano proprio* that they could take back to Italy.

In addition to describing the bilingual program of Bedford, Tosi provides a good overview of the recent studies on educational reforms for linguistically diverse children living in both the United States and Europe. Citing Paulston's distinction between elitist and folk bilingualism, Tosi makes the point that elitist bilingualism has never been a problem on either continent. Folk bilingualism, on the other hand, is entangled with socioeconomic factors that can spell the difference between success and failure in the education of minority groups. With the estimate that fully one third of the urban European population will have an immigrant background by the year 2000, the issue of bilingual/bicultural education will be a long-standing one in Europe.

The book is not without its faults. For example, Tosi makes a questionable distinction between German speech varieties (called *dissimilar dialects*) and those of Italian (*tongues called dialects*). The aforementioned are then contrasted with the British situation where dialects are supposed to be "similar and mutually intelligible." It might have been useful to note the parallelism in the ways both British and Italian language specialists distinguish between accepted regional varieties of the standard language and the more divergent dialects in both countries. Tosi's efforts to show diversity in the southern Italian dialects spoken in Bedford actually had an opposite effect on this reviewer, who tended to find more significance in their similarities. In general, however, the reader will find much that is of great value in the five chapters of this book. The author has managed to describe the foundations of a successful bilingual education program in a contemporary European setting while keeping in mind the framework of broader studies on the subject.

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TEACHING TALK: STRATEGIES FOR PRODUCTION AND ASSESSMENT. Gillian Brown, Anne Anderson, Richard Shillcock, and George Yule. Cambridge: Cambridge University Press, 1984. Pp. v + 178. \$8.95.

Teaching Talk is a timely attempt to provide teachers with guidelines for the development of a task-based syllabus for teaching communicative skills to native speakers of English. Authors Brown, Anderson, Shillcock, and Yule base their recommendations to teachers on results they obtained from several studies designed to determine the benefits of presenting graded communicative tasks to high school students who have been labeled as low achievers. The authors integrate their research findings and experiences offering a theoretical basis as well as numerous practical examples for the development of communication skills. Although the authors' research

Teaching Talk Strategies For Production And Assessment

M Walker



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Teaching Talk Gillian Brown, Anne Anderson, Richard Shillcock, George Yule, 1985-01-10 Success at school and beyond depends to a large extent on being able to make yourself understood This book looks at the way adolescents express themselves and concentrates on the discrepancies in language use between academically successful and unsuccessful pupils in an educational setting The authors analyse situations where transfer of information is the prime consideration and suggest ways in which the teacher can step in with practical help The book explains in non technical language and with humour the most important findings of a three year research project into adolescent language It uses many examples of transcribed speech to demonstrate how communication sometimes breaks down disabling a pupil's performance and suggests how that performance can be improved

Teaching and Learning Charles Desforjes, Richard Fox, 2008-04-15 This is the first collection of key articles on the psychology behind educational attainment It brings together in one volume for students a set of accessible but influential papers representing the best classic and cutting edge work in the field

Performance Testing, Cognition and Assessment University of Cambridge Local Examinations Syndicate, 1996 This publication contains a selection of research papers presented at the 15th Annual Language Testing Research Colloquium This publication contains a selection of research papers presented at the 15th Annual Language Testing Research Colloquium LTRC The Colloquium was jointly hosted by the University of Cambridge Local Examinations Syndicate UCLES in Cambridge and CITO in Arnhem in the Netherlands At the Cambridge venue the papers were presented on the theme of performance testing and at Arnhem they covered aspects of communication in relation to cognition and assessment A selection of papers has been made in order to achieve a balanced coverage of these themes In particular the research presented includes work on speaking and writing tests where the focus is on raters and tasks the application of various statistical methods in language test validation and issues related to language testing in specific contexts and with particular candidate groups

Action Research for Language Teachers Michael J. Wallace, 1998 A practical resource that supports teachers and trainee teachers to investigate their teaching in a systematic and organised way

Task-Based Language Learning Peter Robinson, 2011-06-13 This volume contains papers addressing issues in task based research into second language learning which are essential to informed pedagogic decision making about how best to achieve this aim These issues include research into the design characteristics of pedagogic tasks that promote the accuracy fluency and complexity of learner language the role of individual differences in the motivational and other cognitive variables that demands made by pedagogic tasks draw on the extent to which tasks and teacher interventions during task performance promote the quantity and quality of interaction that facilitate L2 learning and the generalizability of task based research in laboratory contexts to classroom settings

Neural Approaches to Dynamics of Signal Exchanges Anna Esposito, Marcos Faundez-Zanuy, Francesco Carlo Morabito, Eros Pasero, 2019-09-18 The book presents research that contributes to the development of intelligent dialog

systems to simplify diverse aspects of everyday life such as medical diagnosis and entertainment. Covering major thematic areas: machine learning and artificial neural networks; algorithms and models; and social and biometric data for applications in human computer interfaces. It discusses processing of audio visual signals for the detection of user perceived states; the latest scientific discoveries in processing verbal lexicon syntax and pragmatics; auditory voice intonation vocal expressions and visual signals gestures body language facial expressions as well as algorithms for detecting communication disorders; remote health status monitoring; sentiment and affect analysis; social behaviors and engagement. Further it examines neural and machine learning algorithms for the implementation of advanced telecommunication systems; communication with people with special needs; emotion modulation by computer contents; advanced sensors for tracking changes in real life and automatic systems as well as the development of advanced human computer interfaces. The book does not focus on solving a particular problem but instead describes the results of research that has positive effects in different fields and applications.

Investigating Tasks in Formal Language Learning Mar?a Del Pilar Garc?a Mayo, 2007. This book brings together research that makes use of tasks to examine oral interaction, written production, vocabulary and reading, lexical innovation and pragmatics in different formal language learning contexts and in different languages: English, French, German, Italian and Spanish. It will be of interest to professionals and students working in SLA research and language pedagogy.

Assessing Speaking Sari Luoma, 2004-06-17. Speaking is a central yet complex area of language acquisition. The assessment of this crucial skill is equally complex. This book takes teachers and language testers through the research on the assessment of speaking as well as through current tests of speaking. The book then guides language testers through the stages of test tasks, rating practices and design.

Planning and Task Performance in a Second Language Rod Ellis, 2005-03-11. The last decade has seen a growing body of research investigating various aspects of L2 learners' performance on tasks. This book focuses on one task implementation variable: planning. It considers theories of how opportunities to plan a task affect performance and tests claims derived from these theories in a series of empirical studies. The book examines different types of planning: i.e. task rehearsal, pre task planning and within task planning, addressing both what learners do when they plan and the effects of the different types of planning on L2 production. The choice of planning as the variable for investigation in this book is motivated both by its importance for current theorizing about L2 acquisition in particular with regard to cognitive theories that view acquisition in terms of information processing and its utility to language teachers and language testers, for unlike many other constructs in SLA, planning lends itself to external manipulation. The study of planning then provides a suitable forum for demonstrating the interconnectedness of theory, research and pedagogy in SLA.

The Action-oriented Approach Enrica Piccardo, Brian North, 2019-07-24. This book presents the background to the current shift in language education towards action oriented, action based teaching and provides a theorization of the Action oriented Approach (AoA). It discusses the concepts and theories that paved the way for the AoA and explores their relevance for the way language education is

conceived and implemented in the classroom In the process it revisits the concept of competence and discusses the dynamic notions of mediation and plurilingualism The authors explain the way in which the Common European Framework of Reference for Languages CEFR and its recent update the CEFR Companion Volume broaden the scope of language education in particular in relation to the actional turn The book provides scholars and practitioners with a research informed description of the AoA explains its implications for curriculum planning teaching and assessment and elaborates on its pedagogical implications

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