70 Reviews

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.

(Received 19 December 1986)

Robert J. Di Pietro University of Delaware

TEACHING TALK: STRATEGIES FOR PRODUCTION AND AS-SESSMENT. 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

Mar?a Del Pilar Garc?a Mayo

#### **Teaching Talk Strategies For Production And Assessment:**

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 transcibed speech to demonstrate how communication sometimes breaks down disabling a pupil s performance and suggests how that performance can be improved 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 Ellis, 2005-03-11 The last decade has seen a growing body of research investigating various aspects of L2 learners performance of 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 **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 **Teaching and Learning** Charles Desforges, 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 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 **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

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 Processing Perspectives on Task Performance Peter Skehan,2014-04-15 Understanding how second language task based performance can be raised is vital for progress with task based approaches to instruction The chapters in this volume all attempt to advance this understanding and do so within a viewpoint which assumes limited attentional capacities and accounts for second language speaking based on Levelt s model of first language speaking Six empirical chapters present original studies

They explore the topics of task planning familiarity of information in a task task repetition task characteristics and the effects of using post task transcription The studies interweave with and build upon each other reflecting their conjoint focus on how second language learning memory and attention limitations shape their performance in using the target language In the concluding chapter the accumulated findings across these studies are discussed in terms of the nature of preparation for a task the role of task structure the respective claims of the Tradeoff and Cognition Hypotheses the role of selective attention and the implications of the studies for pedagogy The book is a central reference for students in psycholinguistics second language acquisition and task based language teaching 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

**Communication in the Modern Languages Classroom** Joe Sheils, 1988-01-01 Tasks in Second Language Learning Virginia Samuda, Martin Bygate, 2007-11-27 Tasks in Second Language Learning aims to recentre discussion of the ways in which language learning tasks can help offer a holistic approach to language learning and to explore the research implications It relates the broad educational and social science rationale for the use of tasks to the principles and practices of their classroom use The authors provide a balanced review of research as a basis for exploring a broader research agenda Throughout the book offers telling illustration of the contributions of a range of specialists in research teaching methodology and materials development and of the authors own argument **Language Testing and Validation** C. Weir, 2004-11-22 Tests for the measurement of language abilities must be constructed according to a coherent validity framework based on the latest developments in theory and practice This innovative book by a world authority on language testing deals with all key aspects of language test design and implementation It provides a road map to effective testing based on the latest approaches to test validation A book for all MA students in Applied Linguistics or TESOL and for professional language teachers Contemporary Second Language Assessment Jayanti Veronique Banerjee, Dina Tsagari, 2016-06-30 Includes chapters on key aspects of second language assessment such as test construct diagnosis exam design and the growing range of public policy social and ethical issues Each of the contributors is an expert in their area some are established names while others are talented newcomers to the field The chapters present new research or perspectives on traditional concerns such

as test quality fairness and bias the testing of different language skills the needs of different groups of examinees including English language learners who need to take content tests in English and the use of language assessments for gate keeping purposes The volume demonstrates how language assessment is informed by and engages with neighbouring areas of applied linguistics such as technology and language corpora The book represents the best of current practice in second language assessment and as a one volume reference will be invaluable to students and researchers looking for material that extends The CEFR in Practice Brian North, 2014-07-10 This volume gives an overview of the their understanding of the field impact of the CEFR on teaching and assessment as well as the extensive debate surrounding the framework **Encyclopedia of Applied Linguistics** Margie Berns, 2010-03-20 Concise Encyclopedia of Applied Linguistics formalizes organizes and analyzes the relation of knowledge about language to decision making in practice It synthesizes research in psycholinguistics educational linguistics and sociolinguistics freely crossing subject fields to establish innovative and expert responses to some of the key debates in the field Authored and compiled by leaders in their various specialties and collated and extensively re edited from the award winning Encyclopedia of Language and Linguistics Second Edition this collection will be an ideal one stop desk reference solution for any linguistics professional and researcher interested in how language operates at the leading edge Authoritative review of this dynamic field placed in an interdisciplinary context Over 100 **Examining Speaking** Lynda articles by leaders in the field Compact and affordable single volume format Taylor, 2011-08-25 An up to date review of the relevant literature on assessing speaking The Handbook of Second Language Acquisition Catherine J. Doughty, Michael H. Long, 2008-04-15 The Handbook of Second Language Acquisition presents an integrated discussion of key and sometimes controversial issues in second language acquisition research Discusses the biological and cognitive underpinnings of SLA mechanisms processes and constraints on SLA the level of ultimate attainment research methods and the status of SLA as a cognitive science Includes contributions from twenty seven of the world's leading scholars Provides an invaluable resource for all students and scholars of human cognition including those in linguistics psychology applied linguistics ESL foreign languages and cognitive science Referential **Communication Tasks** George Yule, 2013-10-18 Referential communication is the term given to communicative acts generally spoken in which some kind of information is exchanged between one speaker and another This information exchange is typically dependent on successful acts of reference whereby entities human and non human are identified by naming or describing are located or moved relative to other entities by giving instructions or directions or are followed through sequences of locations and events by recounting an incident or a narrative These activities are examples of events that are more typically described as tasks in the area of second language studies. These might be real world tasks encountered in everyday experience or pedagogical tasks specifically designed for second language classroom use This volume comprehensively documents and describes the veritable explosion of task based research in language acquisition In a

succinct yet easily accessible fashion it presents the origins principles and key distinctions of referential communication research in first and second language studies complete with exhaustive analyses and illustrations of different types of materials. The author also describes and evaluates different choices for using or modifying these materials provides analytic frameworks for focusing on various aspects of the data elicited by these tasks and includes an extensive bibliography plus an appendix showing original task materials. **Discursive Approaches to Politeness** Linguistic Politeness Research Group,2011-06-30 This collection of essays by the Linguistic Politeness Research Group represents the results of over a decade of the group's research discussions seminars and conferences on the subject of linguistic politeness. The volume brings together cutting edge essays reflecting the range of discursive approaches to the analysis of politeness and impoliteness.

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