

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
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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

Carolyn Kessler

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 transcribed speech to demonstrate how communication sometimes breaks down disabling a pupil's performance and suggests how that performance can be improved

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.

Task-based Language Learning and Teaching Rod Ellis, 2003-04-03 This book explores the relationship between research, teaching and tasks and seeks to clarify the issues raised by recent work in this field. The book shows how research and task based teaching can mutually inform each other and illuminate the areas of task based course design, methodology and assessment. The author brings an accessible style and broad scope to an area of contemporary importance to both SLA and language pedagogy

Issues in Second Language Proficiency Alessandro G. Benati, 2009-06-10 Benati provides clarity about the characteristics and notion of language proficiency in the field of second language acquisition. He looks at four areas of research paradigmatically related to the role of proficiency theorizing and measuring second language proficiency: the dimensions of L2 proficiency, factors contributing to the attainment of L2 proficiency and attaining L2 proficiency in the classroom. It also contains a variety of research accounts about the specific factors which have an effect on proficiency together with a theorised measurement of proficiency in second language research. It will be required reading for researchers in applied linguistics and second language acquisition

Communication, Creativity, Collaboration

Cassandra Peters-Johnson,Susan Karr,Jude Langsam,1994 **Investigating Tasks in Formal Language Learning** María del Pilar García Mayo,2007 This book contributes to the growth of interest in task based language learning and teaching that has been seen in recent years It brings together research that focuses on various aspects and effects of pedagogic task design and presents work that uses 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 as a second foreign language French German Italian Spanish as foreign languages It also provides guidelines for task classification sequencing and design The book is addressed to both professionals and students interested in second language acquisition research It will also be of use to professionals involved in language pedagogy and curriculum design **Cooperative Language Learning** Carolyn Kessler,1992 *Language Intervention* Marc E. Fey,Jennifer Windsor,Steven F. Warren,1995 This theory to practice transdisciplinary book series addresses the language difficulties associated with communication disorders and developmental disabilities Grounded in state of the art research yet practical in orientation the volumes in this series are invaluable resources for professionals and graduate students who work with learners with language delays or communication impairment Profound changes in legislation technology and philosophy have transformed language intervention for preschool and elementary age children with language impairments This comprehensive book examines the developments of the past decade analyzes research and evaluates the efficacy of recent innovations Chapters provide practical intervention strategies for a variety of language problems and prepare interventionists to meet the demands of the classroom by addressing topics ranging from cultural awareness to the effectiveness of computers in intervention This resource also expands current norms outlining innovative approaches proposing challenging goals and suggesting specific research Speech language pathologists and students in speech language pathology special educators and reading specialists and researchers and clinicians in child development will turn to this volume for its appraisal of recent changes in language intervention and its recommendations for service delivery BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved Issues in Language Programme Evaluation in the 1990s Sarinee Anivan,1991 *The Talk Curriculum* David Wallace Booth,Carol Thornley-Hall,1991 **Language-related Learning Disabilities** Adele Gerber,1993 A practical text reference on the relationship between learning disabilities and the linguistic and cognitive factors that contribute to academic failure Among the topics explored are the theoretical foundations of learning disabilities the nature of language related learning disabilities and beneficial intervention methods The volume also reviews current trends in service delivery such as team teaching classroom based intervention consultation collaboration and staff curriculum and program development For professionals educators and graduate students in speech language pathology and special education Annotation copyright by Book News Inc Portland OR **Philippine Journal of Linguistics** ,1990

Computer-assisted Language Learning and Testing Patricia Dunkel,1991 *Communicative Language Testing* Cyril J.

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Studies in Second Language Acquisition ,1999-03 Spoken English Illuminated Andrew M. Wilkinson,Alan Davies,Deborah Berrill,1990 A study of spoken English which explores oral work such as argument story telling exposition and group discussion It crosses the curriculum from arts to science and examines pre school language as well as classroom oracy The book contains case studies for teaching and assessing **Assessing Foreign Language Proficiency of Undergraduates** Richard V. Teschner,1991 *Language, Culture, and Education* Colston Research Society.

Symposium,1993 This collection of papers explores a range of cultural issues concerning language and schooling in both Europe and Africa It includes contributions on language development sexism and racism auditory and visual impairment European integration popular culture and the emotions *Computers in Applied Linguistics* Martha C. Pennington,Martha Carswell Pennington,Vance Stevens,1992 The book combines in one volume information on specific computer applications with discussion of theoretical and methodological issues by recognized authorities in linguistics language teaching and second language acquisition It will be of value to linguists teachers researchers and software designers working in English or in other languages *Nice Talking With You Level 2 Teacher's Manual* Tom Kenny,2012-03-27 Nice Talking with You is a two level oral communication series designed to get students talking The Teacher's Manual features step by step comprehensive teaching note teaching tips on classroom management techniques language and more unit by unit complete answer keys and full audio scripts for the Conversation listening pages

Reviewing **Teaching Talk Strategies For Production And Assessment**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Teaching Talk Strategies For Production And Assessment**," an enthralling opus penned by a very acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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