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BOOK BYTES
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Hughes, Arthur. *Testing for Language Teachers.* Cambridge. 1989.

This new reference is probably most useful for testing adult ESL students, although it has application to children K-12 as well. It begins by discussing *backwash*—"The effect of testing on teaching and learning" (p. 1). Several cases are examined in which testing can be both beneficial (e.g., when tests correct bad teaching), and detrimental (e.g., when tests are unrealiable and inaccurate). Ultimately, Hughes suggests, testing should be looked at as problem solving, and the book itself is intended to make the readers solvers of testing problems. In chapter 3, the author briefly presents different types of tests (e.g., proficiency, achievement, and diagnostic), and different ways of testing (norm)referenced, discrete point, subjective, objective, and communicative). This is followed in chapter 4 with a discussion of validity and in chapter 5 with reliabililty. Other chapters focus on testing techniques. For example, chapter 8 briefly examines cloze and multiple choice. The actual administration of tests is discussed in chapter 14. The basic language skills (writing, oral ability, reading and listening, grammar and vocabulary) are covered in that order in chapters 9-13. Each chapter includes activities and further reading. These chapters are generally organized into sections—"Specifying What the Candidate Should Be Able To Do," and "Setting the Tasks," which includes appropriate selection of materials and scoring. Hughes' book offers an up-to-date look at testing in general (as Madsen did in his *Techniques in Testing,*) (Oxford, 1983), this time from a British perspective. Its adult focus is emphasized by discussion of the ACTFL, TOEFL, and Cambridge Proficiency examinations, as opposed to such K-12 language assessment instruments used in California as the Language Assessment Scales, Bilingual Syntax Measure, Idea Proficiency Test, and so forth. It is more theoretical than Madsen's very practical book but still offers many activities.—NK

Maley, Alan and Alan Duff. *The Inward Ear: Poetry in the Language Classroom.* Cambridge. 1989.

With core curricula throughout California public schools now focusing on literature, this new resource book should be valuable for classroom teachers of all levels (K-adult). It provides ideas about how

to write and discuss poetry from the low-intermediate to advanced learner. Four chapters, which contain a variety of examples, focus on helping the ESL student understand poetry. These include "Preparing for the Poem" (chapter 1); "Working into the Poem" (chapter 2); "Working Out from the Poem" (chapter 3); and "Speaking Poetry" (chapter 4). Three more focus on the writing of poetry using modes (chapter 5), words (chapter 6) and random association (chapter 7).—NK

Williams, James and Grace Capizzi Snipper. *Literacy and Bilingualism.* Longman. 1990.

This resource book for classroom teachers and teacher trainers developed out of the expertise of its authors in rhetoric and psycholinguistics (Williams), and sociolinguistics and language planning (Snipper). While the title emphasizes literacy, which is the central core of bilingual education, the book actually looks at the acquisition of all language skills in a bilingual environment. The first two chapters focus specifically on what literacy is, defining it from a functional, cultural, and critical perspective, and then examining traditional views of reading and writing (chapter 2). Chapters 3 and 4 focus on bilingualism, the process of acquisition and the programs which have developed to teach nonnative English speakers in the United States (e.g., maintenance, transitional, immersion). Chapter 5 focuses on topics covered in Hakuta's *Mirror of Language* (Basic Books, 1985), particularly studies on bilingualism and intelligence. Chapters 6, 7, and 8 speak to teaching methodologies in ESL, reading, and writing. The book concludes with a discussion of who is teaching literacy, including teachers and paraprofessionals. This book stands as a good introduction to the field of bilingualism and bilingual education from a literacy viewpoint.—NK

Curtain, Helena Anderson and Carol Ann Pesola. *Languages and Children—Making the Match.* Addison Wesley. 1988.

The proposed Foreign Language Framework for California includes a requirement to teach foreign language to *all* children beginning in kindergarten and continuing through the 12th grade. If this should be implemented Curtain and Pesola's book will become very important. This reference book discusses the importance of beginning foreign language instruction in the elementary school. Step by step it works the teacher through how this can be accomplished, beginnning in chapter 2 with an historical perspective which includes early bilingual programs in the United States using German, French, and Spanish. Chapters 3 and 4 present practical matters: how to choose a program model and how to plan budgets, staffing, and other needs. The remainder of the book focuses on the curriculum itself: how to use what we know from research including the immer-

sion experiences both here and in Canada as a starting point. Another important aspect of the book is presented in chapter 7, which focuses on content-based instruction. Many recent K-12 ESL curricula have used content-based instruction as the core of their programs. It is refreshing to see it applied now to second language instruction as well. Learning with authentic materials, key to the whole language approach to learning, is embedded in this method. Other chapters focus on day-to-day planning, evaluation, and even how to obtain materials and other resources. Finally, this excellent resource looks at the preparation of teachers. Without training programs, the best curriculum won't work. It is hoped that this book will be just the first to have specific application for California as we promote the acquisition of more than one language by all students.—NK

Nunan, David. *Designing Tasks for the Communicative Classroom.* Cambridge. 1989.

As with all of David Nunan's books, there is a focus here on the teacher as researcher. Throughout this resource book there are ideas for investigating—in this case, tasks in the classroom. Nunan provides several definitions of what a task is, concluding with his own definition: "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form." Further, tasks are generated through the interaction of goals, input, activities, teacher's role, learner's role and the settings in which they occur. Nunan then proceeds to analyze the concept and use of task from a variety of perspectives. Chapter 2 analyzes language skills (including the nature of listening, speaking, reading, and writing and their implication for task design). Chapter 3 focuses on the goals, input, activities derived from the input, and the roles teachers and learners will fulfill as task components. Roles are specifically addressed in chapter 4 (see the review of Tony Wright's book in this issue of the *The CATESOL Journal* for a complete discussion of roles). Chapter 5 focuses on grading tasks, again using input factors, learner factors, and activity factors. The sequencing of tasks and how they are integrated into the curriculum is the subject of chapter 6. Included here are a variety of situations, such as content-based instruction. The final chapter focuses on the teacher development component of task usage with suggestions for in-service workshops.—NK

Cooper, Marilyn M. and Michael Holzman. *Writing as Social Action.* Heineman. 1989.

Although *Writing as Social Action* was intended for first-language writing teachers and researchers, it is equally relevant for ESL professionals interested in writing, covering as it does both college com-

position (primarily in the chapters by Cooper) and adult basic literacy (primarily in the chapters by Holzman). Eight of the fifteen chapters have appeared elsewhere. But the 15 chapters present a unified view of writing and literacy, a view informed by the work of Vygotsky, Freire, and numerous linguists working with social and functional models (for example, Halliday). Both authors take the view that writing is social; that is, writing is not an individual, isolated activity with writers taking inspiration from within, as it is so often portrayed in writing texts and theory. "What we do mean by social is that writing is located in the social world and, thus, is fundamentally structured by the shape of that environment" (p. x). Just as importantly, Cooper and Holzman claim writing is action—a way of acting in the world and on the world. Cooper and Holzman are themselves good writers, engaging the reader by balancing theory, pedagogy, and anecdote and above all, by demonstrating deep concern for the struggling writer, the oppressed, and the marginalized nonliterate.—DM

Kelly, Katheleen Ann. *Reading to Write: A Practical Rhetoric*. St. Martin's Press. 1990.

The instructor's manual that accompanies *Reading to Write* begins with a quote by Patricia Bizzell: "If basic writers need academic cultural literacy in order to achieve full participation in the academic community, then a full way must be found to give students access to this knowledge while at the same time encouraging some critical distance from it" (p. 1). The text itself is a rhetoric designed to communicate the conventions of academic writing while demanding that students write, write, and write some more (and read, read, and read some more). It begins with journal keeping and moves quickly to strategies for reading and writing and issues of audience and purpose, concluding with editing and applied writing (modes) and techniques for writing essay exams. Both in her own writing and the abundance of selections from other writers, Kelly is sensitive to her audience, choosing examples that reflect a spectrum of cultures and writing in a style that is accessible without ever being condescending. If you are teaching advanced ESL students or a class where students who speak more than one language are mixed with monolingual peers, then *Reading to Write* is a text to consider.—RC

Spack, Ruth. *Guidelines: A Cross-Cultural Reading/Writing Text*. St. Martin's Press. 1990.

If you view the development of writing as parallel to the cognitive development of the individual, moving from the inward-directed concern for self to outward concern with the world, then you will appreciate *Guidelines*. It is organized around four core writing assignments beginning with "Writing From Experience," and moving to "Writing From Readings," which includes "Relating Reading to Ex-

perience" and "Analyzing an Argumentative Essay." It concludes with "Writing From Outside Sources: Researching a Controversy." The text is recursive so that processes introduced early in the text (prewriting activities and peer response) are returned to periodically during the course. This text teaches all aspects of the writing process and includes readings and activities for responding to readings. Essays, written by both professionals and student writers, reflect a diversity of cultures and the point of view of both genders. Helpful guidelines which give the text its title, occur throughout on such topics as peer revision, interviewing, and proofreading. Although not specifically an ESL text, *Guidelines* will seve well advanced ESL students not completely at home with academic rhetorical styles, college study skills, and English grammar.—RC

Smoke, Trudy. *A Writer's Worlds: Explorations Through Reading*. St. Martin's Press. 1990.

Smoke's objective in *A Writer's Worlds* is to introduce students to "the types of reading and writing [they] will encounter in the academic world" (p. xxviii). Readings, organized thematically, are challenging although they average only five pages in length. Most units contain literary pieces as well as essays and selections from academic texts. Journalistic writing is notably absent and the language is complex and often figurative. For students who are ready to deal with such language, however, *A Writer's Worlds* will make an exciting introduction to the many worlds of people who write in English, from Eudora Welty's South to Bruce Chatwin's Outback and Ursula Le Guin's realm of anthropological fantasy. Culture is taken in its most inclusive sense, and students of all cultures are asked to reexamine their beliefs in the light of what they read. Themes include memory, language, family, society, and fantasy. A journal topic asks students to consider their own experience before reading. After reading, students repond to questions which send them back into the readings for deeper analysis. Finally, the text offers students topics for writing and suggestions for revising essays of their own. Compact in size, *A Writer's Worlds* is, nevertheless, a rich and evocative collection of readings for advanced ESL students.—RC ■