

1. Record Nr.	UNINA9910483522203321
Titolo	Issues in Teaching, Learning and Testing Speaking in a Second Language // edited by Mirosaw Pawlak, Ewa Waniek-Klimczak
Pubbl/distr/stampa	Berlin, Heidelberg : , : Springer Berlin Heidelberg : , : Imprint : Springer, , 2015
ISBN	3-642-38339-4
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (269 p.)
Collana	Second Language Learning and Teaching, , 2193-7648
Disciplina	418.0071
Soggetti	Applied linguistics Language and education Applied Linguistics Language Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	<p>""Preface""; ""Contents""; ""Notes on Contributors""; ""Part I Mediating Between Theory, Research and Classroom Practice""; ""1 Conversational English: Teaching Spontaneity""; ""Abstract""; ""1 Introduction""; ""2 Features of Spoken Interaction""; ""3 Introducing Spoken Language""; ""3.1 Spoken Language Is Additive""; ""3.2 Conversation is interactive""; ""3.3 Conversation Is Evaluative""; ""3.4 Conversation Is `Vague""; ""3.5 Discourse Markers""; ""3.6 Conversation Is Formulaic""; ""3.7 Conversation Is Creative""; ""4 A Summary""; ""5 Two Tentative Conclusions""; ""References""</p> <p>""2 Local Cultures in English: Intercultural Communication in an International Educational Context""""Abstract""; ""1 Introduction""; ""2 Intercultural Communication""; ""3 Intercultural Communication in a Polish-Ukrainian Educational Project""; ""4 Polish-Ukrainian Misunderstandings in the Light of Hofstede's Model""; ""5 Conclusion""; ""References""; ""3 Developing Second Language Oral Competence Through an Integrated Discursive Approach: The Conceptual Framework of the Project and Results of a Pilot Study""; ""Abstract""; ""1 Introduction""; ""2 Theoretical Bases for the Project""</p> <p>""2.1 Interactive and Dialogic Nature of Oral Discourse""""2.2 Interactivity Characteristic of Oral Genres""; ""2.3 Media Genres and</p>

Their Value as Models"; "3 Fostering Advanced L2 Oral Competence: The Assumptions and Aims of the Project"; "4 Specific Aims and Research Design of the Project"; "5 Using Podcasts in Developing Oral Competence: Selection Criteria"; "6 Results of the Pilot Study"; "6.1 Developing Extensive Comprehension"; "6.2 Developing Interactive Speaking Abilities"; "6.3 Developing Interactive and Argumentative Abilities in Class Discussions"
"7 Conclusions of the Pilot Study""References"; "4 It's Small Words that Make a Big Difference"; "Abstract"; "1 Introduction"; "2 Theoretical Background"; "2.1 Definition and Functions of Hedges"; "2.2 Native Speaker Versus Non-native Speaker Use of Hedges"; "2.3 Culture and Hedging Devices"; "2.4 Hedges in the Teaching/Learning Context"; "3 The Study"; "3.1 Description of the Study"; "3.2 Presentation and Discussion of Results"; "3.2.1 Section A of the Questionnaire"; "Value of Hedges"; "Reasons for the Use of Hedges"; "Context of Use"; "Hedges in L1"
"Received Pedagogy""3.2.2 Section B of the Questionnaire"; "The Impact of Hedging Expressions on the Way a Message Is Interpreted"; "Hedges and Politeness"; "The Impact of Hedging Expressions on the Way a Speaker Is Perceived"; "3.2.3 Section C of the Questionnaire"; "4 Conclusions and Implications of the Findings"; "A.x(118). Appendix"; "References"; "5 Preparing Tertiary Students for Study Abroad Programs---The Identity Negotiation Perspective"; "Abstract"; "1 Introduction"; "2 Theoretical Underpinnings of Identity Negotiation Theory"
"2.1 The Concept of Identity"

Sommario/riassunto

The volume constitutes a state-of-the-art account of issues related to teaching, learning and testing speaking in a second language. It brings together contributions by Polish and international scholars which seek to create links between theory, research and classroom practice, report the findings of studies investigating the impact of linguistic, cognitive and affective factors on the development and use of speaking skills, and provide concrete pedagogic proposals for instruction and assessment in this area. As such, the book will be of interest not only to second language acquisition theorists and researchers, but also to foreign language teachers willing to enhance the quality of speaking instruction in their classrooms.
