

ages of 10 months and 3 years learn by looking at pictures in a picture book with someone or by listening to a story from a children's book? What are the mental prerequisites that enable such learning processes? These are also the main questions in the emergent literacy research today. The chapters in this book are revised versions of papers presented at an international conference held at the Picture book museum Burg Wissem in Troisdorf near Cologne, Germany in March 2009.

This book has a total of 14 chapters divided into 3 sections. The first section "Premises of early literacy" consists of 3 chapters on textual representations of fictional and everyday events by children under three; colour perception in young children and basic designs in picture books and modern art. The second section entitled, "Picture books for children under three" consists of 6 chapters on how literary appreciation begins; acquiring nominal and verbal concepts; reading as playing; metaphors in picture books from 0-3; paths to literacy in young children; and linking behavioural training and scientific thinking. The third section entitled "Child-book interactions: case studies" consists of 4 chapters—early object and action concepts during picture book reading by the mother; reading without any accompanying descriptions; developing literacy and a sense of self through play, talk and stories; and how response to picture books reflects and supports the emotional development of young bilingual children.

There are many books on the pragmatic aspects of emergent literacy and early literacy. However, this book has a multidisciplinary approach (art history, children's literature research, picture book theory, linguistics, cognitive psychology and pedagogy) and stresses on the strong relationship between early literacy and children's books for young readers under the age of 3.

Vandana Puri

Assessing Young Language Learners

By Penny McKay

Cambridge University Press

Cambridge

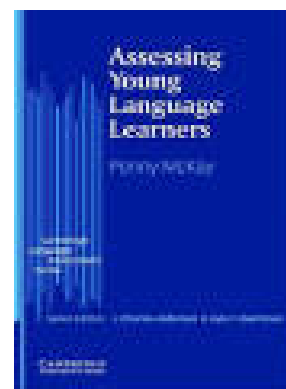
Language

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Assessing Young Language Learners provides a framework for assessment of language learning in the early years of formal education (5-13 years), in both foreign language (language rarely heard outside the classroom) and second language (learning a language to communicate with the community at large) learning situations. It comprises of 10 chapters. The first chapter introduces the readers to the importance of assessment in the case of young language learners. In terms of cognitive growth, the author suggests that children between the ages of 5-7 years learn by direct experience; from 8 to 10 years students can manipulate ideas, but direct experience is still important; and from the ages of 11 to 13 years, they are able to talk about recent events, plans for the future and career aspirations. It is important to take into account all these cognitive stages of development for appropriate assessment. Moreover, effective assessment should also take into account the child's likes and interests, the impact of peer influence, and his / her physical growth and culture. In chapter 2, the author discusses the theoretical background for 'language use ability'. She also discusses the ideas of social language, academic language and the concept of linguistic interdependence. Chapter 3 outlines the current research in the assessment of young language learners. Chapter 4 is about the

assessment of language through tasks. Chapter 5 deals with classroom assessments such as formative, summative, on-the-run and planned assessment. Chapter 6 talks about learning objectives and assessment of oral language. Chapter 7 looks at writing and reading. Chapter 8 examines how young language learners can be evaluated, and the characteristics of good scoring rubrics. Chapter 9 weighs the pros and cons of large scale tests for young learners of second languages. Chapter 10 concludes the book by giving broad directions in the field of assessment of young language learner assessment. Overall, Penny McKay's book has

many hands-on strategies from all around the world for teachers involved with assessment of young language learners. In fact, she won the Kenneth W Mildenberger Prize in 2006 for this book.

Vandana Puri

Vandana Puri has a PhD in Linguistics from the University of Illinois, Urbana-Champaign. Her research interests include acoustic phonetics, intonation, prosody, bilingualism, New Englishes and sociolinguistics. Currently, she is a consultant with Vidya Bhawan, Udaipur.

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Forthcoming Events

November, 2014

Second International Conference on Language, Literature and Community 2015 (LLC 2015)

Date: 21-22 February, 2015

Location: Bhubaneswar, India

Call Deadline: 15-Sep-2014

Web Site: <http://www.languages3000.com>

March, 2015

National Multidisciplinary Conference on Current Issues of English Teaching and Learning (NICCIETL)

Date: 4-6 March, 2015

Location: Ahwaz, Iran

Call Deadline: 31-Oct-2014

Web Site: <http://elt-kh.ir/>

International Conference on Language Form and Function

Date: 27-29 March, 2015

Location: Suzhou, China

Call Deadline: 31-Oct-2014

Web Site: <http://sfl.suda.edu.cn/ICLFF>

April, 2015

IATEFL Conference 2015: Manchester

Date: 11 - 14 April 2015 - PCEs 10th April

Join us to enjoy great plenary speakers, network with ELT professionals from around the world and choose from over 500 presentations.

English Linguistics and Corpora: Research Issues and Language Teaching Innovations

Date: 8 - 10 April 2015

Location: Créteil, France

Call Deadline: 20-Oct-2014

GUST English Language and Literature 2nd International Conference (GELL)

Date: 21 - 23 April 2015

Location: West Mishref, Kuwait

Call Deadline: 30-Nov-2014

Web Site: <https://gellconference.gust.edu.kw>

May, 2015

Receptive Multilingualism: Multilingual Resources in Service of Mutual Understanding (REMU)

Date: 28-29 May 2015

Location: Joensuu, Finland

Meeting URL: <http://www.uef.fi/en/remu2015>

June, 2015

Sociolinguistics of Globalization: (De)centring and (De)standardization

Date: 3-6 June, 2015

Location: Hong Kong, Hong Kong

Call Deadline: 30-Sep-2014

Web Site: <http://www.english.hku.hk/events/slkg2015>

July, 2015

2nd International Conference on Sign Language Acquisition

Date: 1-3 June, 2015

Location: Amsterdam, Netherlands

Call Deadline: 01-Oct-2014

Web Site: <http://www.icsla2015.nl>