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## Task

**Challenge** and Change in Language Teaching. Eds. J. Willis & D. Willis. Oxford, Heinemann, 1996. 186 s.

**Common** European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge, Cambridge University Press, 2001. 260 s.

**Cadre** Européen commun de référence pour les langues: apprendre, enseigner, évaluer. Strasbourg, Division des Langues Vivantes, 2001. 192 s.

**Chapelle**, Carol A.: Computer Applications in Second Language Acquisition. Foundations for teaching, testing and research. Cambridge, Cambridge University Press, 2001. 215 s.

**Källkvist**, Marie: Form-class and Task-type Effects in Learner English. A study of advanced Swedish learners. Lund, Lund University Press, 1999. 226 s. (Lund studies in English)

**Language** Learning Tasks. Eds. C. Candlin & D. Murphy. London, Prentice Hall, 1987.

**Legutke**, Michael & Howard Thomas: Process and Experience in the Language Classroom. London, Longman, 1991. 332 s. (Applied linguistics and language study)

**Nunan**, D.N.: Designing Tasks for the Communicative Classroom. Cambridge, Cambridge University Press, 1989.

**Nunan**, David: Second Language Teaching and Learning. Boston, Mass., Heinle & Heinle, 1999. 330 s. (Newbury house teacher development)

**Oliveira**, Gunnilla & Maria Berggren: PBL i språkundervisningen. Om problembaserat lärande i teori och praktik. Stockholm, Natur och Kultur, 1996. 166 s.

**Parrott**, Martin: Tasks for Language Teachers. Resource book for training and development. Cambridge, Cambridge University Press, 1993. 325 s. (Cambridge teacher training and development)

**Prabhu**, N.: Second Language Pedagogy. Oxford, Oxford University Press, 1987. 153 s.

**Problem** Solving in Second Language Teaching. Eds. Caterina Cicogna, Marcel Danesi, Anthony Mollica. Lewiston, NY, Soleil Publishing, 1992. 253 s.

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258 s. (Applied linguistics and language study)

**Skehan**, Peter: *A Cognitive Approach to Language Learning*. Oxford, Oxford University Press, 1998. 324 s.

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**Tasks for Independent Language Learning**. Ed. by David Gardner &

Lindsay Miller. Alexandria, Va., Teachers of English to Speakers of Other Languages, 1996. 199 s.

**Tasks in a Pedagogical Context**. Ed. by Graham Crookes & Susan M. Gass. Clevedon, Multilingual Matters, 1993. 193 s.

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**Willis**, Jane: *A Framework for Task-based Learning*. Harlow, Longman, 1996. 183 s. (Longman handbooks for language teachers)

## ANDET GODT NYT

**Andetsprogsdidaktik**. Lars Holm & Helle Pia Laursen. Dansk lærerforening, 2000. 192 s.

**Approaches to Materials Design in European Textbooks: Implementing principles of authenticity, learner autonomy, cultural awareness**. Anne-Brit Fenner & David Newby. Strasbourg, Council of Europe, 2000. 221 s.

**Baker**, Colin: *The Care and Education of Young Bilinguals. An introduction for professionals*. Clevedon, Multilingual Matters, 2000. 200 s.

The **Cambridge Guide to Teaching English to Speakers of Other Languages**. Ed. by Ronald Carter & David Nunan. Cambridge, Cambridge

University Press, 2001. 294 s.

**Classroom Decision-Making. Negotiation and process syllabuses in practice**. Ed. by Michael P. Breen & Andrew Littlejohn. Cambridge, Cambridge University Press, 2000. 310 s.

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**Cummins**, Jim: *Language, Power and Pedagogy. Bilingual children in the crossfire*. Clevedon, Multilingual Matters, 2000. (Bilingual Education and bilingualism; 23)

**Dalgalian**, Gilbert: *Enfances plurilingues. Témoignage pour une*