

***Seu modelo de prova está na página seguinte**

Curso de Inglês Instrumental Online

**preparatório para Provas de
Proficiência do Mestrado e
Doutorado com Certificado de
Proficiência**

SAIBA MAIS



screening instruments for dementia designed for SAE speakers. Some research findings indicate that language performance does not necessarily decline with age and another interesting finding discussed is that in verbal fluency tasks, subjects performed better in SAE than in AAV. Also, education plays a major role with higher levels of education positively correlating with higher fluency scores.

The effects of age and education on narrative complexity in older Chinese in the USA (written by S. Makoni with Hwei-Bin Lin and Robert Schauf) are discussed in Chapter 8. It is a report of a study which investigated the narrative and syntactic complexity in the storytelling of cognitively intact Chinese elderly who live in the USA. The study focuses specifically on age-related and education-related differences. Education was found to correlate with syntactic complexity. Narrative complexity was not correlated with age, but age was negatively correlated with complete sentences. The role of narrative as a diagnostic tool in the work of language and ageing is clearly important and this chapter provides a valuable contribution to such work.

The last empirically framed chapter (Chapter 9) reports 'Language in an Epidemiological Study: The North Manhattan Aging Study in New York City' which looked at different levels of communicational abilities of elderly African-Americans, Latinos, and whites rated by judges from the same ethnic group. Like the previous empirically oriented chapters, this very much reads like a paper or a research report and more editing would have been useful to make it better fit the format of the book as a whole. Another disadvantage is that the studies carried out by the authors reported in Chapters 7–9 were not originally designed in the DS framework. The authors acknowledge this, but occasionally the links with findings and DST are a little awkward. The final chapter (Chapter 10) 'Old and New Perspectives on Language and Aging' provides a useful summary of the entire book and brings coherence into the volume.

On the whole, this is a theoretically challenging and informative book. Any shortcomings are largely editing issues. It strikes me that more careful editing was necessary to aid coherence and consistency throughout the book. For example, at times detailed information is given about research participants and research sites (when the research was carried out by the authors); at other times research findings are reported very concisely. There are some small typographical errors throughout, making sentences at times a little difficult to understand. There are instances where an acronym is given before the full definition of a concept, for example 'MMSE' first appears on p. 89, but is defined as 'Mini Mental Status Examination' in the following chapter on p. 99. Different titles are used to refer to the final sections of various chapters: 'Summary' (chapters 3, 6, and 8), 'Conclusions' (chapter 5), etc., or indeed no heading. The American English spelling 'aging' is used throughout, but 'ageing' appears several times on p. 4.

However, these are not major obstacles for the dissemination of the authors' valuable work and I would recommend this book as a useful resource for anyone researching language and ageing, especially from a cognitive and/or multilingual perspective. This book is also likely to be beneficial for people working with older people in various clinical and institutional contexts in particular. It is hoped that it will inspire more research on the linguistic aspects of the latter part of the lifespan, especially in diverse multilingual environments. With people now living longer in most parts of the world, our need to understand (multilingual) older people's cognitive-linguistic profiles is greater than ever.

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Kees de Bot and Sifree Makoni: LANGUAGE AND AGING IN MULTILINGUAL CONTEXTS.

Kees de Bot and Sifree Makoni: LANGUAGE AND AGING IN MULTILINGUAL CONTEXTS. Multilingual Matters, 2005.

This book is published in the well-established 'Bilingual Education and Bilingualism' series. Its focus is on the relationship between language and ageing in multilingual contexts. The authors state that 'research on language and aging is dominated by researchers in North America, and it is very rare to find even the slightest suggestion of a role of more than one language in that research' (p. 60). I agree with this statement. This book is a welcome addition to the expanding literature on language and old age because it covers other than monolingual individuals and communities. The book is divided into ten chapters. After the introductory chapter, Chapters 2–6 are more theoretical; these are followed by three data-based chapters (7–9) which report research from different ethnic groups in the USA. Chapter 10 offers a summary of the whole book.

The authors take an approach to old age which is now commonplace in social gerontology and lifespan communication, namely regarding it as a lifespan stage in its own right, rather than simply as decline. Language development can be argued to be a life long process and one that takes a different form in later life. The view taken by de Bot and Makoni is that language is linked to and interacts with other cognitive subsystems, each of which is subject to change over time. It is proposed that language is a complex dynamic system, interacting with other systems, requiring ongoing input and use for maintenance (p. 3). The general framework into which the authors wish to situate language and ageing research is Dynamic Systems Theory (DST), introduced in Chapter 2. A dynamic system, a concept originating from Mathematics, is defined as 'a system of interacting variables that is constantly changing due to interaction with its environment and self reorganization' (p. 5). DST aims to describe and explain developments over time, where development is understood as either growth or decline and is non-linear in nature. Language is seen here as having all the characteristics of a dynamic system.

Chapter 3 overviews research on language and communication with the elderly, specifically the effects of 'elderspeak'. This is a style or register used to address older individuals, especially when they are deemed to have declined language processing abilities, typically in contexts such as nursing homes. Elderspeak can have either positive or negative effects, depending on whether it is perceived by the elderly recipient as nurturing and facilitating communication, or as patronising and condescending. Multilingual settings are minimally covered in this chapter, but this is likely to be due to the lack of such research on this topic. The focus of Chapter 4 is on language production (phonological aspects and speech characteristics of elderly voices/speech; lexical, syntactic, and pragmatic aspects) and language comprehension (phonological, lexical, syntactic, and pragmatic aspects, as well as reading comprehension) in healthy and pathological ageing (dementia). Some useful discussion is offered on methodological problems associated with research of this kind and once more the authors emphasise that 'a focus on language as a separate skill or commodity distorts the picture of what language in use means' (p. 29).

Chapter 5 looks at resources that play a role in language development in the elderly. These resources include intra-individual resources, such as working memory and long-term memory capacity, attentional processes, speed of processing, and education, as well as extra-individual or social resources such as the social and linguistic environment; finally, there is multilingualism at the individual and group level. Multilingualism, ageing and dementia are the topics for Chapter 6. Whether multilingualism is an asset or a liability in ageing is explored. The way languages are acquired seems important. Generally speaking, the studies that do exist seem not to support language attrition with ageing and the authors argue for seeing multiple languages as assets rather than disadvantages, although they recognise the difficulties in devising tests for an individual's different languages.

Chapter 7 is the first of the three chapters which report specific research projects in multilingual settings and discusses bilingual ageing in older African-Americans. An informative summary is given of the many linguistic and cultural challenges in researching African-Americans and other ethnic minorities. One challenge in researching (older) African Americans—who are strictly speaking bidialectal in African-American Vernacular (AAV) and Standard American English (SAE), rather than bilingual—is the use of

INSTITUTO DE BIOCÊNCIAS, LETRAS E CIÊNCIAS EXATAS
CÂMPUS DE SÃO JOSÉ DO RIO PRETO
PROGRAMA DE PÓS-GRADUAÇÃO EM ESTUDOS LINGÜÍSTICOS

PROVA DE PROFICIÊNCIA EM LÍNGUA INGLESA

Instruções:

- ? Responda em português, na folha de respostas, às cinco questões abaixo sobre a resenha do livro *Language and Aging in Multicultural Contexts*, escrita por Virpi Yläanne.
- ? Evite responder às questões apenas citando partes do texto ou traduzindo-as.
- ? É permitida a utilização de um dicionário impresso durante a prova.
- ? Enumere, na folha de respostas, as questões respondidas.

Questões:

- 1- Qual é o foco do livro resenhado por Virpi Yläanne e o que a obra acrescenta aos estudos anteriormente desenvolvidos?
- 2- De que abordagem e teoria se valem os autores Bot e Makoni para o estudo do desenvolvimento da linguagem na idade madura? Explique-as.
- 3- Os capítulos 7, 8 e 9 do livro resenhado apresentam estudos empíricos tendo por participantes diferentes grupos étnicos dos Estados Unidos. Qual o foco desses estudos?
- 4- Que críticas o autor da resenha faz aos capítulos 7, 8 e 9, destinados à apresentação dos estudos empíricos?
- 5- Qual é a avaliação final de Virpi Yläanne sobre o livro resenhado?