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ABSTRACT

Documents and articles on second language testing that were included in the ERIC data base from 1966 through 1979 are covered in this bibliography. Each of the approximately 1600 entries is identical to a document resume that appeared in "Resources in Education" or "Current Index to Journal in Education" during that period. The bibliography is indexed by subject and author. Most of the documents cited are not actual tests but reports on such subjects as the application of specific testing theories and the evaluation of testing methodologies. Conference papers, institutionally sponsored studies, and monographs are among the document types included. Although the documents cited deal principally with second language testing, many are applicable to language testing as a whole. (JB)

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ED183027

LANGUAGE IN EDUCATION: THEORY AND PRACTICE

24

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TESTING IN FOREIGN LANGUAGES, ESL, AND BILINGUAL EDUCATION,  
1966-1979: A SELECT, ANNOTATED ERIC BIBLIOGRAPHY

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## LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE. In addition to processing information, ERIC/CLL is also involved in information synthesis and analysis. The Clearinghouse commissions recognized authorities in languages and linguistics to write analyses of the current issues in their areas of specialty. The resultant documents, intended for use by educators and researchers, are published under the title Language in Education: Theory and Practice.<sup>\*</sup> The series includes practical guides for classroom teachers, extensive state-of-the-art papers, and selected bibliographies.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Council on the Teaching of Foreign Languages and to Teachers of English to Speakers of Other Languages for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either ACTFL, TESOL, or NIE. This publication is not printed at the expense of the Federal Government.

This publication may be purchased directly from the Center for Applied Linguistics. It also will be announced in the ERIC monthly abstract journal Resources in Education (RIE) and will be available from the ERIC Document Reproduction Service, Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210. See RIE for ordering information and ED number.

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*\*From 1974 through 1977, all Clearinghouse publications appeared as the CAL-ERIC/CLL Series on Languages and Linguistics. Although more papers are being added to the original series, the majority of the ERIC/CLL information analysis products will be included in the Language in Education series.*

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LIST OF CLEARINGHOUSE PREFIXES

AA--ERIC Processing and Reference Facility  
\*AC--Adult Education  
\*AL--Linguistics  
CE--Adult, Career, and Vocational Education  
CG--Counseling and Personnel Services  
CS--Reading and Communication Skills  
EA--Educational Management  
EC--Handicapped and Gifted Children  
\*EM--Educational Management  
FL--Languages and Linguistics  
HE--Higher Education  
IR--Information Resources  
JC--Junior Colleges  
PS--Elementary and Early Childhood Education  
RC--Rural Education and Small Schools  
\*RE--Reading  
SE--Science, Mathematics, and Environmental Education  
SO--Social Studies/Social Science Education  
SP--Teacher Education  
\*TE--Teaching of English  
TM--Tests, Measurement, and Evaluation  
UD--Urban Education

\*Prefix no longer in use

## INTRODUCTION

### Genesis

This bibliography came about as one of the results of the Colloquium on the Validation of Oral Proficiency Tests held during the 1979 meeting in Boston of Teachers of English to Speakers of Other Languages. It was noted by several Colloquium participants that there was no comprehensive source of materials on second language testing available, and they suggested a computer search of the ERIC data base as a first step toward providing such a resource.

### Search Strategy

The original computer search was done in March 1979 and was updated manually through July 1979. The initial search strategy was made as broad as possible in order to obtain references dealing with all aspects of language testing, including native as well as foreign languages. Everything in the data base that was indexed with any "language" term combined with any "test" term appeared in the printout. Sophia Behrens, Kathleen McLane, Peter Eddy, and Alice Omaggio of the ERIC/CLL staff at the Center for Applied Linguistics each did a preliminary culling of a portion of the search, and then Dale Lange and Ray Clifford weeded through the entire encyclopedia-sized printout in order to make the final decision as to what should be included in the published version. The ED and EJ numbers were sent to the ERIC Facility, where the camera-ready copy was generated from the computer tapes of the ERIC data base.

### Content

The bibliography contains virtually all references to foreign/second language testing that have been entered into the ERIC data base since its inception in 1966. It includes ERIC documents announced in Resources in Education (ED-numbered citations) and journal articles announced in Current Index to Journals in Education (EJ-numbered citations). The focus is on second and foreign language testing, including English as a second language and bilingual education, but there is also a considerable amount of information on first language testing and on testing methods in general that is applicable to second languages. There are very few references to teaching English as a native language, language handicaps, or native language acquisition.

### Organization

The bibliography is divided into two main entry sections--the document resume section and the journal article resume section--and also provides subject and author indexes. Document resumes include, among other information, a 200-word

abstract, subject indexing terms, and ordering details. Journal article resumes include journal citations, subject indexing terms, and, in most cases, a short annotation. Most ED documents can be ordered from the ERIC Document Reproduction Service or from specified alternate sources; EJ articles can be read in the journals themselves or ordered from University Microfilms. (For further details on ordering, consult the forms and information appended to the bibliography.)

### Subject Indexes

The subject indexes are similar to those in Resources in Education and Current Index to Journals in Education. As in RIE and CIJE, they were generated by computer from the major index terms assigned to the resumes. However, the indexes for the terms "Testing," "Tests," and "Language Tests" were not included; because of the subject matter of the bibliography, virtually every citation would have been listed under those headings.

### Computer Bugs

The marvels of the computer have made this bibliography possible; it is also subject to its limitations. Misspellings, peculiarities of style, or typographical errors that occurred when the original computer entries were made are repeated in the current resume sections and in the indexes as well. Although we have corrected manually whatever errors we could, a few still remain. In the early issues of RIE, for instance, the author's name, the title, the index terms, and the abstracts were printed entirely in upper case letters. They appear this way throughout the entry sections and the indexes of the present bibliography. Furthermore, authors who submitted different articles under different versions of their names are listed each way in the index. (See, for example, Dale [L.] Lange!) And since the computer makes a distinction between a name in upper and lower case letters and a name in upper case letters only, authors of the earliest entries who have more than one article listed may appear twice in the index. Readers are encouraged to share their reactions with us to this experiment in automated bibliography preparation.

### Acknowledgments

We wish to thank The Modern Language Association; the American Council on the Teaching of Foreign Languages; Teachers of English to Speakers of Other Languages; and Douglas Stevenson and the Interuniversitäre Sprachtestgruppe in the Federal Republic of Germany for their support of the project. Thanks also go to Ted Brandhorst and the ERIC Facility for furnishing the computer software to provide camera-ready copy.

*ERIC Clearinghouse on Languages and Linguistics  
Arlington, Virginia*



## SAMPLE RESUME ENTRY

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed

**Clearinghouse Accession Number.**

**Author(s).**

CE 123 456

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project

**Title.**

**ED 654 321**  
Smith, John D. Johnson, Jane  
Career Education for Women.

**Report Number**—assigned by originator

**Organization where document originated.**

Central Univ., Chicago, Ill.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

**Date Published.**

Report No—CU-2081-S  
Pub Date May 73  
Contract—NIE-C-73-0001

**Descriptive Note** (pagination first)

**Contract or Grant Number.**

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

**Descriptors**—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index

**Alternate source for obtaining document.**

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

**Language of Document.**

Language—English, French  
**EDRS Price MF01/PC06 Plus Postage.**  
Pub Type—Dissertations/Theses (040)

**Identifiers**—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index

**ERIC Document Reproduction Service (EDRS) Availability**—“MF” means microfiche; “PC” means reproduced paper copy. When described as “Document Not Available from EDRS”, alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on “How to Order ERIC Documents”, in the most recent issue of RIE.

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

**Informative Abstract.**

**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (54)

**Abstractor's Initials.**

## Document Resumes

ED 001 248

LEWIS, EARL N.

EXPERIMENTATION IN THE DEVELOPMENT OF MORE EFFECTIVE METHODS OF TEACHING FOREIGN LANGUAGES BY MAKING EXTENSIVE USE OF ELECTRO-MECHANICAL AIDS.

Louisiana State Univ. and A and M Coll. System, Baton Rouge.

Pub Date—JUL61

Contract—OEC-SAE-8715

Note—20P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*German, Language Aids, \*Language Instruction, \*Language Laboratory Equipment, \*Teaching Techniques, \*Vocabulary

Identifiers—BATON ROUGE, LOUISIANA

AN EXPERIMENT WAS DESIGNED TO TEST THE HYPOTHESIS THAT PROPER USE OF ELECTRO-MECHANICAL AIDS CAN RELIEVE THE TEACHER OF A GREAT DEAL OF THE ROUTINE WORK OF TEACHING FOREIGN LANGUAGES. HE WOULD THEN BE ALLOWED TO EXTEND HIMSELF EITHER QUANTITATIVELY OR QUALITATIVELY IN HIS WORK. THIS EXPERIMENT USES THE QUALITATIVE APPROACH. THREE GROUPS OF STUDENTS IN COLLEGE GERMAN CLASSES WERE USED DURING TWO SEMESTERS. THE EXPERIMENT DURING THE FALL SEMESTER OF 1960 WAS CONCERNED WITH THE INTRODUCTION OF NEW VOCABULARY MATERIAL. ONE GROUP TREATED THIS MATERIAL ONLY IN CLASS, WITH CONVENTIONAL HOMEWORK. THE SECOND GROUP TREATED THIS MATERIAL EXCLUSIVELY THROUGH THE USE OF ELECTRO-MECHANICAL EQUIPMENT. THE CLASS TIME FREED THEREBY WAS USED FOR EXTENSIVE CONVERSATIONAL WORK ON SPECIALLY DEvised MATERIALS. THE CONTROL GROUPS FOLLOWED THE USUAL CLASS-LABORATORY PROCEDURES IN USE AT THE UNIVERSITY. DURING THE SPRING SEMESTER, ALL DRILL MATERIAL ON VERB FORMS AND WORD ORDER WAS SUBJECT TO THE ABOVE-DESCRIBED EXPERIMENTAL TREATMENTS. ACHIEVEMENT LEVELS WERE DETERMINED VIA THE CARROLL-APON, MODERN LANGUAGE APPITUDE TEST, THE COLLEGE BOARD PLACEMENT TESTS IN GERMAN READING, AND GERMAN COMPREHENSION MATERIALS USED IN THE EXPERIMENT CONSISTED OF THE TEXTBOOK, "DEUTSCH BINS A TOTALLY INTEGRATED LABORATORY-CLASS

APPROACH," BY E.N. LEWIS. ANALYSIS OF THE DATA BY THE F-TEST SHOWED NO SIGNIFICANT DIFFERENCES IN ACHIEVEMENT OF THE EXPERIMENT AND CONTROL GROUPS. (ALL RAW DATA ARE PRESENTED.)

ED 001 544

CLOWARD, ROBERT J. COHEN, S. ALAN  
BASIC TEST OF READING COMPREHENSION.

Mobilization for Youth, Inc., New York, N.Y.

Note—13P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Grades, Language Arts, \*Measurement Techniques, \*Reading Comprehension, \*Reading Rate, \*Reading Tests, \*Testing  
Identifiers—NEW YORK CITY

THE TEST WAS DESIGNED TO ASSESS SPEED OF READING COMPREHENSION. IT CONSISTED OF NUMBERED PASSAGES, ONE TO THREE SENTENCES IN LENGTH, ARRANGED IN PARAGRAPH FORM TO SIMULATE THE NORMAL READING EXERCISE TOWARD THE END OF EACH PASSAGE. A WORD WAS INSERTED WHICH SPOILED THE MEANING OF THE PASSAGE. THE PUPILS WERE INSTRUCTED TO FIND THE WORD THAT SPOILED MEANING AND CROSS IT OUT. THUS WITH A CORRECT RESPONSE IT COULD BE INFERRED THAT THE PUPIL WAS ABLE TO COMPREHEND THE MEANING OF THE PASSAGE. AN EXAMPLE OF THE TEST WAS (1) IN THE SUMMER WE PLAY IN THE SNOW, (2) THE DOG BIT JANE ON THE LEG, THE BITE MADE JANE VERY HAPPY, (3) PAT HAS A FAST CAR. EVERY DAY HE TAKES HIS SLOW CAR TO SCHOOL. A TEACHERS' GUIDE AND ANSWER SHEET ARE INCLUDED.

ED 001 686

BYRD, CHARLENE H.

THE READING PROGRAM—AN OVERVIEW.  
APPENDIX A.

Pub Date—64

Note—14P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grade 7, Grade 8, \*Junior High Schools, Language Arts, \*Reading Programs, \*Reading Skills, \*Skill Development, Student Motivation, \*Test Results  
Identifiers—MADISON AREA PROJECT, NEW YORK, SYRACUSE

A REALISTIC LOOK AT STANDARDIZED TEST RESULTS AND EARLY OBSERVATION OF STUDENT PERFORMANCE IN SILENT AND ORAL READING SITUATIONS REVEALED THAT THE MAJORITY OF THE 7TH

AND 8TH GRADE PUPILS WERE DISABLED READERS. SIX SPECIFIC AIMS WERE—REFINING COMPREHENSION SKILLS, EXTENDING INTERESTS AND RECOGNITION SKILLS, IMPROVING READING, STRENGTHENING WORD RECOGNITION SKILLS, IMPROVING ORAL READING ABILITY, BUILDING VOCABULARY, TEACHING STUDENTS TO FOLLOW WRITTEN AND ORAL DIRECTIONS INDEPENDENTLY, AND IMPROVING STUDY SKILLS. IT IS REPORTED THAT MUCH HAS BEEN ACCOMPLISHED TOWARD FINDING EFFECTIVE WAYS TO EXTEND THE ELEMENTARY SCHOOL READING PROGRAM INTO A SEQUENTIAL PROGRAM SUITABLE FOR JUNIOR HIGH SCHOOL. ON THE 7TH GRADE LEVEL, PUPIL'S STRENGTHS AND WEAKNESSES IN ENGLISH WERE TESTED DIAGNOSTICALLY. THE STUDENTS WERE THEN PLACED IN GROUPS ACCORDING TO THEIR RESPECTIVE SCORES. INSTRUCTIONAL MATERIALS USED INCLUDED ENGLISH 2600, CORONET PROGRAMMED LEARNERS, THE WEBSTER READING LABORATORY, AND SUPPLEMENTARY PAPERBACKS. MOVEMENT OF THE CHILDREN TOOK PLACE QUARTERLY. MOTIVATION INCREASED WHEN STUDENTS WERE INFORMED OF THE LEVEL AT WHICH THEY WERE READING. THE PROGRAM WAS INDIVIDUALIZED AS MUCH AS POSSIBLE. THE 8TH GRADE READING PROGRAM WAS SIMILAR TO THAT OF THE 7TH WITH RESPECT TO PRETESTING, GROUPING, MOTIVATION, AND INDIVIDUALIZED EMPHASIS, BUT USED THE S.R.A. READING LABORATORY MATERIALS. THE MADISON SCHOOL READING CLINIC INVOLVED APPROXIMATELY 30 PUPILS DURING THE 1963-64 SCHOOL YEAR. CONCEPTS AND VOCABULARIES WERE BUILT THROUGH UNIT STUDIES AND AIDED BY SUCH DEVICES AS THE TAPE RECORDER, PROGRESS CHARTS, GRAPHS, WALL CHARTS, CUMULATIVE FILE CARDS, AND VOCABULARY FILE BOXES.

ED 001 900

INDEX AND SHORT DESCRIPTION OF ALL TESTS.

New York Medical Coll., N.Y.

Pub Date—24 NOV 60

Note—37P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Auditory Visual Tests, \*Cognitive Measurement, \*Diagnostic Tests, Education, Language Tests, \*Perception Tests, Reading Tests, Standardized Tests, \*Tests, Verbal Tests

Identifiers—NEW YORK CITY, \*PROGNOSTIC TESTS (EDUCATION)

THE INSTITUTE'S TEST BATTERY IS INTENDED TO ASSESS THE CHILD'S ACHIEVEMENT IN COGNITIVE STYLE, PERCEPTUAL ABILITY, LANGUAGE DEVELOPMENT, AND READING ACHIEVEMENT. THE TWO MAJOR PHASES IN THE INSTITUTE'S RESEARCH PROGRAM ARE EXPLORATION OF EARLY ENVIRONMENTAL FACTORS AND THE DEVELOPMENT OF SCHOOL REMEDIAL, READING, AND ENRICHMENT PROGRAMS. THE INDEX CLASSIFIES EACH TEST, GIVES STAGES OF DEVELOPMENT, AND A SHORT IDENTIFYING DESCRIPTION. A LIST OF SPECIFIC STANDARD TESTS AVAILABLE FOR USE FOLLOWS. A SHORT DESCRIPTION OF TESTS GIVES THE PURPOSE AND METHOD FOR EACH TYPE. THE TESTS ARE ORGANIZED UNDER SEVEN CATEGORIES, (1) SOCIAL CLASSIFICATION AND BEHAVIORAL EVALUATION. THIS SECTION INCLUDES APPRAISAL SCALES TO MEASURE BEHAVIOR WHICH MAY AFFECT SCORES IN TEST AND INTERVIEW MEASURES USED TO ESTABLISH SOCIOECONOMIC LEVEL. (2) THE VERBAL TESTS OBTAIN SAMPLES OF CHILDREN'S SPEECH, AND RELATE VERBAL BEHAVIOR TO PERCEPTUAL, COGNITIVE, AND CULTURAL FACTORS. (3) PERCEPTUAL TESTS ARE USED TO ASSESS SENSORI-MOTOR RELATIONSHIPS, AND TO INVESTIGATE FACTORS POTENTIALLY UNDERLYING SUCCESS IN LEARNING TO READ. (4) COGNITIVE TESTS ASSESS FACTORS WHICH WILL BE RELATED TO SCHOOL ACHIEVEMENT, INTELLIGENCE, AND NONVERBAL INTELLECTUAL PERFORMANCE. (5) DOMINANCE/LATERALITY TESTS INVESTIGATE FACTORS IMPLICATED IN THE LITERATURE ON READING AND SPEECH DISABILITIES. (6) AUDITORY-VISUAL TESTS ARE CONCERNED WITH MODALITY PREFERENCE AND MODALITY EFFICIENCY, AND IT IS ANTICIPATED THAT THEY WILL BE RELATED TO ADEQUACY OF READING, AND TO THE TYPE OF ENRICHMENT PROGRAM BEST FOR THE INDIVIDUAL CHILD. (7) READING, ACHIEVEMENT, DIAGNOSTIC AND PROGNOSTIC TESTS, ARE DESIGNED TO SHOW THE CHILD'S ABILITIES, INCLUDING HIS GENERAL READING LEVEL AS WELL AS SPECIFIC SKILLS IMPORTANT IN MAINTAINING THAT LEVEL.

ED 002 601

BYRD, CHARLENE H.  
A PROGRAM OF SEQUENTIAL LEARNING IN READING SKILLS.

Syracuse City School District, N.Y.  
Note—60P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Developmental Reading, Grade Organization, \*Grouping Procedures, Language Arts, Reading Comprehension, \*Reading Skills, Reading Tests, \*Sequential Learning

Identifiers—\*DIAGNOSTIC TESTS (EDUCATION), SYRACUSE

PRESENTED IS AN EXPERIMENTAL OUTLINE OF A PROGRAM DESIGNED TO TEACH BASIC SKILLS NEEDED FOR WORD-RECOGNITION AND UNDERSTANDING, IN ADDITION TO OTHER ASPECTS OF TOTAL READING SKILL. PART I PRESENTS COMPONENTS OF SEQUENTIAL LEARNING IN READING SKILLS, CONSISTING OF WORD PERCEPTION, WORD IDENTIFICATION, WORD MEANING, COMPREHENSION, CRITICAL READING AND GOOD STUDY HABITS. EACH SKILL IS PRESENTED IN ITS RESPECTIVE SECTION, AND BASIC SKILLS CONTRIBUTING TO THAT SKILL ARE OUTLINED. IN PART II, SKILLS ARE PRESENTED IN THE ORDER IN WHICH THEY SHOULD BE TAUGHT. A SEQUENTIAL OUTLINE IS PRESENTED COVERING SKILLS TO BE ATTAINED BEFORE GRADE ONE THROUGH THE SEVENTH GRADE. SPECIFIC TEACHING TECHNIQUES ARE SUGGESTED REGARDING EACH OF THE PARTICULAR SKILLS TO BE REVIEWED AT EACH GRADE LEVEL. PART III PRESENTS AN INFORMAL TEACHER-MADE DIAGNOSTIC TEST DESIGNED TO TEST THE DEGREE OF STU-

DENT ACHIEVEMENT WITH EACH SKILL. THE TEST IS DESIGNED TO SUPPLEMENT THE IOWA BASIC SKILLS TEST, USED ONLY TO TEST VOCABULARY AND READING COMPREHENSION.

ED 002 916

VAN RIPER, CHARLES  
AN INVESTIGATION OF DIFFERENTIAL BINAURAL STIMULATION IN THE TEACHING OF A FOREIGN LANGUAGE.

Western Michigan Univ., Kalamazoo.

Report No.—CRP-739

Pub Date—OCT60

Note—55P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aural Stimuli, Comparative Analysis, \*Language Instruction, Language Laboratory Equipment, Language Laboratory Use, Language Tests, Pronunciation, \*Spanish

Identifiers—KALAMAZOO, MICHIGAN

THIS STUDY DETERMINED WHETHER OR NOT DIFFERENTIAL BINAURAL STIMULATIONS CAN BE USED EFFECTIVELY TO IMPROVE PRONUNCIATION IN FOREIGN LANGUAGE TEACHING. THE OBJECTIVE WAS TO DETERMINE WHAT EFFECT HEARING SIMULTANEOUSLY THE TEACHER'S VOICE IN ONE EAR AND HIS OWN VOICE IN THE OTHER WOULD HAVE ON A STUDENT'S ABILITY TO COMPARE THE DIFFERENCES IN PRONUNCIATION. TWO GROUPS OF FIRST-SEMESTER FRESHMAN COLLEGE STUDENTS WITHOUT PREVIOUS TRAINING IN SPANISH SERVED AS SUBJECTS. THEY RECEIVED GENERAL LANGUAGE-LABORATORY TRAINING. THE EXPERIMENTAL GROUP WAS GIVEN DIFFERENTIAL BINAURAL STIMULATION, HEARING THEMSELVES IN ONE EAR AS THEY HEAR THE TAPED STIMULUS MATERIAL IN THE OTHER. THE CONTROL GROUP WAS GIVEN THE SAME STIMULUS MATERIAL BUT HEARD IT IN BOTH EARS ALONG WITH THEIR OWN VOICES. TESTING MATERIALS WERE ADMINISTERED TO BOTH GROUPS AT THE END OF 3 CONSECUTIVE MONTHS OF TWICE-A-WEEK LANGUAGE-LABORATORY TRAINING. WITH PRONUNCIATION USED AS A BASIS, AN ANALYSIS OF VARIANCE AND THE STATISTICAL SIGNIFICANCE OF THE DIFFERENCES WERE COMPUTED. DIFFERENTIAL TRAINING APPEARED TO HAVE BEEN INEFFECTIVE. NO STATISTICALLY SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN EXPERIMENTAL AND CONTROL GROUPS IN NUMBER OF ERRORS OR IN RATING SCALE VALUES. (GC)

ED 003 280

O'DONNELL, ROY C.

THE CORRELATION OF AWARENESS OF STRUCTURAL RELATIONSHIPS IN ENGLISH AND ABILITY IN WRITTEN COMPOSITION.

Mount Olive Junior Coll., N.C.

Report No.—CRP-1524

Pub Date—63

Note—51P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Composition Skills (Literary), Creative Writing, English Instruction, \*Grammar, \*Language Ability, \*Linguistics, \*Tests, Writing Skills

Identifiers—IOWA GRAMMAR INFORMATION TEST, MOUNT OLIVE, NORTH CAROLINA, SCHOOL AND COLLEGE ABILITY TESTS, STEP ESSAY TEST

THIS STUDY HYPOTHEZIZED THAT (1) THERE IS A STATISTICALLY SIGNIFICANT CORRELATION BETWEEN ABILITY IN WRITTEN COMPOSITION AND AWARENESS OF STRUCTURAL RELATIONSHIPS IN ENGLISH, AND (2) THIS CORRELATION IS SIGNIFICANTLY DIFFERENT FROM THE CORRELATION BETWEEN ABILITY IN WRITTEN COMPOSITION AND ABILITY TO VERBALIZE KNOWLEDGE OF RULES AND TERMINOLOGY OF TRADITIONAL ENGLISH GRAMMAR. THE SAMPLE USED IN THE STUDY WAS APPROXIMATELY 200 COLLEGE FRESHMEN. DATA WERE GATHERED FROM THE IOWA GRAMMAR INFORMATION TEST, STEP ESSAY TEST, SCHOOL AND COLLEGE ABILITY TESTS, AND A

TEST DESIGNED BY THE INVESTIGATOR TO MEASURE THE RECOGNITION OF STRUCTURAL RELATIONSHIPS IN ENGLISH. SIGNIFICANT DIFFERENCES WERE NOT FOUND. (JM)

ED 003 360

HAYES, ROBERT B. NEMETH, JOSEPH S.  
AN ATTEMPT TO SECURE ADDITIONAL EVIDENCE CONCERNING FACTORS AFFECTING LEARNING TO READ.

Pennsylvania State Dept. of Public Instruction, Harrisburg.

Report No.—CRP-2697

Pub Date—65

Note—54P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Beginning Reading, \*Elementary Education, Evaluation, Grade 1, Language Arts, Reading Achievement, Reading Instruction, \*Reading Materials, Reading Readiness Tests, Reading Tests, School Publications, \*Teaching Methods, \*Textbook Evaluation

Identifiers—HARRISBURG, ITA, LIPPINCOTT READING PROGRAM, PENNSYLVANIA, SCOTT FORESMAN SERIES

A COMPARISON WAS MADE OF FOUR DIFFERENT METHODS OF TEACHING BEGINNING READING. THE PROGRAMS STUDIED WERE (1) AN ECLECTIC, "WHOLE WORD" READING PROGRAM PRESENTED IN SCOTT, FORESMAN PUBLICATIONS, (2) A "PHONIC" READING PROGRAM PUBLISHED BY J.B. LIPPINCOTT, (3) A COMBINATION ECLECTIC, "WHOLE WORD - PHONIC" READING PROGRAM PRESENTED BY SCOTT, FORESMAN MATERIALS SUPPLEMENTED BY AMERICAN EDUCATION PUBLICATIONS' 1964 EDITION OF "PHONICS AND WORD POWER," AND (4) A LANGUAGE ARTS APPROACH WHICH USES THE INITIAL TEACHING ALPHABET IN THE MATERIALS OF ITA PUBLICATIONS. EACH READING PROGRAM WAS USED IN FIVE FIRST-GRADE CLASSES. INTELLIGENCE TESTS, READING READINESS TESTS, AND READING ACHIEVEMENT TESTS WERE USED TO EVALUATE READING SKILLS OF THE STUDENTS. THE CONCLUSIONS DRAWN WERE REGARDED AS TENTATIVE AND FURTHER RESEARCH WAS RECOMMENDED. HOWEVER, RESULTS INDICATED THAT ITA, "PHONICS AND WORD POWER," AND LIPPINCOTT GAVE STUDENTS A FASTER START IN SOME READING AND SPELLING SKILLS, BUT THESE DIFFERENCES DIMINISHED FARTHER ALONG IN THE STUDY. EFFECTIVENESS OF THE READING PROGRAMS ALSO VARIED WITH ABILITY LEVELS OF THE STUDENTS. PUPIL ACHIEVEMENT WAS FOUND TO BE INFLUENCED BY (1) THE EDUCATIONAL LEVEL OF THE PARENTS, (2) THE NUMBER OF BOOKS AND MAGAZINES IN THE HOME, AND (3) ABOVE AVERAGE TEACHERS. (AL)

ED 003 500

CREORE, A.E. HANZELI, VICTOR E.

A COMPARATIVE EVALUATION OF TWO MODERN METHODS FOR TEACHING A SPOKEN LANGUAGE.

Washington Univ., Seattle.

Report No.—NDEA-VIIA-108

Pub Date—60

Note—81P.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Audiovisual Aids, \*Audiovisual Instruction, College Curriculum, \*College Instruction, Course Objectives, \*French, Language Aids, Language Fluency, \*Language Instruction, Language Tests

Identifiers—SEATTLE, WASHINGTON

AN EXPERIMENTAL COLLEGE COURSE WAS DEVELOPED TO TEST THE EFFICACY OF TWO MODERN APPROACHES OF TEACHING FRENCH. THE EXPERIMENTAL CLASSES USED A TEXT WHICH INCORPORATED THE USE OF AUDIOVISUAL TECHNIQUES FOR MORE COMPLETE CONVERSATIONAL MASTERY. THE CLASSES WERE GIVEN SUPPLEMENTARY MATERIALS AND PRE- AND POST-TESTED ON (1) COMPREHENSION, (2) SPEAKING, (3) READING, AND (4) WRITING DURING 3 EXPERIMENTAL QUARTERS. FOR TESTING

PURPOSES, A 5-PERCENT LEVEL OF SIGNIFICANCE WAS CONSIDERED A SIGNIFICANT LEVEL OF QUANTITATIVE DIFFERENCE. EXPERIMENTAL STUDENTS ACHIEVED PRONUNCIATION FAR SUPERIOR TO THAT OF THE CONTROL STUDENTS. SUPERIOR MOTIVATIONAL VALUE OF THE AUDIOVISUAL APPROACH IS REVEALED BY CONTINUANCE FIGURES AND NUMBER OF STUDENTS ELECTING FRENCH AS A MAJOR. IN READING AND WRITING, HOWEVER, THE EXPERIMENTAL GROUP SCORED LOWER THAN BOTH THE CONTROL GROUP AND THE NATIONAL AVERAGE. WHILE THE TEST BATTERY WAS NOT COMPLETELY SATISFACTORY, THE STUDY SUGGESTED THAT THE EXPERIMENTAL TEXT BE REVISED TO ALSO INCLUDE AN AUDIOVISUAL APPROACH TO THE READING AND WRITING OF A FOREIGN LANGUAGE SO AS TO ACCOMPLISH A MORE UNIFORM PERFORMANCE. (PM)

**ED 003 90****BRAULT, GERARD J.****A TRANSCRIPT OF INTERVIEWS WITH FRANCO-AMERICANS, PART 2.**

Bowdoin Coll., Brunswick, Maine.

Report No.—NDEA-VI-105

Pub Date—60

Note—42P.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Dialect Studies, \*French, Language Instruction, \*Language Research, Phonetics, Tape Recordings, \*Tests, \*Vocabulary

Identifiers—FRANCO AMERICAN, FRENCH CANADIAN

TESTS TO DETERMINE SPOKEN EQUIVALENTS OF ENGLISH CONCEPTS USED IN INTERVIEWS WITH FRANCO-AMERICANS OF FRENCH-CANADIAN DESCENT ARE PRESENTED. THEY INCLUDE A PRELIMINARY CLASSIFICATION TEST, A VOCABULARY TEST, AND A PHONETICS TEST. THE INTERVIEWS WERE DESIGNED TO ILLUSTRATE THE CHIEF FEATURES OF THE FRENCH SPOKEN BY NEW ENGLAND FRANCO-AMERICANS AND TO PROVIDE USEFUL INFORMATION FOR FACILITATING INSTRUCTION IN STANDARD SPOKEN FRENCH OF THE NEW ENGLAND AREA. (WN)

**ED 003 921****DELATRE, PIERRE****TESTING THE ORAL PRODUCTION OF LANGUAGE STUDENTS.**

Modern Language Association of America, New York, N.Y. Foreign Language Program Research Center.

Report No.—NDEA-VI-2-5

Pub Date—60

Contract—OEC-SAE-8342

Note—21P.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—French, \*Language Laboratories, \*Language Tests, Linguistic Patterns, \*Measurement Instruments, Phonetics, \*Resource Guides, \*Test Construction

Identifiers—NEW YORK, NEW YORK CITY, PHONEME

THIS PAPER WAS PRESENTED AT A TWO-PART CONFERENCE ON PLANNING AND OPERATING LANGUAGE LABORATORIES. DISCUSSED WERE PRACTICAL ASPECTS OF CONSTRUCTING TESTS OF ORAL PRODUCTION. TEST EXAMPLES WERE GIVEN IN FRENCH. METHODS FOR DEVELOPING MORE OBJECTIVE TEST PROGRAMS WERE PRESENTED. THIS DOCUMENT IS PART OF A SERIES, ED 003 919-ED 003 924, AND ED 003 926. (RS)

**ED 003 928****CORRIN, BROWNLEE S.****RESEARCH ON USE AND VALUES OF FOREIGN LANGUAGES FOR INSTRUCTION AND STUDY IN THE SOCIAL SCIENCES. POLITICAL SCIENCE AND INTERNATIONAL RELATIONS, NO. 3.**

Report No.—3; NDEA-VI-56

Pub Date—01DEC61

Contract OEC-SAE-8334

Note—38P.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Core Courses, Instructional Materials, \*International Relations, \*Language Development, \*Modern Languages, \*Professional Education, \*Program Development, Testing Programs

Identifiers—BALTIMORE, MARYLAND

TRAINING AND EXAMINING TECHNIQUES WERE STUDIED TO BUILD AND UNIFY LANGUAGE AND PROFESSIONAL COMPETENCIES OF FOREIGN SERVICE TRAINEES (FOR BOTH GOVERNMENTAL AND NONGOVERNMENTAL FOREIGN OCCUPATIONS). STUDENT ASSISTANTS WERE ASSIGNED TO OPERATE RECEIVING AND RECORDING EQUIPMENT, AND TO MAINTAIN A CROSS-INDEX FILE SYSTEM TO FOREIGN LANGUAGE PERIODICALS. CONSULTANTS AND EXPERTS WERE CALLED UPON FOR SPECIAL SERVICES RANGING FROM PREPARATION OF EXAMINATION QUESTIONS AND EVALUATION OF ORAL AND WRITTEN LANGUAGE EXAMINATIONS, TO SURVEYS OF MATERIALS FOR ACQUIRING AND PROGRAMING FOREIGN LANGUAGE USE IN POLITICAL SCIENCE-INTERNATIONAL RELATIONS CLASSES. OTHER PERSONS CONSULTED INCLUDED LANGUAGE SPECIALISTS FROM THE U.S. DEPARTMENT OF STATE, THE UNITED NATIONS, AND MANY FOREIGN EMBASSIES. THE RESULTS INDICATED REASONABLE PROGRESS TOWARD AN IMPROVED POLITICAL SCIENCE-INTERNATIONAL RELATIONS CURRICULUM. (RS)

**ED 003 929****MUNFORD, DAVID C.****THE USE OF OBJECTIVE TESTS WITHIN INDIANA UNIVERSITY'S HONORS PROGRAM IN FOREIGN LANGUAGES FOR HIGH SCHOOL STUDENTS IN 1962, 1963, AND 1964.**

Indiana Univ., Bloomington.

Report No.—NDEA-VI-52

Pub Date—30OCT64

Note—33P.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Evaluation Methods, \*High School Students, \*Honors Curriculum, Language Skills, \*Language Tests, \*Modern Languages, Screening Tests, \*Testing Programs, Test Interpretation

Identifiers—BLOOMINGTON, COOPERATIVE CLASSROOM PROFICIENCY TESTS, INDIANA, MODERN LANGUAGE ASSOCIATION

THE MODERN LANGUAGE ASSOCIATION'S "COOPERATIVE CLASSROOM PROFICIENCY TESTS" WERE USED IN THE CONDUCT AND DEVELOPMENT OF A MODERN LANGUAGE HONORS PROGRAM FOR HIGH SCHOOL STUDENTS IN INDIANA. THESE TESTS WERE USED IN (1) DETERMINING THE LANGUAGE LEARNING SITUATION IN THE STATE, (2) SELECTING THE POTENTIALLY ELIGIBLE STUDENTS FOR THE HONORS PROGRAM, AND (3) EVALUATING PROGRAM PROGRESS AND SUCCESS THE DESIGN OF THE TESTING PROCEDURE INVOLVED PRE-, POST-, AND POST-POST-TESTS. EVALUATIONS WERE MADE OF TEST SCORES, TESTING PROCEDURES, OBSERVED PARTICIPANT PROFICIENCIES, AND THE IMPACT OF TESTS ON THE HONORS PROGRAM. (RS)

**ED 010 048****HORN, THOMAS D.****A STUDY OF THE EFFECTS OF INTENSIVE ORAL-AURAL ENGLISH LANGUAGE INSTRUCTION, ORAL-AURAL SPANISH LANGUAGE INSTRUCTION AND NON-ORAL-AURAL INSTRUCTION ON READING READINESS IN GRADE ONE.**

Texas Univ., Austin.

Report No.—CRP-2648

Pub Date—66

Note—115P.

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Audiolingual Methods, \*Beginning Reading, Disadvantaged Youth, English, Grade 1, \*Language Instruction, \*Mexican Americans, \*Reading Readiness, Reading Readiness Tests, Spanish

Identifiers—AUSTIN, SAN ANTONIO

THE EFFECTIVENESS OF THREE METHODS WERE COMPARED FOR DEVELOPING READING READINESS IN SPANISH-SPEAKING FIRST GRADE CHILDREN. THE METHODS USED WERE (1) ENGLISH LANGUAGE INSTRUCTION WITH AUDIOLINGUAL TECHNIQUES, (2) SPANISH LANGUAGE INSTRUCTION WITH AUDIOLINGUAL TECHNIQUES, AND (3) LANGUAGE INSTRUCTION USING THE SAME MATERIALS AS METHODS ONE AND TWO, BUT WITHOUT AUDIOLINGUAL TECHNIQUES. SAMPLE FIRST GRADE CLASSROOMS WERE ARBITRARILY ASSIGNED TO ONE OF THE THREE TREATMENTS (A TOTAL OF 28 WAS USED). THE "METROPOLITAN READINESS TEST", ORIGINALLY DESIGNED FOR MEASURING READING READINESS FOR AN ENGLISH-SPEAKING POPULATION, WAS USED IN THIS PROJECT TO SECURE PRE-AND POST-TEST CRITERIA SCORES. THIS INSTRUMENT, HOWEVER, PROVED INVALID FOR MEASURING THE EFFECTS OF INTENSIVE ORAL LANGUAGE INSTRUCTION. IN ADDITION, NO OTHER USABLE INSTRUMENT WAS FOUND AVAILABLE FOR ASSESSING LEVELS OF ORAL LANGUAGE DEVELOPMENT FOR THE PROJECT POPULATION IN EITHER ENGLISH OR SPANISH. THIS FACTOR RESULTED IN A HIGHER MEAN ON THE FINAL CRITERION SCORES FOR THE CHILDREN WHO HAD NO AUDIOLINGUAL TRAINING. A LARGE NUMBER OF ZERO SCORES WERE ATTAINED ON THE PRETESTING EXERCISES WHICH CLEARLY DEMONSTRATED, AS WELL, THE INAPPROPRIATENESS OF THE STANDARDIZED TEST FOR THE SAMPLE GROUPS. DIFFERENCES BETWEEN THE TREATMENT GROUPS ON THEIR POST-TEST MEAN SCORES WERE NOT SIGNIFICANT. IT WAS DETERMINED THAT ADDITIONAL RESEARCH CLEARLY NEEDED TO BE ACCOMPLISHED IN THE FIELD. (JH)

**ED 010 187****PANCRAZIO, SALLY STARR, FAY H.****TEACHER EVALUATION AS A MEASURE OF PUPIL PERFORMANCE.**

Southern Illinois Univ., Edwardsville.

Report No.—BR-5-8225; CRP-S-330

Pub Date—66

Note—51P.

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, \*Achievement, \*Achievement Gains, Achievement Tests, Arithmetic, \*Grade Point Average, Grading, Junior High Schools, Language Development, \*Longitudinal Studies, Overachievers, \*Performance Factors, Reading Achievement, Underachievers

Identifiers—CALIFORNIA ACHIEVEMENT TESTS, EDWARDSVILLE, TEXAS HUMAN TALENT PROJECT

SCORES FROM 16 VARIABLES WERE USED TO ASSESS DIFFERENCES AMONG 194 JUNIOR HIGH SCHOOL BOYS AND GIRLS OF 4 TEXAS COMMUNITIES WHO WERE AMONG MORE THAN 1,500 PUPILS INCLUDED IN THE "TEXAS HUMAN TALENT PROJECT." SUBJECTS WERE CLASSIFIED INTO "UP," "DOWN," OR "STABLE" SAMPLES. CLASSIFICATION INTO THE "UP" SAMPLE OF 19 BOYS AND 27 GIRLS REQUIRED AN INCREASE OF 2 OR MORE STANINES IN GRADE POINT AVERAGE FROM THE SEVENTH TO THE NINTH GRADE. CLASSIFICATION INTO THE "DOWN" SAMPLE OF 28 BOYS AND 20 GIRLS REQUIRED A DECREASE IN GPA OF 2 OR MORE STANINES. EACH SUBJECT CLASSIFIED INTO THE "STABLE" SAMPLE OF 50 BOYS AND 50 GIRLS OBTAINED IDENTICAL GRADE POINT AVERAGES AT THE SEVENTH AND NINTH GRADES. STANINES FOR THE GRADE POINT AVERAGES WERE OBTAINED FOR THE ENTIRE POPULATION OF 1,500 PUPILS IN THE 4 COMMUNITIES. ACHIEVEMENT TEST SCORES OBTAINED FROM THE CALIFORNIA ACHIEVEMENT TESTS IN ARITHMETIC, READING, AND LANGUAGE YIELDED RESULTS INDICATING THAT ALL THREE SAMPLES MADE SIGNIFICANT GAINS IN GRADE PLACEMENT FROM THE SEVENTH TO THE NINTH

GRADE (AVERAGE GRADE PLACEMENT GAINS FOR THE "UP," "DOWN," AND "STABLE" SAMPLES WERE 2.1, 1.9, AND 2.5, RESPECTIVELY.) THE "UP" SAMPLE DID NOT MAKE GAINS IN PROPORTION TO THE MARKED INCREASE IN GPA FOR THAT SAMPLE, AND THE "DOWN" SAMPLE GAINS FOR THE ACHIEVEMENT TESTS DO NOT REFLECT THE SEVERE LOSS IN GPA FOR THE SUBJECTS OF THAT SAMPLE. THE "STABLE" SAMPLE, WITH GRADE PLACEMENT SCORES ABOVE THOSE FOR THE OTHER TWO SAMPLES AT THE SEVENTH GRADE, ENJOYED THE GREATEST GAINS IN GRADE PLACEMENT FOR THE THREE TESTS. (LP)

ED 010 270

**BLOOMER, RICHARD H. AND OTHERS**  
NONOVERT REINFORCED CLOZE PROCEDURE.

Connecticut Univ., Storrs.  
Report No.—BR-5-0534; CRP-2245  
Pub Date—66  
Note—152P.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Cloze Procedure, \*Language Ability, \*Measurement Techniques, \*Reading Comprehension, \*Reinforcement, \*Testing Programs  
Identifiers—CONNECTICUT, STORRS

THE STUDY MEASURED THE EFFECTS OF TRAINING IN A SERIES OF CLOZE PROCEDURE EXERCISES UPON READING COMPREHENSION. STUDENTS WERE INSTRUCTED TO FILL IN BLANK SPACES IN WRITTEN TEXT. THIS ACT OF CLOSURE ITSELF WAS CONSIDERED TO BE A NONOVERT REINFORCEMENT. STUDENTS (1,411) IN 49 CLASSROOMS PARTICIPATED IN THE STUDY. A CROSS-SECTIONAL GROUP WAS STUDIED FOR 3 WEEKS, AND A LONGITUDINAL GROUP FOR 12 WEEKS. THE STUDENTS WERE FROM GRADES 5, 7, 9, AND 11. THE AUTHORS CONCLUDED THAT READING COMPREHENSION WAS NOT IMPROVED BUT SUGGESTED OTHER POSSIBLE USES OF THE PROCEDURE. (JK)

ED 010 476

**BOYNTON, DAMON**

A STUDY-CONFERENCE TO DETERMINE ACCEPTABLE SPECIFICATIONS FOR STANDARDIZED FOREIGN LANGUAGE READING PROFICIENCY TESTS FOR GRADUATE STUDENTS. FINAL REPORT.

Cornell Univ., Ithaca, N.Y.; Educational Testing Service, Princeton, N.J.  
Report No.—NDEA-VI-99  
Pub Date—61  
Contract—OEC-SAE-9428  
Note—49P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Conferences, \*Graduate Students, \*Languages, \*Language Tests, \*Planning Meetings, \*Reading Level, \*Standardized Tests, \*Test Construction, \*Testing Programs, \*Test Selection, \*Test Validity  
Identifiers—ITHACA, NEW JERSEY, NEW YORK, PRINCETON

A PLANNING CONFERENCE WAS HELD TO STUDY THE QUESTION OF EXPERIMENTAL DEVELOPMENT OF STANDARDIZED FOREIGN LANGUAGE READING PROFICIENCY TESTS FOR GRADUATE STUDENTS. THE CONSENSUS OF THE CONFERENCE WAS THAT STANDARDIZED TESTS WERE NEEDED AND THAT THERE BE TWO FOLLOWUP PHASES TO THE PLANNING CONFERENCE. PHASE 1 WOULD CONSIDER THE DEVELOPMENT OF THESE TESTS, AND PHASE 2 WOULD INVOLVE THE EXPERIMENTAL USE AND EVALUATION OF THE TESTS. THE CONFERENCE ALSO AGREED THAT THE TESTS SHOULD BE IN TWO PARTS. PART 1 SHOULD BE CONCERNED WITH BASIC VOCABULARY, SYNTAX, AND STRUCTURE, AND PART 2 SHOULD HAVE FOUR ALTERNATIVE PARTS CONTAINING SEVERAL READING PASSAGES WHICH ARE REPRESENTATIVE OF GRADUATE LEVEL FOREIGN LANGUAGE READING IN PHYSICAL SCIENCE, BIOLOGICAL SCIENCE, SOCIAL SCIENCE, AND THE HUMANITIES. (GD)

ED 010 487

**MUELLER, THEODORE H.**  
TRIAL USE OF THE ALLP FRENCH PROGRAM AT THE UNIVERSITY OF AKRON, 1963-64.

Akron Univ., Ohio.  
Report No.—NDEA-VI-89  
Pub Date—64  
Contract—OEC-4-14-013  
Note—115P.

EDRS Price - MF01/PC05 Plus Postage

Descriptors—\*French, \*Language Instruction, \*Language Tests, \*Pilot Projects, \*Programed Instruction, \*Programed Materials, \*Speech Communication, \*Speech Skills  
Identifiers—AKRON, ALLP PROGRAMED BEGINNING FRENCH COURSE, OHIO

A 1 YEAR PROGRAMED COURSE IN BEGINNING FRENCH TESTED THE FEASIBILITY OF PROGRAMED LEARNING AND ISOLATED THOSE PROBLEMS PECULIAR TO TEACHING ON THE COLLEGE AND ADULT LEVEL. "THE ALLP PROGRAMED BEGINNING FRENCH COURSE," WHICH SPECIFIED THE ORAL SKILLS ONLY, WAS THE MAIN PEDAGOGICAL DEVICE USED. THE RESULTS OF THE PILOT PROGRAM SUPPORTED THE BELIEF THAT PROGRAMED LEARNING IS FEASIBLE ON THE COLLEGE LEVEL. THE RESULTS OBTAINED, ESPECIALLY IN THE ACQUISITION OF SPEECH HABITS, SUGGEST THAT THE PROGRAM MIGHT BE APPLIED IN HIGH SCHOOL WITH THE SUPERVISION OF A KNOWLEDGEABLE FRENCH TEACHER. YET THE FIRST TRIAL USE POINTED OUT AREAS IN WHICH THE PROGRAM NEEDED IMPROVEMENTS, REVISIONS, AND ADDITIONS. RELATED INFORMATION MAY BE FOUND IN ED 010 488. (GD)

ED 010 488

**MUELLER, THEODORE H.**  
REVISIONS OF THE ALLP FRENCH PROGRAM AND SECOND TRIAL USE AT THE UNIVERSITY OF AKRON, 1964-65.

Akron Univ., Ohio.  
Report No.—NDEA-VI-89-1  
Pub Date—65  
Contract—OEC-5-14-007  
Note—115P.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Autoinstructional Aids, \*Autoinstructional Programs, \*French, \*Language Instruction, \*Language Tests, \*Programed Instruction, \*Programed Materials, \*Speech Skills, \*Test Validity  
Identifiers—AKRON, ALLP FRENCH PROGRAM (REVISED), OHIO

REVISIONS OF "THE ALLP FRENCH PROGRAM" (A 1-YEAR PROGRAMED COURSE FOR THE COLLEGE AND ADULT LEVEL EMPHASIZING ORAL SKILLS) AND THE RESULTS OF A SECOND TRIAL USE OF THE REVISED PROGRAM WERE REPORTED. THE REVISED FRENCH PROGRAM WAS DESIGNED TO OVERCOME THE SHORTCOMINGS OF THE ORIGINAL PROGRAM AND SOUGHT TO BE MORE EFFECTIVE, LESS TIME CONSUMING, AND MORE ACCEPTABLE TO THE STUDENTS. THE QUESTION OF TOTAL SELF-INSTRUCTION VERSUS VARIOUS COMBINATIONS OF CLASS AND LABORATORY SITUATIONS WAS CONSIDERED. SEVERAL POSSIBILITIES OF STAFFING THE CLASS AND LABORATORY WERE CONSIDERED. TRIAL USE OF "THE REVISED ALLP FRENCH PROGRAM" PROVED QUITE SUCCESSFUL ON THE COLLEGE LEVEL, AND THE DROPOUT RATE WAS SIGNIFICANTLY REDUCED. ALTHOUGH RELIANCE ON SELF-INSTRUCTION WAS REDUCED AND A GREATER ROLE ASSIGNED TO THE INSTRUCTOR, THE PROGRAM PROMISES EVENTUALLY TO ACCOMMODATE LARGE CLASSES AT THE ELEMENTARY LEVEL OF LANGUAGE INSTRUCTION WITHOUT AFFECTING THE EXCELLENCE OF RESULTS. THE PROGRAM ALSO PROMISES THE USE OF STAFF TIME WITH GREATER EFFICIENCY, THUS REDUCING INSTRUCTIONAL COSTS. RELATED INFORMATION MAY BE FOUND IN ED 010 487. (GD)

ED 010 877 AL 000 068

**CARROLL JOHN B. AND OTHERS**  
A PARAMETRIC STUDY OF LANGUAGE TRAINING IN THE PEACE CORPS. FINAL REPORT.

Harvard Univ., Cambridge, Mass. Lab. for Research in Instruction.  
Pub Date—66  
Note—161P.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Aptitude, \*Language Instruction, \*Language Programs, \*Language Tests, \*Learning, \*Measurement Techniques, \*Portuguese, \*Spanish  
Identifiers—CAMBRIDGE, PEACE CORPS

A STUDY WAS UNDERTAKEN TO INVESTIGATE FOREIGN LANGUAGE LEARNING IN BOTH INTRAINING AND FIELD PROGRAMS OF THE PEACE CORPS, AND TO DETERMINE INDIVIDUAL AND EXPERIENCE FACTORS AFFECTING THE RATE OF LANGUAGE LEARNING. THE OBJECTIVE WAS TO DEVELOP A PROTOTYPE FOR A PARAMETRIC STUDY INVOLVING SUCH FACTORS AS LANGUAGE APTITUDE AND PRIOR LANGUAGE TRAINING. A TOTAL OF 444 TRAINEES IN SPANISH AND 51 TRAINEES IN PORTUGUESE AT THE UNIVERSITY OF NEW MEXICO WERE GIVEN PLACEMENT TESTS AND LANGUAGE APTITUDE AND PROFICIENCY TESTS AT VARIOUS STAGES OF THE TRAINING PROGRAM. RESULTS SHOWED THAT PRIOR KNOWLEDGE, NOT APTITUDE, DETERMINED THE DEGREE OF FLUENCY. A FOLLOWUP STUDY WAS DONE IN THE FIELD WITH SIMILAR RESULTS. RECOMMENDATIONS WERE MADE RESPECTING (1) LENGTH OF COURSE, (2) FURTHER TRAINING IN THE FIELD, (3) THE IMPORTANCE OF VARIABLES SUCH AS APTITUDE AND PRIOR KNOWLEDGE IN TRAINEE SELECTION, AND (4) DEVELOPMENT OF A PROGRAM OF LANGUAGE PROFICIENCY MEASUREMENT. (KL)

ED 010 936

FL 000 095

**OSMAN, NEILE**  
THE DESIGN OF OBJECTIVE DIAGNOSTIC AND ATTAINMENT TESTS OF A READING-WRITING COMMAND OF FRENCH.

Pub Date—OCT65  
Note—10P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, \*French, \*Group Tests, \*Language Skills, \*Language Tests, \*Objective Tests, \*Reading Comprehension, \*Scoring, \*Test Construction, \*Test Validity, \*Translation, \*Writing Skills  
Identifiers—AUSTRALIA, DIAGNOSTIC TESTS (EDUCATION)

READING AND WRITING SKILLS CAN BE TESTED OBJECTIVELY WITHOUT USING TRADITIONAL TRANSLATION TESTS. WHEN READING FRENCH, STUDENTS NEED TO RECOGNIZE WORDS IN BOTH UNINFLECTED AND INFLECTED FORMS TO ATTACH MEANING TO WORDS IN CONTEXT, AND TO REACT TO THE MEANING IMPLICATIONS OF FRENCH SENTENCE STRUCTURE. WHEN WRITING FRENCH, THEY NEED TO PRODUCE APPROPRIATE WORDS IN BOTH UNINFLECTED AND INFLECTED FORMS AND TO USE FRENCH SENTENCE STRUCTURE APPROPRIATELY. OBJECTIVE TESTS DESIGNED TO MEASURE THESE SKILLS CAN BE USED EITHER AS DIAGNOSTIC TESTS TO POINT UP DEFICIENCIES REQUIRING FURTHER TEACHING, OR AS ATTAINMENT TESTS TO ASSESS THE STANDARD ACHIEVED AT CERTAIN MAIN POINTS OF THE COURSE. THESE TESTS REQUIRE CAREFUL CONSTRUCTION, BUT CAN BE SCORED EASILY AND OBJECTIVELY. SEVERAL EXAMPLES, SUGGESTIONS FOR SCORING, AND HINTS FOR CONSTRUCTION ARE GIVEN FOR OBJECTIVE GROUP TESTS OF WORD RECOGNITION, READING COMPREHENSION, WRITTEN COMMAND, AND WRITTEN SELF-EXPRESSION. THIS ARTICLE IS PUBLISHED IN "BABEL," VOLUME 1, NUMBER 3, OCTOBER 1965. (AM)

ED 010 942 FL 000 303

VALETTE, REBECCA M.  
IMPROVING MULTIPLE-CHOICE GRAMMAR TESTS IN GERMAN.

Pub Date—JUN 67

Note—9P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, \*German, Grammar, \*Language Tests, \*Multiple Choice Tests, Performance Factors, \*Test Construction, Test Interpretation, \*Test Validity

Identifiers—TEST PROBLEMS

AN ANALYSIS OF THE PERFORMANCE OF FIRST-SEMESTER COLLEGE STUDENTS ON A MULTIPLE-CHOICE TEST OF PROFICIENCY IN GERMAN GRAMMAR REVEALED A CURIOUS PATTERN. LOW SCORING STUDENTS TRIED TO ESTABLISH A CORRELATION BETWEEN THE DETERMINER AND THE WORD PRECEDING IT, APPARENTLY BY MATCHING SIMILAR OR PARALLEL FINAL VOWELS OR CONSONANTS WITH INFLECTED ENDINGS (FOR EXAMPLE, "NEBEN DEN" OR "UEBER EINER"). TESTS SHOULD BE IMPROVED, CONSEQUENTLY, BY REVISING ALL ITEMS IN WHICH POOR STUDENT MIGHT COME UPON THE CORRECT RESPONSE BY FOLLOWING SUCH AN ERRONEOUS SYSTEM. THIS ARTICLE IS A REPRINT FROM "THE GERMAN QUARTERLY" VOLUME 40, NUMBER 1, JANUARY 1967. (AS)

ED 010 987 RE 000 024

BROZ, JAMES JR. HAYES, ALFRED S.  
LINGUISTICS AND READING, A SELECTIVE ANNOTATED BIBLIOGRAPHY FOR TEACHERS OF READING.

Center for Applied Linguistics, Washington, D.C.

Pub Date—66

Note—29P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bibliographies, Language, \*Language Development, Language Handicaps, Language Instruction, Language Tests, \*Linguistics, \*Non English Speaking, Nonstandard Dialects, Reading Difficulty, Reading Instruction, Reading Processes, Speech, Written Language

Identifiers—DISTRICT OF COLUMBIA

AN ANNOTATED BIBLIOGRAPHY OF BOOKS, ARTICLES, BIBLIOGRAPHIES, AND STUDIES IN LINGUISTICS COMPILED BY THE CENTER FOR APPLIED LINGUISTICS FOR TEACHERS OF READING IS PRESENTED. THE MATERIALS ARE LISTED CHRONOLOGICALLY IN THREE GROUPS—PART 1, 1942-66, GENERAL REFERENCES REFLECTING THE THINKING OF LINGUISTS ABOUT LANGUAGE, ITS DEVELOPMENT AND GROWTH IN THE CHILD, AND RELATIONSHIPS BETWEEN SPEECH, PRINT, AND THE READING PROCESS, PART 2, 1960-66, REFERENCES DEALING WITH SPECIAL LANGUAGE PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH OFTEN ASSOCIATED WITH THE SCHOOL PROBLEMS OF DISADVANTAGED YOUTH, AND PART 3, 1945-65, A LIMITED NUMBER OF REFERENCES TO THE SPECIAL ENGLISH LANGUAGE PROBLEMS OF SPEAKERS OF OTHER LANGUAGES, INCLUDING SOME MATERIAL ON TESTING ENGLISH LANGUAGE PROFICIENCY. BECAUSE LITTLE WORK HAD BEEN DONE ON THE READING PROBLEMS OF SPEAKERS OF A DIVERGENT DIALECT OR OF A FOREIGN LANGUAGE, PARTS 2 AND 3 OF THE BIBLIOGRAPHY CONTAIN A FEW REFERENCES DEALING SPECIFICALLY WITH READING. REFERENCES TO OTHER BIBLIOGRAPHIES PUBLISHED BY THE CENTER ARE INCLUDED IN PART 3. AN ALPHABETICAL INDEX OF AUTHORS IS PROVIDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE EDUCATION AND RESEARCH PROGRAM, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVE., N.W., WASHINGTON, D.C. 20036. SINGLE COPIES ARE FREE, ADDITIONAL COPIES ARE \$0.25 EACH. (LS)

ED 011 169 FL 000 087

FAULKNER, JAMES C.  
OBJECTIVE TESTING AND STANDARDIZED TESTS IN MODERN FOREIGN LANGUAGES.

Note—8P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Bibliographies, \*Languages, \*Language Tests, Multiple Choice Tests, \*Objective Tests, \*Standardized Tests, Test Construction, Test Validity

A BRIEF HISTORY IS GIVEN OF THE DEVELOPMENT OF OBJECTIVE FOREIGN LANGUAGE TESTS FOR HIGH SCHOOLS AND COLLEGES, FROM 1916 TO THE PRESENT. THERE IS A DESCRIPTION OF THE EARLY EFFORTS TO CONSTRUCT OBJECTIVE TESTS AND THE IMPERFECTIONS OF SOME OF THESE EXAMINATIONS. LATER TESTS, PARTICULARLY THOSE IN CURRENT USE, ARE DESCRIBED IN DETAIL, WITH EMPHASIS ON THE VARIETY OF TECHNIQUES USED IN TESTING THE LANGUAGE SKILLS. STANDARDIZED TESTS CURRENTLY AVAILABLE FOR FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH ARE LISTED, WITH ANNOTATIONS OF FORMAT, CONTENT, LEVEL, PRICE OF SPECIMEN SETS, AND TIME REQUIRED FOR ADMINISTRATION. (AM)

ED 011 170 FL 000 094

OSMAN, NEILE  
THE DESIGN OF OBJECTIVE DIAGNOSTIC AND ATTAINMENT TESTS OF AN AURAL-ORAL COMMAND OF FRENCH.

Pub Date—JUL 65

Note—10P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Audiolingual Methods, \*Audiolingual Skills, Auditory Perception, Comparative Education, \*French, Group Tests, Individual Tests, \*Language Tests, Listening Comprehension, Multiple Choice Tests, \*Objective Tests, Speech Communication, \*Test Construction

Identifiers—AUSTRALIA, DIAGNOSTIC TESTS (EDUCATION)

THE INCREASED EMPHASIS ON THE AUDIOLINGUAL SKILLS REQUIRES NEW APPROACHES IN TESTING. THESE SKILLS CAN BE SEPARATED INTO SEVERAL AREAS FOR WHICH GROUP AND INDIVIDUAL OBJECTIVE TESTS CAN BE CONSTRUCTED. EXAMPLES OF GROUP TESTS ARE AURAL WORD-RECOGNITION TESTS AND TESTS OF LISTENING COMPREHENSION. TESTS WHICH MUST BE ADMINISTERED INDIVIDUALLY ARE THOSE DEALING WITH AURAL PERCEPTION OF DIFFICULT SOUNDS, ORAL PRODUCTION OF DIFFICULT SOUNDS, ORAL SELF-EXPRESSION BASED ON PICTORIAL STIMULI, AND ORAL INTERVIEWS WHICH COMBINE SOUND PRODUCTION, AURAL COMPREHENSION, AND ORAL EXPRESSION. THESE OBJECTIVE TESTS CAN BE USED BOTH AS ATTAINMENT TESTS TO ASSESS THE STANDARD ACHIEVEMENT AT CERTAIN MAIN POINTS OF THE COURSE AND AS DIAGNOSTIC INSTRUMENTS TO POINT UP DEFICIENCIES REQUIRING FURTHER ATTENTION. OBJECTIVE TESTS MUST BE CAREFULLY CONSTRUCTED, BUT CAN BE SCORED QUICKLY AND DO NOT REQUIRE THE TEACHER TO MAKE VALUE JUDGMENTS. IF THE TEACHER CAREFULLY PREPARES THE STUDENT ANSWER SHEETS AND HIS OWN SCORING SHEET FOR THE TESTS, THE ADMINISTRATION AND SCORING CAN BE DONE EFFICIENTLY. EXAMPLES ARE GIVEN FOR EACH TYPE OF TEST ITEM FOR FRENCH, WITH SUGGESTIONS FOR CONSTRUCTING, ADMINISTERING, AND SCORING THEM. THIS ARTICLE IS PUBLISHED IN "BABEL" VOLUME 1, NUMBER 2, JULY 1965. (AM)

ED 011 181 FL 000 300

FELDMAN, DAVID M. KLINE, WALTER D.  
SPANISH-CONTEMPORARY METHODOLOGY, A SERIES OF INSERVICE STUDY GUIDES FOR MODERN FOREIGN LANGUAGE TEACHERS.

Colorado State Dept. of Education, Denver.

Pub Date—OCT 66

Note—87P.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Applied Linguistics, Audiolingual Methods, Cultural Context, \*Inservice Courses, Language Laboratories, Language Learning Levels, Pattern Drills (Language), Pronunciation Instruction, Reading Instruction, \*Spanish, \*Study Guides, \*Teaching Techniques, Testing, Vocabulary Development, Writing Exercises

Identifiers—DENVER

THE NEED TO PROVIDE COLORADO'S MODERN LANGUAGE TEACHERS WITH A STATE INSERVICE PROGRAM TO HELP THEM RELATE LINGUISTIC THEORIES AND FINDINGS TO CLASSROOM TECHNIQUES RESULTED IN THE PUBLICATION OF THIS STUDY GUIDE FOR SPANISH TEACHERS BY THE COLORADO STATE DEPARTMENT OF EDUCATION. DESIGNED FOR USE BY INDEPENDENT STUDY GROUPS, THE GUIDE STRESSES AN AUDIOLINGUAL APPROACH AND CONTAINS SECTIONS ON (1) THE NATURE OF LANGUAGE, (2) THE APPLICATION OF LINGUISTICS TO LANGUAGE TEACHING, (3) TEACHING PROCEDURES, (4) DRILLS FOR TEACHING PRONUNCIATION, (5) SYNTACTIC DRILLS, (6) THE USE OF THE LANGUAGE LABORATORY, (7) READING AND WRITING INSTRUCTION, (8) TESTING, (9) CULTURE, (10) TEXTBOOKS, (11) VOCABULARY DEVELOPMENT, AND (12) PLANNING THE LEVELS OF THE FOREIGN LANGUAGE SEQUENCE. LISTS OF DISCUSSION TOPICS AND RECOMMENDED READINGS ACCOMPANY EACH SECTION, AND THOSE SECTIONS DEALING WITH TECHNIQUES CONTAIN SAMPLE DRILLS. THIS DOCUMENT IS ALSO AVAILABLE FROM TITLE III NDEA SECTION, COLORADO DEPARTMENT OF EDUCATION, DENVER, COLORADO 80203, FOR \$1.25. (AM)

ED 011 229 RE 000 057

BICKLEY, A. C. WEAVER, WENDELL  
THE RETRIEVAL OF LEARNING SETS BY THE EXTERNAL DISPLAY OF READING MATERIAL.

Pub Date—NOV 66

Note—20P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Associative Learning, \*Close Procedure, \*Educational Research, Eye Fixations, \*Eye Movements, Eye Regressions, Linguistics, \*Semantics, \*Visual Discrimination, Visual Perception, Written Language

THE VARIOUS PROCESSES AND CONTROLS INVOLVED IN THE VARIATION OF EYE MOVEMENTS ACCORDING TO READING MATERIAL ARE DISCUSSED. RELEVANT RESEARCH LITERATURE IS CITED, AND AREAS REQUIRING ADDITIONAL RESEARCH ARE OUTLINED. LANGUAGE TEXT CONTROL AND THE CENTRAL NERVOUS SYSTEM AS POSSIBLE LOCUS OF CONTROL FOR EYE MOVEMENTS ARE EXPLORED. EVIDENCE SUPPORTING THE CONTROL OF EYE MOVEMENTS BY SEMANTIC REQUIREMENTS IS PRESENTED. IT IS CONCLUDED THAT LANGUAGE HAS SEQUENTIAL CONSTRAINTS INVOLVING LETTERS, WORDS, AND SEMANTIC CONTENT WHICH ENABLE A READER TO BE AWARE OF CERTAIN WORDS OR PHRASES WITHOUT ACTUALLY FOCUSING ON THEM. THE EFFECTS OF LOCATION OF A PARTICULAR WORD OR PHRASE IN A SENTENCE ON THE ABILITY OF A SOPHISTICATED READER TO DETERMINE THE WORD OR PHRASE ARE EXAMINED. THE PROCESSING OF LANGUAGE DATA IN RELATION TO SEQUENTIAL ORDER AND THE POSSIBILITY OF USING TRANSFORMATIONAL VARIATIONS OF SENTENCE FORMS TO STANDARDIZE OR INDEX EXTERNAL DEPENDENCIES OF EYE MOVEMENTS ON INTERNAL PROCESSES ARE ALSO DISCUSSED. A BIBLIOGRAPHY IS IN-

6 Document Resumes

CLUDED. THIS PAPER IS A PREPRINT TO APPEAR IN THE 16TH YEARBOOK OF THE NATIONAL READING CONFERENCE, 1967. (LS)

ED 011 417 EC 000 088

**BATEMAN, BARBARA**  
**THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES IN CURRENT RESEARCH. SUMMARIES OF STUDIES.**

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Pub Date—JUN65

Note—49P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aphasia, Aurally Handicapped, Bibliographies, Cerebral Palsy, Cultural Disadvantage, Deaf, Educable Mentally Handicapped, Gifted, Language Development, \*Language Handicaps, \*Language Research, Learning Difficulties, Measurement, \*Psycholinguistics, Reading, \*Research, Speech Handicaps, Statistical Studies, \*Tests, Trainable Mentally Handicapped, Visually Handicapped

Identifiers—ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, URBANA

RESEARCH GENERATED BY THE EXPERIMENTAL EDITION OF THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES IS REVIEWED. TWENTY-FIVE STATISTICAL, REMEDIAL, AND LANGUAGE DISORDER STUDIES ARE SUMMARIZED ACCORDING TO PURPOSE, SUBJECTS, PROCEDURE, RESULTS, AND COMMENTS. SEVEN ADDITIONAL STUDIES ARE INCLUDED IN AN ANNOTATED BIBLIOGRAPHY. FIFTY-FOUR OTHER REFERENCES ARE ALSO INCLUDED. (MK)

ED 011 434 FL 000 126  
**FOREIGN LANGUAGES IN FLORIDA SCHOOLS, A GUIDE.**

Florida State Dept. of Education, Tallahassee.

Report No.—FSDE-LULL-70

Pub Date—66

Note—98P.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Files, Instructional Materials, \*Language Guides, \*Language Learning Levels, Language Tests, Latin, Lesson Observation Criteria, \*Modern Languages, \*Secondary Schools, \*State Curriculum Guides, Teacher Qualifications, Teaching Techniques

Identifiers—TALLAHASSEE

FLORIDA TEACHERS FROM ELEMENTARY SCHOOLS THROUGH UNIVERSITIES COOPERATED ON THIS GUIDE TO DEVELOP PROFICIENCY IN FOREIGN LANGUAGE COMMUNICATION SKILLS. THE GUIDE DESCRIBES FOUR LEARNING LEVELS FOR ELEMENTARY AND HIGH SCHOOLS TO BE COMPLETED IN A SINGLE FOREIGN LANGUAGE, WITH TWO POSSIBLE ADDITIONAL LEVELS. THE FOCUS IS ON THE DEVELOPMENT OF A SEQUENTIAL FOREIGN LANGUAGE PROGRAM, TEACHER PREPARATION AND PROFESSIONAL GROWTH, TEACHING TECHNIQUES AT EACH LEVEL, AND TEST PREPARATION AND THE USE OF SCORING SCALES. MODERN INSTRUCTIONAL EQUIPMENT AND MATERIALS ARE RECOMMENDED WITH THE EXCEPTION, AS YET, OF TEACHING MACHINES. WIDENING FOREIGN LANGUAGE STUDY TO INCLUDE SELDOM TAUGHT CONTEMPORARY LANGUAGES, LATIN, ENGLISH AS A SECOND LANGUAGE, AND SPANISH FOR SPANISH-SPEAKING STUDENTS IS ALSO ADVOCATED. A BIBLIOGRAPHY IS INCLUDED. (GJ)

ED 011 442 FL 000 348  
**PRETEST AND POSTTEST RESULTS FOR THE 1966 NDEA SUMMER FOREIGN LANGUAGE INSTITUTE. MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS.**

Educational Testing Service, Princeton, N.J.

Report No.—ETS-SR-67-17

Pub Date—MAR67

Note—26P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Institutes (Training Programs), \*Language Teachers, \*Language Tests, Modern Languages, Post Testing, Pretesting, Statistical Data, \*Teacher Improvement, Test Interpretation, \*Test Results

Identifiers—LANGUAGE COMPETENCE, MLA FOREIGN LANGUAGE PROFICIENCY TESTS, NATIONAL DEFENSE EDUCATION ACT (NDEA), NDEA SUMMER FOREIGN LANGUAGE INSTITUTES, PRINCETON

FOREIGN LANGUAGE PROFICIENCY TESTS OF THE MODERN LANGUAGE ASSOCIATION WERE USED TO DETERMINE THE DEGREE OF IMPROVEMENT ACHIEVED BY 2,300 FOREIGN LANGUAGE TEACHERS WHO RECEIVED ADVANCED TRAINING IN THE 1966 NDEA SUMMER FOREIGN LANGUAGE INSTITUTES. TEACHERS OF FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH IN 52 INSTITUTES WERE TESTED AT THE BEGINNING AND THE END OF THE INSTITUTES IN THE SEVEN FIELDS IN WHICH INSTRUCTION WAS OFFERED—LISTENING COMPREHENSION, SPEAKING, READING, WRITING, APPLIED LINGUISTICS, CIVILIZATION AND CULTURE, AND PROFESSIONAL PREPARATION. THOUGH THERE WAS CONSIDERABLE VARIATION IN THE AMOUNT OF GAIN ATTAINED BY THE TEACHERS ON THE SEVEN TESTS, A COMPARISON OF GAINS AMONG INSTITUTES SHOWED THAT, IN GENERAL, THE NON-SKILL AREAS AND WRITING AND SPEAKING HAD RECEIVED THE GREATEST AMOUNT OF EMPHASIS IN THE INSTITUTES. READING AND LISTENING COMPREHENSION WERE LEAST EMPHASIZED. TWO LIMITATIONS ON THE DATA WERE THE LACK OF A CONTROL GROUP AND THE POSSIBLE LOW DEGREE OF COMPARABILITY OF SCORES FOR ALTERNATE FORMS OF EACH TEST. GAINS BY LANGUAGE AND INSTITUTES ARE PRESENTED IN STATISTICAL TABLES. (AM)

ED 011 492 RE 000 110

**BICKLEY, A. C. WEAVER, WENDELL W.**  
**SOME DIFFERENCES IN ENCODING AND DECODING MESSAGES.**

Pub Date—FEB67

Note—17P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, College Students, Communication (Thought Transfer), \*Language Research, \*Reading Comprehension, \*Reading Research, Structural Analysis, \*Test Reliability, Translation

Identifiers—CAMPBELL COLLEGE, NEW YORK CITY

LANGUAGE ENCODING AND DECODING PROCESSES WERE EXAMINED BY DETERMINING THE ABILITY OF SUBJECTS TO PREDICT OMISSIONS FROM A NATURAL LANGUAGE TEXT WHICH THEY HAD PREVIOUSLY PRODUCED THEMSELVES, AND BY COMPARING THIS PERFORMANCE WITH THAT OF OTHER SUBJECTS TO PREDICT OMISSIONS FROM THESE SAME TEXTS WHICH THE SECOND GROUP READ AT THE TIME OF PRODUCTION. SIXTY-FOUR SOPHOMORES AT CAMPBELL COLLEGE WERE ASSIGNED RANDOMLY TO FOUR CONDITIONS, TWO EXPERIMENTAL AND TWO CONTROL. THE EXPERIMENTAL CONDITIONS WERE ENCODING—A GROUP OF SUBJECTS PRODUCED WRITTEN STORIES IN RESPONSE TO TWO THEMATIC APPERCEPTION TEST (TAT) CARDS, AND DECODING—A GROUP OF SUBJECTS READ PRODUCTIONS OF THE ENCODING GROUP. ONE CONTROL GROUP WAS ASSIGNED THE TASK OF PRODUCING STORIES, AND THIS GROUP (IRRELEVANT ENCODERS-DECODERS) WAS GIVEN THE STORIES OF THE EXPERIMENTAL GROUP TO READ. THE OTHER CONTROL GROUP (NAIVE DECODERS) WAS GIVEN RANDOMLY ASSIGNED TAT STORIES TO READ. THE DEPENDENT VARIABLE WAS CLOZE TESTS. AN ORTHOGONAL COMPARISON OF MEANS WAS USED TO ANALYZE THE DATA. THE ENCODING GROUP HAD A SIGNIFICANTLY HIGHER MEAN SCORE THAN THE DECODING GROUP. THE ENCODING AND DECODING GROUPS HAD SIGNIFICANTLY HIGHER MEAN SCORES THAN THE IRRELEVANT ENCODING-DECODING GROUPS. NAIVE ENCODERS WERE SIGNIFICANTLY LOWER THAN ANY OTHER GROUP. THE SIGNAL SYSTEM MAINTAINED VARIABILITY WHEN TRANSMISSION WAS ENTIRELY WITHIN THE ORGANISM. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION (NEW YORK, FEBRUARY 1967). (BR)

ED 011 503 RE 000 128  
**HAYES, ALFRED S. OREM, EDWARD**  
**INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH, NUMBER 2.**

Center for Applied Linguistics, Washington, D.C.

Pub Date—MAY67

Note—72P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiovisual Aids, Curriculum Research, \*English, \*Information Dissemination, Instructional Materials, Language Arts, Linguistics, Nonstandard Dialects, \*Reading Research, \*Research Projects, Tests

Identifiers—DISTRICT OF COLUMBIA, ERIC CLEARINGHOUSES

ONE HUNDRED THIRTY-FIVE PROJECTS IN THE UNITED STATES AND GREAT BRITAIN ARE DESCRIBED IN THE SECOND ISSUE OF THE INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH, MAY 1967. SIX TYPES OF RESEARCH AND APPLICATION ACTIVITIES ARE INCLUDED—(1) ACTION PROGRAMS EXPLOITING ADVANCES IN LINGUISTIC SCIENCE AND RELATED FIELDS, (2) PROJECTS AND ACTIVITIES EXPLORING WAYS OF HANDLING THE SPECIAL LANGUAGE PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH, (3) SCHOOL-BASED COMPARATIVE EXPERIMENTS, (4) STUDIES OF LANGUAGE ARTS AND ENGLISH CURRICULUMS DESIGNED TO PROMOTE MODIFICATION OR REVISION, (5) PROJECTS TO PREPARE NEW TEACHING MATERIALS AND TESTS, AND (6) PROJECTS TO EXPLOIT AUDIOVISUAL AIDS. PROJECT DESCRIPTIONS ARE ORGANIZED ACCORDING TO THE STATE OR COUNTRY OF INITIATION AND THE LEVEL OF INSTRUCTION (ELEMENTARY, SECONDARY, OR ADULT). A TOPICAL INDEX, AN ALPHABETICAL LISTING OF RESEARCHERS, AND A TENL (TEACHING ENGLISH AS A NATIVE LANGUAGE) DIRECTORY OF INFORMATION SOURCES IN THE UNITED STATES AND GREAT BRITAIN ARE INCLUDED. (LS)

ED 011 504 RL 000 333

**HAYES, ALFRED S. AND OTHERS**  
**INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH.**

Center for Applied Linguistics, Washington, D.C.

Report No.—NO-1

Pub Date—FEB66

Note—64P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiovisual Aids, Black Dialects, College Students, English Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, \*Instructional Improvement, Instructional Materials, \*Language Arts, Language Handicaps, \*Language Research, \*Linguistics, Material Development, Nonstandard Dialects, \*Reading Research, Test Construction

Identifiers—DISTRICT OF COLUMBIA PROGRAMS, PROJECTS, AND ACTIVITIES DESIGNED TO EVALUATE AND TO IMPROVE THE TEACHING OF READING AND ENGLISH IN SCHOOLS AND COLLEGES ARE DESCRIBED BRIEFLY. THE DESCRIPTIONS OF PROGRAMS ARE ARRANGED BY STATE AND BY LEVEL OF INSTRUCTION. THE NAMES AND AFFILIATIONS OF RESPONSIBLE PERSONNEL ARE INDICATED CLEARLY. THE INVENTORY INCLUDES INFORMATION ON THE FOLLOWING KINDS OF ACTIVITIES (1) ACTION PROGRAMS TO EXPLOIT ADVANCES IN LINGUISTIC SCIENCE AND RELATED FIELDS, (2) PROJECTS AND ACTIVITIES TO EXPLORE WAYS OF HANDLING THE SPECIAL LANGUAGE PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH, (3) SCHOOL-BASED COMPARATIVE EXPERIMENTS, (4)

STUDIES OF LANGUAGE ARTS AND ENGLISH CURRICULA WITH A VIEW TO MODIFICATION OR REVISION, (5) PROJECTS TO PREPARE NEW TEACHING MATERIALS AND/OR TESTS, (6) PROJECTS TO EXPLOIT AUDIOVISUAL AIDS, AND (7) SCHOLARLY RESEARCH DIRECTLY RELATED TO ANY OF THE ABOVE. PROJECTS INCLUDED WERE NOT COMPLETED PRIOR TO AUGUST 1965. (RH)

ED 011 734 FL 000 119

VALETTE, REBECCA M.  
EVALUATING THE OBJECTIVES IN FOREIGN-LANGUAGE TEACHING.

Pub Date—JUN66

Note—13P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, Audiolingual Skills, Language Research, Language Tests, \*Measurement Techniques, \*Modern Languages, Objective Tests, \*Standardized Tests, \*Test Construction

Identifiers—LANGUAGE INSTRUCTION KEY SONOGRAPH, MLA COOPERATIVE FOREIGN LANGUAGE TESTS, PIMSLEUR READING COMPREHENSION TESTS

AUDIOLINGUAL TEACHING METHODS HAVE CREATED THE NEED FOR NEW TESTING TECHNIQUES IN THE FOUR LANGUAGE SKILLS OF LISTENING, SPEAKING, AND WRITING. VARIOUS CURRENT METHODS AND SPECIFIC STANDARDIZED TESTS FOR EVALUATING EACH OF THE SKILLS, INCLUDING PURE SKILLS TESTS WHICH UTILIZE ONLY ONE SKILL IN BOTH STIMULUS AND RESPONSE AND HYBRID SKILLS TESTS WHICH EMPLOY TWO OR MORE SKILLS PER ITEM, ARE DESCRIBED. SUGGESTIONS FOR FURTHER RESEARCH AND DEVELOPMENT IN LANGUAGE TESTING INCLUDE THE FOLLOWING—(1) COMPARABLE TESTS IN THE FOUR SKILLS SHOULD BE DEVELOPED, (2) PURE LISTENING COMPREHENSION TESTS SHOULD BE STANDARDIZED, AND THEIR RESULTS NATIONALLY COMPARED TO THOSE OF PURE READING TESTS, (3) THE PRECISE RELATIONSHIP BETWEEN THE COMPREHENSION AND THE PRODUCTION SKILLS SHOULD BE INVESTIGATED, (4) STUDIES FOR EACH FOREIGN LANGUAGE SHOULD DETERMINE THE APPLICABILITY OF "PARTIAL PRODUCTION" TECHNIQUES, AND (5) THE VALIDITY OF THE DICTATION IN MEASURING THE STUDENT'S COMMAND OF THE LANGUAGE SHOULD BE INVESTIGATED. THIS ARTICLE IS PUBLISHED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 2, 1966. (AUTHOR)

ED 011 736 FL 000 121

HENNING, WILLIAM A.  
DISCRIMINATION TRAINING AND SELF-EVALUATION IN THE TEACHING OF PRONUNCIATION.

Pub Date—MAR66

Note—14P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Auditory Discrimination, \*French, Language Laboratory Use, \*Language Research, \*Pronunciation Instruction, \*Self Evaluation, Teaching Methods, Test Results

Identifiers—CONCORDIA COLLEGE, MOORHEAD

AN EXPERIMENT WAS CONDUCTED TO DETERMINE THE EFFECT OF PHONEME DISCRIMINATION TRAINING UPON THE ABILITY OF SUBJECTS TO DISCRIMINATE AMONG FRENCH PHONEMES AND TO DISCRIMINATE FRENCH PHONEMES FROM THEIR ENGLISH NEAR-EQUIVALENTS, TO IMITATE THE PRONUNCIATION OF FRENCH PHONEMES, AND TO MAKE VALID JUDGMENTS OF THEIR OWN PRONUNCIATION. THREE GROUPS OF UNDERGRADUATES WITH NO PREVIOUS EXPERIENCE IN FRENCH RECEIVED TREATMENTS CONTAINING VARYING PROPORTIONS OF DISCRIMINATION TRAINING AND PRONUNCIATION PRACTICE. WHEN TESTED, THE GROUPS WHICH HAD RECEIVED THE HIGHEST PROPORTION OF DISCRIMINATION TRAINING PER-

FORMED DISCRIMINATION TASKS MORE ACCURATELY AND MIMICKED THE PRONUNCIATION OF FRENCH WORDS BETTER THAN THE GROUPS WITH HIGHER PROPORTIONS OF PRONUNCIATION PRACTICE. THERE WAS NO OVERALL DIFFERENCE IN THE NUMBER OF ERRORS IN SELF-EVALUATION THOUGH THE GROUP WHICH HAD RECEIVED THE HIGHEST PROPORTION OF DISCRIMINATION TRAINING TENDED TO BE MORE SEVERE IN ITS EVALUATION THAN THE OTHER GROUPS. IT APPEARS THAT DISCRIMINATION TRAINING IS AN EFFECTIVE TECHNIQUE IN THE TEACHING OF THE PRONUNCIATION OF FOREIGN LANGUAGES SINCE IT RESULTS IN BETTER PRONUNCIATION AND STRICTER SELF-EVALUATION. BASED ON THE RESULT OF STRICTER SELF-EVALUATION, THE AUTHOR RECOMMENDED DISCRIMINATION TRAINING FOR USE IN LABORATORY CONTEXTS OR PROGRAMED INSTRUCTION WHERE THERE IS NO INSTRUCTOR TO MAKE EVALUATIONS. THIS DOCUMENT IS A REPRINT FROM THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 1, MARCH 1966. (AUTHOR)

ED 011 740 FL 000 279

CHATAGNIER, LOUIS AND OTHERS  
DIMENSION-LANGUAGES 65, PROCEEDINGS OF THE SOUTHERN CONFERENCE ON LANGUAGE TEACHING (1ST, ATLANTA, FEBRUARY 1965).

Southern Conference on Language Teaching, Atlanta, Ga.

Pub Date—JAN66

Note—116P.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Conferences, Film Programs, \*Language Laboratory Equipment, \*Language Programs, \*Language Tests, Pattern Drills (Language), \*Second Language Learning, Supervisor Qualifications, \*Teaching Methods

Identifiers—ATLANTA, INDIANA LANGUAGE PROGRAM, MLA COOPERATIVE FOREIGN LANGUAGE TESTS, MLA PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS

THE FIRST SOUTHERN CONFERENCE ON LANGUAGE TEACHING ACQUAINTED TEACHERS AND ADMINISTRATORS FROM THE ELEMENTARY THROUGH COLLEGE LEVELS WITH MODERN TECHNIQUES OF FOREIGN LANGUAGE TEACHING. THE PROGRAM PROVIDED LECTURES, WORKSTUDY SESSIONS, DEMONSTRATION CLASSES, FILMS, AND EXHIBITS OF EQUIPMENT. THIS REPORT INCLUDES THE FOLLOWING ARTICLES—(1) "LANGUAGE TEACHING CONCEPTS, PROBLEMS, OPPORTUNITIES," (2) "NEW CHALLENGES IN FOREIGN LANGUAGES," (3) "THE ROLE OF THE FOREIGN LANGUAGE SUPERVISOR," (4) "LANGUAGE REINFORCEMENT DRILLS," (5) "THE ELECTRONIC CLASSROOM," (6) "FOREIGN LANGUAGES IN ELEMENTARY SCHOOLS," (7) "FOREIGN LANGUAGES IN SECONDARY SCHOOLS," (8) "EVALUATION OF LANGUAGE LEARNING THROUGH TESTING," (9) "THE MLA FOREIGN LANGUAGE TESTS," AND (10) "OVERVIEW." A COPY OF THE PROGRAM, A LISTING OF MEMBERS OF THE STEERING AND ADVISORY COMMITTEES, AND DIRECTORIES OF VISITING CONSULTANTS AND EXHIBITORS COMPLETE THE REPORT. (GJ)

ED 011 748 FL 000 337

WASSERMAN, MARVIN  
ANNUAL FOREIGN LANGUAGE CONFERENCE AT NEW YORK UNIVERSITY (32ND, NEW YORK CITY, NOVEMBER 5, 1966).

New York Univ., N.Y. School of Education.

Pub Date—67

Note—40P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Aptitude, \*Aptitude Tests, Conferences, \*Individual Differences, Language Ability, Language Research, Learning Processes, \*Modern Languages, \*Second Language Learning

Identifiers—MODERN LANGUAGE APTITUDE TEST (MLAT), NEW YORK CITY,

PIMSLEUR LANGUAGE APTITUDE BATTERY

THE MAJOR PART OF THIS CONFERENCE REPORT DEVELOPS THE CONFERENCE THEME, "INDIVIDUAL DIFFERENCES IN FOREIGN LANGUAGE LEARNING," AS PRESENTED BY THE PRINCIPAL SPEAKER, JOHN B. CARROLL. HIS PAPER TREATS RATE OF LEARNING, SPECIALIZED TRAITS IN FOREIGN LANGUAGE APTITUDE (PHONETIC CODING ABILITY, GRAMMATICAL SENSITIVITY, ROTE LEARNING ABILITY, INDUCTIVE LANGUAGE LEARNING ABILITY, AND MOTIVATION), WAYS IN WHICH APTITUDE CAN BE MEASURED AND PREDICTED, AND WAYS IN WHICH APTITUDE TESTS CAN BE USED BY TEACHERS AS AIDS IN ADAPTING INSTRUCTION TO INDIVIDUAL DIFFERENCES. THE REPORT ALSO SUMMARIZES VIEWS PRESENTED BY A PANEL ON THE AVERAGE, SLOW, AND SUCCESSFUL LEARNERS AT THE ELEMENTARY, JUNIOR, AND SENIOR HIGH SCHOOL LEVELS OF THE FOREIGN LANGUAGE PROGRAM. (AM)

ED 011 750 FL 000 364

MELTON, RICHARD S. MYERS, CHARLES T.  
A STUDY OF THE RELATIONSHIP BETWEEN SCORES ON THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS AND RATINGS OF TEACHER COMPETENCE.

Educational Testing Service, Princeton, N.J.

Report No.—TDR-64-4

Pub Date—APR64

Note—29P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Institutes (Training Programs), \*Language Teachers, Language Tests, \*Modern Languages, Statistical Data, \*Teacher Evaluation, Teacher Qualifications, \*Test Results

Identifiers—MLA FOREIGN LANGUAGE PROFICIENCY TESTS, NDEA FOREIGN LANGUAGE INSTITUTES, PRINCETON

DURING THE SUMMER OF 1963, APPROXIMATELY 3,000 TEACHERS ATTENDING NDEA FOREIGN LANGUAGE INSTITUTES WERE TESTED AND EVALUATED FOR COMPETENCY. THIS DOCUMENT DESCRIBES THE RELATIONSHIP BETWEEN THE RATINGS GIVEN THEM BY FACULTY GROUPS AT THE INSTITUTES AND THEIR SCORES ON THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS. MORE THAN ONE-HALF OF THE REPORT IS A SERIES OF TABULATED SUMMARIES SHOWING THE SCORE RANGES AND THE DEGREE OF CORRESPONDENCE BETWEEN THE TESTS AND THE RATINGS. THE CORRESPONDENCE WAS GREATEST FOR THE FOUR BASIC LANGUAGE SKILLS TESTS AND LEAST FOR THE TESTS IN APPLIED LINGUISTICS, CIVILIZATION AND CULTURE, AND PROFESSIONAL PREPARATION. ALSO INCLUDED IS A CHECKLIST OF QUALIFICATIONS FOR SECONDARY SCHOOL FOREIGN LANGUAGE TEACHERS. (GJ)

ED 011 756 FL 000 476

GILLERS, LILLIAN M. NEWMARK, MAXIM  
NEW YORK CITY FOREIGN LANGUAGE PROGRAM FOR SECONDARY SCHOOLS. ITALIAN, LEVELS 1-4.

New York City Board of Education, Brooklyn, N.Y.

Report No.—NYCBE BULL-1966-67-SER-NO-11A

Pub Date—FEB67

Note—236P.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Audiolingual Methods, Audiovisual Aids, \*Course Content, Course Objectives, Curriculum Guide, \*Italian, \*Language Guides, Language Instruction, Language Laboratory Use, \*Language Learning Levels, Language Programs, Language Tests, Lesson Observation Criteria, Pattern Drills (Language), \*Secondary Schools, Teaching Techniques

Identifiers—NEW YORK CITY

THE OBJECTIVES, CONTENT, AND SCOPE OF ITALIAN INSTRUCTION FOR EACH LEVEL OF A FOUR-LEVEL SEQUENCE IN SECONDARY SCHOOLS ARE DELINEATED IN THIS GUIDE, WHICH IS A REVISION OF



EARLIER BULLETINS USED EXPERIMENTALLY IN NEW YORK CITY SINCE 1962. A MODIFIED AUDIOLINGUAL APPROACH IS STRESSED, AND SPECIFIC TECHNIQUES ARE SUGGESTED FOR TEACHING CULTURE AND THE LISTENING, SPEAKING, READING, AND WRITING SKILLS. CHECKLISTS OF MINIMAL VOCABULARY ITEMS, GRAMMATICAL STRUCTURES, AND CULTURAL TOPICS ARE GIVEN FOR EACH LEVEL. OTHER SUBJECTS DETAILED ARE THE TAPE RECORDER, THE LANGUAGE LABORATORY, TESTING, AUDIOVISUAL AIDS, THE ADVANCED PLACEMENT PROGRAM, PROGRAMED INSTRUCTION, TEAM TEACHING, AND PROGRAM EVALUATION. A BIBLIOGRAPHY OF GENERAL AND SPECIFIC REFERENCES FOR ITALIAN TEACHERS IS INCLUDED. (AM)

ED 011 811 RE 000 116  
BICKLEY, A. C. WEAVER, WENDELL W.  
SOURCES OF INFORMATION FOR RESPONSES TO READING TEST ITEMS.  
Pub Date—67  
Note—12P.

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—College Students, Comparative Analysis, Language Patterns, Language Research, Linguistics, \*Reading Comprehension, \*Reading Research, \*Reading Tests, Student Characteristics, \*Testing Problems, \*Test Validity  
Identifiers—CAMPBELL COLLEGE

SOURCES OF INFORMATION FOR RESPONSES TO MULTIPLE-CHOICE ITEMS ON READING COMPREHENSION TESTS AND THE EFFECTS OF CONTENT WORDS AND FUNCTION WORDS IN SUPPLYING INFORMATION FOR THE CORRECT COMPLETION OF MULTIPLE-CHOICE ITEMS WERE STUDIED IN AN EXPERIMENT AT CAMPBELL COLLEGE. PARAGRAPHS WITH ACCOMPANYING MULTIPLE-CHOICE ITEMS SAMPLED FROM READING TESTS LISTED IN BUROS SIXTH YEARBOOK WERE SELECTED AS THE TEST PASSAGES. SUBJECTS WERE 147 SOPHOMORES ENROLLED IN INTRODUCTORY PSYCHOLOGY COURSES AND WERE RANDOMLY ASSIGNED TO SEVEN TREATMENTS INVOLVING THE BLACKING OUT OF (1) ALL OF THE READING PASSAGE, (2) ALL NOUNS, VERBS, AND ADJECTIVES, (3) ALL FUNCTION WORDS, (4) NONE OF THE READING PARAGRAPH, (5) 10 PERCENT OF THE NOUNS, VERBS, AND ADJECTIVES, (6) 50 PERCENT OF THE NOUNS, VERBS, AND ADJECTIVES, AND (7) 90 PERCENT OF THE NOUNS, VERBS, AND ADJECTIVES. A TREND ANALYSIS OF THE EFFECT OF BLACKING-OUT INCREASING PERCENTAGES OF NOUNS, VERBS, AND ADJECTIVES AND COMPARISONS BETWEEN TREATMENTS 1 AND 3 AND BETWEEN TREATMENTS 3 AND 4 WERE MADE. IN THE DISCUSSION OF RESULTS, IT WAS CONCLUDED THAT READING COMPREHENSION TESTS WERE HIGHLY DEPENDENT ON EXAMINEE CHARACTERISTICS WHICH OFTEN HAD LITTLE TO DO WITH THE READING TASK BEING EXAMINED. APPARENT REASONS FOR THIS ARE PROPOSED AND ANALYZED. TABLES AND REFERENCES ARE INCLUDED. THIS SPEECH APPEARS IN THE 1967 PROCEEDINGS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, DIVISION 15. (LS)

ED 011 812 RE 000 117  
BICKLEY, A. C. WEAVER, WENDELL W.  
STRUCTURAL-LEXICAL PREDICTABILITY OF MATERIALS WHICH PREDICTOR HAS PREVIOUSLY PRODUCED OR READ.

Pub Date 67  
Note 11P.  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors \*Cloze Procedure, College Students, Comparative Analysis, \*Language Patterns, \*Language Research, \*Lexicography, Prediction, Reading Research, \*Structural Analysis, Writing, Written Language  
Identifiers CAMPBELL COLLEGE

THE CLOZE PROCEDURE WAS USED TO INVESTIGATE THE PREDICTABILITY OF LANGUAGE MATERIALS AND TO EXAMINE THE RELATIONSHIP OF THE WRITTEN

PRODUCTION OF LANGUAGE AND READING TO STRUCTURAL AND LEXICAL CONSTRUCTS. FIFTY-SIX SOPHOMORES RANDOMLY SELECTED FROM 152 STUDENTS ENROLLED IN INTRODUCTORY PSYCHOLOGY COURSES AT CAMPBELL COLLEGE WERE RANDOMLY ASSIGNED TO TWO TREATMENTS—WRITING MODALITY OR READING MODALITY. THE WRITING MODALITY GROUP WAS INSTRUCTED TO PRODUCE WRITTEN STORIES WHICH WERE DUPLICATED AND PRESENTED TO THE READING MODALITY GROUP. TWO CLOZE TASKS, ONE OMITTING EVERY FIFTH STRUCTURAL UNIT AND ONE DELETING EVERY FIFTH LEXICAL UNIT, WERE PREPARED FOR THE STORIES AND PRESENTED TO BOTH GROUPS 2 DAYS AFTER THE INITIAL WRITING AND READING OF THE STORIES. A TWO-WAY ANALYSIS OF VARIANCE WAS MADE OF THE FIRST 50 DELETIONS IN EACH PAPER ACCORDING TO STRUCTURAL-LEXICAL DELETIONS AND READING-WRITING MODALITIES. IT WAS FOUND THAT THE PRODUCER-PREDICTOR COULD PREDICT BOTH STRUCTURAL AND LEXICAL DELETIONS AT ABOUT THE SAME RATE (85 PERCENT). THE READER-PREDICTOR COULD PREDICT STRUCTURAL WORDS AS WELL AS THE PRODUCER, BUT COULD NOT PREDICT LEXICAL WORDS. THEORETICAL IMPLICATIONS ARE DISCUSSED. REFERENCES AND A TABLE ARE INCLUDED. THE PAPER APPEARS IN THE 1967 PROCEEDINGS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, DIVISION 15. (LS)

ED 011 815 RE 000 126  
READING, A REPORT OF THE ADVISORY BOARD TO THE MINISTER OF EDUCATION, PROVINCE OF MANITOBA.

Manitoba Province, Winnipeg. Minister of Education.

Pub Date—JAN67

Note—266P.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Bibliographies, Comparative Analysis, Curriculum Guides, \*Elementary Grades Language Arts, Questionnaires, Reading Materials, \*Reading Programs, \*Reading Research, \*Surveys, Teacher Education, \*Teaching Methods, Teaching Techniques, Test Results, Textbook Evaluation

Identifiers—CANADA, MANITOBA  
READING PROGRAMS IN THE ELEMENTARY GRADES IN MANITOBA, CANADA, WERE STUDIED OVER A 4-YEAR PERIOD TO DETERMINE WHAT TYPES OF PROGRAMS WERE IN EFFECT AND TO MAKE RECOMMENDATIONS TO IMPROVE THE TEACHING OF READING. INCLUDED IN THE REPORT ARE (1) A SURVEY OF READING IN MANITOBA FROM 1946-1966, (2) A DESCRIPTION OF THE CONTENT AND DEVELOPMENT OF THE MANITOBA READING STUDY QUESTIONNAIRE, (3) THE DESIGN OF EXPERIMENTS EVALUATING THE "PHONETIC KEYS TO READING" (ECONOMY PUBLISHING COMPANY OF OKLAHOMA) AND THE PROVINCE-ADOPTED "CURRICULUM FOUNDATION SERIES" (FORTIES EDITION, PUBLISHED BY V. J. GAGE), AND (4) SOME COMMENTS AND RECOMMENDATIONS ON THE TEACHING OF READING, INCLUDING CURRICULUM, TEACHER TRAINING, TEACHING TECHNIQUES, MATERIALS, ORGANIZATION FOR TEACHING, SUPERVISION, AND TEACHERS AND PARENTS. TEN APPENDIXES ARE INCLUDED (1) THE LEGISLATURE RESOLUTION SETTING UP THE SURVEY, (2) A LIST OF BRIEFS PRESENTED TO THE ADVISORY BOARD, (3) REPORT OF THE COMMITTEE ON PRIMARY READING, (4) REPORT AND RECOMMENDATIONS ON VARIOUS METHODS OF TEACHING IN MANITOBA, (5) ELEMENTARY CURRICULUM SEMINAR REPORTS, (6) RESULTS OF THE MANITOBA READING STUDY QUESTIONNAIRE SURVEY, (7 AND 8) REPORTS ON THE "PHONETIC KEYS TO READING" EXPERIMENTS CONDUCTED BY THE WINNIPEG AND FORT GARRY SCHOOL DIVISIONS, (9) A PRIMARY LAN-

GUAGE ARTS OUTLINE, AND (10) A BIBLIOGRAPHY OF 80 SOURCES FOR RECENT READING RESEARCH. (LS)

ED 012 145 FL 000 070  
BREGA, EVELYN NEWELL, JOHN M.  
COMPARISON OF PERFORMANCE BY "FLES" PROGRAM STUDENTS AND REGULAR FRENCH III STUDENTS ON MODERN LANGUAGE ASSOCIATION TESTS.

Pub Date—DEC65

Note—8P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Gains, Achievement Tests, \*Fles, French, \*Language Proficiency, \*Language Research, Language Tests, Modern Languages, \*Secondary School Students, Second Language Learning

Identifiers—LEXINGTON, MASSACHUSETTS, MLA COOPERATIVE FOREIGN LANGUAGE TESTS

THE EFFECT OF EXPOSURE TO FRENCH IN THE ELEMENTARY GRADES (FLES) ON LATER LANGUAGE PROFICIENCY AND PERFORMANCE IN FRENCH COURSES IN HIGH SCHOOL WAS EVALUATED. ONE GROUP OF 17 HAD BEEN GIVEN ABOUT 1 HOUR A WEEK OF AUDIOLINGUAL TRAINING BEGINNING IN GRADE 3. THE OTHER GROUP OF 15 BEGAN FRENCH IN GRADE 9. BOTH GROUPS WERE ADMINISTERED THE MLA COOPERATIVE FOREIGN LANGUAGE TEST (LEVEL M) WHICH SAMPLES ACHIEVEMENT IN SPEAKING, READING, WRITING, AND COMPREHENSION. THE FLES GROUP PERFORMED SIGNIFICANTLY BETTER ON ALL FOUR OF THE MLA TESTS. SINCE THE FLES TRAINING EMPHASIZES SPEAKING AND LISTENING, IT WAS NOT SURPRISING THAT THE FLES GROUP WAS SUPERIOR ON THESE TESTS. IT IS SIGNIFICANT THAT THE FLES GROUP WAS ALSO SUPERIOR ON TESTS OF READING AND WRITING, ALL OF WHICH LENDS SUPPORT TO THE VALUE OF FLES TRAINING ON LATER PERFORMANCE IN HIGH SCHOOL FRENCH. BECAUSE OF THE SMALL NUMBER OF SUBJECTS AND BECAUSE THE MEAN IQ FOR THE FLES GROUP (141) WAS SIGNIFICANTLY HIGHER THAN THE MEAN IQ FOR THE REGULAR GROUP (128), GENERALIZATION FROM THESE FINDINGS IS LIMITED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION (FEBRUARY 1965) AND IS REPRINTED FROM "THE FRENCH REVIEW," VOLUME 39, NUMBER 3, DECEMBER 1965. (AUTHOR)

ED 012 154 FL 000 321  
BRYAN, MIRIAM M.

TESTS WITH A NEW LOOK AND A NEW PURPOSE—THE MLA COOPERATIVE FOREIGN LANGUAGE TESTS.

National Education Association, Washington, D.C.

Pub Date—DEC66

Note—7P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Skills, \*Language Proficiency, \*Language Tests, \*Modern Languages, Reading Skills, \*Standardized Tests, \*Test Construction, Writing Skills

Identifiers—COOPERATIVE FOREIGN LANGUAGE TESTS, DISTRICT OF COLUMBIA, EDUCATIONAL TESTING SERVICE, MLA, MODERN LANGUAGE ASSOCIATION, NDEA TITLE VI, PRINCETON

UNDER TITLE VI OF THE NATIONAL DEFENSE EDUCATION ACT THE MODERN LANGUAGE ASSOCIATION OF AMERICA (MLA) UNDERTOOK IN 1960 TO PREPARE A SERIES OF TESTS IN FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH FOR USE OF TWO LEVELS (1) AFTER THE 2D YEAR OF HIGH SCHOOL LANGUAGE STUDY, OR THE SECOND SEMESTER IN COLLEGE, AND (2) AFTER THE 4TH YEAR OF HIGH SCHOOL LANGUAGE STUDY OR THE FOURTH SEMESTER IN COLLEGE. SUPERVISION OF THE PROJECT WAS ENTRUSTED TO OUTSTANDING FOREIGN LANGUAGE TEACHERS, WHO WORKED INITIALLY IN COOPERATION WITH THE EDUCATIONAL TESTING SERVICE (ETS) IN PRINCETON. THE 20 COMMITTEES FORMED PRODUCED

A BATTERY OF TESTS, PRE-PRETESTED AS WELL AS PRETESTED, WHICH MEASURE LISTENING, SPEAKING, READING, AND WRITING PROFICIENCY IN EACH OF THE FIVE LANGUAGES. ALTHOUGH THE SCORING SERVICES OF THE MLA-ETS ARE AVAILABLE, DETAILED INSTRUCTIONS FOR SCORING ACCOMPANY EACH TEST IN ORDER TO ELIMINATE SUCH EXPENSE. THE RESULTS SUGGEST THAT-(1) THE TESTS ARE OF SUITABLY GREATER THAN MIDDLE DIFFICULTY, (2) THE PROGRESSION FROM LEVEL TO LEVEL IS WELL PLANNED, (3) STUDENTS IN TRADITIONAL COURSES SHOW SOME, BUT NOT MARKED, SUPERIORITY IN READING AND WRITING, AND (4) WHILE STUDENTS WITH 2 YEARS OF A LANGUAGE IN HIGH SCHOOL DO ABOUT AS WELL AS THOSE WITH 1 YEAR OF COLLEGE, THOSE WITH 4 YEARS IN HIGH SCHOOL DO SLIGHTLY BETTER THAN THOSE WITH 2 YEARS IN COLLEGE. THIS ARTICLE WAS PUBLISHED IN "THE DFL BULLETIN," VOLUME 6, NUMBER 2, DECEMBER 1960. (GJ)

ED 012 437 AL 000 266

GRIFFIN, WILLIAM J.

DEVELOPING SYNTACTIC CONTROL IN SEVENTH GRADE WRITING THROUGH AUDIO-LINGUAL DRILL ON TRANSFORMATIONS.

Pub Date—18FEB67

Note—14P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Audiolingual Methods, Elementary Education, Grade 7, \*Language Development, Secondary Education, \*Student Testing, \*Syntax, \*Writing Skills

Identifiers—NEW YORK CITY, SENTENCE COMBINING TRANSFORMATIONS, T UNIT

AN ANALYSIS OF "T-UNITS" (THE MINIMAL TERMINABLE SYNTACTIC UNITS ALLOWED BY THE GRAMMAR OF ENGLISH), AS FOUND IN CHILDREN'S WRITING, IS A MORE SENSITIVE MEASURE OF GROWTH OF SYNTACTIC SKILL THAN TRADITIONAL CRITERIA. HUNT'S 1965 COMPARATIVE ANALYSIS OF CLASSROOM WRITING OF FOURTH-, EIGHTH-, AND 12TH-GRADE CHILDREN, AND OF MAGAZINE ARTICLE WRITING OF ADULTS, SHOWED AN INCREASE IN THE MEAN WORD LENGTH OF T-UNITS WITH EACH AGE ADVANCE THROUGH AN INCREASED USE OF SUBORDINATE CLAUSES AND, MORE IMPORTANTLY, SENTENCE-COMBINING

TRANSFORMATIONS. NEY'S EXPERIMENTAL ATTEMPTS (1965) TO DEVELOP CHILDREN'S SKILL IN PRODUCING SENTENCE-COMBINING TRANSFORMATIONS THROUGH SYSTEMATIC AUDIO-LINGUAL DRILL GAVE GROUP RESULTS BELOW THE .05 LEVEL OF SIGNIFICANCE, ALTHOUGH SOME STUDENTS MADE IMPRESSIVE INDIVIDUAL GAINS. FURTHER PRE- AND POST-TESTING BY DONNA KAY RAUB (1965) WITH SEVENTH GRADERS, USING A FILM WITH ACCOMPANYING NARRATION, SHOWED NO STATISTICALLY SIGNIFICANT DIFFERENCE IN THE WRITTEN COMPOSITIONS. HOWEVER, SCORES ON MEAN LENGTH OF T-UNITS NARROWLY MISSED STATISTICAL SIGNIFICANCE, AND SCORES ON THE NUMBER OF SENTENCE-COMBINING TRANSFORMATIONS PER T-UNIT SHOWED THE DIFFERENTIAL GAINS OF THE EXPERIMENTAL GROUP TO BE SIGNIFICANT AT THE .05 LEVEL. THIS PAPER WAS PRESENTED TO THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK CITY, FEBRUARY 18, 1967). (AMM)

ED 012 465 AL 000 575

MCARDLE, LOIS

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES, UNITED STATES ACTIVITIES-1956.

Center for Applied Linguistics, Washington, D.C.  
Pub Date APR67

Note 14P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English (Second Language), \*Language Instruction, Material Development, \*Teacher Education, Testing

Identifiers—DISTRICT OF COLUMBIA, GERMANY, HEJELBERG, INTERNATIONAL CONFERENCE ON SECOND LANGUAGE PROBLEMS

THIS REPORT ON NEW PROGRAMS AND SIGNIFICANT DEVELOPMENTS IN ONGOING PROGRAMS WAS PREPARED FOR THE INTERNATIONAL CONFERENCE ON SECOND LANGUAGE PROBLEMS (8TH, HEJELBERG, GERMANY, APRIL 26-29, 1967). PROGRAMS LISTED ARE (1) GENERAL ACTIVITIES, (2) ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING OVERSEAS, (3) ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING IN THE UNITED STATES, AND (4) MATERIALS DEVELOPMENT AND TESTING. INFORMATION WAS SUPPLIED BY (1) FEDERAL, STATE, AND CITY GOVERNMENT AGENCIES, (2) UNIVERSITIES, (3) FOUNDATIONS, AND (4) OTHER PRIVATE ORGANIZATIONS. AN INDEX OF ORGANIZATIONS IS PRESENTED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE ENGLISH PROGRAM, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AMM) 20036. (AMM)

ED 012 553 FL 000 441

FENLEY, GEORGE A. JR. AND OTHERS  
MODERN FOREIGN LANGUAGES, GRADES 3-12.

West Virginia State Dept. of Education, Charleston.  
Pub Date—63

Note—131P.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Audiovisual Aids, Films, \*French, Grouping (Instructional Purposes), \*Language Guides, \*Language Learning Levels, Language Tests, Resource Materials, Secondary Schools, \*Spanish, \*State Curriculum Guides, Teacher Qualifications, Teaching Techniques

THE WEST VIRGINIA DEPARTMENT OF EDUCATION PREPARED THIS CURRICULUM GUIDE FOR TEACHING FRENCH AND SPANISH WITH AN AUDIOLINGUAL APPROACH. A SECTION OUTLINING METHODS AND STRUCTURES FROM LEVEL THREE TO LEVEL SIX SHOWS HOW A LONGER SEQUENCE OF LANGUAGE STUDY CAN BE CONSTRUCTED. OTHER TOPICS DETAILED ARE CLASS GROUPING BASED ON ABILITY, AUDIOVISUAL AIDS, TESTING, TEACHER COMPETENCY, AND IN-SERVICE TRAINING FOR TEACHERS. DISCUSSIONS OF PROGRAMED INSTRUCTION AND AUDIOVISUAL EQUIPMENT, A GLOSSARY OF TECHNICAL TERMS, AND A 14-PAGE LIST OF SOURCE MATERIALS COMPRISE THE APPENDICES. (SS)

ED 012 922 AL 000 638

HOLTZMAN, PAUL D.

ENGLISH LANGUAGE PROFICIENCY TESTING AND THE INDIVIDUAL.

Pennsylvania State Univ., University Park.

Pub Date - 27APR67

Note - 15P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Data Analysis, English (Second Language), \*Factor Analysis, \*Foreign Students, Language Ability, \*Language Tests, Second Language Learning, Student Testing, Testing Problems, Test Interpretation, Test Results, Test Validity

Identifiers—TESOL

THE AUTHOR POINTS OUT PROBLEMS IN TEST RESEARCH AND INTERPRETATION, SOME OF WHICH ARE DUE TO CONFLICTS BETWEEN THE FINDINGS OF THE DATA ANALYST WHO IS RESTRICTED TO BASING HIS DECISIONS ON SELECTED DATA ONLY, AND THE TEST INTERPRETER WHO IS AWARE OF VARIABLE VALIDITIES OF SUCH UNTESTED FACTORS AS SITUATIONAL ANXIETY, PERSONALITY, MOTHER-TONGUE INFLUENCES, CULTURAL CLASH, AND SENSE OF COMMUNICATION. HOWEVER, THE AUTHOR FEELS IN SPITE OF THESE AND OTHER SHORTCOMINGS, THERE ARE A NUMBER OF REASONS FOR CONTINUING TO DO FACTOR ANALYSIS

OF TEST RESULT" ONE FACTOR, "FEED-FORWARD," BASED ON THE PSYCHOLOGY OF PERCEPTUAL EXPECTANCE, DEALS WITH SETS OF THE CATEGORIES THAT INDIVIDUALS HAVE AVAILABLE FOR THE PROCESSING OF ANY INTERNAL AND EXTERNAL PERCEPTIONS INCLUDING THOSE FOR LANGUAGE RECEPTION AND PRODUCTION. A VALID TEST OF LANGUAGE PROFICIENCY WOULD BE A TEST OF THE CATEGORIES THAT THE SUBJECT BRINGS TO ANY PROCESSING OF THE LANGUAGE. THE AUTHOR REVIEWS RECENT AND CURRENT RESEARCH WHICH IS CONCERNED WITH THE FACTOR OF "REDUNDANCY UTILIZATION", THE ABILITY OF THE NATIVE SPEAKER TO PREDICT SEQUENTIAL LANGUAGE SIGNALS AS CONTRASTED WITH THE NON-NATIVE SPEAKER'S DEPENDENCY ON INTERPRETING EACH WORD ON THE BASIS OF THE SIGNAL ITSELF. THIS WORKPAPER WAS PRESENTED AT THE ATESL SEMINAR IN AUSTIN, TEXAS, APRIL 27, 1967. (AM)

ED 013 019 FL 000 118

BENNETT, PEARL S.

EXAMINATIONS-THEIR USE AND ABUSE.

Pub Date—66

Note—13P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Educational Theories, Essay Tests, \*Language Tests, Measurement Goals, \*Multiple Choice Tests, Russian, Second Language Learning, Standardized Tests, Test Construction, \*Testing Problems, \*Test Validity

ALTHOUGH MOST EDUCATORS AGREE THAT EXAMINATIONS PERFORM AN IMPORTANT FUNCTION IN APPRAISING STUDENT ACHIEVEMENT, SOME CLAIM THAT MULTIPLE CHOICE TESTS DEGENERATE INTO A GAME OF "BEAT THE MONKEY," I.E., ANSWERING MORE THAN 25 PERCENT OF THE ITEMS CORRECTLY. THE RATING EVEN A MONKEY COULD BE EXPECTED TO RECEIVE. SAMPLE STUDIES REVEAL THAT THE STUDENT WHO RAPIDLY SUPPLIES ANSWERS AT RANDOM MAY WELL PLACE HIGHER THAN THE SLOWER, SUPERIOR STUDENT. SUCH EXAMINATIONS AS THE N.Y. STATE REGENTS EXAMINATION IN RUSSIAN FOR SECONDARY SCHOOLS, THE COLLEGE ENTRANCE EXAMINATION BOARD'S RUSSIAN ACHIEVEMENT TEST, AND THE MLA COOPERATIVE FOREIGN LANGUAGE TESTS IN RUSSIAN ALL RELY HEAVILY, IF NOT COMPLETELY, ON MULTIPLE CHOICE. LANGUAGE EXAMINATIONS IN GENERAL COULD BE IMPROVED BY USING MORE SECTIONS SIMILAR TO THE MLA WRITING SECTION AND BY INCLUDING ESSAY QUESTIONS, ESPECIALLY IN STRUCTURED FORM, WHILE AN ACHIEVEMENT EXAMINATION MIGHT WELL REQUIRE INTERLINEAR CORRECTION OF BADLY GARBLED WRITING. FINALLY, FOREIGN LANGUAGE TEACHERS SHOULD COOPERATE WITH COLLEAGUES OF OUTSTANDING ABILITY IN OTHER FIELDS TO MINIMIZE THE ABUSES OF MULTIPLE CHOICE TESTS AND TO ENCOURAGE THE USE OF EXAMINATIONS REQUIRING STUDENTS TO ORGANIZE THEIR OWN THOUGHTS. THIS SPEECH WAS DELIVERED AT A MEETING OF THE NEW YORK AND NEW JERSEY GROUP OF THE AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES, PRINCETON, OCTOBER 29, 1966. (GJ)

ED 013 041 FL 000 508

NEWMARK, GERALD AND OTHERS

A FIELD TEST OF THREE APPROACHES TO THE TEACHING OF SPANISH IN ELEMENTARY SCHOOLS.

California State Dept. of Education, Sacramento.  
System Development Corp., Santa Monica, Calif.  
Report No. BR-5-0664, CRP-D-177

Pub Date 66

Contract OEC-4-10-272

Note 461P.

**EDRS Price - MF04/PC19 Plus Postage.**

Descriptors—Audiolingual Skills, Course Objectives, Critical Path Method, Educational Television, \*Fles, \*Language Instruction, \*Language Research, Methods, \*Program Development, Programmed Instruction, \*Spanish, Student Attitudes, Tests

TO HELP ADMINISTRATORS PLAN A SPANISH PROGRAM, AN 18-MONTH PROJECT WAS CONDUCTED TO EVALUATE THREE DIFFERENT METHODS OF TEACHING SPANISH TO SIXTH GRADERS. FOR THIS EVALUATION, SUCH INDEPENDENT VARIABLES AS STUDENT, TEACHER, CLASSROOM, AND DISTRICT WERE CONSIDERED, ALONG WITH DEPENDENT VARIABLES OF STUDENT ACHIEVEMENT IN DIFFERENT SKILLS. PART I OF THIS REPORT MEASURES THE THREE METHODS—TELEVISION INSTRUCTION, PROGRAMED INSTRUCTION, AND AUDIOLINGUAL INSTRUCTION BY A SPECIALLY TRAINED FOREIGN LANGUAGE TEACHER—TO DETERMINE IF THEIR OBJECTIVES WERE ACHIEVED. PART II COVERS CONCLUSIONS ABOUT THESE THREE METHODS BASED ON THE DATA COLLECTED, AND INCLUDES RECOMMENDATIONS TO SCHOOL DISTRICTS AND COURSE DEVELOPERS. COURSE OBJECTIVES, DATA ON STUDENT PERFORMANCE, SAMPLE QUESTIONNAIRES, AND REPORT FORMS ARE FOUND IN THE APPENDIXES. THERE ARE 144 TABLES THROUGHOUT THIS REPORT TO CLARIFY EVERY ASPECT OF THE PROJECT. ALSO INCLUDED IS A PROGRAM EVALUATION AND REVIEW TECHNIQUE ANALYSIS THAT REPLACES BAR CHARTS WITH A NETWORK TO SHOW THE INTER-RELATIONSHIPS AMONG THE ACTIVITIES THAT LED TO THE COMPLETION OF THE PROJECT. (SS)

ED 013 045 FL 000 518

GREEN, RUSSEL F. MARTINEZ, JUAN N.  
STANDARDIZATION OF A SPANISH LANGUAGE ADULT INTELLIGENCE SCALE. FINAL REPORT.

Puerto Rico Univ., Rio Piedras.

Report No.—BR-5-0081

Pub Date—MAR67

Contract—OEC-3-10-128

Note—291P.

**EDRS Price - MF02/PC12 Plus Postage.**

Descriptors—\*Adult Education, \*Intelligence Tests, Item Analysis, \*Language Research, Predictive Validity, Research Criteria, \*Spanish, Statistical Data, \*Test Construction, Testing Programs, Test Reliability

Identifiers—PROJECTO EIWA, PUERTO RICO, WAIS PROJECT, WECHSLER ADULT INTELLIGENCE SCALE

A NEED FOR AN ADEQUATELY DEVELOPED AND STANDARDIZED INTELLIGENCE SCALE IN THE WHOLE OF LATIN AMERICA RESULTED IN THE WAIS PROJECT WHOSE AIM WAS TO TRANSLATE INTO SPANISH, ADAPT TO SPANISH CULTURE, AND STANDARDIZE THE WECHSLER ADULT INTELLIGENCE SCALE IN PUERTO RICO. FOLLOWING A DISCUSSION OF THE FOUR GENERAL GOALS, THE PROJECT REPORT OUTLINES THE NINE PHASES BY WHICH THE GOALS WERE ACCOMPLISHED. IN THE SECTION THAT FOLLOWS, THE RESULTS OF THE STATISTICAL ANALYSES, SUPPORTED BY NUMEROUS TABLES, ARE PRESENTED IN DETAIL. DATA COVER (1) ANALYSES OF THE TOTAL POPULATION REPRESENTED, (2) THE GUATEMALA EXTENSION OF THE PROJECT, (3) THE DEVELOPMENT OF THE NEW MANUAL, (4) THE STANDARDIZATION SAMPLE OF THE TOTAL POPULATION REPRESENTED, (5) THE PROBLEM OF PREDICTING THE RATE OF CHANGE OF IQ AND THE NEED FOR AUTOMATIC ADJUSTMENT OF NORMS OR RESTANDARDIZATION, AND (6) THE PREDICTION OF NORMS FROM A RELATIVELY SMALL SAMPLE. A DISCUSSION OF THE SERIOUS QUESTIONS THAT CAN BE RAISED ABOUT THE QUALITY OF THE TEST PRECEDES A SECTION CONTAINING CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS. EXTENSIVE APPENDIXES INCLUDE A

SPANISH TRANSLATION OF THE TEST MANUAL AND A PAPER ON RANDOM SAMPLING FROM TOTAL POPULATIONS. (AB)

ED 013 050 FL 000 523

KURLAND, NORMAN D.

MLA PROFICIENCY TESTS—POSSIBILITIES FOR FUTURE USES.

Pub Date—DEC63

Note—7P.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Advanced Placement, Independent Study, \*Language Proficiency, \*Modern Languages, \*Standardized Tests, \*Teacher Certification, \*Teacher Education, Testing

Identifiers—MLA PROFICIENCY TESTS, NEW YORK STATE EDUCATION DEPARTMENT THE MODERN LANGUAGE ASSOCIATION PROFICIENCY TESTS PROVIDE THE NEW YORK STATE DEPARTMENT OF EDUCATION WITH AN ALTERNATIVE WAY OF JUDGING THE COMPETENCY OF POTENTIAL FOREIGN LANGUAGE TEACHERS WHO MAY LACK COLLEGE CREDIT OR WHO HAVE FOREIGN DEGREES. ON THE NATIONAL LEVEL, THESE TESTS CAN HELP RAISE THE LEVEL OF LANGUAGE INSTRUCTION BY SETTING MINIMUM COMPETENCY REQUIREMENTS FOR THOSE IN TEACHER TRAINING PROGRAMS, PROVIDING STATES WITH A BASIS FOR ESTABLISHING MINIMUM COMPETENCY REQUIREMENTS FOR CERTIFICATION, SERVING AS A BASIS FOR AWARDED ADVANCED PLACEMENT AND CREDIT IN COLLEGE, AND ENCOURAGING GREATER INDEPENDENT STUDY AND USE OF AUTOINSTRUCTIONAL PROCEDURES. (SS)

ED 013 056 FL 000 544

GILLERS, LILLIAN M. AND OTHERS  
ITALIAN IN THE ELEMENTARY SCHOOLS.

New York City Board of Education, Brooklyn, N.Y.

Report No.—NYC-CURR-BULL-1965-66-SER-9

Pub Date—66

Note—105P.

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Course Objectives, Fles, \*Fles Guides, \*Fles Programs, Instructional Materials, \*Italian, Language Learning Levels, Language Skills, \*Teaching Techniques, Testing

Identifiers—NEW YORK CITY

THE FIRST PART OF THIS CURRICULUM GUIDE FOR SUPERVISORS AND ELEMENTARY SCHOOL TEACHERS OF ITALIAN IS DEVOTED TO AN EXPLANATION OF THE PHILOSOPHY, OBJECTIVES, COURSE CONTENT, AND METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS. IN THE SECOND PART, THE TOPICS TO BE TAUGHT ARE DEVELOPED IN DETAIL. EACH TOPIC FOR THE FIRST, SECOND, AND THIRD YEAR OF INSTRUCTION IN ITALIAN IS DISCUSSED ACCORDING TO INTRODUCTION, SUGGESTED PROCEDURES, VOCABULARY AND SPEECH PATTERNS, AND ACTIVITIES. SONGS, POEMS, AND GAMES ARE ALSO GIVEN FOR EACH OF THE TOPICS DISCUSSED. THE BASIS FOR THIS GUIDE IS A MODIFIED AUDIOLINGUAL APPROACH IN WHICH THE TEACHING OF CULTURE IS ADVOCATED ALONG WITH THE SUGGESTED TECHNIQUES FOR DEVELOPING AND TESTING THE LISTENING, SPEAKING, READING, AND WRITING SKILLS. A BIBLIOGRAPHY OF CURRICULUM BULLETINS, CONFERENCE REPORTS, BOOK LISTS, AND OTHER SOURCES IS INCLUDED. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM THE BOARD OF EDUCATION OF THE CITY OF NEW YORK, PUBLICATIONS SALES OFFICE, 110 LIVINGSTON STREET, BROOKLYN, NEW YORK, 11201. (SS)

ED 013 162 RC 001 665

GUIDE TO CURRICULUM MATERIALS AND TESTING INSTRUMENTS.

Educational Projects, Inc., Washington, D.C.

Pub Date 67

Note—76P.

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Achievement Tests, English (Second Language), Instructional Materials, Intelligence Tests, Language Tests, Mathematics Materials, \*Migrant Children, \*Migrant Education, \*Migrants, Reading Materials, Reading Tests, Seasonal Laborers, Social Studies, \*Tests, Vocational Development

Identifiers—MIGRANT AND SEASONAL FARM WORKER PROJECT

THIS BIBLIOGRAPHY WAS PREPARED FOR CONSULTANTS WHO SERVE OEO MIGRANT AND SEASONAL FARM WORKER PROGRAMS. THE FIRST SECTION PERTAINS TO CURRICULUM MATERIALS AND INCLUDES (1) READING AND LANGUAGE, (2) ENGLISH AS A SECOND LANGUAGE, (3) SOCIAL STUDIES, (4) MATHEMATICS, (5) VOCATIONAL, AND (6) CHILDREN'S SERIES. THE SECOND PART IS A LIST OF TESTING INSTRUMENTS FOR MIGRANT CHILDREN, INCLUDING READING AND LANGUAGE, INTELLIGENCE AND GENERAL ABILITY, ACHIEVEMENT, AND VOCATIONAL INTERESTS. A LIST OF SUGGESTED FREE MATERIALS IS ALSO INCLUDED. (ES)

ED 013 343 AA 000 195

CARROLL, JOHN B.

THE FOREIGN LANGUAGE ATTAINMENTS OF LANGUAGE MAJORS IN THE SENIOR YEAR—A SURVEY CONDUCTED IN U.S. COLLEGES AND UNIVERSITIES.

Harvard Univ., Cambridge, Mass. Lab. for Research in Instruction.

Report No.—BR-5-1255

Pub Date—67

Contract—OEC-4-14-048

Note—273P.

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—\*College Language Programs, College Students, Fles Programs, Language Ability, Language Instruction, \*Language Proficiency, Language Tests, Measurement, \*Modern Languages, Program Evaluation, \*Research, Student Characteristics, Student Evaluation, Student Motivation, Study Abroad, \*Teacher Education

Identifiers—FOREIGN SERVICE INSTITUTE (FSI), FSI PROFICIENCY RATINGS, MLA PROFICIENCY TESTS, MODERN LANGUAGE APTITUDE TEST (MLAT)

A STUDY WAS MADE OF THE LEVELS OF PROFICIENCY ATTAINED BY FOREIGN LANGUAGE MAJORS IN U.S. COLLEGES AND UNIVERSITIES, AND OF THE FACTORS ASSOCIATED WITH THE ATTAINMENTS OF THESE LEVELS. THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS WERE ADMINISTERED IN 1965 TO 2,775 SENIORS MAJORING IN FRENCH, GERMAN, ITALIAN, RUSSIAN, OR SPANISH AT 203 INSTITUTIONS. ALSO USED IN THE STUDY WERE THE CARROLL-SAPON MODERN LANGUAGE APTITUDE TEST AND QUESTIONNAIRES FOR MAJORS AND DEPARTMENT CHAIRMEN. THE RESULTING DATA PROVIDED NEW EVIDENCE ON A NUMBER OF ISSUES SIGNIFICANT IN THE SELECTION AND TRAINING OF FUTURE LANGUAGE TEACHERS, THOUGH CONCLUSIONS MUST BE DRAWN WITH CAUTION. AMONG THE STUDENTS SAMPLED THERE WAS A GENERALLY LOW ACHIEVEMENT ON LISTENING AND SPEAKING SKILLS. THERE WAS EVIDENCE THAT TIME SPENT ABROAD HAS A POTENT EFFECT ON A STUDENT'S LANGUAGE SKILLS, THAT STUDENTS OF SPANISH OR FRENCH WHO STARTED THE LANGUAGE IN ELEMENTARY SCHOOL AND CONTINUED IT TENDED TO HAVE AN ADVANTAGE OVER OTHER MAJORS, THAT THOSE FROM HOMES WHERE FOREIGN LANGUAGE WAS SPOKEN ATTAINED GREATER COMPETENCE, AND THAT MANY LOW-APTITUDE STUDENTS ARE ABLE TO COMPENSATE BY DILIGENT STUDY AND PRACTICE OR BECAUSE OF SPECIAL OPPORTUNITIES SUCH AS STUDY ABROAD. MALES AND FEMALES WERE EQUAL IN LANGUAGE LEARNING ABILITY. STUDENTS AT LARGER INSTITUTIONS OUTPERFORMED THOSE AT SMALLER ONES, AND STUDENTS AT PRIVATE INSTI-

TUTIONS DID BETTER THAN THOSE AT PUBLIC ONES. STATISTICAL DATA ARE PRESENTED IN 99 TABLES AND 13 FIGURES AND OTHER BACKGROUND INFORMATION IS CONTAINED IN FIVE APPENDIXES. (AM)

ED 013 449 AL 000 669  
WOHL, MILTON

**CLASSROOM EXPERIMENT TO MEASURE THE RELATIVE EFFICIENCY OF TWO DIFFERENT LINGUISTIC MODELS IN THEIR APPLICATION TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE.**

Michigan Univ., Ann Arbor.  
Report No.—BR-6-8200  
Pub Date—FEB67  
Contract—OEC-3-6-068200-0668  
Note—45P.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Comparative Testing, \*English (Second Language), Language Tests, Measurement Instruments, Pattern Drills (Language), \*Performance Tests, Tagmemic Analysis, Test Interpretation, \*Transformation Theory (Language)

Identifiers—EQUADOR, QUITO

THIS STUDY, CONDUCTED IN QUITO, EQUADOR FROM MAY THROUGH JULY, 1966, WAS DESIGNED TO INVESTIGATE THE FEASIBILITY OF USING TRANSFORMATIONAL CONCEPTS, SYMBOLS, AND TERMINOLOGY DIRECTLY IN THE CLASSROOM. FORTY-FOUR GIRLS AGED TWELVE TO FIFTEEN WERE DIVIDED INTO A CONTROL AND AN EXPERIMENT GROUP AFTER BEING GIVEN GENERAL INTELLIGENCE TESTS AND TWO PRE-TESTS ON ENGLISH VOCABULARY AND AURAL COMPREHENSION. THE INSTRUCTIONAL MATERIALS GIVEN TO ALL THE STUDENTS CONSISTED OF 42 LESSONS, EACH CONTAINING A SHORT DIALOG, VOCABULARY, AND A GRAMMAR FRAME. IN ADDITION, THE EXPERIMENTAL GROUP RECEIVED A TRANSFORMATIONAL ANALYSIS OF THE GRAMMAR PRESENTED IN THE FRAME. GRAMMAR POINTS FROM THE FRAMES WERE LATER TESTED IN FOUR POST-TESTS. ASSUMING THAT NEITHER GROUP WAS INNATELY SUPERIOR, RESULTS SHOWED LITTLE OR NO DIFFERENCE BETWEEN GROUPS IN THE EARLY POST-TESTS, BUT A MARKED INCREASE IN POST-TEST NO. 4 IN FAVOR OF THE EXPERIMENTAL GROUP. BECAUSE OF THE APPARENTLY INCONCLUSIVE RESULTS OF THE STUDY, THE AUTHOR SUGGESTS THAT THIS TYPE OF EXPERIMENT WOULD BE MORE VALUABLE CONDUCTED OVER A LONGER PERIOD OF TIME. THE REPORT ALSO INCLUDES SAMPLE INSTRUCTIONAL MATERIALS AND THE MEASURING INSTRUMENTS USED IN THE TESTS. (FB)

ED 013 574 FL 000 379

STARR, WILMARTH H

**MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS.**

Modern Language Association of America, New York, N.Y.  
Pub Date—SEP62  
Note—15P.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors \*Advanced Students, French, German, Italian, \*Language Proficiency, Language Skills, \*Language Teachers, \*Language Tests, \*National Competency Tests, Russian, Spanish, Standardized Tests, Teacher Qualifications, Testing Programs, Test Reliability, Test Validity

Identifiers—EDUCATIONAL TESTING SERVICE, MLA PROFICIENCY TESTS  
THE DEVELOPMENT AND EVALUATION OF THE MODERN LANGUAGE ASSOCIATION (MLA) FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS ARE THE SUBJECTS OF THIS FINAL PROJECT REPORT. FOLLOWING AN ACCOUNT OF THE EVENTS THAT LED TO THE AWARDING OF A GOVERNMENT CONTRACT TO MLA TO DEVELOP NATIONALLY STANDARDIZED QUALIFICATION TESTS AND A DESCRIPTION OF THE LOGISTIC AND EVALUATION PROBLEMS INVOLVED IN DEVELOPING THESE TWO 31-TEST BATTERIES IN

FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH, THE REPORT APPRAISES, WITH SUPPORTING STATISTICAL DATA, THE HIGH LEVEL OF RELIABILITY AND STATISTICAL VALIDITY OF THESE TESTS IN THE COMPETENCY AREAS OF LISTENING COMPREHENSION, SPEAKING, READING, WRITING, APPLIED LINGUISTICS, CULTURE AND CIVILIZATION, AND PROFESSIONAL PREPARATION. A COMPARISON OF PRE-TEST AND POST-TEST NORMS FURNISHES THE GOVERNMENT AND THE PROFESSION WITH OBJECTIVE DATA FOR FUTURE TEST REVISIONS AND FOR SUPPORT AND ANALYSIS OF INSTITUTE PROGRAMS. FOUR APPENDIXES INCLUDE INFORMATION ABOUT MODERN FOREIGN LANGUAGE TEACHER QUALIFICATIONS, A DIRECTORY OF THE MEMBERS OF THE TEST CONSTRUCTION COMMITTEES, AND DATA JUSTIFYING TEST RELIABILITY AND THE INTERCORRELATIONS BETWEEN SKILLS. THIS ARTICLE IS A REPRINT FROM "PMLA," VOLUME 77, NUMBER 4, PART 2, SEPTEMBER 1962. (AB)

ED 014 242 FL 000 402  
**AN EXPERIMENTAL STUDY OF TELEVISION AS A MEDIUM OF FRENCH INSTRUCTION.**

Toronto Board of Education (Ontario).  
Pub Date—OCT62  
Note—67P.

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Audiovisual Aids, Comparative Analysis, \*Educational Television, Experimental Teaching, \*French, Grade 7, Grade 8, Instructional Improvement, \*Language Instruction, \*Language Research, Language Tests, Learning Motivation, Performance Factors, \*Tape Recordings

Identifiers—CANADA, TORONTO, TORONTO BOARD OF EDUCATION

A FIVE-MONTH EXPERIMENT IN TORONTO COMPARED TELEVISION AS A MEDIUM OF INSTRUCTION IN FRENCH FOR GRADES 7 AND 8 WITH THE SAME MATERIAL PRESENTED BY BOOK AND TAPE RECORDINGS. ANALYSES WERE MADE OF THE MAKE-UP OF EACH GROUP, STUDENT INTERESTS AND FUTURE PLANS, AND THE LENGTH AND FREQUENCY OF INSTRUCTIONAL PERIODS. WHILE THE STUDENTS TAUGHT WITH BOOK AND TAPE RECORDINGS SURPASSED THE OTHERS ON BOTH THE ORAL PROFICIENCY AND THE COMPREHENSION TESTS, ESPECIALLY IF THEY RECEIVED FEWER BUT LONGER SESSIONS, MOTIVATION PROVED SUPERIOR TO ALL INTERRELATED FACTORS. THE REPORT OF THE EXPERIMENT DESCRIBES THE PURPOSES, METHODS, AND RESULTS OF THE STUDY, AND CONTAINS TABLES TO SUPPORT THE FINDINGS, A COPY OF A QUESTIONNAIRE TO STUDENTS, AND INSTRUCTIONS AND SCORING SHEETS FOR THE ORAL EXAMINATION AND THE TWO COMPREHENSION TESTS. (CJ)

ED 014 243 FL 000 403

**A FOLLOW-UP STUDY OF THE EFFECTS OF AURAL-ORAL FRENCH INSTRUCTION IN THE ELEMENTARY SCHOOL ON PUPILS' ACHIEVEMENT IN A SECONDARY SCHOOL PROGRAMME.**

Toronto Board of Education (Ontario).  
Pub Date—OCT62  
Note—37P.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Achievement Rating, Articulation (Program), \*Audiolingual Methods, Audiolingual Skills, \*Fles Programs, Followup Studies, \*French, Language Laboratory Use, Language Programs, Language Skills, Language Tests, \*Program Effectiveness, Program Evaluation, \*Secondary Schools, Second Language Learning, Skill Development, Test Construction, Vocabulary

Identifiers—CANADA, TORONTO, TORONTO BOARD OF EDUCATION  
THE EFFECT OF AUDIOLINGUAL FRENCH INSTRUCTION IN THE ELEMENTARY SCHOOL ON THE PUPILS' ACHIEVEMENT IN A SECONDARY SCHOOL LANGUAGE PROGRAM, AS SHOWN BY THIS FOLLOW-UP STUDY, IS DEPENDENT

UPON PROGRAM ARTICULATION THROUGHOUT THE GRADES AND COORDINATION BETWEEN TESTING AND THE LEARNING SITUATION. THE PROCEDURE FOR THE STUDY INVOLVED 354 GRADE 9 PUPILS IN FIVE SECONDARY SCHOOLS IN WHICH BOTH THE EXPERIMENTAL GROUP (AUDIOLINGUAL FRENCH INSTRUCTIONAL EXPERIENCE IN PUBLIC SCHOOL) AND THE CONTROL GROUP (NO PREVIOUS EXPERIENCE) WERE CLOSELY MATCHED WITH RESPECT TO SEX, AGE, LEVEL OF INTELLIGENCE, GENERAL ACHIEVEMENT, AND SOCIO-ECONOMIC RATING. OTHER DETERMINING FACTORS IN THE STUDY WERE THAT THREE OF THE SCHOOLS HAD NO LANGUAGE LABORATORY, ONE SCHOOL GROUPED PUPILS ACCORDING TO EARLIER LANGUAGE TRAINING, AND THE OTHERS GROUPED PUPILS BY CHOICE OF COURSE. SPECIFIC RESULTS SHOW THAT THE LANGUAGE LABORATORY, OR PREVIOUS AUDIOLINGUAL INSTRUCTION, IS OF SOME BENEFIT ON THE BASIS OF LATER ORAL PROFICIENCY TESTING, BUT OF NO USE AND PERHAPS EVEN DETRIMENTAL TO THE DEVELOPMENT OF RESPONSES TO THE FORMAL, STRUCTURAL PATTERNS OF THE NEW LANGUAGE. THE INCONSISTENCY BETWEEN PROGRAM OBJECTIVES AND THE CRITERIA OF TESTING MUST BE CORRECTED TO ACHIEVE MAXIMUM USE OF THE LANGUAGE LABORATORY AND FLES PROGRAMS. CHARTS ON TEST RESULTS AND A SUMMARY BREAKDOWN ARE INCLUDED. (SS)

ED 014 662 AC 001 625

BERMAN, MARK L.

**EXPERIMENTAL EXPLORATIONS IN PROGRAMMED INSTRUCTION AND OBJECTIVE TESTING MEASURES, REPORT OF THE "VARIABLES INFLUENCING BEHAVIOR" PROJECT, PAPER 2.**

Arizona State Univ., Tempe.  
Pub Date—AUG66  
Note—45P.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—American Indians, Analysis of Variance, Educational Background, Educational Disadvantage, English (Second Language), \*Evaluation, Experimental Groups, \*Intelligence Tests, Measurement Instruments, Mexican Americans, Objective Tests, Participant Characteristics, Programmed Tests, \*Reading Tests, \*Reinforcement, Research, Testing, Test Results, \*Timed Tests

Identifiers—MINORITY GROUP

AS ONE PHASE OF RESEARCH IN APPLIED ANTHROPOLOGY, YAQUI INDIAN AND MEXICAN MEN IN ARIZONA HAVE PARTICIPATED FOR THREE YEARS IN EXPERIMENTAL PROGRAMMED COURSES IN BASIC ENGLISH AND ARITHMETIC. THE STUDENTS HAD PREVIOUSLY HAD AN AVERAGE OF FIVE YEARS' FORMAL SCHOOLING. A BATTERY OF STANDARD OBJECTIVE TESTS WAS GIVEN TO MEASURE IQ AND ABILITY TO READ AND COMPREHEND ENGLISH. A FIRST SERIES OF TESTS WAS ADMINISTERED WITH SPECIFIED TIME LIMITS OBSERVED. A SECOND SERIES WAS GIVEN ALSO WITH THE TIME LIMITS. THEN STUDENTS WERE ALLOWED TO COMPLETE THE TESTS. THE CONVERSION OF TIME TO WORK TO COMPLETION CHANGED IQ PERCENTILE RANKS FROM 11 OR 12 TO 66, 77.5 AND 63. VARIOUS TESTS OF READING, VOCABULARY AND OTHER SKILLS YIELDED HIGHLY INCONSISTENT EVALUATIONS OF THE STUDENTS' ABILITIES. A THIRD SERIES OF TESTS WAS BASED ON A NOVEL EXPERIMENTAL APPROACH TO PROGRAMMED LEARNING AN ADJUSTING SCHEDULE OF REINFORCEMENT FOR MEETING TIME AND ERROR CRITERIA WAS PUT IN FORCE. THIS INVOLVED RAISING OR LOWERING REQUIREMENTS FOR REINFORCEMENT USING THE STUDENT'S OWN PERFORMANCE AS A MEASURE. RESULTS INDICATED THAT BOTH SPEED AND ACCURACY CAN BE CONTROLLED BY REINFORCEMENT CONTINGENCIES (ALSO INCLUDED ARE SIX REFERENCES AND 32 TABLES.) (AUTHOR)

**ED 014 723** AL 000 947  
**OHANNESSIAN, SIRARPI AND OTHERS**  
 REFERENCE LIST OF MATERIALS FOR  
 ENGLISH AS A SECOND LANGUAGE.  
 PART 1-TEXTS, READERS, DICTIONARIES,  
 TESTS.

Center for Applied Linguistics, Washington, D.C.  
 Pub Date--64  
 Note--157P.

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors--\*Annotated Bibliographies, Classroom Materials, \*Dictionaries, \*English (Second Language), Language Instruction, Reading Materials, Testing, \*Textbooks

Identifiers--ESOL (ENGLISH TO SPEAKER) OF OTHER LANGUAGES) PROGRAM

THIS ANNOTATED BIBLIOGRAPHY COVERS CLASSROOM MATERIALS IN THE FIELD OF ENGLISH AS A SECOND LANGUAGE PUBLISHED BETWEEN THE YEARS 1953 AND 1963. COMPREHENSIVE IN SCOPE, IT ALSO INCLUDES A FEW EARLIER "CLASSICS" IN THE FIELD. THE COMPANION VOLUME IS "PART 2, BACKGROUND MATERIALS, METHODOLOGY." THE ANNOTATIONS ARE DESCRIPTIVE RATHER THAN EVALUATIVE, AND INDICATE THE READING AUDIENCE RANGE AS WELL AS THE EDUCATIONAL LEVELS AND SPECIFIC FEATURES OF EACH VOLUME. THE FIRST SECTION COVERS GENERAL TEXT MATERIAL AVAILABLE IN THE FIELD, THE FOLLOWING TWO SECTIONS COVERING TEXT MATERIAL FOR SPECIFIC LANGUAGE BACKGROUNDS AND SPECIALIZED FIELDS. SUCCEEDING SECTIONS LIST READERS (WHICH BECAUSE OF THE NUMBER HAVE BEEN LIMITED TO AMERICAN PUBLICATIONS), DICTIONARIES, TESTS, AND EXAMINATIONS. AN AUTHOR INDEX IS APPENDED. THIS REFERENCE LIST IS ALSO AVAILABLE FOR \$3.00 FROM THE PUBLICATIONS SECTION, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AMM)

**ED 014 724** AL 000 948  
**OHANNESSIAN, SIRARPI AND OTHERS**  
 REFERENCE LIST OF MATERIALS FOR  
 ENGLISH AS A SECOND LANGUAGE.  
 PART 2-BACKGROUND MATERIALS, METHODOLOGY.

Center for Applied Linguistics, Washington, D.C.  
 Pub Date--66  
 Note--115P.

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors--\*Annotated Bibliographies, \*Applied Linguistics, \*English (Second Language), Instructional Aids, \*Language Instruction, Language Programs, Language Teachers, Linguistic Patterns, Linguistic Theory, Material Development, \*Methods, Periodicals, Reference Materials, Resource Materials, Teacher Education, Teaching Methods, Teaching Techniques, Testing, Textbooks

Identifiers--ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES) PROGRAM

THIS ANNOTATED REFERENCE LIST IS A COMPANION VOLUME TO "PART 1, TEXTS, READERS, DICTIONARIES, TESTS," AND FOLLOWS THE SAME FORMAT. THE FIRST SECTION, BACKGROUND MATERIALS, COVERS TEXTS IN LINGUISTICS AND THE ENGLISH LANGUAGE, BIBLIOGRAPHIES, AND PERIODICALS. THE SECOND SECTION, METHODOLOGY, COVERS LANGUAGE TEACHING IN GENERAL, PREPARATION AND ANALYSIS OF MATERIALS, PREPARATION OF TEACHERS, LANGUAGE TESTING, AND PROGRAMS IN SPECIFIC GEOGRAPHICAL AREAS. THIS BIBLIOGRAPHY IS ALSO AVAILABLE FOR \$3.00 FROM THE PUBLICATIONS SECTION, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AMM)

**ED 014 879** EM 004 019  
**SCHAEFER, HAIMUTH H.**  
 A VOCABULARY PROGRAM USING "LANGUAGE REDUNDANCY."

Pittsburgh Univ., Pa.  
 Report No.--CRP-691-1  
 Pub Date--JAN61  
 Note--26P.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors--Cloze Procedure, \*German, Grammar, \*Language Research, \*Languages, \*Programmed Instruction, \*Redundancy

THE THESIS OF THIS REPORT IS THAT REDUNDANT PARTS OF A SENTENCE MAY EITHER BE OMITTED OR REPLACED BY NONSENSE WORDS WITHOUT LOSS OF COMPREHENSION. AND IF THE NONSENSE WORDS ARE IN A LANGUAGE FOREIGN TO THE READER, THEIR CONSISTENT USE SHOULD EVENTUALLY EQUATE THEM TO EQUIVALENTS IN THE READER'S LANGUAGE. GRAMMATICAL STRUCTURE WILL ALSO BE ACQUIRED IN THIS WAY. THE READING MATTER SHOULD ASSURE CONTINUED INTEREST. THESE HYPOTHESES WERE TESTED BY WRITING A PROGRAM WHICH USED 350 GERMAN WORDS IN PLACE OF REDUNDANT ENGLISH WORDS IN 3 SHORT STORIES. AFTER 3 NON GERMAN-SPEAKING COLLEGE STUDENTS READ THE PROGRAM, THEY COULD TRANSLATE 60 PERCENT OF THE GERMAN WORDS WHEN THE WORDS WERE PRESENTED OUT OF CONTEXT. THE STUDENTS WERE ABLE TO MAKE STATEMENTS ABOUT GERMAN GRAMMAR, AND AGREED THAT THE EXPERIENCE WAS A PLEASANT ONE. THIS REPORT IS ONE OF A SERIES ON THE INVESTIGATION OF VARIATIONS IN THE PROPERTIES OF SELF-TUTORING LEARNING SEQUENCES. (LH)

**ED 014 923** FL 000 571  
**JENNINGS, LEE B.**  
 CLASSROOM TRANSLATION--A LESSER  
 BUGBEAR.

American Association of Teachers of German.  
 Pub Date--SEP67  
 Note--14P.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors--German, \*Learning Theories, \*Modern Languages, Reading, Reading Ability, Reading Achievement, Reading Comprehension, Reading Development, Reading Diagnosis, Reading Instruction, Reading Materials, \*Reading Skills, Reading Tests, \*Second Language Learning, Teaching Techniques, \*Translation

ALTHOUGH TRANSLATION, A SKILL NOT CONSIDERED USEFUL IN A BASIC AUDIOLINGUAL MODERN LANGUAGE PROGRAM, HAS BEEN DISPENSED WITH, READING, ANOTHER SPECIALIZED SKILL NOT AUTOMATICALLY ACQUIRED ALONG WITH THE ABILITY TO COMMUNICATE ORALLY, APPEARS TO BE LESS CONTROVERSIAL IF, THEN, READING CONTINUES AS A GOAL OF LANGUAGE TEACHING, IT MUST BE TESTED NOT ONLY TO DISCOVER THE EXTENT TO WHICH THE SKILL HAS BEEN MASTERED, BUT ALSO TO IDENTIFY PROBLEM AREAS FOR REMEDIAL PURPOSES. UNTIL READING MATERIALS ARE DEVELOPED THAT INCLUDE EXTENSIVE, COORDINATED SELF-TESTING DEVICES, IT APPEARS THAT THE REJECTION OF EFFECTIVELY USED TRANSLATION PROCEDURES HAS BEEN PREMATURE. IF EMPLOYED PROPERLY TO ACCOMPLISH DEFINITE PURPOSES, TRANSLATION CAN BE (1) A MEANS OF PROVIDING A CONTINUOUS CHECK AND CORRECTION OF FINE-STRUCTURE COMPREHENSION, (2) A METHOD OF TESTING ACCURATE COMPREHENSION ON EXAMINATIONS, PROVIDED THAT THEY ARE CORRECTED WITH THE IDEA OF APPRAISING THE PRESENCE OF FALSE MEANINGS RATHER THAN THE ABSENCE OF CORRECT ONES, AND (3) A TECHNIQUE TO POINT OUT SEMANTIC DIFFERENCES THAT WOULD OTHERWISE HAVE GONE UNNOTICED. FOR THESE AND OTHER POSSIBLE REASONS, IT IS, PERHAPS, TIME TO REINSTATE TRANSLATION AS ONE OF THE MEANINGFUL TOOLS OF THE LANGUAGE

TEACHER. THIS ARTICLE APPEARED IN "THE GERMAN QUARTERLY," VOLUME 40, SEPTEMBER 1967, PAGES 518-529. (AB)

**ED 014 930** FL 000 641  
**BIRKMAIER, EMMA JACK, WILLIAM**  
 ACQUIRING FOREIGN LANGUAGE READING SKILLS.

Minnesota State Dept. of Education, St. Paul.  
 Pub Date--67  
 Note--97P.

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors--\*Audiolingual Methods, Audiolingual Skills, Independent Reading, \*Language Instruction, \*Language Learning Levels, Prereading Experience, Reading Ability, \*Reading Instruction, Reading Materials, Reading Programs, \*Reading Skills, Reading Tests, Specialists, Workshops

Identifiers--MINNESOTA

ONE-DAY WORKSHOPS WERE SET UP IN NINE DIFFERENT REGIONAL CENTERS IN MINNESOTA TO DEAL WITH THE PROBLEM OF TEACHING READING SKILLS IN A FOREIGN LANGUAGE. EACH CENTER WAS ASSIGNED SPECIFIC AND RELATED TOPICS TO WORK ON, FOREIGN LANGUAGE SPECIALISTS TO SERVE AS GROUP INSTRUCTORS, AND GUEST SPEAKERS. THE FIRST FOUR WORKSHOPS WERE CONCERNED WITH PRE-READING INSTRUCTION AND DEVELOPING READING SKILLS IN INTRODUCTORY, INTERMEDIATE, AND ADVANCED COURSES, WITH SPEECHES DELIVERED BY DALE LANGE, DALE WHITESIDE, FLORENCE STEINER, AND MARJORIE PEI. WALTER F.W. LOHNES SPOKE AT THE WORKSHOP ON MATERIALS AND METHODS FOR USE IN LEVELS FOUR AND FIVE, AND LESTER MCKIN. AT THE WORKSHOP ON USING GRADED READERS IN DEVELOPING READING SKILLS AT LEVEL ONE, THE LAST THREE WORKSHOPS ON REMEDIATION AND ACCELERATION, INDEPENDENT READING, AND EVALUATION AND TESTING HEARD PAPERS PRESENTED BY EMMA BIRKMAIER, HEDI OPLESCH, AND FRANK GRITNER, RESPECTIVELY. AN ABSTRACT OF EACH GUEST SPEAKER'S PAPER IS GIVEN ALONG WITH RECOMMENDED STRATEGIES THAT WERE DEVELOPED AT EACH OF THE WORKSHOP SITES. ALSO INCLUDED ARE A BIBLIOGRAPHY OF BOOKS AND ARTICLES, AND OBSERVATIONS AND RECOMMENDATIONS SUGGESTED IN GROUP DISCUSSIONS. (SS)

**ED 014 939** FL 000 694  
**KELLENBERGER, HUNTER**  
 FOREIGN LANGUAGE TEACHERS AND TESTS. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1954.

Pub Date--54  
 Note--1p.

**Document Not Available from EDRS.**

Descriptors--Applied Linguistics, Audiolingual Methods, Audiovisual Aids, \*Conference Reports, Course Objectives, Educational Television, Files Materials, Files Programs, \*Language Instruction, Language Programs, Language Skills, \*Language Tests, Literature, \*Modern Language Curriculum, Program Evaluation, \*Program Improvement, Research Committees, Second Language Learning, Teacher Qualifications, Test Construction

Identifiers--NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES

THESE SIX REPORTS OF THE WORKING COMMITTEES OF THE FIRST NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, HELD IN 1954, REFLECT THE BASIC AIM OF ASSEMBLING LANGUAGE TEACHERS OF ALL LEVELS WITH THE PURPOSE OF REACHING COMMON AGREEMENT CONCERNING THEIR OBJECTIVES AND THE BEST METHODS OF ACHIEVING THEM HIGHLIGHTED IN THIS VOLUME IS A 4-PART REPORT ON FILES ENDORSED BY A COMMITTEE HEADED BY ARTHUR SELVI AND PREPARED BY SUBCOMMITTEES ASSIGNED SPECIFIC AREAS

OF INVESTIGATION, PRIMARILY CONCERNED WITH OUTLINING FLES THEORIES, METHODS, AND MATERIALS, THIS REPORT DISCUSSES PRINCIPLES OF CURRICULUM BUILDING, DEVELOPING LANGUAGE SKILLS, FLES TV INSTRUCTION, AND THE PREPARATION, COLLECTION, AND DISPLAY OF SYLLABUSES FOR EACH GRADE. STEPHEN FREEMAN AND HIS COMMITTEE MEMBERS, IN A REPORT ON TEACHER QUALIFICATIONS, OUTLINE THE PROPOSED OBJECTIVES, ACTUAL SITUATION, SUGGESTED QUALIFICATIONS, RELEVANT PROBLEMS, AND RESULTING RECOMMENDATIONS. IN ITS DISCUSSION OF THE DEVELOPMENT OF LANGUAGE TESTS, ANOTHER GROUP, HEADED BY NELSON BROOKS, COMMENTS ON EXPERIMENTATION WITH CELEBRAL TESTS, PROGRESS MADE IN PREPARING AN ORAL TEST, AND PLANS PROJECTED FOR A TEST IN WRITTEN COMPOSITION. ADDED ARE SUGGESTIONS FOR SECTIONS OF THE PROPOSED ORAL TEST AS WELL AS AURAL TEST SAMPLE ITEMS AND A LIST OF SCHOOLS AND COLLEGES REQUESTING COPIES. WITH THEODORE ANDERSSON AS CHAIRMAN, A GROUP DEVELOPED THE RATHER EXTENSIVE STATEMENT ON THE ROLE OF FOREIGN LANGUAGES IN AMERICAN LIFE THAT APPEARS AS THE FIFTH COMMITTEE REPORT IN THIS DOCUMENT. IN ADDITION TO TWO BRIEF DISCUSSIONS OF LINGUISTIC AIDS AND THE TEACHING OF LITERATURE, PREPARED BY GROUPS HEADED BY RICHARD WALKER AND NORMAN TORREY, THE VOLUME CONTAINS A REPRINT OF WILLIAM RILEY PARKER'S ADDRESS ENTITLED "THE FOREIGN LANGUAGE PROGRAM OF THE MODERN LANGUAGE ASSOCIATION." THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 54 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N. Y. 10011. (AB)

ED 014 940 FL 000 695

**BREE, GERMAINE**  
CULTURE, LITERATURE, AND ARTICULATION. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1955.

Pub Date--55

Note--1p.

Document Not Available from EDRS.

Descriptors--\*Articulation (Program), Audiovisual Aids, Classical Languages, \*Conference Reports, Cross Cultural Training, Cultural Awareness, Cultural Context, Cultural Enrichment, Fles, Instructional Materials, \*Intercultural Programs, \*Language Instruction, Language Laboratories, Language Research, Language Tests, \*Literature Programs, Mechanical Teaching Aids, Modern Language Curriculum, Research Committees, Secondary Schools, Teacher Education, Textbook Evaluation

Identifiers--NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES

THIS VOLUME CONTAINS THE REPORTS OF THE NINE WORKING COMMITTEES OF THE 1955 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES THAT WERE INVOLVED IN INVESTIGATING SPECIFIC AREAS OF THE GENERAL TOPICS OF CULTURE, LITERATURE, AND ARTICULATION. AMONG THE SIX REPORTS THAT UPDATE AND EXPAND PREVIOUSLY CONSIDERED PROBLEMS IS ONE ON AN ACTION PROGRAM FOR FOREIGN LANGUAGE TEACHERS INVOLVING ETHNIC GROUPS IN THE UNITED STATES AND INTERCULTURAL UNDERSTANDING. PREPARED BY THE COMMITTEE ON THE ROLE OF FOREIGN LANGUAGES IN AMERICAN LIFE HEADED BY WILMARTH H. STARR, FEATURED IN THE LESS EXTENSIVE PRESENTATIONS OF THE CONTINUING COMMITTEES ON THE TEACHING OF LITERATURE, TEACHING AIDS AND TECHNIQUES, AND TEACHER PREPARATION, HEADED RESPECTIVELY BY ARCHIBALD T. MACALLISTER, JEANNE V. PLEASANTS, AND ALONZO GRACE, ARE

LISTS OF RECOMMENDED FRENCH, GERMAN, AND SPANISH TEXTS, JUSTIFICATION AND DEMONSTRATIONS OF MECHANICAL AIDS DESIGNED TO SUPPLEMENT AND ENRICH CLASSROOM TEACHING, AND AN ACTION PLAN FOR IMPROVING TEACHER TRAINING PROGRAMS. A FLES PROGRESS REPORT AND A BRIEF DESCRIPTION OF A COOPERATIVE ORAL TEST WITH SAMPLE ITEMS COMPRISE THE PORTIONS PUBLISHED BY THE OTHER TWO GROUPS, HEADED BY MARY P. THOMPSON AND NELSON BROOKS. WITH ROBERT G. MEAD, JR., BARBARA P. MCCARTHY, AND LAURENCE WYLIE AS CHAIRMEN, COMMITTEES CONSIDERED FOR THE FIRST TIME AND DISCUSS IN THEIR RESPECTIVE REPORTS A PRELIMINARY SURVEY OF PROBLEMS PECULIAR TO SECONDARY SCHOOL LANGUAGE INSTRUCTION, AN INTERPRETATION OF THE AREAS OF COMMON CONCERN TO BOTH THE CLASSICIST AND THE MODERN LANGUAGE TEACHER, AND A CONCISE COMMENTARY ON THE PLACE OF CULTURE AND CIVILIZATION IN THE LANGUAGE PROGRAM. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 55 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N. Y. 10011. (AB)

ED 014 941 FL 000 696

**GILMAN, MARGARET**  
FOREIGN LANGUAGE TESTS AND TECHNIQUES. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1956.

Pub Date--56

Note--1p.

Document Not Available from EDRS.

Descriptors--Classical Languages, \*Conference Reports, Cultural Awareness, Cultural Education, Fles Programs, Instructional Improvement, \*Language Instruction, Language Laboratories, Language Laboratory Use, \*Language Programs, Language Research, Language Skills, \*Language Tests, Latin, Literature Programs, Modern Language Curriculum, Program Improvement, Research Committees, Secondary Schools, \*Teaching Techniques

Identifiers--NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES

REPORTS OF EIGHT WORKING COMMITTEES CONSTITUTE THIS 1956 PUBLICATION OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES. OBSERVATIONS ON PRESENT PRACTICES AND THE LONG RANGE POSSIBILITIES OF THE SECONDARY SCHOOL LANGUAGE LABORATORY ARE IN THE REPORT PREPARED BY THE COMMITTEE ON TEACHING AIDS AND TECHNIQUES, HEADED BY FREDERICK D. EDDY. RUTH P. KROEGER AND HER COMMITTEE ON FOREIGN LANGUAGE INSTRUCTION IN SECONDARY SCHOOLS ALSO HAVE PRODUCED AN EXTENSIVE REPORT OUTLINING SPECIFIC RECOMMENDATIONS FOR TEACHING MODERN LANGUAGES IN SECONDARY SCHOOLS AND PROPOSING, IN AN APPENDIX, A NEW METHOD OF TEACHING BEGINNING LATIN. FEATURED IN THE LESS EXTENSIVE ACCOUNTS OF THE COMMITTEES ON THE TEACHING OF LITERATURE, CLASSICAL AND MODERN LANGUAGES, AND CULTURE AND CIVILIZATION, HEADED RESPECTIVELY BY ROBERT J. CLEMENTS, JOSEPHINE F. BREE, AND JOHN B. CARROLL, ARE (1) SUGGESTIONS FOR TREATING LITERATURE IN FOREIGN LANGUAGES AS AN INTEGRAL PART OF LANGUAGE STUDY, (2) A SUMMATION OF THE AIMS (AND THEIR IMPLEMENTATION) OF THE BEGINNING STAGES OF LATIN STUDY, AND (3) AN ANALYSIS OF A SAMPLING OF 600 QUESTIONNAIRES SENT TO TEACHERS OF ALL LEVELS OF INSTRUCTION RELEVANT TO DEFINING "CULTURAL OBJECTIVE" AND PROPOSING WAYS OF IMPLEMENTING IT IN LANGUAGE COURSES. WITH MARY P. THOMPSON, STANLEY M. SAPON, AND WILMARTH STARR AS CHAIRMEN, THE RE-

MAINING THREE STUDY COMMITTEES INCLUDE IN THEIR RESPECTIVE REPORTS (1) OBSERVATIONS ON FLES OBJECTIVES, PROGRAM COORDINATION, STUDENT SELECTION, AND TEACHER ROLE, (2) AN EXAMINATION OF THE NEEDS AND PROBLEMS INVOLVED IN TESTS OF ORAL PRODUCTION, AND (3) A REPORT ON INTERCULTURAL UNDERSTANDING, AND THE PROCESS BY WHICH ETHNIC GROUPS HAVE BECOME INVOLVED WITH NATIONALITY ORGANIZATIONS. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 56 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N. Y. 10011. (AB)

ED 014 942

FL 000 697

**BOTTIGLIA, WILLIAM F.**

THE LANGUAGE CLASSROOM. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1957.

Pub Date--57

Note--1p.

Document Not Available from EDRS.

Descriptors--\*Articulation (Program), Audiovisual Methods, Audiovisual Aids, College Language Programs, \*Conference Reports, Dropout Research, Educational Television, Grammar, Instructional Materials, \*Language Instruction, \*Language Laboratories, Language Laboratory Use, Language Programs, Language Research, Language Tests, Literature Programs, Measurement, \*Program Improvement, Research Committees, Secondary Schools, Speech Skills, Teaching Methods

Identifiers--NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES

THE SIX WORKING COMMITTEES OF THE 1957 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES CONTRIBUTED TO THIS VOLUME OF REPORTS ON VARIOUS, INDEPENDENT ASPECTS OF LANGUAGE INSTRUCTION. THE REPORT PREPARED BY BLANCHE A. PRICE AND HER COMMITTEE ON THE ARTICULATION OF HIGH SCHOOL AND COLLEGE LANGUAGE PROGRAMS CITES MATERIALS AND METHODS THAT CAN BE USED TO MAKE SECONDARY SCHOOL FRENCH LITERATURE COURSES EQUIVALENT TO THE FIRST COLLEGE COURSE IN LITERATURE. TO UNDERSTAND BETTER THE PURPOSE AND USE OF LANGUAGE LABORATORIES, THE COMMITTEE HEADED BY JOHN B. ARCHER PRESENTS SIX INDEPENDENT PAPERS ON THE GENERAL THEME, "THE PHILOSOPHY OF THE LANGUAGE LABORATORY," REPRESENTING BOTH HIGH SCHOOL AND COLLEGE POINTS OF VIEW. FEATURED IN THE ACCOUNTS OF THE COMMITTEES HEADED BY JAMES GREW AND RENEE J. FULTON ARE, RESPECTIVELY, THE OPINIONS OF FIVE EXPERIENCED TEACHERS FROM COLLEGE, PUBLIC, AND INDEPENDENT SCHOOLS CONCERNING THE PLACE OF GRAMMAR AND THE USE OF ENGLISH IN THE TEACHING OF FOREIGN LANGUAGES AT VARIOUS LEVELS, AND A PRELIMINARY STUDY OF THE DROPOUT PROBLEM IN HIGH SCHOOL LANGUAGE CLASSES. WITH NELSON BROOKS AND JEANNE V. PLEASANTS AS CHAIRMEN, THE TWO REMAINING COMMITTEES ON TESTS AND TEACHING AIDS AND TECHNIQUES INCLUDE IN THEIR RESPECTIVE BRIEF REPORTS A CONTINUED EMPHASIS ON DEVELOPING MEASUREMENTS OF ORAL SPEECH PRODUCTION AND AN EXPANSION OF THE PRINCIPLES SET FORTH IN THE 1955 CONFERENCE PUBLICATION TO EMBRACE MORE VISUAL AIDS SUCH AS SLIDES, FILMSTRIPS, AND KINESCOPES OF A TELEVISED LANGUAGE PROGRAM. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 57 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N. Y. 10011. (AB)

ED 014 943 FL 000 698

LEVY, HARRY L.

THE LANGUAGE TEACHER. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1958.

Pub Date—58

Note—1p.

Document Not Available from EDRS.

Descriptors—\*Articulation (Program), Audiolingual Methods, Audiolingual Skills, Composition Skills (Literary), \*Conference Reports, Curriculum Evaluation, Fles Programs, Language Learning Levels, \*Language Programs, Language Research, \*Language Teachers, \*Modern Language Curriculum, Pattern Drills (Language), Program Coordination, Program Planning, Research Committees, Sequential Learning, Teacher Recruitment, Teacher Shortage, Tests, Time Factors (Learning)

Identifiers—NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES

THE SIX REPORTS OF THE WORKING COMMITTEES OF THE 1958 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES EMPHASIZE, FROM THE TEACHER'S POINT OF VIEW, VARIOUS PROBLEMS CONFRONTING THE PROFESSION. THE REPORT PREPARED BY MARGARET E. EATON AND HER COMMITTEE ON CONTINUITY IN THE LANGUAGE CURRICULUM, GRADES 3 TO 12, RECOMMENDS A STUDY TIME SEQUENCE ACCEPTABLE TO BOTH ADMINISTRATORS AND LANGUAGE TEACHERS AND A CAREFULLY PLANNED PROGRAM CONTINUITY THAT COULD ASSIST IN ACHIEVING ACCEPTED EDUCATIONAL OBJECTIVES. CAROLYN E. BOCK'S COMMITTEE POINTS OUT THE EXTENT OF THE FOREIGN LANGUAGE TEACHER SHORTAGE, PREDICTS FUTURE NEEDS, AND SUGGESTS WAYS OF INCREASING THE SUPPLY. DOROTHY BRODIN'S COMMITTEE ON PATTERNS AS GRAMMAR ENDORSES AUDIOLINGUAL METHODS AND INTRODUCES DIFFERENT TYPES OF PATTERN DRILLS APPROPRIATE FOR CLASSROOM USE. THE COMMITTEE HEADED BY DONALD D. WALSH OFFERS FOUR STATEMENTS ABOUT SUCH REAL OR IMAGINED RESTRICTIONS AS THE COLLEGE ENTRANCE EXAMINATION BOARD OR REGENTS EXAMINATIONS, TEXTBOOKS, UNSYMPATHETIC ADMINISTRATIONS, OR UNREASONABLE DEMANDS OF COLLEGE LANGUAGE COURSES THAT ARE COMMONLY USED BY TEACHERS AS ALIBIS FOR CLASSROOM INEFFECTIVENESS. THE BRIEF REPORTS OF THE TWO REMAINING COMMITTEES CHAIRED RESPECTIVELY BY JEANNETTE ATKINS AND JAMES H. GREW INCLUDE STATEMENTS DEFINING AND EVALUATING THE TEACHING OF COMPOSITION IN A FOREIGN LANGUAGE PROGRAM AND REACTIONS TO THE PROBLEM OF SINGLE VERSUS MULTIPLE LANGUAGE OFFERINGS IN SECONDARY SCHOOLS. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 58 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK, N.Y. 10011. (AB)

ED 014 944 FL 000 699

EDDY, FREDERICK D.

THE LANGUAGE LEARNER. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1959.

Pub Date—59

Note—1p.

Document Not Available from EDRS.

Descriptors—\*Articulation (Program), Audiolingual Methods, Audiolingual Skills, Classical Languages, \*College High School Cooperation, College Language Programs, \*Conference Reports, Course Content, Fles Programs, Language Instruction, Language Learning Levels, Language Proficiency, \*Language Programs, Language Skills, Language Tests, Modern Language Curriculum, Program Guides, Program Planning, Research Committees, \*Secondary Schools

Identifiers—NORTHEAST CONFERENCE ON

THE TEACHING OF FOREIGN LANGUAGES

IN AN ATTEMPT TO CODIFY A PROFESSIONAL OVER-ALL POLICY STATEMENT THE 1959 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES ASKED ITS FOUR WORKING COMMITTEES TO DETERMINE, AS AN INTERIM GOAL, HOW TO MAKE MAXIMALLY EFFECTIVE THE 6-YEAR SEQUENCE OF STUDY FROM GRADE 9 THROUGH THE SECOND YEAR OF COLLEGE. THE COMMITTEE REPORTS COMPRISE THIS VOLUME. THE FIRST GROUP, WITH WILMARTH H. STARR AS CHAIRMAN, TAKES THE FIRST STEP BY SPECIFICALLY STATING THE THEORY AND PRACTICE INVOLVED IN A BASICALLY AUDIOLINGUAL MODERN FOREIGN LANGUAGE PROGRAM AND HOW THE GENERAL ADOPTION OF THESE PRINCIPLES WOULD AFFECT RELATIONS BETWEEN LANGUAGES, SECONDARY SCHOOL AND COLLEGE CURRICULUMS, AND SCHOOL-TO-COLLEGE ARTICULATION. THE SECOND COMMITTEE, HEADED BY GORDON R. SILBER, TAKES THE SECOND STEP BY DRAWING, WITHIN THE FRAME ESTABLISHED BY THE FIRST GROUP, A FAIRLY DETAILED DESCRIPTION OF THE PROGRAM OF STUDY AT EACH LEVEL OF INSTRUCTION IN THE 6-YEAR SEQUENCE. THE THIRD STEP IS TAKEN IN THE REPORT PREPARED BY FILOMENA PELORO AND HER GROUP, IN WHICH ARE SET DOWN THE BASIC SPEECH SKILLS THAT, DEVELOPED IN A WELL-COORDINATED, LONGER SEQUENCE OF FLES AND JUNIOR HIGH LANGUAGE STUDY, WILL PRODUCE LANGUAGE COMPETENCY IN A TARGET LANGUAGE. THE FOURTH COMMITTEE, HEADED BY NELSON BROOKS, DEFINES, IN TERMS OF TESTING AND TEST RESULTS, THE LANGUAGE COMPETENCIES OF THE LEARNER AS HE MOVES THROUGH THE 6-YEAR STUDY SEQUENCE. THE REPORT OF THE COMMITTEE ON RESOLUTIONS CLARIFIES THE RELATIONSHIP BETWEEN CLASSICAL AND MODERN FOREIGN LANGUAGES AND OPINIONS ABOUT THE NATIONAL DEFENSE EDUCATION ACT. FOUR APPENDICES CONTAIN STATEMENTS ON COLLEGE LANGUAGE DEGREE REQUIREMENTS, QUALIFICATIONS FOR SECONDARY LANGUAGE TEACHERS, AND PREPARATION AND CERTIFICATION OF LANGUAGE TEACHERS. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 59 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

ED 015 446 AL 000 750

SCHEIDER, GEORGE A.C. WERTHEIMER.

MICHAEL

A PSYCHOLINGUISTIC EXPERIMENT IN FOREIGN-LANGUAGE TEACHING. MCGRAW-HILL SERIES IN PSYCHOLOGY.

Colorado Univ., Boulder.

Report No.—NDEA-6-83

Pub Date—64

Contract—OEC-SAE-8823

Note—1p.

Document Not Available from EDRS.

Descriptors—\*Audiolingual Methods, German, \*Grammar Translation Method, Language Learning Levels, Language Tests, \*Learning Theories, Measurement Techniques, \*Psycholinguistics, \*Second Language Learning, Teaching Methods

A DETAILED DESCRIPTION OF A LARGE SCALE, TWO-YEAR EXPERIMENTAL STUDY COMPARING AN AUDIOLINGUAL WITH A TRADITIONAL GRAMMAR-TRANSLATION METHOD OF TEACHING FOREIGN LANGUAGES IS PRESENTED. THIS EXPERIMENT WAS CARRIED OUT WITH STUDENTS IN FIRST- AND SECOND-YEAR GERMAN CLASSES AT THE UNIVERSITY OF COLORADO FROM 1960 TO 1962. RESULTS OF TESTS SEEM TO INDICATE THAT AT THE END OF TWO YEARS' INSTRUCTION THE ONLY SIGNIFICANT DIFFERENCES (IN LISTENING, SPEAKING, TRANSLATION, READING, AND WRITING) WERE THAT THE AUDIOLINGUAL STUDENTS WERE

MUCH SUPERIOR IN SPEAKING, WHILE THE TRADITIONAL STUDENTS WERE SLIGHTLY BUT SIGNIFICANTLY SUPERIOR IN WRITING AND TRANSLATION. OTHER TESTS, BASED ON PSYCHOLINGUISTIC MEASURING TECHNIQUES, SUGGEST THAT, WHILE ALL THE MOTIVATIONAL MEASURES NUMERICALLY FAVORED THE AUDIOLINGUAL STUDENTS, THERE WAS NO CLEAR-CUT EVIDENCE OF A STATISTICALLY SIGNIFICANT SUPERIORITY OF THE AUDIOLINGUAL OVER THE TRADITIONAL GROUP. MOST OF THE ATTITUDINAL MEASURES NUMERICALLY FAVORED THE AUDIOLINGUAL GROUP, AND STATISTICALLY SIGNIFICANT DIFFERENCES DEMONSTRATED THAT THE AUDIOLINGUAL STUDENTS HAD MORE POSITIVE ATTITUDES TOWARD GERMANS AND TOWARD THEMSELVES WHEN SPEAKING GERMAN. THESE DIFFERENCES ARE CONSISTENT WITH THE CONCLUSION THAT THE AUDIOLINGUAL METHOD YIELDS MORE DESIRABLE ATTITUDE IN STUDENTS THAN DOES THE TRADITIONAL METHOD. THIS BOOK IS PUBLISHED BY MCGRAW-HILL BOOK COMPANY, 330 WEST 42ND STREET, NEW YORK, NEW YORK 10036, FOR \$7.95. (AMM)

ED 015 692

FL 000 619

WOLOSHIN, DAVID J.

THE ARTICULATION OF FOREIGN LANGUAGE STUDY.

Pub Date—4NOV67

Note—16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Policy, \*Articulation (Program), College High School Cooperation, College Language Programs, College Students, \*College Teachers, Educational Objectives, Language Instruction, Language Teachers, Modern Languages, Professional Associations, \*Secondary School Teachers, \*Second Language Learning, State Foreign Language Supervisors, \*Student Placement, Student Testing, Teaching Methods

Identifiers—MLA COOPERATIVE FOREIGN LANGUAGE TESTS

ARTICULATION PROBLEMS HAVE BEEN IDENTIFIED BY A 3-YEAR STUDY OF STUDENTS WHO HAD BEGUN THEIR LANGUAGE STUDY IN AN ARIZONA HIGH SCHOOL AND CONTINUED THE STUDY OF THE SAME LANGUAGE AT THE UNIVERSITY OF ARIZONA. PROBLEMS INCLUDE AN ADMINISTRATION POLICY WHICH PERMITS MOST UNIVERSITY STUDENTS TO REPEAT LANGUAGE STUDY AT THEIR OWN DISCRETION, POOR HIGH SCHOOL PREPARATION, LACK OF COMMUNICATION AND AGREEMENT ON GOALS AND METHODS AMONG FOREIGN LANGUAGE TEACHERS, AND THE INTERRUPTION IN FOREIGN LANGUAGE STUDY WHICH OFTEN OCCURS BETWEEN HIGH SCHOOL AND COLLEGE. SUGGESTIONS FOR IMPROVING LANGUAGE STUDY AND ARTICULATION INCLUDE ELIMINATING THE UNIVERSITY POLICY ON REPEATING AND REPLACING IT WITH A SYSTEM OF PLACEMENT TESTING USING THE MLA COOPERATIVE FOREIGN LANGUAGE TESTS, OR SIMILAR TESTS. COMMUNICATION AMONG TEACHERS COULD BE IMPROVED BY AN ACTIVE PROFESSIONAL FOREIGN LANGUAGE TEACHER ORGANIZATION, AND A COMMON SET OF PROFESSIONAL OBJECTIVES SHOULD BE AGREED UPON. MEETINGS BETWEEN STATE AND LOCAL SUPERVISORS AND LANGUAGE DEPARTMENT CHAIRMEN IN STATE COLLEGES ALSO COULD PROVIDE IMPETUS AND DIRECTION FOR BETTER ARTICULATION. MORE ATTENTION MUST BE PAID TO THE TRAINING OF LANGUAGE TEACHERS, AND THE STATE SHOULD STRENGTHEN TEACHER CERTIFICATION REQUIREMENTS. COMMUNICATION BETWEEN PROFESSIONAL FOREIGN LANGUAGE ASSOCIATIONS AND COUNSELING PERSONNEL (HIGH AND JUNIOR HIGH SCHOOL), TO PREVENT INTERRUPTION OF FOREIGN LANGUAGE STUDY, WOULD FURTHER ALLEVIATE THE SITUATION. THIS SPEECH WAS DELIVERED AT THE ANNUAL MEET-

ING OF THE ARIZONA FOREIGN LANGUAGE ASSOCIATION, UNIVERSITY OF ARIZONA, TUCSON, NOVEMBER 1, 1967. (AF)

ED 015 704 FL 000 679

LADO, ROBERT  
LANGUAGE TEACHING, A SCIENTIFIC APPROACH.

Pub Date—64

Note—1p.

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Audiovisual Aids, Cultural Context, \*Instructional Innovation, \*Language Instruction, Language Laboratories, Language Patterns, Language Skills, \*Language Teachers, Language Tests, Learning Processes, \*Learning Theories, Linguistics, \*Modern Language Curriculum, Pattern Drills (Language), Programed Instruction, Reading Instruction, Second Language Learning, Teaching Machines, Teaching Techniques

DESIGNED TO UPDATE THE CONTEMPORARY LANGUAGE TEACHER'S KNOWLEDGE OF THE INNOVATIONS IN HIS FIELD, THIS BOOK INTRODUCES SOME OF THE ESSENTIAL MAJOR AREAS OF WHICH HE SHOULD HAVE AN UNDERSTANDING TO APPROACH HIS WORK SCIENTIFICALLY. PART ONE, DEALING IN GENERAL TERMS WITH LANGUAGE AND LANGUAGE LEARNING, SETS THE TONE OF THE BOOK WITH DISCUSSIONS OF THE RELATIONSHIP OF LANGUAGE TO LINGUISTICS AND CULTURE AND THE LEARNING THEORY FROM WHICH THE NEW SCIENTIFIC APPROACH TO LANGUAGE TEACHING HAS EVOLVED. PART TWO SYSTEMATICALLY TREATS SUCH MODERN PRINCIPLES OF LANGUAGE TEACHING AS—(1) THE UTILIZATION OF LINGUISTIC KNOWLEDGE IN THE CONTROL OF THE SOUNDS AND STRUCTURES OF TARGET LANGUAGES, (2) THE ASSOCIATION OF LEXICAL UNITS WITH CONTENT OR MEANING, (3) THE POSTPONEMENT OF THE INTRODUCTION OF READING AND WRITING SKILLS UNTIL AFTER THE BASIC LANGUAGE HAS BEEN CONTROLLED AUDIOLINGUALLY, AND (4) THE USE OF TESTING TECHNIQUES APPROPRIATE TO THE LINGUISTIC PROBLEMS BEING TESTED. RELEVANT TO TECHNOLOGICAL TEACHING DEVICES, PART THREE DISCUSSES THE LANGUAGE LABORATORY, VISUAL AIDS, AND TEACHING MACHINES AND PROGRAMED LEARNING. A GLOSSARY OF USEFUL TERMS, A BIBLIOGRAPHY, AND A CHART OF THE MODERN LANGUAGE ASSOCIATION QUALIFICATIONS FOR SECONDARY SCHOOL LANGUAGE TEACHERS COMPRISE THE APPENDICES. THIS BOOK IS AVAILABLE FOR \$6.50 FROM THE MCGRAW-HILL BOOK COMPANY, NEW YORK CITY, N.Y. (AB)

ED 015 711 FL 000 706

STARR, WILMARTH H.  
MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS. MLA BULLETIN OF INFORMATION, 1966-67.

Educational Testing Service, Princeton, N.J.

Pub Date—66

Note—49p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Tests, \*Advanced Students, Applied Linguistics, Culture, French, German, Italian, Language Arts, Language Proficiency, Language Skills, \*Language Teachers, \*Language Tests, \*National Competency Tests, Professional Training, Russian, Spanish

Identifiers—MLA PROFICIENCY TESTS

THIS BULLETIN PROVIDES CANDIDATES WITH INFORMATION ON THE NATURE AND CONTENT OF THE TESTS, WHERE AND WHEN THEY ARE GIVEN, REGISTRATION PROCEDURES, HOW TO TAKE THE TESTS, AND MEANING AND USES OF TEST SCORES. THE TESTS MEASURE COMPETENCE IN THE AREAS OF LISTENING COMPREHENSION, SPEAKING, READING, WRITING, APPLIED LINGUISTICS, CIVILIZATION AND CULTURE, AND PROFESSIONAL PREPARATION. THIS SEVEN TEST BATTERY IS DESIGNED FOR TEACHERS

AND ADVANCED STUDENTS OF FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH. CANDIDATES MAY TAKE THESE TESTS IN THREE DIFFERENT COMBINATIONS. SAMPLE QUESTIONS ARE INCLUDED. (AF)

ED 015 712 FL 000 713

FEFFER, SOLOMON AND OTHERS  
NEW YORK CITY FOREIGN LANGUAGE PROGRAM FOR SECONDARY SCHOOLS, HEBREW, LEVELS 1-4.

New York City Board of Education, Brooklyn, N.Y.  
Report No.—NYC-CURR-BULL-1966-67-SER-11B

Pub Date—68

Note—218p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Advanced Placement, Articulation (Program), Audiolingual Methods, Audiolingual Skills, Audiovisual Aids, \*Course Content, Course Objectives, \*Curriculum Guides, \*Hebrew, Language Guides, Language Instruction, Language Laboratory Use, \*Language Learning Levels, Language Programs, Language Skills, Language Tests, Pattern Drills (Language), Programed Instruction, \*Secondary Schools, Teaching Techniques, Team Teaching

Identifiers—NEW YORK, NEW YORK CITY

THE OBJECTIVES, CONTENT, METHODS, AND SCOPE OF HEBREW INSTRUCTION FOR EACH LEVEL OF A 4-LEVEL SEQUENCE IN SECONDARY SCHOOLS ARE DELINEATED IN THIS CURRICULUM GUIDE, WHICH IS A REVISION OF EARLIER BULLETINS USED EXPERIMENTALLY IN NEW YORK CITY SINCE 1962. AN AUDIOLINGUAL APPROACH IS ADVOCATED, AND SPECIFIC TECHNIQUES ARE SUGGESTED FOR TEACHING CULTURE AND THE LISTENING, SPEAKING, READING, AND WRITING SKILLS. CHECKLISTS OF MINIMAL VOCABULARY ITEMS, GRAMMATICAL STRUCTURES, AND CULTURAL TOPICS ARE GIVEN FOR EACH LEVEL. OTHER SUBJECTS DETAILED ARE TEXTBOOKS, THE LANGUAGE LABORATORY, AUDIOVISUAL RESOURCES, TESTING, PROGRAM EVALUATION, ADVANCED PLACEMENT, TEAM TEACHING, AND PROGRAMED INSTRUCTION. A BIBLIOGRAPHY OF GENERAL AND SPECIFIC REFERENCES FOR HEBREW TEACHERS IS INCLUDED. THIS DOCUMENT IS AVAILABLE FOR \$4.00 FROM THE PUBLICATION SALES OFFICE, BOARD OF EDUCATION OF THE CITY OF NEW YORK, 110 LIVINGSTON STREET, NEW YORK CITY, N.Y. 11201. (AB)

ED 016 191 AC 001 985

STEEVES, ROY W.  
A HANDBOOK FOR TEACHERS OF ENGLISH (AMERICANIZATION-LITERACY). REVISED EDITION.

California State Dept. of Education, Sacramento.

Pub Date—67

Note—76p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Audiolingual Methods, \*Curriculum Guides, \*English (Second Language), \*Instructional Aids, Language Instruction, Language Tests, Pattern Drills (Language), Program Administration, Second Language Learning, Student Characteristics, Teacher Qualifications, Testing, Textbook Selection

THIS HANDBOOK WAS PREPARED BY TEACHERS OF ADULTS, BASED ON THEIR PRACTICAL EXPERIENCE, AS A GUIDE FOR THOSE NEWLY ASSIGNED TO TEACH ENGLISH IN THE AMERICANIZATION PROGRAM OF CALIFORNIA'S ADULT SCHOOLS. CHAPTERS COVER TEACHER QUALIFICATIONS, STUDENT CHARACTERISTICS, WHAT TO TEACH (IN WHICH THE CURRICULUM IS OUTLINED FOR FOUR SEQUENTIAL LEVELS), TEXTBOOK SELECTION, EVALUATION (THROUGH TESTING AND BY TEACHER OBSERVATION, AND TEACHER SELF-EVALUATION), AND ADMINISTRATION OF THE PROGRAM. THE AUDIOLINGUAL APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE IS EMPHASIZED, INCLUDING SPEAKING, WRITING, AND READING ENGLISH, PATTERN PRACTICE, AND TEACHING AIDS. REFERENCES FOLLOW EACH CHAPTER. (AJ)

ED 016 209 AL 000 678  
HOENIGSWALD, HENRY M. AND OTHERS  
A SURVEY OF INTENSIVE PROGRAMS IN THE UNCOMMON LANGUAGES, SUMMER 1962.

Report No.—NDEA-VI-39

Pub Date—30SEP62

Contract—OEC-2-14-038

Note—30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Language Programs, \*Intensive Language Courses, \*Language and Area Centers, Language Teachers, Language Tests, National Surveys, Second Language Learning, Summer Institutes, Summer Programs, Teaching Methods, \*Uncommonly Taught Languages

THIS REPORT ON INTENSIVE COURSES IN THE UNCOMMON LANGUAGES CONDUCTED AT 22 AMERICAN COLLEGES AND UNIVERSITIES DURING THE SUMMER OF 1962 IS THE RESULT OF A SURVEY UNDERTAKEN BY H.M. HOENIGSWALD OF THE UNIVERSITY OF PENNSYLVANIA, R.B. NOSS OF THE FOREIGN SERVICE INSTITUTE, AND E.N. MCCARUS AND J.K. YAMAGIWA OF THE UNIVERSITY OF MICHIGAN. (BY INTENSIVE COURSES ARE MEANT THOSE WHICH COVER AN ACADEMIC YEAR'S WORK DURING A SUMMER SESSION.) EIGHTEEN OF THE UNIVERSITIES VISITED WERE NDEA LANGUAGE AND AREA CENTERS. TWENTY-THREE DIFFERENT LANGUAGES WERE BEING TAUGHT. A DISCUSSION OF INTENSIVE SUMMER COURSES AS COMPARED WITH SEMI- OR NON-INTENSIVE COURSES POINTS OUT THE PARTICULAR ADVANTAGES OF THE SUMMER INTENSIVE SESSION—(1) THE STUDENT IS ABLE TO INTERRELATE HIS WORK OF THE PRECEDING AND FOLLOWING YEARS, ESPECIALLY WHEN THE WORK IS DONE AT THE SAME INSTITUTION. (2) THE CONSTANT CONTINUOUS EXPOSURE TO THE TARGET LANGUAGE REDUCES THE CHANCES OF LAPSES AND FORGETTING. (3) THE STUDENT IS ABLE TO ACCELERATE HIS ACADEMIC SCHEDULE. SOME OBSERVATIONS AND SUGGESTIONS CONCERNING THE METHODS OF APPROACH, OBJECTIVES, TEACHING STAFF, STUDENTS, TEXTS, EXAMINATIONS, LANGUAGE LABORATORIES, AND OTHER AREAS OF INTEREST IN THE FIELD OF FOREIGN LANGUAGE METHODOLOGY ARE INCLUDED IN THIS REPORT. (AMM)

ED 016 424 FL 000 581  
KENDRICK, WILLIAM LEVENSON, STANLEY  
READINGS IN FOREIGN LANGUAGES FOR THE ELEMENTARY SCHOOL.

Pub Date—67

Note—1p.

Document Not Available from EDRS.

Descriptors—Articulation (Program), Audiolingual Methods, Elementary Schools, \*Fles, \*Fles Materials, \*Fles Programs, Fles Teachers, Instructional Materials, \*Language Instruction, Language Skills, Linguistics, Pattern Drills (Language), Program Administration, Program Content, \*Program Evaluation, \*Program Improvement, Second Language Learning, Teaching Methods, Testing

Identifiers—FLES OBJECTIVES

THE SELECTIONS IN THIS VOLUME DESIGNED FOR TEACHERS, STUDENT TEACHERS, ADMINISTRATORS, CONSULTANTS, AND OTHERS NOT ONLY PROVIDES A COMPREHENSIVE OVERVIEW OF FOREIGN LANGUAGE PROGRAMS IN GRADES KINDERGARTEN THROUGH EIGHT, BUT ALSO EXAMINES IN DETAIL ALMOST EVERY ASPECT OF FLES PROGRAMS. PART ONE OF THE VOLUME, "A PHILOSOPHICAL RATIONALE FOR FLES," INCLUDES SIX CHAPTERS CONTAINING 19 SEPARATE ARTICLES ON THE FLES MOVEMENT IN AMERICA, THE REASONS FOR AND RESEARCH ON TEACHING FLES, THE ADMINISTRATION OF FLES PROGRAMS, AND LEVELS OF LEARNING. PART TWO, "METHODS OF TEACHING FLES," WHICH INCLUDES EIGHT CHAPTERS CONTAINING 42 ARTICLES, (1) DISCUSSES THE AUDIOLINGUAL APPROACH TO TEACHING THE FOUR LANGUAGE SKILLS AND THE INFLU-



ENCE OF LINGUISTICS, (2) PROVIDES DRILLS, STORIES, GAMES, AND SONGS IN GERMAN, FRENCH, AND SPANISH, (3) EXPLORES INSTRUCTIONAL AIDS AND TELEVISED INSTRUCTION, (4) DISCUSSES FOREIGN LANGUAGE ARTICULATION, EVALUATION, AND TESTING, AND (5) CONCLUDES WITH A CHAPTER ON CAREERS, INSTITUTES, AND THE IMPLICATIONS AND FUTURE OF FLES STUDY. APPENDIXES INCLUDE (1) A LIST OF GERMAN, FRENCH, AND SPANISH NAMES, (2) SUGGESTED SCHEDULES AND TIME ALLOCATIONS FOR DIFFERENT LEVELS OF LEARNING AND FOR TEACHING THE SKILLS, (3) CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS, (4) AN EXTENSIVE LIST OF MATERIALS, AND (5) PEN AND TAPE PALS. THIS BOOK IS AVAILABLE FOR \$7.50 FROM BLAISDELL PUBLISHING COMPANY, 275 WYMAN STREET, WALTHAM, MASSACHUSETTS 01254. (AS)

ED 016 430 FL 000 660

FELDMAN, DAVID M.

ELABORATION AND EXPERIMENTAL EVALUATION OF PROCEDURES AND SPECIALIZED MATERIALS FOR IN-SERVICE TRAINING OF SECONDARY SCHOOL TEACHERS OF MODERN FOREIGN LANGUAGES. FINAL REPORT ON "MODERN TEACHING OF SPANISH".

Colorado Univ., Boulder. Extension Division.

Pub Date—30JUN63

Contract—OEC-2-14-035

Note—58P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, \*Applied Linguistics, Audiolingual Methods, Discussion Groups, Group Discussion, \*Inservice Programs, Instructional Materials, Language Teachers, Pilot Projects, Program Administration, \*Program Descriptions, Program Development, Program Evaluation, \*Secondary School Teachers, \*Spanish, Study Guides, Teaching Methods

Identifiers—BOULDER, COLORADO, UNIVERSITY OF COLORADO

A FINAL REPORT IS PRESENTED HERE ON A PILOT PROJECT THAT WAS CONDUCTED DURING THE 1962-63 ACADEMIC YEAR AT THE UNIVERSITY OF COLORADO IN WHICH SECONDARY SCHOOL SPANISH TEACHERS WERE GIVEN AN IN-SERVICE COURSE IN APPLIED LINGUISTICS. A HISTORY OF THE EXPERIMENT IS OUTLINED AND FOLLOWED IN PART II BY AN EVALUATION OF THE POSITIVE AND NEGATIVE FACTORS OF SUCH NECESSARY CONSIDERATIONS FOR THE PROJECT AS LOCATION FOR THE EXPERIMENT, GROUP PARTICIPATION, MATERIALS, DISCUSSION METHODS, TESTING, BUDGET, AND PERSONNEL. PART III OF THE REPORT SETS FORTH SOME BASIC RECOMMENDATIONS FOR ADMINISTERING FUTURE PROGRAMS WITH RESPECT TO FORMULATING GOALS AND PLANS PRIOR TO THE SESSION'S OPENING, SENDING THE STUDY GUIDE AND EXPLANATORY MATERIAL TO PARTICIPANTS IN ADVANCE, OFFERING A FULL-DAY ORIENTATION SESSION CONDUCTED AS AN OPEN FORUM, EMPHASIZING THE IMPORTANCE OF GROUP DISCUSSION AS AN EFFECTIVE LEARNING METHOD, ADMINISTERING ONLY APPLICABLE PARTS OF THE MLA PROFICIENCY TESTS, AND ENCOURAGING THE USE OF FILMS TO CLARIFY AND SUPPLEMENT THE STUDY MATERIAL. INCLUDED IN THE APPENDIXES ARE A SAMPLE OF A RECORDER'S NOTES FROM A SESSION, PROJECT PUBLICITY, AND PROFICIENCY TEST RESULTS. SEE FL 000 662 FOR THE STUDY GUIDE USED ON THE PROJECT. (SS)

ED 016 436 FL 000 721

BEANBLOSSOM, GARY

A LOOK AT FOREIGN LANGUAGE PLACEMENT, 1963-1967.

Washington Univ., Seattle.

Pub Date—NOV67

Note—10P

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Preparation, \*French, \*German, Language Programs, \*Placement, Secondary Schools, Second Language Learning,

\*Spanish, Statistical Data, \*Student Testing

Identifiers—UNIVERSITY OF WASHINGTON  
DATA WAS COMPILED FROM ENTERING STUDENTS TESTED DURING THE FALL QUARTERS OF 1963, 1964, 1965, 1966, AND 1967, AT THE UNIVERSITY OF WASHINGTON, IN ORDER TO DETERMINE WHETHER HIGH SCHOOL PREPARATION (IN FRENCH, GERMAN, AND SPANISH) HAD INCREASED OVER THE 5-YEAR PERIOD AND WHETHER STUDENT PLACEMENT IN UNIVERSITY COURSES HAD SHIFTED SYSTEMATICALLY. ALTHOUGH TWO YEARS OF HIGH SCHOOL PREPARATION WAS THE CONTINUOUS NORM, THERE WAS A SHARP AND CONSISTENT PERCENT INCREASE IN THE PROPORTION OF STUDENTS WITH 4 YEARS OF HIGH SCHOOL LANGUAGE STUDY (THOUGH THIS GROUP STILL REMAINS A SMALL PERCENT OF THE TOTAL SAMPLE). DESPITE PLACEMENT DIFFERENCES BETWEEN YEARS, DATA SHOW THAT HIGH SCHOOL PREPARATION AND LENGTH OF DELAY (BETWEEN PREPARATION AND COLLEGE STUDY) GREATLY INFLUENCE THE AMOUNT OF UNIVERSITY LANGUAGE STUDY AN ENTERING STUDENT MAY EXPECT TO FACE. GERMAN STUDENTS TRADITIONALLY PLACED LOWER IN THE SEQUENCE OF COURSES THAN FRENCH OR SPANISH STUDENTS. (AF)

ED 016 439 FL 000 725

BARRUTIA, RICHARD

A CLOSE LOOK AT THE IMPORTANCE AND PLACE OF TESTING IN THE FOREIGN LANGUAGE PROGRAM.

Pub Date—67

Note—17P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Aptitude, Achievement Tests, Diagnostic Tests, Instructional Materials, \*Language Instruction, \*Language Tests, Pacing, \*Second Language Learning, Student Motivation, \*Student Testing, Teaching Techniques, \*Test Construction, Testing, Testing Problems, Test Results

TESTING IS ESPECIALLY IMPORTANT IN FOREIGN LANGUAGE PROGRAMS BECAUSE THE NATURE OF AUDIOLINGUAL TEACHING REQUIRES GREAT AMOUNTS OF FEEDBACK, REINFORCEMENT, AND VERIFICATION. TESTS CAN MEASURE APPTITUDE AND ACHIEVEMENT, CAN DIAGNOSE, AND, MOST IMPORTANT, CAN BE AN EFFECTIVE TEACHING TOOL. MANY TEACHING TECHNIQUES ARE EXCELLENT FOR TESTING AND SOME TESTING TECHNIQUES ARE GOOD FOR TEACHING. WELL-PREPARED TESTS BEAR OUT WHAT A GOOD TEACHER ALREADY KNOWS, AND ALSO HELP THE STUDENTS BY TEACHING NEW ITEMS BY IMITATION, INDUCTION, OR ANALOGY AS THEY TEST. BECAUSE LANGUAGE LEARNING ACHIEVEMENT IS CUMULATIVE, AND REQUIRES ANALYTICAL POWERS PLUS GREAT AMOUNTS OF MEMORIZATION, HABITUAL REPETITION, AND PRACTICE, TESTS NOT ONLY SHOULD REQUIRE KNOWLEDGE OF NEW WORK BUT ALSO SHOULD BE COMPREHENSIVE ENOUGH TO SHOW THE STUDENTS ASSIMILATION OF PREVIOUSLY LEARNED MATERIAL. TESTING "ALSO A VERY EFFECTIVE MEANS OF MOTIVATING STUDENTS TOWARD SPECIFIC OBJECTIVES AND TERMINAL BEHAVIOR. PRETEST STUDY AND THE TESTING PERIOD ITSELF RECEIVE A STUDENT'S BEST CONCENTRATION. THE PRINCIPLE OF SPACED LEARNING APPLIES WELL TO SPACED TESTING. FREQUENT SHORT TESTS ARE MORE RELIABLE, PRODUCTIVE, AND FAIR TO STUDENTS THAN INFREQUENT LONG ONES. BUT BOTH SHOULD BE USED. SHORT SPOTCHECK TESTS ARE RELIABLE IF THERE ARE ENOUGH RECURRENCES OF ITEMS FROM A COMMON CATEGORY. ORAL WORK CAN BE GRADED EASILY BY USING A SIMPLE TAPED TEST. THIS SPEECH WAS DELIVERED AT THE MEETING OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE, CHICAGO, DECEMBER 27, 1967. (AS)

ED 016 534

PS 000 384

O'DONNELL, ROY C.

AN OBJECTIVE MEASURE OF STRUCTURAL COMPLEXITY IN CHILDREN'S WRITING.

Pub Date—03JAN68

Note—8P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Language Ability, \*Language Development, Language Tests, \*Maturity Tests, \*Measurement Instruments, Objective Tests, Sentence Structure, \*Syntax, Writing Skills, \*Written Language

Identifiers—AERA

AN INSTRUMENT FOR MEASURING LANGUAGE MATURITY SHOULD BE EASILY ADMINISTRABLE AND SCOREABLE AND SHOULD BE BASED ON VALID INDICES OF LANGUAGE MATURITY. A RECENT STUDY BY KELLOGG W. HUNT SUGGESTED THAT THESE INDICES BE BASED ON A NEW SYNTACTIC UNIT, THE T-UNIT, CONSISTING OF 1 MAIN CLAUSE TOGETHER WITH ANY CLAUSES SUBORDINATED TO IT. COORDINATED MAIN CLAUSES, WHICH ARE USUALLY A SIGN OF IMMATURITY, WILL THUS HAVE NO EFFECT ON THE INDEX. HUNT'S STUDIES, BASED ON 1000-WORD SAMPLES, INDICATED THAT T-UNIT LENGTH, CLAUSE LENGTH, AND NUMBER OF CLAUSES PER T-UNIT INCREASED FROM GRADES 4 TO 12. TO SEE IF THE INDICES COULD BE RELIABLY COMPUTED FROM SHORTER SAMPLES, 30 CHILDREN IN GRADES 4, 6, AND 8 WERE ASKED TO REWRITE A NARRATIVE COMPOSED OF SIMPLE DECLARATIVE SENTENCES, COMBINING THESE INTO LONGER UNITS. ALSO, 69 CHILDREN IN GRADES 4, 8, AND 12 WERE ASKED TO REWRITE A STRUCTURALLY SIMPLIFIED EXPOSITORY ESSAY USING LONGER SENTENCES. OBSERVED INCREASES WITH GRADE IN THE CLAUSE LENGTH, T-UNIT LENGTH, AND NUMBER OF CLAUSES PER T-UNIT WERE STATISTICALLY SIGNIFICANT. BECAUSE OF THE INTERRELATION OF THE INDICES, T-UNIT LENGTH APPEARS TO BE THE MOST USEFUL INDEX. FURTHER REFINEMENT OF THE NARRATIVE AND THE ESSAY IS NECESSARY TOGETHER WITH STUDIES TO DETERMINE THEIR GENERAL VALIDITY AND RELIABILITY. THE PAPER WAS PRESENTED AT THE ANNUAL MEETING OF AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, FEBRUARY 9, 1968. (DR)

ED 016 953 AL 000 880

HOROWITZ, ARNOLD E.

EXPERIMENTAL STUDIES OF THE RELATION BETWEEN LANGUAGE AND COGNITION.

Report No.—BR-6-8031

Pub Date—SEP67

Contract—OEC-6-14-029

Note—69P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Associative Learning, \*Cognitive Measurement, Cognitive Tests, \*Cultural Factors, Language Learning Levels, \*Language Patterns, \*Psycholinguistics, Psychometrics, Semantics, Symbolic Learning, \*Verbal Ability, Vowels  
Identifiers—HOFSTRA UNIVERSITY, MINIATURE LINGUISTIC SYSTEMS (MLS), WHORF HYPOTHESIS

THE RESEARCH REPORTED HERE CONCERNED THE RELATIONSHIP BETWEEN LANGUAGE AND COGNITION IN THE CONTEXT OF THE WHORF HYPOTHESIS ABOUT LANGUAGE AND CULTURE. EXPERIMENTS WERE CARRIED OUT INVESTIGATING THE EFFECT OF SOME LINGUISTIC AND REFERENT DIMENSION VARIABLES ON THE LEARNING OF MINIATURE LINGUISTIC SYSTEMS. A MINIATURE LINGUISTIC SYSTEM (MLS) IS A LIMITED, ARTIFICIAL LANGUAGE MADE UP OF NONSENSE SYLLABLES AND NONSENSE FIGURE REFERENTS ARRANGED IN RELATIONS ANALOGOUS TO THOSE IN NATURAL LANGUAGES. A TOTAL OF 210 ADULTS WERE ASKED TO LEARN THE NAMES OF THE REFERENTS WITHOUT BEING TOLD THERE WAS A LINGUISTIC SYSTEM UNDERLYING THE NAMES. THE CORE EXPERIMENTAL GROUPS EXPLORED THE

LEARNING OF MLSS WHERE GRAMMATICAL STRUCTURE WAS HELD CONSTANT, AND THE REFERENT DIMENSIONS WERE PAIRED WITH STRUCTURAL UNITS IN ALL OF THE POSSIBLE COMBINATIONS ALLOWED BY THE SET OF DIMENSIONS AND UNITS USED. THE LEARNING OF THESE SYSTEMS WAS SIGNIFICANTLY AFFECTED BY BOTH GRAMMARS "AS A WHOLE" AND MORPHEME TYPES, AND THESE TWO VARIABLES INTERACTED SIGNIFICANTLY. THE RESULTS WERE DISCUSSED IN TERMS OF A MILLER AND CHOMSKY PERFORMANCE MODEL. THE MAJOR DETERMINANT APPEARED TO BE THE NATURE OF STRUCTURAL UNITS, WITH LESSER EFFECTS DUE TO REFERENT DIMENSIONS. SEVERAL ALTERNATIVE INTERPRETATIONS OF THE LEARNING PROCESS WERE GIVEN. THE AUTHOR CONCLUDES THAT ANY STRONG FORM OF THE WHORF HYPOTHESIS OVERSIMPLIFIES THE LANGUAGE-COGNITION RELATIONSHIP. (AUTHOR/JD)

ED 017 218 FL 000 735

THORNTON-SMITH, C.B.

A CASE FOR TRANSLATION.

Australian Federation of Modern Language Teachers Associations, Melbourne.

Pub Date—OCT67

Note—5P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grading, Language Instruction, \*Language Tests, Objective Tests, \*Secondary Education, Second Language Learning, Teaching Techniques, \*Test Construction Testing, Testing Problems, \*Test Validity, \*Translation

MOST OF THE CRITICISMS OF TRANSLATION IN SECONDARY SCHOOL LANGUAGE COURSES FOCUS ON THE SUPPOSEDLY DIFFICULT PROBLEMS OF SELECTING, USING, AND GRADING TRANSLATION TESTS AS OPPOSED TO THE OBJECTIVE TESTS GENERALLY USED BY ADVOCATES OF ALIOLINGUALISM. BUT MOST OF THESE CRITICISMS FAIL TO RECOGNIZE THAT THE PROCESS OF LEARNING A FOREIGN LANGUAGE TAKES PLACE LARGELY THROUGH ENGLISH AT THE MENTAL LEVEL, AND, BECAUSE ONE LANGUAGE IS USUALLY DOMINANT IN THE MIND OVER ANOTHER, THOUGHT AND MEANING TRANSFERENCE, I.E., TRANSLATION, IS INEVITABLE. ALSO, THE CHARGE OF SUBJECTIVITY CAN BE DISMISSED IF TEACHERS WILL CHOOSE AND ASSESS PASSAGES FOR TRANSLATION CAREFULLY, DETERMINE A SCALE OF MARKS AND AN INDEX OF DIFFICULTY FOR DIFFERENT STAGES IN THE COURSE, AND GRADE THE PASSAGES BY A RATIONAL MARKING SCHEME AND A SET OF RULINGS ON VARIANTS. TRANSLATIONS, MOREOVER, CAN TEST BOTH GENERAL AND SPECIFIC VOCABULARY AND GRAMMAR ITEMS PERHAPS MORE EFFICIENTLY THAN DO OBJECTIVE TESTS BECAUSE THE LATTER CONTAIN BUILT IN CLUES AND THE POSSIBILITY OF OBTAINING GOOD SCORES BY RANDOM GUESSING. FINALLY, TRANSLATION IS A VERY EFFECTIVE METHOD OF TEACHING STUDENTS, EVEN IN THE LOWER GRADES, HOW TO SYNTHESIZE WHAT THEY LEARN, AND OF HELPING THEM TO DISCERN ACCURACY, STYLE, QUESTIONS AND SHADES OF MEANING, GRAMMAR, AND CRITICAL ANALYSIS. THIS ARTICLE APPEARED IN "BABEL," VOLUME 3, NUMBER 3, OCTOBER 1967, PAGES 7-11. (RW)

ED 017 224 FL 000 814

BEANBLOSSOM, GARY

FOREIGN LANGUAGE PLACEMENT, AUTUMN QUARTER, 1967.

Washington Univ., Seattle; Washington Univ.,

Seattle. Bureau of Testing

Report No. BTP-0963-400

Pub Date—DEC67

Note—35P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Preparation, French, German, Language Enrollment, \*Language Tests, Latin, Spanish, \*Statistical Data, \*Student Placement, \*Student Testing, \*Test Results

Identifiers—MLA PROFICIENCY TESTS, UNI-

VERSITY OF WASHINGTON

THIS REPORT, BASED ON TESTS GIVEN TO HIGH SCHOOL SENIORS IN THE SPRING, 1967, DESCRIBES THE SLIGHT CHANGES MADE IN TESTING PROCEDURES AND GIVES TEST AND PLACEMENT RESULTS FOR 2,646 STUDENTS IN FRENCH, GERMAN, SPANISH, AND LATIN. TENTATIVE PLACEMENT IN FRENCH, GERMAN, AND SPANISH WAS BASED ON SCORES OBTAINED ON MODERN LANGUAGE ASSOCIATION READING AND LISTENING COMPREHENSION TESTS, AND ADJUSTMENT TO FINAL PLACEMENT MADE BY MEANS OF DEPARTMENTAL GRAMMAR TESTS. FOR GERMAN, THIS ADJUSTMENT RESULTED IN A HIGH PERCENTAGE OF STUDENTS BEING SET BACK ONE COURSE. FOR LATIN STUDENTS THE COLLEGE ENTRANCE EXAMINATION BOARD TEST WAS REPLACED BY THE EDUCATIONAL TESTING SERVICE TEST. ALL THE TEST RESULTS ARE PRESENTED IN 25 TABLES GIVING PERCENTILE NORMS, MEANS, STANDARD DEVIATIONS, AND TENTATIVE AND FINAL COURSE PLACEMENTS ARRANGED ACCORDING TO THE NUMBER OF YEARS OF HIGH SCHOOL STUDY AND THE LENGTH OF TIME SINCE HIGH SCHOOL STUDY. SEE FL 000 721 FOR A COMPANION DOCUMENT. (RW)

ED 017 333 PS 000 429

JACOBS, HUGH DONALD

A REPLICATIVE INVESTIGATION OF THE BUCKINGHAM-DOLCH FREE-ASSOCIATION WORD STUDY. FINAL REPORT.

Oregon Univ., Eugene. Coll. of Education.

Report No.—BR-7-8037

Pub Date—AUG67

Contract—OEC-4-7-008037-2050

Note—200P.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Basic Vocabulary, Comparative Analysis, \*Elementary School Students, \*Hypothesis Testing, Language Research, Literature Reviews, \*Longitudinal Studies, Structural Analysis, \*Vocabulary Development, Word Lists

Identifiers—BUCKINGHAM DOLCH FREE ASSOCIATION WORD STUDY, EUGENE, OREGON

PUBLISHED CHILDREN'S VOCABULARY LISTS BASED ON ACTUAL USAGE ARE ALL DRAWN FROM RESEARCH DONE PRIOR TO 1926. THE PRESENT STUDY REPLICATED THE 1926 BUCKINGHAM-DOLCH STUDY TO DETERMINE ANY VOCABULARY CHANGES. THE 2 HYPOTHESES TESTED WERE (1) THERE IS NO SIGNIFICANT VOCABULARY SHIFT, AND (2) COMMON WORDS DID NOT DIFFER IN GRADE-PLACEMENT (THE EARLIEST GRADE IN WHICH THE WORD APPEARS FREQUENTLY). THE EARLY VOCABULARY STUDIES WERE EXTENSIVELY REVIEWED AND THEIR LIMITATIONS DISCUSSED. THE STUDY SAMPLE WAS DRAWN FROM SCHOOLS IN THE WILLAMETTE VALLEY PLAIN, OREGON, AND CONSISTED OF 8,506 CHILDREN IN GRADES 2 THROUGH 6. INITIAL WORD LISTS WERE OBTAINED BY HAVING THE CHILDREN WRITE DOWN "ALL THE WORDS THAT CAME TO MIND" IN 15 MINUTES. COMPUTER PROCESSING WAS USED TO OBTAIN FINAL WORD LISTS AND TO COMPARE THE 1926 AND 1966 LISTS. ALTOGETHER, 9,045 DIFFERENT WORDS WERE OBTAINED, OF WHICH 1,715 ON THE INTERNATIONAL KINDERGARTEN UNION LIST AND 2,820 WHICH COULD NOT BE GRADE-PLACED WERE REMOVED, GIVING 4,510 GRADE-PLACED WORDS. THE 1926 STUDY REPORTED 4,924 GRADE-PLACED WORDS. THERE WERE 2,969 COMMON TO BOTH LISTS, 1,955 UNIQUE TO THE 1926 LIST, AND 1,541 UNIQUE TO THE 1966 LIST. GRADE-PLACING IN 1926 REQUIRED THAT 2 STUDENTS OUT OF THE 1683 IN THAT STUDY HAD WRITTEN THE WORD. THE 1966 STUDY REQUIRED 3 STUDENTS OUT OF 8,506 FOR GRADE-PLACING. THE GRADE-PLACEMENT OF 1,999 WORDS CHANGED, 1,395 MOVING TO A HIGHER GRADE IN THE 1966 LIST. IT WAS CONCLUDED THAT BOTH HYPOTHESES SHOULD BE REJECTED.

THAT THE 1966 STUDENTS KNEW FEWER WORDS, AND THAT THE VOCABULARY ACHIEVEMENT OF THE 1966 STUDENTS CAME LATER. THE DATA OF THIS STUDY WILL BE AVAILABLE FOR ADDITIONAL RESEARCH. (DR)

ED 017 485

TE 000 223

WOOD, SUSAN

AN EVALUATION OF PUBLISHED ENGLISH TESTS.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.—DPI-BULL-144

Pub Date—67

Note—84P.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, \*Elementary Schools, \*English Instruction, Essay Tests, Group Tests, Language Proficiency, \*Language Tests, Objective Tests, \*Secondary Schools, \*Standardized Tests, Tests, Verbal Tests

THIS STUDY, CONDUCTED BY THE WISCONSIN ENGLISH-LANGUAGE-ARTS CURRICULUM PROJECT, DESCRIBES,

ANALYZES, AND EVALUATES 16 STANDARDIZED ENGLISH TESTS OF USAGE AND COMPOSITION. THE TESTS CHOSEN WERE THOSE FREQUENTLY USED THROUGHOUT WISCONSIN, EXCLUSIVE OF TESTS DESIGNED FOR COLLEGE-PREPARATORY STUDENTS AND TESTS OF READING ABILITY, SPEECH, AND LITERATURE. AL-

THOUGH MANY OF THE TESTS EVALUATED ARE RESTRICTED TO ENGLISH SKILLS, SOME ARE LANGUAGE SUBTESTS OF MULTI-SUBJECT ACHIEVEMENT BATTERIES. THOSE EVALUATED ARE (1) THE BARRETT-RYAN-SCHRAMMEL ENGLISH TEST, NEW EDITION, (2) CALIFORNIA LANGUAGE TEST, (3) COOPERATIVE ENGLISH TESTS, 1960 REVISION, (4) DIFFERENTIAL APTITUDE TESTS, (5) ESSENTIALS OF ENGLISH TESTS, REVISED EDITION, (6) GREENE-STAPP LANGUAGE ABILITIES TEST, (7) IOWA TESTS OF BASIC SKILLS, (8) IOWA TESTS OF EDUCATIONAL DEVELOPMENT, (9) METROPOLITAN ACHIEVEMENT TESTS, (10) OBJECTIVE TEST IN GRAMMAR, (11) PURDUE HIGH SCHOOL ENGLISH TEST, (12) COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS, (13) SCIENCE RESEARCH ASSOCIATES (SRA) ACHIEVEMENT SERIES-LANGUAGE ARTS, (14) SRA HIGH SCHOOL PLACEMENT TEST, (15) SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, (16) AND STANFORD ACHIEVEMENT TEST, 1964 REVISION. EACH TEST IS DISCUSSED UNDER FOUR HEADS—GENERAL INFORMATION, USE IN WISCONSIN, TEACHER EVALUATIONS, AND PUBLISHED REVIEWS. ALSO INCLUDED ARE SOME CONCLUSIONS ABOUT THE ADEQUACY OF STANDARDIZED ENGLISH TESTS IN GENERAL AND THE PROCESS OF TEST SELECTION, A LIST OF SIX TESTS FOUND USEFUL IN WISCONSIN, AND A LIST OF TEST PUBLISHERS. THIS BULLETIN IS AVAILABLE FROM THE PUBLICATIONS ORDER DIVISION, DEPARTMENT OF PUBLIC INSTRUCTION, 126 LANGDON STREET, MADISON, WISCONSIN 53702, \$0.75. (MM)

ED 017 913

AL 001 116

ROSENBERG, SHELDON

ASSOCIATIVE FACILITATION IN THE RECALL OF CONNECTED DISCOURSE.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Report No.—BR-6-1784

Pub Date—67

Contract—OEC-3-6-061784-0508

Note—31P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Association (Psychological), \*Behavioral Science Research, Cloze Procedure, \*Connected Discourse, \*Language Research, \*Recall (Psychological)

THE POSSIBLE EFFECTS OF ASSOCIATIVE CONSTRAINTS BETWEEN WORDS UPON THE RECALL OF CONNECTED DISCOURSE ARE DISCUSSED IN THIS ARTICLE. THERE IS REASON TO BELIEVE THAT ASSOCIATIONS WILL AFFECT BOTH STORAGE AND RETRIEVAL. FOUR STUDIES ARE DISCUSSED IN WHICH WORDS VARYING IN

FREE ASSOCIATION STRENGTH WERE EMBEDDED IN CONNECTED DISCOURSE. LEARNING WAS TESTED BY IMMEDIATE WRITTEN RECALL AFTER A SINGLE PRESENTATION OF THE PASSAGES. IN ALL OF THESE STUDIES, RECALL OF ASSOCIATIVELY RELATED ITEMS WAS SUPERIOR TO RECALL OF ASSOCIATIVELY UNRELATED ITEMS. IN ADDITION, THE PRESENCE OF ASSOCIATIVELY RELATED WORDS IN A PASSAGE TENDED TO INCREASE THE RECALL OF THE REST OF THE PASSAGE. CLOZE DATA WERE COLLECTED ON THE PASSAGES USED IN THESE STUDIES SO AS TO HAVE SOME IDEA OF THE CONSTRAINTS EXISTING WITHIN THE PASSAGES BETWEEN ASSOCIATES AND BETWEEN THE CONTEXT OF THE PASSAGES AND THE ASSOCIATIVE MATERIALS. SOME PRACTICAL IMPLICATIONS OF THESE STUDIES ARE DISCUSSED. THIS PAPER IS PUBLISHED IN "STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PROGRESS REPORT IV," BY THE CENTER FOR RESEARCH ON LANGUAGE AND LANGUAGE BEHAVIOR, UNIVERSITY OF MICHIGAN, 220 EAST HURON STREET, ANN ARBOR, MICHIGAN 48108. (AUTHOR/AMM)

ED 017 914 AL 001 117

ROSENBERG, SHELDON  
RECALL OF NOUN PAIRS EMBEDDED IN CONNECTED DISCOURSE AS A FUNCTION OF ASSOCIATION STRENGTH.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.  
Report No.—BR-6-1784

Pub. Date—67  
Contract—OEC-3-6-061784-0508  
Note—9P.

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Association (Psychological), Behavioral Science Research, Cloze Procedure, Connected Discourse, \*Language Research, Nominals, \*Recall (Psychological)  
THREE GROUPS OF SUBJECTS WERE GIVEN A PASSAGE TO LEARN FOLLOWED BY A WRITTEN RECALL TEST. GROUP HA (HIGH ASSOCIATION) WAS GIVEN A PASSAGE WHICH INCLUDED 16 PAIRS OF ASSOCIATIVELY RELATED NOUNS. GROUPS LA (LOW ASSOCIATION) AND C (CONTROL) WERE GIVEN A PASSAGE CONTAINING ASSOCIATIVELY UNRELATED NOUNS. THE HA AND LA PASSAGES CONTAINED THE SAME STIMULUS WORDS, BUT DIFFERENT RESPONSES. THE C PASSAGE CONTAINED STIMULUS WORDS THAT WERE DIFFERENT FROM THOSE IN THE HA AND LA PASSAGES, BUT THE RESPONSES WERE THE SAME AS THOSE IN THE HA PASSAGE. FREE-ASSOCIATION NORMS WERE USED TO SELECT THE PAIRS. ON VARIOUS MEASURES OF RECALL OF PAIRS, GROUP HA WAS SIGNIFICANTLY SUPERIOR TO GROUPS LA AND C. THE RESULTS OF A CLOZE STUDY MADE IT POSSIBLE TO CONTROL FOR THE POSSIBILITY THAT RECALL OF HA PAIRS WAS FACILITATED BY CONSTRAINTS FROM THE REMAINING CONTEXT. HOWEVER, AFTER RECALL SCORES WERE CORRECTED FOR THIS FACTOR, THE RESULTS REMAINED THE SAME. THE RESULTS FOR TOTAL STIMULUS AND RESPONSE WORD RECALL WERE NOT CONSISTENT WITH THE RESULTS FOR PAIR RECALL. THIS ARTICLE, PART OF A PAPER GIVEN AT THE PSYCHONOMIC SOCIETY MEETINGS, OCTOBER 1966, APPEARS IN "STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PROGRESS REPORT IV," 1967, PUBLISHED BY THE CENTER FOR RESEARCH ON LANGUAGE AND LANGUAGE BEHAVIOR, UNIVERSITY OF MICHIGAN, 220 EAST HURON STREET, ANN ARBOR, MICHIGAN 48108. (AUTHOR/AMM)

ED 018 121 EM 006 173

WITTIC, WALTER A. HALSTEAD, GERTIE HANSON  
EDUCATORS GUIDE TO FREE TAPES, SCRIPTS, AND TRANSCRIPTIONS. FOURTEENTH EDITION.

Pub. Date—67  
Note—1p.

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Auditory Tests, \*Catalogs, Education, Elementary Education, Exchange Programs, Industry, \*Language Arts, \*Phonograph Records, \*Resource Guides, Resource Materials, Secondary Education, \*Tape Recordings  
Identifiers—TAPE ADVENTURES

THIS GUIDE IS A SELLING, ANNOTATED LIST OF 142 FREE TAPES, 75 FREE SCRIPTS, AND 136 FREE TRANSCRIPTIONS. AN INTRODUCTION TO THE USE, SELECTION, AND ORDERING OF AUDIO MATERIALS IS GIVEN. PRELIMINARY AUDITORY TESTS FOR STUDENTS ARE ADVISED. THERE ARE TITLE, SUBJECT, AND SOURCE INDICES. THIS DOCUMENT WAS PUBLISHED BY EDUCATORS PROGRESS SERVICE, RANDOLPH, WIS. 53956. (MF)

ED 018 153 FL 000 147

ANDRADE, MANUEL AND OTHERS  
MEASUREMENT OF SPEAKING SKILLS IN ELEMENTARY LEVEL SPANISH INSTRUCTION. DENVER-STANFORD PROJECT ON THE CONTEXT OF INSTRUCTIONAL TELEVISION, REPORT NO. 9.

Denver Public Schools, Colo.; Stanford Univ., Calif. Inst. for Communication Research.

Report No.—NDEA-7A-354  
Pub. Date—JUL63  
Note—29P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, Audiolingual Methods, Educational Television, \*Fles, Grade 5, Grade 6, Language Instruction, \*Spanish, \*Speech Skills, Statistical Analysis, Student Testing, Teaching Methods, \*Test Construction, \*Testing, Testing Problems, Test Interpretation, Test Reliability, Test Validity  
Identifiers—DENVER, DENVER STANFORD PROJECT, STANFORD

SINCE NO TESTS OF SPANISH SPEAKING ABILITY AT THE ELEMENTARY LEVEL WERE AVAILABLE WHEN THE PROJECT BEGAN (1960), IT DEvised THREE CAREFULLY CONSTRUCTED ITEMS TESTING THE SEPARATE ASPECTS OF THE SPEAKING SKILL—PHONETIC ACCURACY, STRUCTURE, AND EASE AND NATURALNESS OF EXPRESSION. A RANDOM SELECTION OF FIFTH-GRADE PUPILS WERE TESTED INDIVIDUALLY, AND THEIR RESPONSES RECORDED ON MAGNETIC TAPE AND EVALUATED SEPARATELY BY AT LEAST TWO PERSONS. TEST ITEMS WERE DESIGNED TO BE EXPLICIT, AND TO REFLECT THE COURSE CONTENT AS CLOSELY AS POSSIBLE. SINCE NO OUTSIDE CRITERIA WERE AVAILABLE, THE BOOKLET OFFERS A DETAILED MATHEMATICAL PRESENTATION OF THE STATISTICAL TECHNIQUES APPLIED TO THE COMPLEX PROBLEMS OF VALIDITY AND RELIABILITY. A MAJOR REVISION, BASED ON STATISTICS COMPILED FROM THE FIRST TEST, AND FURTHER DEVELOPMENTS OF THE TEST ARE DESCRIBED IN DETAIL. THE TESTS HAVE BEEN FOUND SATISFACTORY BOTH AS CRITERIA OF PUPIL ABILITY AND IN DIFFERENTIATING BETWEEN TEACHING METHODS. FOR COMPANION DOCUMENTS SEE FL 000 813, FL 000 820, AND FL 000 821. (RW)

ED 018 165 FL 000 746

FELDMAN, DAVID M. KLINE, WALTER D.  
FRENCH-CONTEMPORARY METHODOLOGY, A SERIES OF INSERVICE STUDY GUIDES FOR MODERN FOREIGN LANGUAGE TEACHERS.

Colorado State Dept. of Education, Denver.  
Pub. Date—SEP67  
Note—75P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Applied Linguistics, Audiolingual Methods, Cultural Context, \*French, \*Inservice Courses, Language Laboratories, Language Learning Levels, Pattern Drills (Language), Pronunciation Instruction, Reading Instruction, \*Study Guides, \*Teaching Techniques, Testing, Vocabulary Development, Writing Exercises  
Identifiers—COLORADO, COLORADO DEPARTMENT OF EDUCATION  
THE NEED TO PROVIDE COLORADO

MODERN LANGUAGE TEACHERS WITH A STATE INSERVICE PROGRAM TO HELP THEM RELATE LINGUISTIC THEORIES AND FINDINGS TO CLASSROOM TECHNIQUES RESULTED IN THE PUBLICATION OF THIS STUDY GUIDE FOR FRENCH TEACHERS BY THE STATE DEPARTMENT OF EDUCATION. DESIGNED FOR USE BY INDEPENDENT STUDY GROUPS, THE GUIDE STRESSES AN AUDIOLINGUAL APPROACH AND CONTAINS SECTIONS ON (1) THE NATURE OF LANGUAGE, (2) THE APPLICATION OF LINGUISTICS TO LANGUAGE TEACHING, (3) TEACHING PROCEDURES, (4) DRILLS FOR TEACHING PRONUNCIATION, (5) SYNTACTIC DRILLS, (6) THE USE OF THE LANGUAGE LABORATORY, (7) READING AND WRITING INSTRUCTION, (8) TESTING, (9) CULTURE, (10) TEXTBOOKS, (11) VOCABULARY DEVELOPMENT, AND (12) PLANNING THE LEVELS OF THE FOREIGN LANGUAGE SEQUENCE. LISTS OF DISCUSSION TOPICS AND RECOMMENDED READINGS ACCOMPANY EACH SECTION AND THOSE SECTIONS DEALING WITH TECHNIQUES CONTAIN SAMPLE DRILLS. THIS DOCUMENT IS ALSO AVAILABLE FOR \$1.25 FROM TITLE III NDEA SECTION, COLORADO DEPARTMENT OF EDUCATION, DENVER, COLORADO 80203. (AM)

ED 018 166 FL 000 747

FELDMAN, DAVID M. KLINE, WALTER D.  
GERMAN-CONTEMPORARY METHODOLOGY, A SERIES OF INSERVICE STUDY GUIDES FOR MODERN FOREIGN LANGUAGE TEACHERS.

Colorado State Dept. of Education, Denver.  
Pub. Date—SEP67  
Note—79P.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Applied Linguistics, Audiolingual Methods, Cultural Context, \*German, \*Inservice Courses, Language Laboratories, Language Learning Levels, Pattern Drills (Language), Pronunciation Instruction, Reading Instruction, \*Study Guides, \*Teaching Techniques, Testing, Vocabulary Development, Writing Exercises  
Identifiers—COLORADO, COLORADO DEPARTMENT OF EDUCATION

THE NEED TO PROVIDE COLORADO MODERN LANGUAGE TEACHERS WITH A STATE INSERVICE PROGRAM TO HELP THEM RELATE LINGUISTIC THEORIES AND FINDINGS TO CLASSROOM TECHNIQUES RESULTED IN THE PUBLICATION OF THIS STUDY GUIDE FOR GERMAN TEACHERS BY THE STATE DEPARTMENT OF EDUCATION. DESIGNED FOR USE BY INDEPENDENT STUDY GROUPS, THE GUIDE STRESSES AN AUDIOLINGUAL APPROACH AND CONTAINS SECTIONS ON (1) THE NATURE OF LANGUAGE, (2) THE APPLICATION OF LINGUISTICS TO LANGUAGE TEACHING, (3) TEACHING PROCEDURES, (4) DRILLS FOR TEACHING PRONUNCIATION, (5) SYNTACTIC DRILLS, (6) THE USE OF THE LANGUAGE LABORATORY, (7) READING AND WRITING INSTRUCTION, (8) TESTING, (9) CULTURE, (10) TEXTBOOKS, (11) VOCABULARY DEVELOPMENT, AND (12) PLANNING THE LEVELS OF THE FOREIGN LANGUAGE SEQUENCE. LISTS OF DISCUSSION TOPICS AND RECOMMENDED READINGS ACCOMPANY EACH SECTION AND THOSE SECTIONS DEALING WITH TECHNIQUES CONTAIN SAMPLE DRILLS. THIS DOCUMENT IS ALSO AVAILABLE FOR \$1.25 FROM TITLE III NDEA SECTION, COLORADO DEPARTMENT OF EDUCATION, DENVER, COLORADO 80203. (AM)

ED 018 774 AL 000 736

SLOBIN, DAN I.  
RECALL OF FULL AND TRUNCATED PASSIVE SENTENCES IN CONNECTED DISCOURSE.

Pub. Date—SEP67  
Note—15P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Connected Discourse, \*Language Research, Psycholinguistics, \*Recall (Psychological), \*Sentences, Testing  
SUBJECTS OF AGES 5, 6, 8, 10, 12, AND 20

RETOLD STORIES PRESENTED IN FULL PASSIVE SENTENCES (WITH MENTION OF ACTOR) AND TRUNCATED PASSIVES (WITHOUT MENTION OF ACTOR). WHILE THERE WAS A GENERAL TENDENCY TO RETELL STORIES IN THE ACTIVE VOICE, THIS TENDENCY WAS MUCH MORE EVIDENT IN THE CASE OF FULL THAN TRUNCATED PASSIVES. IT IS PROPOSED THAT THE SIGNIFICANCE ATTRIBUTED TO ACTIVE AFFIRMATIVE DECLARATIVE SENTENCES BY EARLIER PSYCHOLINGUISTIC RESEARCH BE MODIFIED, ALLOWING FOR INFLUENCE OF SEMANTIC CONTENT UPON SELECTION OF A PARTICULAR GRAMMATICAL FORM IN ENCODING A SENTENCE. THE TENDENCY TO RETELL TRUNCATED PASSIVES WITHOUT A ALTERATION OF SYNTACTIC FORM WAS MOST STRONGLY MARKED IN OLDER SUBJECTS. IRREGULAR VERB FORMS POSE DIFFICULTIES TO YOUNG CHILDREN IN ATTEMPTING TO PRODUCE PASSIVE SENTENCES. OTHER STRIKING DIFFERENCES BETWEEN AGE GROUPS WERE NOT NOTED. (AUTHOR/AMM)

ED 018 788 AL 001 199

**WINEBERG, RUTH E., ED.**  
**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES, UNITED STATES ACTIVITIES-1967.**

Center for Applied Linguistics, Washington, D.C.  
Pub Date—APR68  
Note—15P.

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*English (Second Language), Foreign Countries, Material Development, \*Second Language Learning, Teacher Education Curriculum, Teacher Programs, Testing Programs  
Identifiers—UNITED STATES

THIS REPORT SUMMARIZES A NUMBER OF UNITED STATES ACTIVITIES IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), COVERING ROUGHLY THE YEAR 1967. ALTHOUGH NOT EXHAUSTIVE, IT PROVIDES DESCRIPTIONS OF NEW PROGRAMS AND SIGNIFICANT DEVELOPMENTS IN ONGOING PROGRAMS, COMPILED FROM INFORMATION SUPPLIED BY FEDERAL, STATE, AND CITY GOVERNMENT AGENCIES, AS WELL AS UNIVERSITIES, FOUNDATIONS, AND OTHER PRIVATE ORGANIZATIONS. IN FOUR PARTS, THE AREAS REPRESENTED ARE THE FOLLOWING: (1) GENERAL ACTIVITIES, (2) ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING OVERSEAS, (3) ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING IN THE UNITED STATES, AND (4) MATERIALS DEVELOPMENT AND TESTING. THIS REPORT WAS PREPARED BY THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM OF THE CENTER FOR APPLIED LINGUISTICS FOR THE NINTH INTERNATIONAL CONFERENCE ON SECOND LANGUAGE PROBLEMS, HELD IN TUNIS, APRIL 24-27, 1968. (AMM)

ED 019 016 FL 000 630

**PAQUETTE, F. ANDRE TOLLINGER.**

**SUZANNE**  
**THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS—A PROFESSIONAL EVALUATION AND RECOMMENDATIONS FOR TEST DEVELOPMENT.**

Modern Language Association of America, New York, N.Y.

Report No.—BR-6-2619  
Pub Date—JUN66  
Contract—OEC-6-14-002  
Note—1p.

**Document Not Available from EDRS.**

Descriptors—\*Achievement Tests, \*Advanced Students, Applied Linguistics, Cultural Background, French, German, Italian, \*Language Proficiency, Language Skills, \*Language Teachers, \*Language Tests, Measurement, National Competency Tests, Russian, Spanish, Student Testing, Teacher Certification, Teacher Evaluation, Test Construction, Testing Problems, Tests, Test Validity  
Identifiers—EDUCATIONAL TESTING SERVICE, MLA PROFICIENCY TESTS, MODERN LANGUAGE ASSOCIATION

THE DIRECTOR OF TESTING OF THE MODERN LANGUAGE ASSOCIATION (MLA), WITH THE ASSISTANCE OF 28 SELECTED IMPARTIAL PROFESSIONALS, PRODUCED INDIVIDUALLY AND IN TEAMS THIS CRITICAL APPRAISAL OF THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS IN ORDER TO POINT OUT EXISTING DEFICIENCIES AND TO SUGGEST IMPROVEMENTS IN FUTURE TEST DEVELOPMENT. THIS HANDBOOK FIRST GIVES THE COMPLETE REPORTS OF EACH OF THE EVALUATORS. FOLLOWING LENGTHY REPORTS ON THE SUBTESTS IN (1) FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH SKILLS, (2) APPLIED LINGUISTICS, (3) CIVILIZATION AND CULTURE, AND (4) PROFESSIONAL PREPARATION, THERE IS A SECTION COMPOSED OF STATEMENTS BY SELECTED MLA AND EDUCATIONAL TESTING SERVICE PEOPLE WHO HAD BEEN INVOLVED IN DEVELOPING THE TESTS. SECTION TWO REARRANGES THE COMMENTS IN SEPARATE CHAPTERS ON THE SUBTESTS, AND BRINGS TOGETHER GENERAL OBSERVATIONS ON THE TESTS. REPRINTS OF TEST REVIEWS AND CRITICISMS, THE MLA TEACHER QUALIFICATIONS STATEMENT, AND CONFERENCE DOCUMENTS COMPRISE THE APPENDICES. THIS REPORT, BECAUSE OF ITS CONFIDENTIAL NATURE AND TESTING SECURITY, CAN BE READ ONLY BY RESPONSIBLE RESEARCHERS AT THE MLA HEADQUARTERS AFTER WRITTEN REQUEST TO THE ASSISTANT SECRETARY FOR FOREIGN LANGUAGES, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AS)

ED 019 017 FL 000 707

**PAQUETTE, F. ANDRE AND OTHERS**  
**A COMPARISON OF THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS WITH THE MLA FOREIGN LANGUAGE COOPERATIVE TESTS.**

Modern Language Association of America, New York, N.Y.

Report No.—BR-6-2619  
Pub Date—JUN66  
Contract—OEC-6-14-002  
Note—58P.

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Achievement Tests, Advanced Students, Comparative Analysis, Educational Research, French, German, \*Language Proficiency, Language Skills, Language Teachers, \*Language Tests, \*Measurement, \*National Competency Tests, Spanish, Standardized Tests, Statistical Data, Statistical Studies, Testing Problems, Test Results, Test Validity

Identifiers—EDUCATIONAL TESTING SERVICE, HOFSTRA UNIVERSITY, MLA COOPERATIVE FOREIGN LANGUAGE TESTS, MLA PROFICIENCY TESTS, MODERN LANGUAGE ASSOCIATION, UNIVERSITY OF ILLINOIS

THIS STUDY, CONDUCTED BY THE MODERN LANGUAGE ASSOCIATION (MLA) WITH THE ASSISTANCE OF THE EDUCATIONAL TESTING SERVICE, WAS DESIGNED TO DETERMINE WHETHER THE FRENCH, GERMAN, AND SPANISH SKILL TESTS OF THE MLA COOPERATIVE FOREIGN LANGUAGE TESTS AND THE MLA PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS MEASURE ALONG A CONTINUUM OR WHETHER THERE IS A SERIOUS GAP BETWEEN THE TWO SETS OF TESTS. THE RESULTS OF THE STUDY, SUMMARIZED IN A SERIES OF 44 GRAPHS AND TABLES COMPRISING THE BULK OF THE DOCUMENT, SHOW THAT THE TWO SETS OF TESTS DO MEASURE ALONG A CONTINUUM AND THAT THERE IS NO NEED FOR A TEST OF INTERMEDIATE DIFFICULTY. THE OVERLAP IS NOT SO GREAT, HOWEVER, AS TO PREVENT THE COMBINED SETS OF TESTS FROM MEASURING STUDENTS AT ALL LEVELS OF ACHIEVEMENT. BRIEF BUT INCLUSIVE DISCUSSIONS OF TEST ADMINISTRATION AT THE UNIVERSITY OF ILLINOIS AND HOFSTRA UNIVERSITY AND OF STUDY DESIGN AND RESULTS ARE INCLUDED. (ST)

ED 019 019

FL 000 807

**KYES, ROBERT L.**  
**GERMAN PLACEMENT POLICY.**

Michigan Univ., Ann Arbor.

Pub Date—JAN68

Note—1P.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Articulation (Program), \*College Language Programs, \*College Placement, College Preparation, \*Course Content, Course Descriptions, \*German, Student Testing

Identifiers—COLLEGE ENTRANCE EXAMINATION BOARD, UNIVERSITY OF MICHIGAN

UNIVERSITY OF MICHIGAN POLICY ON PLACEMENT IN COLLEGE GERMAN COURSES IS DISCUSSED WITH RELATION TO ARTICULATION BETWEEN HIGH SCHOOL AND COLLEGE WORK. PROFICIENCY TESTING AND AWARDING OF COLLEGE CREDIT FOR HIGH SCHOOL FOREIGN LANGUAGE COURSES ARE OUTLINED BRIEFLY. DESCRIPTIONS OF ELEMENTARY COLLEGE GERMAN COURSES ARE INCLUDED. THIS ARTICLE APPEARED IN "THE FOREIGN LANGUAGE COURIER," NUMBER 39, JANUARY 1968, PAGES 9-12. (AF)

ED 019 020

FL 000 808

**HAGIWARA, M. PETER**

**PLACEMENT TEST IN FRENCH.**

Michigan Univ., Ann Arbor.

Pub Date—JAN68

Note—8P.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*College Freshmen, \*College Placement, College Preparation, \*French, Language Enrollment, School Orientation, Standardized Tests, \*Student Testing, Tables (Data), \*Test Results

Identifiers—COLLEGE ENTRANCE EXAMINATION BOARD, UNIVERSITY OF MICHIGAN

THE USE OF THE COLLEGE ENTRANCE EXAMINATION BOARD TEST FOR PLACEMENT IN FRENCH AT THE UNIVERSITY OF MICHIGAN IS OUTLINED. A GENERAL STATEMENT ON CUT-OFF SCORES IS FOLLOWED BY PLACEMENT STATISTICS FOR OVER 1,200 STUDENTS WHO TOOK THE TEST DURING SPRING AND SUMMER OF 1966. TEST PERFORMANCE, COURSE SELECTION, AND NUMBER OF YEARS OF HIGH SCHOOL FRENCH ARE CORRELATED. A COMPARISON IS DRAWN BETWEEN THOSE FRESHMEN WHO TOOK THE TEST BEFORE AND DURING SUMMER ORIENTATION. THIS ARTICLE APPEARED IN "THE FOREIGN LANGUAGE COURIER," NUMBER 39, JANUARY 1968, PAGES 12-19. (AF)

ED 019 021

FL 000 809

**BOSWORTH, LEWIS A.**

**PROFICIENCY EXAMINATIONS IN FRENCH AT THE UNIVERSITY OF MICHIGAN RESIDENTIAL COLLEGE.**

Michigan Univ., Ann Arbor.

Pub Date—JAN68

Note—4P.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Advanced Placement, College Freshmen, \*College Language Programs, \*French, Grammar, Intensive Language Courses, \*Language Proficiency, Listening Comprehension, Reading Achievement, Second Language Learning, \*Student Testing, Tables (Data)

Identifiers—COLLEGE ENTRANCE EXAMINATION BOARD, UNIVERSITY OF MICHIGAN RESIDENTIAL COLLEGE

THE PLACEMENT BATTERY CONSISTS OF TWO TESTS FROM THE COLLEGE ENTRANCE EXAMINATION BOARD (READING AND LISTENING), A GRAMMAR PROFICIENCY TEST, AND AN ORAL INTERVIEW. FRESHMEN WHO SCORE WITHIN A CERTAIN RANGE ON THESE TESTS ARE PLACED IN SECOND YEAR INTENSIVE FRENCH (TWO CLASS PERIODS A DAY). PREREQUISITE FOR THE THIRD YEAR COURSE IS NOT THE COMPLETION OF ELEMENTARY COURSES, BUT PROFICIENCY, AS REFLECTED IN A HIGHER RANGE OF SCORES ON THE PRECEDING TESTS. SECOND YEAR STUDENTS WHO HAVE DONE

WELL MAY TAKE THE PROFICIENCY BATTERY AT MIDSEMESTER. IF THEY PASS, THEY ENTER THE SECOND HALF OF THE THIRD-YEAR COURSE, AND USE THEIR ADDITIONAL TIME (THE THIRD-YEAR COURSE MEETS ONLY ONCE DAILY) TO MAKE UP THE FIRST SEMESTER'S WORK ON A TUTORIAL BASIS. THIS ARTICLE APPEARED IN "THE FOREIGN LANGUAGE COURIER," NUMBER 39, JANUARY 1968, PAGES 19-22. (AF)

ED 019 023 FL 000 817

RUDE, BEN D.

A TECHNIQUE FOR LANGUAGE LABORATORY TESTING.

Pub Date—DEC67

Note—4P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grading, \*Instructional Materials, \*Language Instruction, \*Language Laboratory Equipment, \*Language Laboratory Use, Speech Communication, Speech Skills, Student Testing, Tape Recordings, Teaching Techniques, \*Test Construction

A TECHNIQUE FOR ORAL TESTING IN THE LANGUAGE LABORATORY IS OUTLINED. TO PROPERLY TEST STUDENTS' ORAL ABILITY, THE TEST SHOULD BE PREPARED LIKE THE LESSONS-CUE OR QUESTION, STUDENT RESPONSE, CORRECT RESPONSE, SO AS NOT TO REQUIRE EXCESSIVE GRADING TIME ON THE TEACHER'S PART, THE LABORATORY SHOULD HAVE FACILITIES TO START AND STOP STUDENT TAPE RECORDER REMOTELY, AND TO RECORD STUDENT TAPES ON MORE THAN ONE CONSOLE TAPE RECORDER. THE FACT THAT LABORATORIES WITH PROVISIONS FOR TESTING ARE NOT READILY AVAILABLE INDICATES APATHY OR IGNORANCE ABOUT THE LABORATORY'S POTENTIAL AS A TESTING, AS WELL AS A TEACHING, DEVICE. THIS ARTICLE APPEARED IN "LANGUAGE LEARNING," VOLUME 17, DECEMBER 1967, PAGES 151-153. (AF)

ED 019 037 FL 000 884

PEPPERSON, WALTER E. SWITZER,

CHARLES A.

PLACEMENT TESTING—FROM FLES TO HIGH SCHOOL. A REPORT OF THE MODERN LANGUAGE ACHIEVEMENT AND PLACEMENT TESTING PROGRAM OF WEST HIGH SCHOOL, BAKERSFIELD, CALIFORNIA.

West High School, Bakersfield, Calif.

Pub Date—67

Note—7P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, \*Advanced Placement Programs, Articulation (Program), Fles, Language Tests, Listening Skills, \*Modern Languages, Program Development, Reading Skills, \*Secondary School Students, Student Placement, \*Testing Programs

Identifiers—CALIFORNIA

AS THE RESULT OF A CALIFORNIA LEGISLATIVE MANDATE FOR A COMPREHENSIVE LANGUAGE PROGRAM BEGINNING AT THE SIXTH GRADE LEVEL, WEST HIGH SCHOOL SET UP A TWO-FOLD LANGUAGE ACHIEVEMENT TEST TO ACCURATELY PLACE QUALIFIED STUDENTS IN ADVANCED COURSES AND TO GET A GENERAL IDEA OF THE LEVEL OF ACHIEVEMENT OF INCOMING STUDENTS WITH VARIOUS DEGREES OF PREVIOUS LANGUAGE EXPERIENCE. THE TWO TESTS USED TO EVALUATE LISTENING AND READING SKILLS WERE (1) COMMON CONCEPTS FOREIGN LANGUAGE TEST, PUBLISHED BY THE CALIFORNIA TEST PUBLISHING COMPANY, BOTH CHOSEN BECAUSE THEY MOST ACCURATELY MEASURED THE OBJECTIVES OF THE LANGUAGE PROGRAM IN WEST HIGH SCHOOL. FINAL DECISION FOR PROMOTION IS BASED ON TEST RESULTS, STUDENT-TEACHER (TESTING INSTRUCTOR) CONFERENCE, STUDENT REQUEST, PARENTAL APPROVAL, AND TESTING INSTRUCTOR'S RECOMMENDATION. A

SCALE IS INCLUDED TO SHOW THE RESULTS OF THE ACHIEVEMENT TESTS USED. (SS)

ED 019 122 PS 000 830

CERVENKA, EDWARD J.

FINAL REPORT ON HEAD START EVALUATION AND RESEARCH—1966-67 TO THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT. SECTION VI, THE MEASUREMENT OF BILINGUALISM AND BICULTURAL SOCIALIZATION OF THE CHILD IN THE SCHOOL SETTING—THE DEVELOPMENT OF INSTRUMENTS.

Texas Univ., Austin, Child Development Evaluation and Research Center.

Report No.—IED-66-1

Pub Date—31AUG67

Note—238P.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Bilingualism, \*Bilingual Students, Contrastive Linguistics, Grade 1, Language Research, \*Measurement Instruments, \*Measurement Techniques, Mexican Americans, Oral English, Rating Scales, \*Second Language Learning, \*Social Adjustment, Socialization

Identifiers—DEL RIO, PROJECT HEAD START, TEXAS

A STUDY TO DEVELOP INSTRUMENTS TO MEASURE CHILD BILINGUALISM AND BICULTURAL SOCIALIZATION WAS CONDUCTED IN DEL RIO, TEXAS, A MEXICAN-AMERICAN COMMUNITY IN WHICH SCHOOL IS TAUGHT IN BOTH SPANISH AND ENGLISH. THREE INSTRUMENTS WERE DEVELOPED—(1) A SERIES OF 6 TESTS FOR MEASURING LINGUISTIC COMPETENCE IN ENGLISH, (2) A SIMILAR SERIES OF 6 TESTS FOR SPANISH, AND (3) A SERIES OF 3 INSTRUMENTS FOR MEASURING SOCIALIZATION. TEST BATTERIES FOCUSED ON THE ORAL-AURAL USE OF LANGUAGE IN REALISTIC SCHOOL SITUATIONS. A RANDOM SAMPLE OF 97 FIRST GRADERS WAS GROUPED INTO 4 EXPERIMENTAL SECTIONS TAUGHT BILINGUALLY BY MEXICAN-AMERICAN TEACHERS AND INTO 4 CONTROL SECTIONS TAUGHT IN ENGLISH BY ENGLISH TEACHERS. THE CONTROL GROUP CHILDREN WERE GIVEN THE ENGLISH SERIES AND INVENTORY OF SOCIALIZATION WHILE THE EXPERIMENTAL CHILDREN WERE GIVEN BOTH THE ENGLISH AND SPANISH SERIES AND THE INVENTORY. ANALYSIS OF TEST RESULTS SHOWED THAT THE EXPERIMENTAL SUBJECTS WERE AS COMPETENT IN ENGLISH AS THOSE LEARNING ONLY IN ENGLISH AND ALSO BETTER ADJUSTED SOCIALLY. TEST INSTRUMENT VALIDITY AND RELIABILITY WAS DETERMINED AND AN ITEM ANALYSIS CARRIED OUT. APPENDIXES WHICH INCLUDE FACSIMILES OF TEST INSTRUMENTS AND ANALYSES OF EXPERIMENTAL DATA COMPRISE MORE THAN HALF OF THE REPORT. (MS)

ED 019 141 PS 000 911

KLIMA, URSULA BELLUGI

EVALUATING THE CHILD'S LANGUAGE COMPETENCE.

Illinois Univ., Urbana, National Laboratory on Early Childhood Education.

Pub Date—68

Note—21P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Children, Diagnostic Tests, \*Language Ability, Language Learning Levels, Language Skills, \*Language Tests, \*Syntax

LANGUAGE ABILITY IS ESSENTIAL TO A CHILD'S SUCCESS IN SCHOOL, AND THE MOST IMPORTANT PART OF COMMUNICATION IS THE CHILD'S ABILITY TO PUT WORDS TOGETHER IN MEANINGFUL PATTERNS. THE ABILITY OF ADULTS TO GIVE AN INTERPRETATION TO NONSENSE LIKE "JABBERWOcky" DEPENDS ON THE SYNTACTIC CUES GIVEN BY RELATIONAL WORDS AND WORD ORDER. IN ORDER TO FIND OUT IF CHILDREN UNDERSTAND THESE CUES, IT IS NECESSARY TO DEVISE TESTS OF SYNTACTIC UNDERSTANDING. THE TESTS MUST BE POSED IN SUCH A WAY THAT THE SITUATIONAL CUES ARE MINIMIZED. THEY MUST USE WORDS

THAT ARE KNOWN TO BE IN THE CHILD'S VOCABULARY AND MUST BE CONSTRUCTED SO THAT THE ABILITY TO GIVE A CORRECT ANSWER DEPENDS ON COMPREHENSION OF A PARTICULAR SYNTACTIC CONSTRUCTION. SEVERAL COMPREHENSION TESTS ARE INCLUDED. IN EACH TEST THE CHILD IS ASKED TO DISCRIMINATE BETWEEN 2 SENTENCES WHOSE ONLY DIFFERENCE IS IN SYNTACTIC CONSTRUCTION. THE TESTS ARE ARRANGED ACCORDING TO LEVELS OF DIFFICULTY WHICH ARE BASED ON THE ORDER IN WHICH CONSTRUCTS HAVE BEEN FOUND TO APPEAR IN CHILDREN'S SPEECH. (DR)

ED 019 896 FL 000 430

CARTON, AARON S.

EVALUATION AND TESTING OF FLES PROGRAMS.

New York Univ., N.Y. School of Education.

Pub Date—18OCT61

Note—13P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Program), Audiolingual Skills, \*Curriculum Evaluation, \*Evaluation Methods, \*Fles Programs, Language Research, \*Program Evaluation, Research Criteria, \*Research Methodology, Testing Problems

Identifiers—TESTING METHODS

AN INTRODUCTION WHICH STATES THE PURPOSES OF AN EVALUATION OF FLES PROGRAMS AND STRESSES THE DIFFERENCE BETWEEN VALUE JUDGMENT AND EVALUATION IS FOLLOWED BY A DISCUSSION OF THE RELATION BETWEEN EVALUATION AND CURRICULUM. TEST AND MEASUREMENT PROCEDURES FOR EVALUATING FLES PROGRAMS ARE THEN SUGGESTED. A CONCLUDING SECTION INDICATES THE DESIGN OF A SPECIFIC EVALUATION PROJECT CONCERNED WITH TWO OBJECTIVES—(1) TO DETERMINE WHETHER FLES SHOULD BE GIVEN ON A SELECTIVE OR A UNIVERSAL BASIS IN THE SCHOOL SYSTEM, AND (2) TO ASCERTAIN THE EFFECT OF THE FLES PROGRAM ON JUNIOR HIGH SCHOOL FOREIGN LANGUAGE LEARNING. THIS SPEECH WAS DELIVERED AT THE ANNUAL MEETING OF THE NEW YORK STATE TEACHING ASSOCIATION, SOUTH N. SSAU ZONE (116TH, OCTOBER 18, 1961). (AR)

ED 019 900 FL 000 702

GARVEY, CATHERINE J. AND OTHERS

A REPORT OF THE DEVELOPMENTAL TESTING OF A SELF-INSTRUCTIONAL FRENCH PROGRAM.

Center for Applied Linguistics, Washington, D.C.

Report No.—BR-7-0757

Pub Date—OCT67

Contract—OEC-2-7-070757-3039

Note—47P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Instruction, \*Autoinstructional Methods, College Language Programs, Course Descriptions, Diagnostic Tests, \*French, Grammar, Language Instruction, Language Proficiency, Performance Tests, Phonology, \*Programed Instruction, \*Programed Materials, \*Program Evaluation, Reading Comprehension, Spelling, Tables (Data), Testing Programs

Identifiers—FOREIGN SERVICE INSTITUTE, MLA COOPERATIVE FOREIGN LANGUAGE TEST, MODERN LANGUAGE APPTITUDE TEST

THE HISTORY, COURSE DESCRIPTION, AND PROJECT RESULTS OF AN INTRODUCTORY SELF-INSTRUCTIONAL FRENCH PROGRAM ARE DISCUSSED IN THIS REPORT. SUCH ASPECTS OF THE PROGRAM AS PROGRAM EFFECTIVENESS, ADEQUACY OF THE TEACHING SYSTEM USED, AND DAY-TO-DAY STUDENT PERFORMANCE ARE REVEALED THROUGH DESCRIPTIONS OF THE USE OF DEVELOPMENTAL TESTING. SIX ADULTS WERE SELECTED, TESTED IN PERFORMANCE AT THE END OF EACH STAGE (PHONOLOGY, ORTHOGRAPHY, GRAMMAR, READING), AND GIVEN DIAGNOSTIC TESTS AT THE END OF THE PROGRAM, WHICH INCLUDED THE MLA COOPERATIVE FOR-

EIGN LANGUAGE TEST (FRENCH FORM LB), AND THE FOREIGN SERVICE INSTITUTE SPEAKING AND READING PROFICIENCY SCALES. ENCOURAGING RESULTS OF THE PROGRAM ARE DISCUSSED BRIEFLY ALONG WITH MENTION OF SOME OF THE OBSTACLES TO BE DEALT WITH IN IMPLEMENTING THE PROGRAM. ALMOST ONE-HALF OF THE DOCUMENT CONSISTS OF APPENDIXES OF LISTS OF COGNATES, MINIMAL PAIRS, GRAMMAR TOPICS, READING PASSAGES, AND SAMPLE DIAGNOSTIC AND FINAL TESTS. (SS)

ED 020 291 UD 006 147

MASSAD, CAROLYN EMRICK  
A COMPARATIVE STUDY OF LANGUAGE APTITUDE AND INTELLIGENCE IN SIXTH-GRADE CHILDREN FROM LOW-SOCIOECONOMIC AND MIDDLE-SOCIOECONOMIC LEVELS.

Pub Date—19MAR68

Note—8P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aptitude Tests, \*Children, Comparative Analysis, Grade 6, \*Intelligence, Intelligence Tests, \*Language Ability, \*Language Styles, Language Tests, Lower Class, Middle Class, \*Socioeconomic Status, Thought Processes

Identifiers—COOPERATIVE SCHOOL COLLEGE ABILITY TESTS, MODERN LANGUAGE APTITUDE TEST, OTIS DUDLEY DUNCAN SOCIOECONOMIC INDEX

THIS STUDY SOUGHT (1) TO CLARIFY THE TERM "LANGUAGE APTITUDE," (2) TO BETTER DEFINE ITS RELATIONSHIP TO INTELLIGENCE, AND (3) TO DETERMINE THE ROLE OF SOCIOECONOMIC LEVEL IN THIS RELATIONSHIP. SUBJECTS WERE SIXTH-GRADE PUBLIC SCHOOL STUDENTS, 93 OF WHOM WERE MIDDLE CLASS AND 39 LOWER CLASS. SOCIAL CLASS WAS DETERMINED BY THE OTIS DUDLEY DUNCAN SOCIOECONOMIC INDEX. LANGUAGE APTITUDE WAS MEASURED BY THE MODERN LANGUAGE APTITUDE TEST (LONG FORM), AND INTELLIGENCE WAS ASSESSED BY THE COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS. FINDINGS SHOW THAT LANGUAGE APTITUDE "IS NOT A UNIFIED DIMENSION OF THE COGNITIVE DOMAIN AS IS INTELLIGENCE." HOWEVER, SUBJECTS FROM DIFFERENT SOCIOECONOMIC LEVELS USE DIFFERENT PROCESSES IN THINKING ABOUT LANGUAGE. MIDDLE-CLASS CHILDREN TEND TO APPROACH ALL TASKS INVOLVING INTERRELATIONSHIPS AMONG MEANING, SOUND, AND SYMBOLS IN THE SAME WAY BUT TO USE A DIFFERENT APPROACH TO SENTENCE STRUCTURE. LOWER-CLASS CHILDREN APPEAR TO USE DIFFERENT APPROACHES FOR TASKS INVOLVING STRUCTURAL RELATIONS, SOUND-SYMBOL MEANING RELATIONS, AND SYMBOL RECOGNITION. THE EXPLANATION FOR THESE DIVERGENT APPROACHES LIES IN THE FACT THAT LOWER-CLASS CHILDREN USUALLY USE TWO DIFFERENT LANGUAGES "PUBLIC" FOR HOME AND THE NEIGHBORHOOD, AND "FORMAL" FOR SCHOOL. SOME CONFUSION BETWEEN THE TWO LANGUAGES MAY DEVELOP. OR DIFFERENT SETS OF REFERENTIAL MEANINGS MAY BE USED FOR THE LANGUAGE LEARNED AT SCHOOL. THIS PAPER WAS PREPARED FOR THE 1968 ANNUAL MEETINGS OF AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (MARCH 19, 1968). (NH)

ED 020 515 AL 001 292

CARTIER, FRANCIS A.  
CRITERION-REFERENCED TESTING OF LANGUAGE SKILLS.

Pub Date—M/ 68

Note—8P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Objectives, Curriculum Development, \*English (Second Language), \*Instructional Technology, \*Language Skills, Second Language Learning, \*Testing, Tests

Identifiers—CRITERION TESTS

THE AUTHOR DISCUSSES THE CONCEPTS OF INSTRUCTIONAL TECHNOLOGY AS THEY APPLY TO THE PROBLEM OF TEACH-

ING ENGLISH AS A FOREIGN LANGUAGE. INSTRUCTIONAL TECHNOLOGY, AN OUTGROWTH OF PROGRAMMED INSTRUCTION, HAS GROWN TO HAVE A FAR GREATER BREADTH OF APPLICATION AND MAY REPRESENT AN EVEN MORE FUNDAMENTAL CHANGE OF INSTRUCTIONAL PHILOSOPHY THAN PROGRAMMING. ITS MOST IMPORTANT RAMIFICATIONS HAVE LITTLE TO DO WITH INSTRUCTIONAL MEDIA OR METHODS, BUT MORE WITH DETERMINATION OF COURSE OBJECTIVES AND WITH EVALUATION OF WHETHER THE STUDENTS HAVE ACHIEVED THOSE OBJECTIVES. AN OUTSTANDING FEATURE OF THE PROCEDURE SUGGESTED HERE IS THAT THE INSTRUCTIONAL TECHNOLOGIST STARTS BUILDING HIS CURRICULUM BY PREPARING THE FINAL EXAMINATION, AND THEN BUILDS A COURSE THAT TEACHES THE STUDENT TO PASS THE EXAMINATION. THE TEST DOES NOT MERELY SAMPLE PARTS OF THE COURSE, BUT COVERS EVERYTHING THE STUDENT MUST LEARN TO DO, AND EVERY STUDENT IS EXPECT TO GET EVERY ITEM RIGHT. THE AUTHOR CONTRASTS THE "CRITERION TEST" WITH THE TRADITIONAL KIND OF NORM-REFERENCED TESTS AND DESCRIBES ITS APPLICATION AT THE DEFENSE LANGUAGE INSTITUTE'S ENGLISH LANGUAGE SCHOOL. THIS ARTICLE APPEARS IN "TESOL QUARTERLY," VOLUME 2, NUMBER 1, MARCH 1968, PUBLISHED BY TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, AT THE INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007. (AMM)

ED 020 516 AL 001 293

RAGSDALE, J. DONALD  
PREDICTING PRONUNCIATION AND LISTENING SKILLS OF NATIVE SPEAKERS OF SPANISH—AN EXPLORATORY STUDY.

Pub Date—MAR68

Note—8P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, \*English (Second Language), Interference (Language Learning), Language Learning Levels, Language Research, Language Skills, \*Language Tests, Learning Skills, Pronunciation, Second Language Learning, Semantics, \*Spanish Speaking

Identifiers—SEMANTIC DIFFERENTIAL

THIS STUDY WAS DESIGNED TO INVESTIGATE THE SPECIFIC RELATIONSHIP BETWEEN TYPE OF BILINGUALISM (COMPOUND OR COORDINATE) AND THE ENGLISH PRONUNCIATION AND LISTENING SKILLS OF NATIVE SPEAKERS OF SPANISH. THIRTY-SIX STUDENTS FROM VARIOUS PARTS OF LATIN AMERICA WHO WERE COMPLETING A TEN-WEEK COLLEGE PREPARATORY "ENGLISH ORIENTATION" COURSE AT LOUISIANA STATE UNIVERSITY SERVED AS SUBJECTS. THERE WERE THREE PARTS TO THE TEST—(1) AN ENGLISH AND A SPANISH VERSION OF A NINE-ITEM SEMANTIC DIFFERENTIAL TO INDEX TYPE OF BILINGUALISM, (2) A PRONUNCIATION TEST TO MEASURE THE SUBJECTS' FREEDOM FROM SPANISH PHONETIC INFLUENCES ON ENGLISH, AND (3) A LISTENING TEST TO MEASURE THE SUBJECTS' ABILITY TO PERCEIVE ENGLISH PHONES. RESULTS INDICATE THAT THE HIGHER THE SEMANTIC DIFFERENTIAL D (DISTANCE) SCORE, OR THE CLOSER TO COORDINATE BILINGUALISM, THE GREATER IS THE NUMBER OF BOTH PRONUNCIATION AND LISTENING ERRORS A SUBJECT IS LIKELY TO MAKE. WITH DEVELOPMENT OF DIFFERENTIALS FOR SPEAKERS OF LANGUAGES OTHER THAN SPANISH, THESE FINDINGS COULD BE CHECKED FOR THEIR GENERALITY. THE AUTHOR FEELS THAT BECAUSE OF THE PREDICTIVE POWER OF THE SEMANTIC DIFFERENTIAL IN THE CASE OF BEGINNING STUDENTS, IT WOULD BE A USEFUL PLACEMENT-TYPE TEST. THIS ARTICLE APPEARED IN "TESOL QUARTERLY," VOLUME 1, NUMBER 2, MARCH 1968. (DO)

ED 020 519

AL 001 299

BARATZ, JOAN C.  
A BI-DIALECTAL TEST FOR DETERMINING LANGUAGE PROFICIENCY.

Pub Date—JUN68

Note—20P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Black Dialects, Blacks, Black Youth, Culturally Advantaged, Culturally Disadvantaged, Economically Disadvantaged, Ethnic Groups, Grade 3, Grade 5, \*Language Research, \*Language Tests, Lower Class, Middle Class, \*Nonstandard Dialects, Racial Recognition, Standard Spoken Usage, Verbal Ability

THE PURPOSE OF THIS EXPERIMENT WAS TO COMPARE THE LANGUAGE BEHAVIOR OF STANDARD AND NONSTANDARD ENGLISH SPEAKERS WHEN ASKED TO REPEAT STANDARD AND NONSTANDARD SENTENCES. THE SUBJECTS (47 THIRD AND FIFTH GRADERS AT A NEGRO SCHOOL IN WASHINGTON, D.C., AND 30 OF THEIR WHITE COUNTERPARTS AT A SUBURBAN MARYLAND SCHOOL) WERE ASKED TO REPEAT 30 TAPED SENTENCES AS BEST THEY COULD. FIFTEEN OF THESE SENTENCES WERE IN STANDARD ENGLISH AND 15 WERE IN NEGRO NONSTANDARD DIALECT. WHITE SUBJECTS DID SIGNIFICANTLY BETTER THAN NEGRO SUBJECTS IN REPEATING STANDARD ENGLISH SENTENCES. LIKEWISE, NEGRO CHILDREN WERE SIGNIFICANTLY BETTER IN REPEATING NEGRO NONSTANDARD SENTENCES. THE AUTHOR FEELS THAT THE FACT THAT BOTH GROUPS EXHIBITED SIMILAR BEHAVIOR PATTERNS WHEN CONFRONTED WITH SENTENCES OUTSIDE THEIR PRIMARY CODE INDICATES THAT THE LANGUAGE DEFICIENCY THAT HAS BEEN ATTRIBUTED TO THE LOW INCOME NEGRO CHILD IS NOT A LANGUAGE DEFICIT SO MUCH AS A DIFFICULTY IN CODE SWITCHING WHEN THE SECOND CODE (STANDARD ENGLISH) IS NOT AS WELL LEARNED AS THE FIRST (NONSTANDARD ENGLISH). IN A SECOND TASK INVOLVING IDENTIFICATION OF THE RACE OF THE SPEAKER, HIGH PERCENTAGES OF WHITE AND NEGRO CHILDREN IDENTIFIED A STANDARD ENGLISH SENTENCE AS BEING SPOKEN BY A WHITE MAN AND A NONSTANDARD SENTENCE AS BEING SPOKEN BY A NEGRO. (DO)

ED 020 698

FL 000 705

BROOKS, NELSON  
LANGUAGE AND LANGUAGE LEARNING, THEORY AND PRACTICE. SECOND EDITION.

Pub Date—64

Note—1p.

Document Not Available from EDRS.

Descriptors—\*Audiolingual Methods, Course Objectives, Cultural Context, Culture, Glossaries, Instructional Materials, \*Language Instruction, Language Laboratory Use, \*Linguistics, Modern Languages, Pattern Drills (Language), \*Second Language Learning, Skill Development, \*Teaching Methods, Test Construction, Vocabulary

DESIGNED TO HELP LANGUAGE TEACHERS MEET THE DEMANDS OF THE AUDIOLINGUAL AND CULTURALLY INTEGRATED APPROACHES TO LANGUAGE TEACHING. THIS BOOK DEALS EXTENSIVELY WITH VARIOUS ASPECTS OF LANGUAGE THEORY, LEARNING, AND INSTRUCTION. A REVISION OF THE FIRST EDITION, THERE IS EXTENDED COVERAGE OF SUCH TOPICS AS PATTERN PRACTICE, TEST CONSTRUCTION, AND THE DEVELOPMENT OF THE FOUR BASIC LANGUAGE SKILLS. SPECIFIC CHAPTERS ALSO CONSIDER LANGUAGE AND CULTURE, LANGUAGE AND LITERATURE, COURSE OBJECTIVES, METHODS, MATERIALS, AND THE LANGUAGE LABORATORY. APPENDICES GIVE RECOMMENDATIONS FOR CLASSROOM PROCEDURES AND A GLOSSARY OF TERMS. A SEVEN-PAGE BIBLIOGRAPHY CONCLUDES THE BOOK. THIS BOOK IS AVAILABLE FOR \$5.50 FROM HARCOURT, BRACE AND WORLD, INC., 757 THIRD AVENUE, NEW YORK, N.Y. 10017. (AR)

ED 020 873 RE 001 380

**BAKER, EVA L. AND OTHERS**  
**EXPERIMENTS IN KINDERGARTEN READING.**

Southwest Regional Educational Lab., Inglewood, Calif.

Report No.—BR-6-2865

Pub Date—24 APR 68

Contract—OEC-4-7-062865-3073

Note—1p.

Document Not Available from EDRS.

Descriptors—\*Beginning Reading, \*Bilingual Students, \*Kindergarten Children, Phonics, Reading Comprehension, \*Reading Instruction, Reading Materials, \*Reading Programs, Reading Tests, Word Recognition

FOUR PAPERS GIVEN AT THE READING SYMPOSIUM OF THE 1968 AMERICAN EDUCATIONAL RESEARCH ASSOCIATION PRESENT DISCUSSIONS OF THE SOUTHWEST REGIONAL LABORATORY (SWRL) READING PROGRAM. THE FIRST PAPER DESCRIBES OBJECTIVES, CLASSROOM MATERIALS, AND PROCEDURES. OBJECTIVES FOR SIGHT-RECOGNITION, WORD-ATTACK SKILLS, AND COMPREHENSION SKILLS ARE EXPRESSED IN EXPECTED STUDENT BEHAVIORS. THE MATERIALS CONSIST OF 150 LESSONS FOR A 30-WEEK KINDERGARTEN INSTRUCTIONAL PERIOD OF 20-MINUTES DAILY, ACCOMPANIED BY PHONICS WORKBOOKS, COMPREHENSION BOOKLETS, PRACTICE EXERCISES, AND 60 READING PAPERBACKS. THE TEACHERS FOLLOW THE LESSONS 4 DAYS A WEEK AND HAVE FREE CHOICE OF INSTRUCTION 1 DAY A WEEK. FACTORS AFFECTING THE SUCCESS OF THE PROGRAM SUCH AS PUBLIC APPROVAL AND PUPIL PERFORMANCE ARE DISCUSSED IN A SECOND PAPER. THE MATERIALS AND PROCEDURES USED, THE PROGRAM'S RATIONALE, THE AMOUNT OF INSTRUCTION AND PRACTICE, AND THE TYPE OF PRACTICE USED ARE CONSIDERED. A THIRD PAPER PRESENTS A BEGINNING READING PROGRAM FOR SPANISH-SPEAKING CHILDREN WHICH CONTAINS 21 10-MINUTE TAPE-RECORDED AND PROGRAMED LESSONS FOR TEACHING THE OBJECTIVES OF THE FIRST 7 WEEKS OF THE SWRL READING PROGRAM. THE FOURTH PAPER DESCRIBES USE OF THE THREE-FORM CRITERION-REFERENCED INDIVIDUAL TEST DEVELOPED TO EVALUATE PUPIL PERFORMANCE AS A CRITERION OF THE SWRL READING PROGRAM'S EFFECTIVENESS. THIS DOCUMENT IS AVAILABLE FROM SWRL, 11300 LA CIENEGA BOULEVARD, INGLEWOOD, CALIFORNIA 90304. (NS)

ED 020 926 TE 000 523

**HUNT, KELLOGG W. AND OTHERS**  
**AN INSTRUMENT TO MEASURE SYNTACTIC MATURITY, PRELIMINARY VERSION.**

Florida State Univ., Tallahassee.

Report No.—BR-6-2253

Pub Date—68

Grant—OEG-2-6-062253-1398

Note—48p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, Age Differences, Composition Skills (Literary), High Achievers, \*Language Development, \*Language Research, Linguistics, Low Achievers, Maturation, \*Measurement Instruments, Sentence Structure, Statistical Analysis, \*Syntax, \*Writing

THE PURPOSES OF THIS EXPERIMENT CONDUCTED IN THE TALLAHASSEE, FLORIDA PUBLIC SCHOOLS WERE (1) TO STUDY DIFFERENCES IN SENTENCE STRUCTURES AMONG STUDENTS VARYING IN CHRONOLOGICAL MATURITY AND MENTAL ABILITY WITHIN GRADES 4, 8, 10, AND 12, AND (2) TO SEE IF AN INSTRUMENT COULD BE DEvised TO EFFICIENTLY MEASURE SYNTACTIC MATURITY. THE INSTRUMENT CONSISTED OF A PASSAGE OF 32 SIMPLE SENTENCES WHICH THE 1,000 STUDENTS, AS WELL AS 25 ADULTS SKILLED IN WRITING, WERE ASKED TO REWRITE "IN A BETTER WAY." THE DEGREE OF SYNTACTIC MATURITY WAS COMPUTED BY COUNTING THE NUM-

BER OF CLAUSES, OR T-UNITS, AND THE NUMBER OF WORDS IN THE FINISHED COMPOSITIONS AND DIVIDING THE LATER BY THE FORMER TO GET T-UNIT LENGTH. THE RESULTS INDICATED THAT MORE MATURE AND ABLE STUDENTS TEND TO REDUCE CLAUSES TO WORDS OR PHRASES AND TO INCORPORATE THESE INTO LONGER T-UNITS. MOREOVER, THE WRITING OF SKILLED ADULTS SEEMED TO EXTEND THE TRENDS OF SYNTACTIC MATURITY OF SCHOOLCHILDREN. ALTHOUGH THE INSTRUMENT APPEARED RELIABLE FOR MEASURING GROUP ACHIEVEMENT, ITS RELIABILITY FOR MEASURING THE SYNTACTIC PERFORMANCE OF THE FREE WRITING OF AN INDIVIDUAL NECESSITATES FURTHER RESEARCH. (JS)

ED 021 152 AA 000 305

Harmon, John T., Ed.

**Annual Bibliography on the Teaching of Foreign Languages—1967.**

Spons Agency—Modern Language Association of America, New York, N.Y.

Pub Date—67

Note—61p.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 63-5756, MF \$3.00, Xerograph \$10.60).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Applied Linguistics, \*Bibliographies, Cross Cultural Training, Curriculum Development, Curriculum Problems, English (Second Language), Greek, \*Language Instruction, \*Language Learning Levels, Latin, Literature, Methods, \*Modern Languages, Teacher Education, Teacher Qualifications, Testing

The American Council on the Teaching of Foreign Languages has compiled here its first annual classified bibliography of books and articles on the teaching of foreign languages. Following are the nine sections into which the material has been divided—(1) Linguistics, (2) Physiology and the Psychology of Language Learning, (3) Analysis and Teaching of the Cultural and Cross-Cultural Context, (4) Teaching the Foreign Literature, (5) Curricular Problems and Developments, (6) Teacher Education and Qualifications, (7) Materials and Equipment, (8) Methods, and (9) Testing. Modern foreign languages, Latin, Ancient Greek, and English as a second language are covered for all levels of language instruction from elementary school through graduate and adult education. These bibliographical citations appeared originally in separate fascicles in the four issues of Volume I (1967-68) of "Foreign Language Annals." (ss)

ED 021 233 AL 001 342

McCarus, Ernest Rammany. Raji

**Programmed Course in Modern Literary Arabic Phonology and Script.**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—1 Feb 68

Contract—OEC-3-6-061784-0508

Note—15p.; Report included in Studies in Language and Language Behavior, Progress Report No. VI.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Arabic, Autoinstructional Laboratories, \*Autoinstructional Programs, Contrastive Linguistics, Language Laboratories, \*Phonology, \*Programed Materials, Pronunciation Instruction, Reading Instruction, Tests, \*Writing, Written Language

Identifiers—Appleton Century Crofts Portable Laboratory System

Three sets of instructional materials for the teaching of Arabic phonology and script have been prepared on the basis of studies of (1) the phonologies of American English and Modern Literary Arabic (MLA), (2) the MLA writing system, and (3) the vocabularies of 11 Arabic textbooks used in the United States. The effectiveness of these materials as tested in the classroom, and revisions were made to prepare them for general use. In order to make the materials as widely usable as possible, fully-programmed materials for the learning of the writing system and pronunciation of MLA are being prepared. These materials (after completion, testing, and revision) will be the first to teach the Arabic writing system simultaneously with Arabic

phonology. The earlier lessons are being adapted for presentation on the Appleton-Century-Crofts' Portable Laboratory System (a multi-programmable laboratory teaching system). This document comprises a description of a typical programmed unit of four parts: (1) pronunciation drills of Arabic sounds, (2) reading drills for visual recognition and oral production of the sounds (the letters appearing independently and joined in syllables and words), (3) writing drills for proper production of letters and their combinations, and (4) a test for evaluating the students' performance. (See related document ED 016221.) (DO)

ED 021 491 FL 000 684

Distler, Paul F.

**Teach the Latin, I Pray You.**

Pub Date—62

Note—260p.

Available from—Loyola University Press, 3441 North Ashland Ave., Chicago, Illinois 60657 (\$2.00).

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Composition Skills (Literary), \*Comprehension Development, \*Educational Objectives, Grammar, Language Instruction, Language Laboratory Use, \*Latin, Morphology (Languages), Programed Instruction, Questioning Techniques, Reading, \*Secondary Schools, Student Testing, Tape Recordings, \*Teaching Techniques, Vocabulary

An introduction discussing the objectives of secondary school Latin instruction stresses comprehension as a major goal and recommends deferring translation until the third and fourth year of study. A functional presentation of morphology and grammar is also recommended. After a discussion of general norms governing teaching procedures, teaching techniques for morphology, vocabulary, the text, and reading are considered in individual chapters. Also detailed in separate chapters are the uses of tapes, testing, the art of questioning, and Latin composition. Programed instruction is discussed briefly in the appendix. (AF)

ED 021 493 FL 000 748

Mackey, William F.

**Language Teaching Analysis.**

Indiana Univ., Bloomington.

Pub Date—67

Note—559p.

Available from—Indiana University Press, 10th and Morton Sts., Bloomington, Indiana 47401 (\$10.00).

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Audiovisual Instruction, Bibliographies, \*Comparative Analysis, \*Language Instruction, Language Laboratory Use, Language Skills, Lesson Plans, Measurement Techniques, Modern Languages, \*Second Language Learning, \*Teaching, \*Teaching Methods, Teaching Techniques, Testing

This book is addressed to language teachers, teachers in training, school inspectors, local education authorities, and researchers. Its three concerns are the analysis of language, method, and teaching. Under language analysis, attention is directed to language theory, description, differences, and learning. The section on method analysis begins with a discussion of the meaning of method, and considers selection, gradation, presentation, repetition, and the measurement of method. The teaching analysis section discusses suitability of methods, automated language teaching, and measurement of language learning. Three lesson analyses (in language, plan, and techniques) are also included here. Short appendices describe language drills and games and mechanolinguistic method analysis. An extensive topical bibliography with the most recent works listed first, concludes the book. (AF)

ED 021 503 FL 000 871

Monod, Pierre. Monod, Madeleine

**Audio-Comprehension Examinata in Alberta.**

Pub Date—Mar 67

Note—6p.; Paper presented at Pacific Northwest Conference on Foreign Languages (18th, Gonzaga University, Spokane, Washington, March 17-18, 1967).

Journal Cit—Proceedings: Pacific Northwest Conference on Foreign Languages; v18 p237-41 Mar 1967

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Skills, \*Auditory Tests, Evaluation, \*French, \*Language Tests, \*Listening Comprehension, \*Secondary School Students, Test Construction, Test Results, Test Validity

An audio-comprehension examination administered to students of French in 20 Alberta high schools is discussed here. The examination is briefly described and evaluated in terms of validity, reliability, emphasis, economy, and ease of scoring and administering. Also given are brief recommendations for test improvement, resulting from an analysis of student scores. A sample 50-item audio-comprehension examination concludes the article. (AR)

ED 021 510 FL 000 896

*del Olmo, Guillermo*  
The MLA Foreign Language Proficiency Tests for Teachers and Advanced Students.  
Federation International des Professeurs de Langues Vivantes.

Pub Date—Dec 67

Note—6p.

Journal Cit—Contact; n10 p18-22 Dec 1967

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Advanced Students, Applied Linguistics, Culture, Language Ability, \*Language Tests, Listening Comprehension, \*Modern Languages, Professional Training, Reading, Speaking, \*Teacher Qualifications, \*Test Construction, Writing

Identifiers—MLA Proficiency Tests

The development, design, and purposes of these advanced proficiency tests are discussed, along with brief descriptions of their seven component parts—listening comprehension, speaking, reading, writing, applied linguistics, civilization and culture, and professional preparation. Some of the research inspired by the tests is identified. (AF)

ED 021 513 FL 000 983

*Carroll, John B. And Others*  
An Investigation of "Cloze" Items in the Measurement of Achievement in Foreign Languages.  
Harvard Univ., Cambridge, Mass. Lab. for Research in Instruction.

Spons Agency—College Entrance Examination Board, New York, N.Y.

Pub Date—Apr 59

Note—142p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Achievement Tests, Bilingualism, \*Cloze Procedure, \*Educational Research, English, French, German, Language Ability, Language Research, \*Language Tests, Listening Comprehension, Measurement Techniques, Research Methodology, Secondary School Students, Second Languages, Standardized Tests, \*Test Construction, Tests

Identifiers—College Board Achievement Tests

This study investigates the feasibility of using cloze procedure test items (in which a student supplies a word, letter, or phrase to fill a gap in a continuous text) for the written College Board foreign language achievement tests. An introduction which defines the problem, traces its history, and presents the overall design of the study is followed by a chapter on the development of cloze procedure test materials in English, French, and German. Other chapters discuss cloze tests administered to English-French and English-German bilinguals, special studies of cloze test characteristics, the try-out of tests in secondary school language classes, and an experiment on the feasibility of auditory cloze procedure. A final chapter presents a summary, conclusions, and recommendations for further study, and appendixes contain test samples, questionnaires, and answer keys. (AF)

ED 021 514 FL 001 036

*Christensen, Clay B.*  
The Definition of One Level of Achievement for Speaking and for Auditory Comprehension in Spanish.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 68

Contract—OEC-4-7-068822-1638

Note—47p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, \*Audiolingual Skills, Course Content, Curriculum Development, \*Educational Objectives, Language Instruction, Language Learning Levels, Language Research, \*Secondary Schools, \*Second Language Learning, Skill Development, \*Spanish

Summarized in this report is an investigation involving the speaking and auditory comprehension skills in Spanish for secondary school students. Two objectives of the study were to organize the Spanish language into basic syntactic structures and to pre-

pare a description of expected learner performance for each of the structures. Proposals, based on test results, are made for a systematic arrangement of the structures which would provide the student with a segmented learning continuum in small units and the teacher with an overview of the structural content. Tables and a four-page list of references are included, and sample review materials and a criterion test are found in the appendixes. (SS)

ED 021 850 TE 000 641

*Scannell, Dale P. Haugh, Oscar M.*  
Teaching Composition Skills with Weekly Multiple Choice Tests in Lieu of Theme Writing. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 68

Grant—OEG-1-7-068134-3490

Note—90p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Composition (Literary), \*English Instruction, Grade 10, Grammar, Language Usage, \*Multiple Choice Tests, Objective Tests, Paragraph Composition, Punctuation, Rhetoric, Secondary Education, Sentence Structure, \*Teaching Methods, Writing Exercises, \*Writing Skills

The purpose of the study was to compare the effectiveness with which composition skills could be taught by the traditional theme-assignment approach and by an experimental method using weekly multiple-choice composition tests in lieu of theme writing. The weekly tests were based on original but typical first-draft compositions and covered problems of grammar, punctuation, usage, and organization. Students marked their answers on self-scoring answer sheets. An attempt was made to guide students in an orderly fashion in rewriting the theme, and the test items emphasized composition techniques that students can avoid in their free writing. The subjects were 306 grade 10 students in 14 different classes in two metropolitan school districts. Pretest scores indicated that the sample was relatively typical of grade 10 students. Criteria included scores on a standardized test and marks on a theme. Analysis of variance yielded non-significant F's for all tests of main and interaction effects. The findings are consistent with most prior research which indicates the difficulty of improving student writing skills at the high school level. However, the new method maintained student skills as well as theme writing did and required less teacher time. (Author)

ED 022 147 AL 001 303

*Ellert, Ernest E.*  
The Concept of the Directed Program.

Note—18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, \*Audiovisual Instruction, \*Autoinstructional Methods, Conventional Instruction, \*German, \*Language Instruction, Pacing, Personality Theories, \*Programed Instruction, Programing Problems, Student Attitudes, Tape Recorders, Teacher Attitudes

The author discusses the testing of the validity of self-pacing in a two-year programed German course at Colorado State University. Two teaching situations were set up for the programed materials. The first group, 24 students who met in a room "equipped somewhat like a language laboratory," were "self-paced," using books, tapes, and a tape recorder. They were encouraged to ask questions, which were answered individually. For the second group, 34 students in a regular classroom, the same programed materials were put on transparencies and used with an overhead projector, a loudspeaker, and a screen. This group also encouraged to interrupt at any point with questions, which were answered briefly (and usually in English). The students responded in unison when an oral response was required, and kept notebooks for written responses. The teacher, standing so that he could see when the students were finished writing, paced the presentation of the frames accordingly. Various tests were given to these two groups, along with a third group of several conventional classes. Because of inadequate controls, the author feels that the results are inconclusive. However, "it is easy to conclude," he reports, "that even though the achievement tests did not measure the skills that were given the most emphasis in the program, these (programed) students more than held their own with students receiving the conventional type in-

struction." (AMM)

ED 022 162 AL 001 432

*Upshur, John A., Ed. Fata, Julia, Ed.*  
Problems in Foreign Language Testing; Proceedings of a Conference Held at the University of Michigan, September 1967.

Michigan Univ., Ann Arbor. Research Club in Language Learning.

Pub Date—Aug 68

Note—189p.

Available from—Language Learning, North University Building, University of Michigan, Ann Arbor, Michigan 48104 (\$3.00).

Journal Cit—Language Learning; Special Issue No. 3 August 1968.

Document Not Available from EDRS.

Descriptors—Achievement Tests, American Indians, Aptitude Tests, \*Bilingualism, Culture Free Tests, \*English (Second Language), Intelligence Tests, Language Fluency, Language Role, Language Skills, \*Language Tests, Language Usage, Listening Comprehension, \*Second Language Learning, Spanish Speaking, \*Testing, Verbal Ability, Writing Skills

The 14 conference papers and discussion transcripts in this volume were arranged to suggest both an outline of the state of the art of foreign language testing and a practical guide for test writers and users. The first two papers (T.R. Hopkins, Language Testing of North American Indians; and E.J. Briere, Testing ESL Among Navajo Children) deal with specific groups. A paper by D.A. White (Second Language Testing Requirements of the Canadian Public Service Commission) shows the vast range of problems and their consequences. Two papers present models of language behavior (L.A. Jakobovits, Dimensionality of Compound-Coordinate Bilingualism; and R.L. Cooper, An Elaborated Language Testing Model). The three following papers discuss testing variables and instrumentation (P. Pimaleur, Aptitude Testing; B. Spolsky et al., Preliminary studies in the Development of Techniques for Testing Overall Second Language Proficiency; and T. Plaister, Testing Aural Comprehension). Test validity is dealt with in papers by R.M. Valette (Evaluating Oral and Written Communication), E.G. Lewis (International Education Assessment—English as a Foreign Language), and E. Ingram (Testing in the Context of a Language Learning Experiment). Finally, two papers discuss classification of tests (W.F. Mackey, The Typology, Classification and Analysis of Language Tests; and J. Savard, A Proposed System for Classifying Language Tests). A summary of the conference was written by L.A. Palmer. (JD)

ED 022 166 AL 001 439

*Riegel, Klaus F.*  
Comparison of Restricted Associations Among Six Languages.

Michigan Univ., Ann Arbor. Dept. of Psychology. Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—R-13

Pub Date—10 Apr 67

Note—17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Association (Psychological), \*Association Tests, Chinese, English, Foreign Students, French, German, Graduate Students, Japanese, Language Tests, \*Psycholinguistics, Spanish, Vocabulary Skills

Identifiers—\*Restricted Association Tests

The purpose of this study was to develop equivalent forms of restricted association tests for different languages and to test their applicability. Twenty-four (12 male, 12 female) native speakers of each of the following languages were tested: English, German, French, Spanish, Japanese, and Chinese. Most were graduate students at the University of Michigan or Michigan State University. The same seven types of restricted associations to the same 35 stimulus nouns were obtained in all languages. Written tests were administered individually with self-explanatory instructions in the language of the test. There was no time limit. The seven restricted association tasks were to give (1) class names for stimulus words, (2) another member of the class to which the stimulus belonged, (3) synonyms, (4) antonyms, (5) verbs denoting usage of the stimulus, (6) adjectives denoting qualities, and (7) parts or attributes of the stimulus. The results indicate that restricted association tests can be successfully adopted for use in foreign languages and that the results will indicate marked response variability between individuals as well as between languages.



## 24 Document Resumes

Since the numbers of subjects within the groups were rather small and since most subjects were recruited on a university campus, the study must be regarded as preliminary. (DO)

ED 022 390 FL 000 880

*Nachtmann, Francis*  
Problems of Articulation between High School and College Language Courses.

Pub Date—Dec 67

Note—10p.; Paper delivered at the American Association of Teachers of French, December, 1967.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement, \*Articulation (Program), \*College Bound Students, \*College Language Programs, French, Language Instruction, Language Proficiency, Language Skills, Language Teachers, Language Tests, Motivation, Program Improvement, \*Secondary Schools, Student Placement

Identifiers—University of Illinois

Successful language study in college depends on intelligent placement of entering students. The types of placement tests must first be determined, then norms must be established by the specific college or university doing the placing. The variables affecting student achievement in high school language courses can serve as a guide for the student's placement in college classes. Some of these variables include a continuously changing faculty, a lack of carefully thought-out goals, a lapse of time for language study between high school and college, and a lack of uniform instruction and technique from year to year within the high school. If good language students are to be produced, the institutions of higher learning must recognize their responsibility to work closely together with the high schools toward improved program articulation. (SS)

ED 022 391 FL 000 885

*Walker, Israel Freundlich, Charles I.*  
New York City Foreign Language Program for Secondary Schools, Latin, Levels 1-4.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—NYC-CURR-BULL-1967-68-SER-1ES-19

Pub Date—68

Note—144p.

Available from—Publication Sales Office, Board of Educ of the City of New York, 110 Livingston St., New York, NY 11201 (\$4.00).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Advanced Placement, Articulation (Program), Audiovisual Aids, Bibliographies, \*Course Content, \*Curriculum Guides, Language Instruction, Language Laboratory Use, \*Language Learning Levels, Language Skills, \*Latin, Pattern Drills (Language), Program Evaluation, \*Secondary Schools, Teaching Techniques, Team Teaching, Testing, Textbook Selection

This curriculum guide sets forth the objectives, content, methods, and scope of Latin instruction for each level of a four-level sequence in the secondary schools of New York City. It is a revision of experimental bulletins in use since 1962. Suggestions are made for the teaching of vocabulary and idiom, grammar and form, derivation, drill, memorization, reading (with pertinent materials listed), writing and culture. Criteria for textbook selection and discussions of audiovisual resources, testing, and evaluation are presented. Briefer attention is given to the Advanced Placement Program, team teaching, and programmed instruction. A bibliography contains general and specific references. (AF)

ED 022 402 FL 000 974

*Kulakow, Allan M.*  
To Speak as Equals; Language Training in the Peace Corps 1961-68. Peace Corps Faculty Paper Number 1.

Peace Corps (Dept. of State), Washington, D.C.

Pub Date—68

Note—12p.

Available from—Editor, Faculty Papers, Office of Public Affairs, Peace Corps, Washington, D.C. 20525 (limited).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Methods, Conversational Language Courses, Course Content, \*Federal Programs, \*Instructional Innovation, Instructional Materials, \*Intensive Language Courses, Language Fluency, Language Instruction, Language Programs, Language Research, Language Tests, \*Modern Languages, Second Language Learning, Teaching Techniques, \*Un-

commonly Taught Languages  
Identifiers—Modern Language Aptitude Test, \*Peace Corps

Features of Peace Corps language training programs are described with special emphasis on new approaches. The structure of a typical, minimal 300-hour program (4-6 hours per day) is contrasted with a new and very intensive program of instruction 8 hours a day. The increased need for two-language programs is explained. All programs require administration of the Modern Language Aptitude Test and proficiency testing, and all depend on total language involvement. A discussion of the development of training materials includes the use of microwave materials. Teacher training, continued language study overseas, and language research are also briefly discussed. A list of languages taught concludes the paper. (AF)

ED 022 403 FL 000 978

Foreign Language: A Guide to Curriculum Development.

Delaware State Dept. of Public Instruction, Dover. Pub Date—Mar 68

Note—231p.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Audiovisual Aids, Bilingualism, Cultural Context, \*Fls, Instructional Materials, \*Language Instruction, Language Laboratories, Language Learning Levels, Methods, \*Modern Languages, \*Secondary Schools, Second Language Learning, \*State Curriculum Guides, Study Abroad, Teacher Education, Teaching Techniques, Testing

Designed for teachers and administrators, this curriculum guide outlines the aims, techniques, contents, and scope of language instruction at the various levels. Topics detailed include the language laboratory, summer institutes and camps, team teaching, teacher qualifications, materials selection, foreign study, exchange programs, tests, and evaluation methods. A brief bibliography of general and specific references for teachers is given. Appendixes include a project on bilingual education and briefer discussions of advanced placement, the use of a native aide in the classroom, and audiovisual aids. (DS)

ED 022 404 FL 000 982

A Practical Handbook for Implementation of Foreign Language Programs.

Foreign Language Committee of the California Association for Supervision and Curriculum Development.

Pub Date—Aug 67

Note—105p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Audiolingual Methods, Audiovisual Aids, Bilingualism, English (Second Language), Evaluation Methods, \*Fls, Instructional Materials, \*Language Instruction, Language Learning Levels, Language Research, Language Tests, \*Modern Languages, Program Costs, \*Secondary Schools, Spanish, \*State Curriculum Guides, Teaching Techniques

Identifiers—California  
A handbook for use by curriculum supervisors, teachers, and administrators presents guidelines for the establishment, operation, and evaluation of foreign language programs in California. The first part outlines the state's legal provisions for foreign language study while the second section deals with sources of assistance in language programs. Part Three delineates the aims, techniques, levels and scope of a foreign language program with particular attention to FLES, personnel, instructional materials, audiolingual and audiovisual aids, testing and evaluation, bilingualism, English as a second language, study abroad, language research, and language program costs. Some 15 appendixes contain form letters, administrative forms, student study records, guidelines for equipment utilization and personnel, in-service training films, and sources of financial support. There is a brief general bibliography, and an annotated reference for English as a second language. (DS)

ED 022 405 FL 000 988

*Kyex, Robert L., Ed.*  
The Performance of CEEB Students in German 101, 102, 231, and 232 in the Fall Term, 1967. Michigan Univ., Ann Arbor. Dept. of Foreign Languages.

Pub Date—May 68

Note—5p.

Journal Cit The Foreign Language Courier; n40 p19-23 May 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*College Language Programs, \*German, \*Grades (Scholastic), Standardized Tests, \*Student Placement, Student Testing, \*Tables (Data), Test Results

Identifiers—CEEB Scores  
Statistics from a study conducted in the University of Michigan's Department of Germanic Languages and Literatures are presented in tabular form under these headings: placement scale, numbers of students placed, numbers of students enrolled, previous German versus placement, grades received, and performance of CEEB students (by course). (AF)

ED 022 526 PS 001 078

A Comparison of WISC and OSA in Assessing the Intelligence of Immigrant Children of Non-English Speaking Background, A Pilot Project. Toronto Board of Education (Ontario). Research Dept.

Pub Date—[64]

Note—16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Comparative Analysis, English (Second Language), Intelligence Level, \*Intelligence Tests, \*Non English Speaking, Performance Tests, Tests

Identifiers—Ontario School Ability, Wechsler Intelligence Scale For Children

Twenty-five English speaking and twenty-five non-English speaking Canadian children equated on sex and chronological age were given the Ontario School Ability (OSA) test and the performance section of the Wechsler Intelligence Scale for Children (WISC). The pilot study was conducted to compare the ability of the two tests to assess the intelligence level of English speaking and non-English speaking children. The Ontario test had been developed originally to decide the eligibility of candidates for admission to the Ontario School for Deaf. Both groups scored higher on the OSA than on WISC. Results showed that the two tests do not tap the same areas of intelligence; therefore, scores on these tests should not be used interchangeably. The age and background of each child should be taken into consideration along with test results. Because results of this pilot study were inconclusive, additional research with a larger group of children is recommended. (MS)

ED 022 554 PS 001 242

*Shipman, Virginia C.*  
Head Start Evaluation and Research Center, the University of Chicago. Report E, Comparative Use of Alternative Modes for Assessing Cognitive Development in Bilingual or Non-English Speaking Children.

Chicago Univ., Ill. Head Start Evaluation and Research Center.

Spons Agency—Institute for Educational Development, New York, N.Y.; Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-1410

Pub Date—30 Nov 67

Note—1p.

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—American Indians, Annual Reports, \*Bilingual Students, Cognitive Development, \*Cognitive Tests, Cultural Disadvantage, Culture Free Tests, \*Evaluation, \*Non English Speaking, \*Preschool Children, Test Selection

Identifiers—\*PROJECT HEAD START, Seminole Indians

In order to assess the feasibility of alternative methods for determining the cognitive development of bilingual or non-English speaking children from a disparate cultural background, 28 Seminole Indian children from two Head Start centers were administered a series of intelligence tests, some based on verbal ability, some not. The tests used were (1) the Ravena Colored Matrices, (2) three Piagetian measures designed to assess the child's stage of concrete operations, (3) two measures of classificatory behavior (class inclusion and object sorting), and (4) the Stanford-Binet. The Ravena test purports to assess a person's present capacity for intellectual activity and has a minimum of verbal requirements. This test showed the least deficit for the Indian children and was a good predictor of the child's functioning on other tasks. The Stanford-Binet showed the children to be very deficient in intellectual ability. The children did poorly on the Piagetian measures, considerably below normative levels. On the sorting tasks, the Indian children scored below ur-

ban Negro children who had taken the same test. An appendix containing task descriptions follows this report. (WD)

ED 023 077 AL 001 516

Spolsky, Bernard

Language Testing; The Problem of Validation.

Teachers of English to Speakers of other Languages. Pub Date—Jun 68

Note—7p.; Paper presented at the TESOL Convention, San Antonio, Texas, March 1968.

Available from—TESOL, Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (\$1.50).

Journal Cit—TESOL Quarterly; v2 n2 Jun 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English (Second Language), \*Language Tests, \*Test Validity

Foreign language tests fall into two classes, according to their purposes. The first class, tests used for the control of instruction, may be achievement or diagnostic tests. The second class of tests, used in the control of a person's career, may be concerned with what the subject can do, or what he should be able to do in the future. The temporal distinction is less important than the major functional one; exactly the same test can serve as a diagnostic test before some material is taught, and as an achievement test after. Similarly, proficiency tests are generally used as predictors of future performance. The author suggests using a functional definition of levels which would test ability to operate easily and effectively in specified sociolinguistic situations (rather than attempting to characterize levels of knowing a language in terms of grammatical and lexical mastery). As in all testing, the central problem of foreign language testing is validity. With tests of the first class, this problem is not serious, for the textbook or syllabus writer has already specified what should be tested. With tests of the second class, it remains a serious difficulty, for no way has yet been found to characterize knowledge of a language with sufficient precision to guarantee the validity of the items included or the type of tests used. (AMM)

ED 023 322 FL 000 617

Ellert, Ernest E.

The Concept of the Directed Program.

Pub Date—Apr 68

Note—19p.; Paper presented at the 21st University of Kentucky Foreign Language Conference, Lexington, Kentucky, April 25-27, 1968.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Tests, Autoinstructional Methods, \*Autoinstructional Programs, \*College Language Programs, \*Educational Research, Experimental Teaching, German, Language Instruction, Language Tests, \*Programed Instruction, \*Teacher Guidance, Teacher Role

In order to test the validity of self-pacing, teacher-directed and self-paced programed German courses were set up for two years at Colorado State University. The Carroll-Sapon language aptitude test, attitude tests, and the Educational Testing Service standardized German tests were administered to conventional German classes as well as to both types of programed classes. Findings, illustrated on graphs, indicate that self-pacing has been overemphasized in programed courses, but conclusive results will depend on further research. (DS)

ED 023 333 FL 001 008

FLES Evaluation: Language Skills and Pupil Attitudes in the Fairfield, Connecticut, Public Schools.

Fairfield Board of Education, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford.

Report No.—CSDE-Bull-106

Pub Date—68

Note—25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Methods, \*Fles, Followup Studies, \*Language Skills, Language Teachers, Language Tests, \*Program Evaluation, \*Secondary Schools, Statistical Data, \*Student Attitudes, Student Interests, Testing

Identifiers—Fairfield Connecticut Public Schools

Presented in this report are the procedures, results, and recommendations of a study conducted in Fairfield, Connecticut in which high school students with FLES backgrounds were compared with non-FLES peers in terms of language skills and interest in foreign language study. A summary of findings on student interest in language study is presented first and is followed by descriptions of the skills measure-

ment procedures, test administration and scoring, sample selection, statistical procedures, and test results. Summarized conclusions indicate that FLES background stimulated considerable interest in further language study and that FLES-trained groups scored higher than their peers in most of the language skills tested. The report concludes with a short discussion of the study's implications and some brief recommendations for follow-up studies and for an improved FLES program. (AR)

ED 023 508 RC 002 567

Pryor, Guy C.

Evaluation of the Bi-Lingual Project of Harlandale Independent School District, San Antonio, Texas, in the First Grades of Four Elementary Schools during 1966-1967 School Year.

Harlandale Independent School District, San Antonio, Tex.

Pub Date—Jun 67

Note—77p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Bilingualism, Bilingual Students, Comparative Testing, Data Analysis, English (Second Language), Evaluation Criteria, Evaluation Methods, \*Experimental Programs, Grade 1, \*Language Instruction, \*Mexican Americans, \*Program Evaluation, Reading Readiness Tests, Reading Tests, Spanish Speaking, Statistical Data, Test Results

A comparison of achievement and personal adjustment of Spanish-speaking students in an experimental bilingual school environment at the first grade level was the purpose of the Harlandale instructional project. This evaluation report presents comparative data from the testing program used to establish the effectiveness of bilingual education when compared to traditional English-only instruction. The comparative data also includes behavioral observations by the teacher, attendance and promotion data, and pupil history. Statistical comparisons are made on all test results of the pre- and post-testing periods. The results of the project tend to reflect favorably on bilingual instruction, and recommendations were made to expand and continue research in the program. (DK)

ED 024 039 AL 001 598

Darnell, Donald K.

The Development of an English Language Proficiency Test of Foreign Students, Using a Clozentropy Procedure. Final Report.

Colorado Univ., Boulder. Dept. of Speech and Drama.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Oct 68

Grant—OEG-8-8-070010-2000-057

Note—73p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Cloze Procedure, College Students, \*English (Second Language), \*Foreign Students, Information Theory, \*Language Tests, \*Statistical Analysis, Testing, Test Interpretation, Test Reliability, Test Validity

Identifiers—\*Clozentropy, Test Of English As A Foreign Language, TOEFL

This final report presents a description of a test combining cloze procedure and an entropy analysis (CLOZENTROPY), designed to measure the compatibility of a foreign student's English with that of his peers who are native speakers of English. This test, and the Test of English as a Foreign Language (TOEFL) were administered to 48 foreign students at the University of Colorado. (The CLOZENTROPY test was also administered to 200 native speakers of English at the same university.) Comparable reliability coefficients of approximately .86 were obtained for the two tests. Correlation between total scores on the two tests was .833. Analysis of variance confirms that content and difficulty of test material, major of subjects, and level and major of native comparison groups have significant influences on the CLOZENTROPY index of English proficiency. A discussion of the advantages over conventional types of tests and the major weakness (dependency on computer assistance in scoring), a sample copy of the test instrument, sample letters to the students, samples of computer output on the scoring program, and other data are included in the report. (AMM)

ED 024 041

AL 001 601

Hill, L.A.

Selected Articles on the Teaching of English As a Foreign Language.

Pub Date—67

Note—142p.

Available from—Oxford University Press, Ely House, London, W.1, England.

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, \*English (Second Language), Grammar, \*Language Instruction, Language Role, Student Attitudes, Tape Recorders, Teacher Attitudes, \*Teaching Methods, \*Teaching Techniques, Tests, Textbook Evaluation

The author has compiled a selection of his own articles published in various journals which deal with the problems of teaching English as a foreign or second language. These 15 articles, based on the author's observations from 20 years of English teaching and teacher training in developing countries, have been selected for their practical application for the classroom teacher. Some of the more particular points treated in the first part of the book are noun classes, form classes, subclasses, modifier-modifiers, time and tense, tense sequence with "if" clauses, "some" and "any," and clusters. Subjects of more general nature treated in the second part include English-teaching "myths," attitudes toward English, teaching methods, syllabuses, textbooks, the teaching of tenses, examinations, and the use of tape recorders and color slides. (AMM)

ED 024 213 FL 000 994

Birkmaier, Emma Marie Lange, Dale L.

A Selective Bibliography on the Teaching of Foreign Languages, 1920-1966.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date—May 68

Note—43p.; Reprint from Foreign Language Annals v1 n4 p318-53 May 1968; Index of Authors reprinted from FL Annals v2 n2 p141-48 Dec 1968.

Available from—MLA-ACTFL Materials Center, 62 Fifth Avenue, New York 10011 (\$1.00; Index of Authors available free).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, \*Bibliographies, Cross Cultural Training, Cultural Context, Curriculum Development, \*Fles, \*Higher Education, Instructional Materials, \*Language Instruction, Language Laboratories, Language Learning Levels, Linguistics, Literature, Modern Languages, \*Secondary Schools, Second Language Learning, Teaching Methods, Testing

A prologue to the 1967 ACTFL Bibliography (American Council on the Teaching of Foreign Languages), this bibliography contains items published between 1920 and 1966 and a few very important documents of earlier date. It is designed for use by researchers, methods teachers, supervisors, and classroom teachers, and includes articles, studies, research reports, monographs, books, and bibliographical sources. All listings are classified by section, level (e.g., secondary, graduate), and language. Sections are (1) festschriften, (2) linguistics, (3) physiology and psychology of language learning, (4) analysis and teaching of cultural and cross-cultural context, (5) teaching foreign literature, (6) curricular problems and developments, (7) teacher education and qualifications, (8) materials and equipment, (9) methods, and (10) testing. Curriculum guides and other classroom resources, adequately covered elsewhere, are not included. An author index, compiled subsequently, is appended to the bibliography. (AF)

ED 024 299

FL 001 017

Sawyer, Jesse O.

Foreign Language Instruction.

American Educational Research Association, Washington, D.C.

Pub Date—Apr 64

Note—8p.

Journal Cit—Review of Educational Research; v34 n2 p203-10 Apr 1964

Document Not Available from EDRS.

Descriptors—\*Audiolingual Methods, Bibliographies, College Language Programs, Contrastive Linguistics, Educational Television, \*Electromechanical Aids, Instructional Materials, \*Language Instruction, Language Laboratories, Language Research, \*Learning Theories, Modern Languages, \*Research Reviews (Publications), Secondary Schools, Second Language Learning, Testing

This brief review of research in foreign language instruction during 1961-63 summarizes, compares, and interprets related studies dealing with such topics as (1) the effects and value of foreign language instruction at different educational levels, (2) methods and materials, (3) testing, and (4) electromechanical aids, such as the language laboratory and the sound spectrograph. A general bibliography is included. (DS)

ED 024 302 FL 001 021

*Johnston, Marjorie C.*  
Foreign Language Instruction.  
American Educational Research Association,  
Washington, D.C.

Pub Date—Apr 61

Note—9p.

Journal Cit—Review of Educational Research; v31  
n2 p188-96 Apr 1961

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Bibliographies, Electromechanical Aids, Fles Programs, \*Instructional Materials, \*Language Instruction, Language Research, Language Tests, Modern Languages, Research, \*Research Reviews (Publications), Secondary Schools, Second Language Learning, \*Surveys, \*Teaching Methods

The marked growth in foreign language instruction during the 1957-1960 period is noted and is attributed to the National Defense Education Act (NDEA) of 1958, to the establishment of language laboratory facilities, to the wider use of audiovisual aids and teaching machines, and to the application of linguistic science to language teaching. Discussed here, as evidence of this expansion, are recent surveys on foreign language offerings and enrollments, studies on the new instructional methods and materials introduced, the FLES developments, the testing and evaluation programs, and the recent research projects. A bibliography is included. For a sequel to this article see FL 001 022. (DS)

ED 024 304 FL 001 023

*Kaulfers, Walter F.*  
Foreign Languages.  
American Educational Research Association,  
Washington, D.C.

Pub Date—Apr 55

Note—12p.

Journal Cit—Review of Educational Research; v25  
n2 p154-65 Apr 1955

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, Bilingualism, \*College Language Programs, Evaluation, \*Fles, Grammar, \*Language Instruction, Language Research, \*Research Reviews (Publications), \*Secondary Schools, Surveys, Tests, Vocabulary

Representative examples of professional literature on foreign language teaching, published during the period 1951-54, are discussed under the following headings: vocabulary, bilingualism, evaluation, surveys, summaries and interpretation of research, and foreign languages in the elementary schools. Noted in the summary are major trends which the literature indicates, such as (1) the adoption by language educators of the audiolingual skills as a central linguistic objective, (2) improved liaison between high school and university foreign language departments, (3) increased interest in area studies, and, most significant, (4) greatly increased interest in FLES. A bibliography of 89 items is included. (DS)

ED 024 305 FL 001 024

*Birkmaier, Emma Marie*  
Foreign Languages.  
American Educational Research Association,  
Washington, D.C.

Pub Date—Apr 58

Note—13p.

Journal Cit—Review of Educational Research; v28  
n2 p127-39 Apr 1958

Document Not Available from EDRS.

Descriptors—Articulation (Program), Audiolingual Methods, Bibliographies, \*College Language Programs, Educational Objectives, \*Fles Programs, Grammar Translation Method, Language Instruction, Language Research, Language Skills, Language Tests, Learning Theories, \*Modern Languages, Psychology, \*Research Reviews (Publications), \*Secondary Schools, Second Language Learning, Teacher Education

Trends in foreign language teaching are indicated through an examination of studies and projects conducted during the period 1953-58. Areas covered are the FLE programs, the problems of articulation, the language curriculum in secondary schools

and colleges, teacher education, research interpretation, and testing as a key to evaluation. The contributions made since 1953 by the Modern Language Association of America (MLA), linguistic scientists, social psychologists, cultural anthropologists, educational psychologists, and communications engineers are noted, and the need for further research is briefly indicated. A bibliography of 118 items is included. (DS)

ED 024 306 FL 001 025

*Carroll, John B. Richards, S. Earle*  
Instruction in Foreign Languages.  
American Educational Research Association,  
Washington, D.C.

Pub Date—Apr 52

Note—20p.

Journal Cit—Review of Educational Research; v22  
n2 p116-35 Apr 1952

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, Educational Objectives, French, German, Language Instruction, \*Language Research, Language Tests, Modern Languages, \*Psychology, \*Research Reviews (Publications), \*Second Language Learning, Spanish, \*Teaching Methods

A review of publications in foreign language instruction from 1946 to 1952 focuses attention on the experimental studies conducted during that period and the resulting literature. The first part of the article notes bibliographies, reviews, reference books, and studies examining trends and objectives. A section on the psychology of language learning precedes a lengthy presentation of methods literature (general, German, French, Spanish, other language, and audiovisual aids). Also considered are second language learning research projects and experimental studies, achievement testing, and a prognosis of foreign language learning. A bibliography contains 144 items. (DS)

ED 024 308 FL 001 027

*Birkmaier, Emma Lange Dale*  
Foreign Language Instruction.  
American Educational Research Association,  
Washington, D.C.

Pub Date—Apr 67

Note—14p.

Journal Cit—Review of Educational Research; v34  
n2 p186-99 Apr 1967

Document Not Available from EDRS.

Descriptors—Achievement Tests, Audiolingual Methods, \*Bibliographies, Bilingualism, College Language Programs, Fles, Grammar Translation Method, Language Instruction, Language Laboratories, Language Skills, \*Modern Languages, Programed Instruction, Psychology, \*Research Reviews (Publications), Secondary Schools, \*Second Language Learning, Student Characteristics, Teacher Education, \*Teaching Methods

This review of research in foreign language instruction summarizes and interprets selected studies produced during the period 1963-66. Topics covered include the psychology of learning, comparisons of methods, language skills, visual-auditory relationships, vocabulary, grammar, and FLES, as well as programed instruction, technological media, student characteristics, achievement testing, bilingualism, and teacher training. A bibliography of 67 items is included. (DS)

ED 024 539 RE 001 485

*Harris, Larry A., Comp.*  
Research on Reading in the Content Fields: Language Arts and Literature. ERIC/CRIER Reading Review Series, Volume 2, Bibliography 11.  
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.

Note—227p.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Childrens Books, \*Content Reading, \*Language Arts, Language Development, Linguistics, Listening, \*Literature, Literature Appreciation, Poetry, Readability, Reading Instruction, \*Reading Research, Short Stories, Tests

Two bibliographies, each of which is divided into two parts, provide information on reading in the content areas of language arts and literature. The first part contains abstracts of documents selected from six basic ERIC/CRIER references. The second part lists annotated materials from a seventh reference in order to provide access to literature on the topics prior to 1950. An author index is also

provided for each bibliography. Complete descriptions of the seven ERIC/CRIER basic references and the availability of the documents within each reference are included. (JB)

ED 024 692 TE 001 060

*Crews, Ruthellen*  
The Influence of Linguistically-Oriented Techniques on the English Sentence Structure and Reading Comprehension of Fourth Grade Students. Final Report.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.

Pub Date—Jul 68

Grant—OEG-4-8-070036-0008-057

Note—42p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Applied Linguistics, Composition (Literary), Composition Skills (Literary), Elementary Education, \*English Instruction, Grade 4, Grammar, Language Patterns, Linguistics, Reading Ability, \*Reading Comprehension, Reading Skills, Sentences, \*Sentence Structure, Student Evaluation, Syntax, Testing, \*Traditional Grammar

This study compared a grammar program using a linguistic approach with one using a traditional approach to determine how each affects children's ability (1) to construct sentences which have variety in structure, and (2) to comprehend silent reading. Five experimental and five control classes of fourth-grade children were randomly selected from different schools in comparable communities in Florida. The control groups received instruction from materials with an essentially traditional approach, and the experimental group followed materials from Robert L. Allen's "A Linguistic Approach to Writing, Discovery 1" and "Discovery 2." Pre- and post-test scores were obtained from an analysis of writing samples and from the "Gates-MacGinitie Reading Tests, Survey D." All data were analyzed by individual change scores. T-scores were calculated for (1) changes by all classes, before and after, (2) changes between pairs of experimental and control classes, and (3) changes between all experimental and all control children. Results favored significantly at the less than .001 level (1) the experimental group in variety in sentence structure, and (2) the control group in reading comprehension. (Author/JS)

ED 024 934 AL 001 621

*Hanna, Sami A.*  
Intensive Versus Non-Intensive Arabic.  
Utah Univ., Salt Lake City.

Note—7p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aptitude Tests, \*Arabic, College Language Programs, \*Intensive Language Courses, \*Language Ability, Language Instruction, Language Proficiency, Language Tests, Second Language Learning, Second Languages  
Identifiers—MLAT, \*Modern Language Aptitude Test

This paper investigates the difference in achievement among 20 University of Utah students of modern standard Arabic. One group of 11 students followed an intensive eight-week summer course, and a second group of nine students studied the same course during a regular academic year. Also reported on is the correlation between achievement and language aptitude as tested by the Modern Language Aptitude Test (Carroll and Sapon's "Modern Language Aptitude Test," New York, The Psychological Corporation, 1959). The author points out the limitation of applicability of the study due to the heterogeneity and small size of the sample, but notes that there is a rather high correlation between the MLAT as a predictor and the achievement test results. The non-intensive group seems to have done slightly better on the final achievement test than the intensive group. (MK)

ED 025 165 FL 000 582

*Freudenstein, Reinhold, Ed.*  
Das Sprachlabor und der Audiovisuelle Unterricht (The Language Laboratory and Audiovisual Instruction).

Pub Date—Mar 67

Note—34p.; Quarterly supplement to "Die Neueren Sprachen" (Modern Languages), March, 1967

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Instruction, Book Reviews, \*Foreign Countries, German, \*Language Instruction, \*Language Laboratories, \*Language Laboratory Use, Language Programs, Language Tests, Pronunciation Instruction, \*Skill Develop-

ment, Testing, Transformation Generative Grammar

Four articles, written in German, discuss such aspects of the language laboratory as: teaching pronunciation in the laboratory (Heinrich Schrand), the dummy-element in transformational grammar (Helmut Heuer), testing in the language laboratory (Kenneth S. Leigh), and language laboratory work in Finland (Roland Freihoff). Nine book reviews on related material conclude the collection. (SS)

ED 025 179 FL 001 095

*Raichle, Louis P. And Others*

*German in the Elementary Schools.*

New York City Board of Education, Brooklyn, N.Y.

Bureau of Curriculum Development.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Report No.—NYC-CURR-BULL-1967-68-Series-8

Pub Date—68

Note—115p.

Available from—Board of Educ of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 (\$2.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Articulation (Program), Audiolingual Methods, Audiolingual Skills, Audiovisual Aids, \*Course Content, Course Objectives, \*Curriculum Guides, Fles Guides, Fles Materials, \*Fles Programs, \*German, Language Instruction, \*Language Learning Levels, Language Skills, Language Tests, Pattern Drills (Language), Programmed Instruction, Teaching Techniques

The objectives, content, methods, and scope of German instruction for each level of a 3-year FLES program are delineated in this curriculum guide. In the first part, an audiolingual approach is advocated, and specific techniques are suggested for teaching language skills, grammatical structures, and cultural backgrounds. Also discussed are the use of audiovisual resources and the testing of language skills. In the second part, there are topical outlines of instructional suggestions for the first, second, and third year of instruction that consist of an introduction followed by suggested procedure, vocabulary and speech pattern scope, and meaningful activities for each level. A bibliography of general and specific references for FLES German teachers is included. (AB)

ED 025 180 FL 001 113

*Foley, Alice L.*

*Impact of Elementary Foreign Languages on Secondary Program. Final Report.*

Brighton Schools, District Number 1, Rochester, N.Y.

Pub Date—1 Aug 62

Note—50p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Articulation (Program), Audiolingual Methods, Audiolingual Skills, Comparative Analysis, Course Objectives, Curriculum Evaluation, Curriculum Research, Data Analysis, \*Fles Programs, French, Language Instruction, Language Learning Levels, \*Language Proficiency, Language Programs, \*Language Research, Language Tests, \*Secondary Schools, Spanish, Tables (Data)

A 3-year study of the effect of 3 years of audiolingually oriented FLES instruction on student achievement in French and Spanish classes in grades 7-12 is described. Samples of the language proficiency tests used as research instruments for grades 7 and 9 are reproduced in the extensive appendixes, along with the objectives of the FLES program. Data for grades 7, 9, 11, and 12 are analyzed, and implications are drawn. (AF)

ED 025 304 PS 001 392

*Index and Description of Tests.*

New York Univ., N.Y. Inst. for Developmental Studies.

Pub Date—May 65

Note—106p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Auditory Discrimination, Auditory Tests, Behavior Rating Scales, \*Child Development, Cognitive Tests, \*Indexes (Locaters), Intelligence Tests, Interviews, Language Tests, Maturity Tests, \*Measurement Instruments, Perception Tests, Performance Tests, Personality Tests, \*Pre-school Tests, Reading Tests, Test Construction, \*Tests, Test Selection, Verbal Tests, Vision Tests

The tests described in this index are used by the

Institute for Developmental Studies in its principal areas of research and do not include recently developed tests. The research at the Institute is concerned with (1) the relationship of differing environments to language development, (2) classroom communication between teachers and children of various socioeconomic levels, (3) the effect of psychopharmacological agents on children's learning, and (4) relationships among sensory modality preference and efficiency, lateral dominance, and psychological development and functioning. Described, too, are interviews, questionnaires, a variety of tools used to study perception and cognition, and standardized instruments for assessing intelligence, academic achievement, and personality factors. This index provides a brief description of measurement and evaluation techniques in the form of a summary of the purposes for which each test was devised, the method of administration, the way it has been used to date, and plans for its future use. (DO)

ED 025 314 PS 001 416

*Stern, Carolyn Kessler, Eran*

*Comparative Effectiveness of Echoic and Modeling Procedures in Language Instruction With Culturally Disadvantaged Children.*

California Univ., Los Angeles.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4139

Pub Date—Aug 68

Note—14p.; Paper presented at the annual meeting of the American Psychological Association, San Francisco, Calif., August, 1968.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Methods, \*Comparative Analysis, \*Culturally Disadvantaged, Echolalia, \*Language Instruction, Language Skills, \*Preschool Children, Story Reading, \*Teaching Methods, Verbal Ability, Verbal Development, Verbal Tests, Visual Stimuli

In an attempt to explore a systematic approach to language expansion and improved sentence structure, echoic and modeling procedures for language instruction were compared. Four hypotheses were formulated: (1) children who use modeling procedures will produce better structured sentences than children who use echoic prompting, (2) both echoic and modeling procedures will be more effective in verbal behavior than listening to stories and remaining silent, (3) all three procedure will be more effective than those of the control group, who receive no special instruction, and (4) girls will be superior to boys in parallel sentence production. Forty-eight Head Start children, divided into four groups, were randomly assigned to one of the following treatments: echoic prompting (children listened to and echoed each sentence in every lesson); parallel prompting (children listened to a sentence for the first picture and, using this as a model, produced the sentence for the second picture); listening only (no overt response); and control (pretests and posttests with no special instruction). The results supported only the first hypothesis significantly. Evidence shows, however, that children who listen to, echo or model well formed sentences have a facility to produce appropriate sentences when compared to children who are not so exposed. (JS)

ED 025 745 AL 001 588

*Plaister, Ted*

*Reading Instruction for College Level Foreign Students.*

Pub Date—Sep 68

Note—5p.; Paper presented at the TESOL Convention, San Antonio, Texas March 1968.

Available from—TESOL, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (Single copy \$1.50).

Journal Cit—TESOL Quarterly; v2 n3 Sep 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, \*English (Second Language), \*Foreign Students, Programmed Texts, \*Reading Instruction, \*Reading Skills, \*Reading Tests, Vocabulary Development

Identifiers—English Language Institute, University of Hawaii

A description of the English Language Institute reading courses at the University of Hawaii is presented. A reading test given to all non-native speakers of English applying to the University, yields scores on vocabulary, comprehension, speed, and total reading ability. On the basis of these scores, students are (1) classified as exempt, more or less native speaker level; (2) enrolled in ELI 71, the

basic reading course; (3) enrolled in ELI 72, the more advanced reading course; or (4) not admitted. Course work in ELI 71, which meets daily for one hour, begins with a discussion of general reading problems and practices. Students are introduced to timed reading exercises, lectures on culture, and homework in programed texts designed for vocabulary development. Markle's "Words: A Programmed Course in Vocabulary Development," Science Research Associates, 1963, is part of the present curriculum. The ELI 72 course, meeting three times a week, uses Harris' "Reading Improvement Exercises for Students of English as a Second Language," Prentice-Hall, 1966. The reading courses are summarized as stressing (1) elimination of poor reading habits, (2) training in reading by structures, (3) timed reading exercises, (4) practice in reading different kinds of material in class, (5) lectures on important cultural concepts, (6) practice in taking tests under timed conditions, and (7) vocabulary development using programed texts. (AMM)

ED 025 769 AL 001 705

*Yousef, Fathi S.*

*Cross-Cultural Testing: An Aspect of the Resistance Reaction.*

Pub Date—Dec 68

Note—8p.

Available from—Language Learning, North University Building, Ann Arbor, Michigan 48104 (\$3.00).

Journal Cit—Language Learning; v18 n3-4 p227-34 Dec 1968

Document Not Available from EDRS.

Descriptors—\*American Culture, American Literature, Behavior Patterns, \*Cultural Awareness, \*Cultural Differences, \*Cultural Education, English (Second Language), Foreign Students, Interference (Language Learning), \*Testing

Identifiers—\*Cross Cultural Testing

This paper is based on a classroom experience that showed the need of teaching American culture before attempting to teach American literature meaningfully to foreigners. The students in this learning situation were the Middle-Eastern employees of an American organization in the school year 1966-67. The teachers found out the students interpreted literature in terms of their own native culture. Many times, a behavioral pattern had opposite meanings in American and Middle Eastern cultures. Consequently, a course in American culture was taught. In objective quizzes, whenever the questions on American behavioral patterns came directly from the book and were of a general nature, the students did well. But when the questions related to everyday-life situations, the students unconsciously answered according to their own native behavioral patterns. Such answers revealed intense, vehement resistance to the target culture, due to prejudice and mistrust of the foreign behavioral codes. The students' work careers depended on their school records. The answers to quiz questions were reliable. Gradually, the students' responses showed less resistance to the behavioral patterns in the target culture. (Author/AMM)

ED 025 770 AL 001 706

*Truitt, A.*

*Concerning the Diagnosis and Remedying of Lack of Competence in a Second Language.*

Pub Date—Dec 68

Note—6p.

Available from—Language Learning, North University Building, Ann Arbor, Michigan 48104 (\$3.00).

Journal Cit—Language Learning; v18 n3-4 p253-58 Dec 1968

Document Not Available from EDRS.

Descriptors—\*Bilingual Education, Bilingual Students, Deep Structure, \*Diagnostic Tests, \*English (Second Language), \*Linguistic Competence, Linguistic Performance, Multilingualism, Secondary School Students, \*Second Language Learning, Structural Analysis

Identifiers—Afrikaans, \*Embedding, Nested Dependencies, Zulu

This article is based on current research being undertaken in an African high school in the Republic of South Africa. The subjects for this research are Zulu-speaking pupils, average age sixteen years, who have received eight years of formal instruction in English. They are being tested in their ninth year of schooling (Standard Seven) when English and Afrikaans are used as the medium of instruction for the first time. Described are some special tests de-

signed to assess the competence of second language learners and to determine which rules of the second language have been internalized. Rules for nested dependencies were used in one set of tests. It was revealed that the students could not handle such nested dependencies in the second language, and exhibited a certain lack of competence in the second language. The author considers that such tests provide a useful diagnostic tool. (AMM)

ED 025 773 AL 001 711

*Pedike, Dorothy A. And Others*  
Reference List of Materials for English as a Second Language. Supplement: 1964-1968.

Center for Applied Linguistics, Washington, D.C.  
Pub Date—69  
Note—207p.

Available from—Publications Section, Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036 (\$5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Applied Linguistics, Contrastive Linguistics, Dictionaries, \*English (Second Language), Instructional Aids, \*Instructional Materials, Language Instruction, Linguistic Theory, \*Reference Materials, Teacher Education, Teaching Methods, Teaching Techniques, Tests, \*Textbooks

This annotated bibliography supplements, in one volume, "Reference List of Materials for English as a Second Language, Part 1" (see ED 014 723) and "Reference List of Materials for English as a Second Language, Part 2" (see ED 014 724). Materials are listed under the following categories: (1) Texts—general, pronunciation, grammar and usage, vocabulary, conversation, comprehension and reading skills, composition, handwriting, spelling, specific language backgrounds, specialized fields; (2) American readers; (3) Dictionaries; (4) Tests; (5) Teaching aids; (6) Background—linguistics, the English language, contrastive studies, bibliographies, periodicals; (7) Methodology—language teaching, teaching English, teaching aids; (8) Preparation and Analysis of Materials; (9) Preparation of teachers; (10) Language testing; and (11) Programs in specific geographic areas. An author index concludes the volume. (AMM)

ED 025 869 EC 002 906

*Zigmond, Naomi K. Cicci, Regina*  
Auditory Learning. Dimensions in Early Learning Series.

Pub Date—68  
Note—90p.

Available from—Dimensions Publishing Company, San Rafael, California 94903 (\$2.50).

Document Not Available from EDRS.

Descriptors—Audition (Physiology), Auditory Discrimination, \*Auditory Evaluation, Auditory Perception, \*Auditory Training, Aural Learning, \*Exceptional Child Education, Instructional Materials, \*Language Development, Learning Disabilities, Listening Comprehension, Parent Influence, Preschool Children, \*Teaching Methods, Tests

The monograph discusses the psycho-physiological operations for processing of auditory information, the structure and function of the ear, the development of auditory processes from fetal responses through discrimination, language comprehension, auditory memory, and auditory processes related to written language. Disorders of auditory learning stemming from brain dysfunction (agnosia, aphasia, dyslexia), lack of discrimination ability, poor sequencing ability, or neurogenic learning disorders are discussed. Auditory learning is evaluated and an annotated list of test sources is given encompassing hearing evaluation, infant and preschool tests, picture vocabulary, intelligence, readiness, memory, analysis, specific auditory abilities, synthesis, and research batteries. Suggestions made for teaching both preschool and school age children include methods for developing attention span, auditory discrimination and perception, memory, and language development. A list of teaching materials, 18 annotated references for parents and teachers, and a 50-item annotated bibliography are provided. (JB)

ED 025 966 FL 000 776

*Jodice, Don R.*  
Guidelines to Language Teaching in Classroom and Laboratory.

Pub Date—61  
Note—63p.

Available from—Teaching Research and Technology Division, Electronic Teaching Laboratories, Inc., 5034 Wisconsin Ave., N.W., Washington, D.C. 20016 (\$1.25).

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Conversational Language Courses, \*Instructional Materials, \*Language Instruction, Language Laboratories, Language Laboratory Equipment, \*Language Laboratory Use, Language Role, Language Skills, Language Teachers, Language Tests, Modern Languages, Pattern Drills (Language), School Administration, \*Secondary Schools, Tape Recordings, \*Teaching Guides, Teaching Methods, Test Construction

Guidelines for evaluating, establishing, and administering classroom and laboratory language programs are offered in this report. Attention is focused on the language laboratory, with sections on its use, scheduling, materials and tests, preparation of audio materials, preparation of tests, supervision, discipline, and maintenance. Briefer coverage is given to the language department, school administration and the role of foreign languages, and teaching methods. Appendixes contain information on tape consumption, a list of audio materials and tests, and a bibliography. (AF)

ED 025 968 FL 000 989

*Benevento, Jacqueline*  
A Meaningful Evaluation of Foreign Language Learning: Reading and Writing.

Pub Date—[Mar 68]  
Note—3p.

Journal Cit—Modern Language Notes; v10 n3 pl.2,4 Spring 1968.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational Objectives, Essay Tests, Evaluation, Grading, Instructional Materials, Language Instruction, Language Tests, Modern Languages, Objective Tests, \*Reading Skills, Secondary Schools, \*Second Language Learning, \*Student Evaluation, Student Testing, \*Test Construction, \*Writing Skills

Identifiers—Taxonomy of Educational Objectives, Cognitive Dom

The article initially treats the difference between measurement (quantitative) and evaluation (qualitative) and explains the essentials for meaningful evaluation as being clearly defined course objectives, teaching methods, and testing procedures. The educational objectives in the "Taxonomy of Educational Objectives, Cognitive Domain" are then considered as an acceptable guide to testing. Advantages and disadvantages of objective and essay tests and their relevance to these educational goals are considered. Particular testing techniques for students at different levels of reading and writing skill are identified, and suggestions are made for the composition and grading of essay tests. (AF)

ED 025 975 FL 001 066

Evaluation of Foreign Language in the Elementary School.

Wantagh Public Schools, N.Y.  
Pub Date—Feb 68

Note—99p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, Audiolingual Methods, \*Fies Programs, High School Graduates, Language Learning Levels, \*Language Proficiency, Language Skills, Parent Attitudes, \*Program Evaluation, \*Questionnaires, \*Secondary School Students, Spanish, Student Attitudes, Tables (Data), Teacher Attitudes, Test Results

Identifiers—Wantagh Public Schools

These materials attempt to illuminate some of the effects of the Wantagh FLES program on high school language work and on the attitudes of students, parents, teachers, and administrators. Analyses are made of the performances of Wantagh High School French students on the Modern Language Association (MLA) Cooperative Foreign Language Tests for levels 2-4 and of the foreign language "histories" of seniors. The major part of the evaluation presents summaries of responses to various opinion surveys: (1) high school graduates to the public school language program, (2) parents to the FLES program, (3) teachers to the FLES

program, and (4) school administrators to the New York State Education Department Cooperative Review Instrument. Some program revisions are recommended, and data tables and graphs are provided. (AF)

ED 025 981 FL 001 092

*Currier, Richard L. Cobb, Walter J.*  
Modern Foreign Languages Test Results, Spring 1967 - Analysis.

Pennsbury School District, Fallsington, Pa.

Pub Date—Mar 68

Note—24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Comparative Analysis, French, German, Graphs, Language Skills, \*Language Tests, Listening Comprehension, \*Modern Languages, \*Secondary School Students, Spanish, \*Statistical Data

Identifiers—MLA Cooperative Foreign Language Tests

Results of some of the Modern Language Association (MLA) Cooperative Foreign Language Tests, administered to students of Spanish, German, and French in grades 9-12 in the Pennsbury School District of Pennsylvania are compared with the national norms. Although most of the comparison is set up in tables a summary of the analysis is included. Frequency distributions of the students' converted scores are illustrated with graphs. (AF)

ED 025 982 FL 001 096

*Smith, Melvin I.*

Teaching Spanish by Being Responsible for Specific Objectives. Stanislaus County Schools Project for the Development of County Wide Articulation in Foreign Language Instruction Through Common Measurement Procedures.

Stanislaus County Schools, Modesto, Calif.

Pub Date—30 Jan 68

Note—269p.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Audiolingual Methods, \*Behavioral Objectives, Course Objectives, Instructional Materials, Language Skills, \*Language Tests, \*Listening Comprehension, Pattern Drills (Language), Second Language Learning, \*Spanish, Student Placement, Syntax, Tables (Data), Teaching Guides, \*Teaching Methods

An introduction to this teaching guide briefly explains the underlying theory of language, identifies behavioral objectives, and offers taxonomies of the four language skills. The major portion of the guide is composed of transcripts of Spanish listening comprehension tests. The tests are designed for use with audiolingual materials (ALM) and cover ten units. For each unit, there is a script, student answer booklet, list of objectives, master answer key, and student answer sheet. Transfer tests are provided for ALM Units 1-3, 4-7, and 8-10. There are also placement tests for Units 1-5 and 6-10. (AF)

ED 025 988 FL 001 172

*Birkenmayer, Sigmund S.*

A Selective Bibliography of Works Related to the Teaching of Slavic Languages and Literatures in the United States and Canada, 1942-1967.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Spons Agency—Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Pub Date—68

Note—41p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York 10011 (\$1.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Annotated Bibliographies, Anthologies, Cross Cultural Training, Cultural Context, Curriculum Development, Curriculum Problems, Dictionaries, Instructional Materials, \*Language Instruction, Language Learning Levels, Linguistics, \*Literature, Reference Materials, \*Second Language Learning, \*Slavic Languages, Teacher Education, Teacher Qualifications, Teaching Methods, Testing, Textbooks

This annotated supplement to the annual bibliography of the American Council on the Teaching of Foreign Languages (ACTFL) contains articles, studies, research reports, monographs, books, and bibliographical and reference sources. There are sections on linguistics, physiology and psychology of language learning, cultural context, foreign literature, curricular problems and developments, and teacher education and qualifications, as well as on materials and equipment, methods, testing, bibliography, dictionary, and reference works. Listings

are by language and by level. An author index is also included. (AF)

ED 026 158

RC 003 016

*Pryor, Guy C.*

Evaluation of the Bilingual Project of Harlandale Independent School District, San Antonio, Texas, in the First and Second Grades of Four Elementary Schools during 1967-68 School Year. Harlandale Independent School District, San Antonio, Tex.

Pub Date—Jul 68

Note—51p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, Comparative Analysis, \*Elementary Schools, Grade 1, Grade 2, \*Language Development, \*Mexican Americans, Program Evaluation, \*Reading Ability, School Environment, Statistical Data, Student Testing

Identifiers—\*San Antonio, Texas

An evaluation is provided of a project designed to create a bilingual environment and a program of bilingual instruction for first and second grade Spanish speaking children. A comparison is included of the language development and reading ability of the students taught in Spanish and English with those taught in English only. A pre- and post-testing program and teacher observations, comments, evaluations, and recommendations are utilized in the evaluation. Conclusions reveal that teachers feel bilingual instruction should be continued; pupils have a better self-concept, feel more accepted, have more pride in their own culture, and derive pleasure from materials portraying their culture after completing the program; pupils who have exhibited the most language development are bilingual and have increased cognition and intellectual development; and there is no significant difference in the reading abilities of the 2 groups. It is recommended that: (1) a structured core program in language development be designed, (2) the Spanish-speaking child's first contact with formal language development be in Spanish, (3) pre-first grade oral language development be in both Spanish and English when possible, (4) Headstart programs be conducted in Spanish for those taught bilingually in first grade, (5) first grade students in the program continue into second grade bilingual program, and (6) better coordination, selection, and assistance be provided for those involved in the program. (SW)

ED 026 191

RC 003 142

*Quijano, Teresa*

A Cross-Culture Study of Sex Differences Among First-Graders on A Verbal Test.

Pub Date—Aug 68

Note—60p.; Thesis submitted to Texas Woman's University, College of Education, Denton, Texas, August 1968.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Anglo Americans, \*Cultural Factors, Culture Free Tests, \*Grade 1, Language Development, \*Mexican Americans, \*Sex Differences, Spanish, Statistical Data, \*Verbal Tests, Vocabulary

Identifiers—Mexico, Texas, \*Van Alstyne Picture Vocabulary Test

The purposes of a study conducted in Texas and Mexico were to examine the language performance of boys and girls in 3 cultures (Mexican, Mexican American, and Anglo American), and to determine if girls exceeded boys in verbal performance in each of these cultures. The Van Alstyne Picture Vocabulary Test (an English language instrument translated into Spanish especially for this study) was administered to 30 first-graders in each of the 3 cultures. Although limited by the small sample and certain linguistic problems, statistical techniques were utilized which led to the conclusion that there were no significant differences between girls and boys on a test of verbal ability. It was recommended that additional cross-cultural research be conducted with the Mexican American and Mexican. The translated version of the test is contained in the appendix. (SW)

ED 026 193

RC 003 144

*Mycue, Elena Ines de Los Santos*

Testing in Spanish and the Subsequent Measurement of English Fluency.

Pub Date—Aug 68

Note—51p.; Master's thesis submitted to Texas Woman's Univ., College of Education, 1968.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, English (Second Language), \*Language Proficiency, \*Mexican Americans, \*Performance Tests, Spanish, \*Spanish Speaking Identifiers—\*Language Facility Test, Texas

The Language Facility Test was administered to 48 preschool children in Head Start classes in Ft. Worth, Texas, to determine (1) if the spontaneous production of English speech would be better after the bilingual children were first allowed to perform in Spanish, and (2) if the English language performance of the Mexican-American bilingual children would be better when tested by a Mexican-American examiner, rather than an Anglo-American examiner. Results of the study showed that (1) pupils performed better with a Mexican-American examiner and (2) children performed better in English after initial performance in a similar task in Spanish. Recommendations were that: (1) bilingual education be made mandatory, (2) new material on bilingual education be made available, (3) English be taught as a second language to bilingual children, (4) teachers be fluent in both languages, and (5) under-achieving Spanish-speaking children be tested in Spanish as well as in English to determine more accurately their potential and specific needs. A survey of related studies is included. (CM)

ED 026 632

AL 001 716

*Casey, Daniel J.*

The Effectiveness of Two Methods of Teaching English as a Foreign Language in Some Finnish Secondary Schools.

University of Helsinki (Finland). Inst. of Education. Report No.—RBull-24

Pub Date—Nov 68

Note—40p.

Available from—Institute of Education Library, Helsinki University, Helsinki, Finland.

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Cognitive Processes, \*Educational Testing, \*English (Second Language), Linguistic Theory, Questionnaires, Secondary Schools, \*Teaching Methods Identifiers—\*Finland

The purpose of the research reported in this paper - (1) to describe in general terms the teaching of English as a foreign language in Finnish secondary schools, (2) to define method as it relates to language teaching and to develop an instrument to measure method as a quantitative value or a point on a continuum, and (3) to evaluate the effectiveness of English language instruction in specific skills by extremes in method. The two major theories of foreign language learning under consideration were the audiolingual habit theory and the cognitive code-learning theory. The research involved structuring a series of questionnaires (there were 339 university student respondents and 113 secondary English teacher respondents); developing an instrument to quantify method; and constructing an oral test battery (25 pairs of secondary pupils). Some of the results indicated (1) the students in general were "satisfied" with their preparation for university work in English, but less satisfied with teachers who used an excessive amount of translation; (2) there was general agreement among teachers on initial emphasis on aural skills, but disagreement concerning grammar. Some teachers seemed to be reluctant to relinquish elements of the "grammar-translation" method, in spite of their demonstrated preference for a direct approach. (AMM)

ED 026 633

AL 001 717

*Heinberg, Paul*

Script of Speech-Communication Evaluation Test.

Pub Date—69

Note—34p.

Available from—Speech Communication Center, University of Hawaii, Honolulu 96822.

Document Not Available from EDRS.

Descriptors—\*English (Second Language), \*Evaluation Methods, Nonstandard Dialects, \*Paralinguistics, \*Speech Evaluation, \*Speech Tests

This tape script comprises the "Speech-Communication Evaluation Test" given to speakers of non-standard English in the Speech Communication Center at the University of Hawaii. This test is administered to pairs of students and requires identifying sentences played on tape, or read by partners in turn. It includes communicating words and utterances in various ranges of intonation and style and such extralinguistic features as degree of intimacy, emotion, and interest. See related documents ED

020 523 and ED 020 524 (which have been revised) for descriptions of the speech-communication learning system used in the Speech Communication Center. (AMM)

ED 026 649

AL 001 751

*Pickett, G.D.*

A Comparison of Translation and Blank-Filling as Testing Techniques.

Pub Date—Oct 68

Note—6p.

Available from—Subscription Department, Oxford University Press, Press Road, Newnham, London, NW10, England (Single issues 5s).

Journal Cit—English Language Teaching; v23 n1 Oct 1968

Document Not Available from EDRS.

Descriptors—\*English (Second Language), \*Language Tests, Objective Tests, \*Testing, Test Reliability, \*Translation

Identifiers—Blank Filling

The experiment described here was designed to find out which of two methods of testing—blank-filling and translation—gave the more accurate guide to linguistic ability. Two tests were devised to elicit identical correct answers using different means (blank-filling and translation). They were administered to two different classes of Guinean lycée pupils, who were not given notice, or told that the two tests were the "same." To offset the possibility of memory interference with the second test, given one week after the first, the translation was given to Class A first but to Class B second. The results of the tests were plotted on the same graph as the half-year results which had been established as standard for classroom work. From the graphs it was determined how far each pupil had deviated from his half-year standard in each test. The translation scores were roughly twice as near to the half-yearly scores as those of the blank-filling test. Blank-filling, the author contends, cuts down the risk of making mistakes because it aims to test only a very narrow slice of language. He suggests a more thorough exploration of the use of translation as a testing technique. (AMM)

ED 026 894

FL 001 064

*Roy, Robert R.*

Oral French Proficiency: Identification and Evaluation.

Alberta Univ., Edmonton.

Pub Date—Jun 67

Note—243p.; Dissertation submitted to faculty of graduate studies, Univ. of Alberta, Edmonton, Alberta, Canada, June 1967.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Audiolingual Skills, Aural Learning, Aural Stimuli, College Students, Evaluation, \*French, Language Instruction, Language Proficiency, \*Language Research, Language Tests, Listening Comprehension, Pronunciation, \*Second Language Learning, Skill Development, \*Speech Communication, \*Speech Skills, Syntax, Tables (Data), Testing, Visual Stimuli

An analysis of French oral proficiency and guidelines for evaluating and testing the development of such proficiency in learning French as a second language are the keynotes of this dissertation. The speech patterns (structural complexity, rate of production, and hesitation) of three groups of French students with various levels of audiolingual proficiency were compared. This sampling included native English speakers with one university course, native English speakers with two courses, and native French speakers with at least two courses. Oral and visual stimuli consisting of two 1-minute monologs and two black-and-white pictures were presented to the subjects. Conclusions drawn suggest that visual stimuli are more productive than oral stimuli, that evaluation depends on language elements and choice of stimuli, and that testing procedure should be more analytic. The report contains a bibliography and over 100 pages of appendixes which include examples of testing instruments, illustrations on visual stimuli, 21 data tables, and a graph on proposed testing techniques. (DS)

ED 026 897

FL 001 094

*Fiks, A.I.*

A Quantitative Analysis of Language Training in the U.S. Peace Corps.

Spons Agency—Peace Corps (Dept. of State), Washington, D.C.

Report No.—RR-P-68-01

Pub Date—Feb 68

Contract—PC-80-1535

Note—110p.

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Comparative Analysis, Course Evaluation, \*Data Analysis, \*Federal Programs, Instructional Materials, \*Intensive Language Courses, Language Instruction, Language Laboratory Use, Language Programs, Language Research, Language Skills, \*Modern Languages, Questionnaires, Second Language Learning, Student Attitudes, Tables (Data), \*Teaching Techniques, Testing

Identifiers—U.S. Peace Corps

A research report summarizes second language study, language training practices, and trainee attitudes toward language learning in the Peace Corps. The two equal parts of the study consist of findings and appendixes. Conclusions are grouped under (1) training practices and trainee attitudes, (2) associations and relationships, and (3) qualitative data. The appendixes contain training documentation forms and rosters for resources, personnel, linguistic problems, visual aids, records, and language integration. (AF)

ED 026 902 FL 001 114

Mueller, Theodore H.  
Programmed Language Instruction—Help for the Linguistically "Underprivileged."

National Federation of Modern Language Teachers Association.

Pub Date—Feb 68  
Note—6p.

Journal Cit—The Modern Language Journal; v52 n2 p79-84 Feb 1968

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Auditory Perception, \*Average Students, \*College Freshmen, College Language Programs, Degree Requirements, \*French, Language Laboratory Use, Language Tests, \*Low Ability Students, \*Programmed Instruction, Self Pacing Machines, Tables (Data), Teacher Role, Teaching Assistants

Identifiers—Basic French, MLA Cooperative Foreign Language Tests

A study of a first-year French course using programmed instruction at the University of Kentucky is described. Attention is directed to the performance of average and below-average students in the class. An outline of the learning situation notes the use of inexperienced graduate assistants as teachers, the "Basic French" text, minimal steps, individual learning pace, and immediate reinforcement. Results of the Modern Language Association (MLA) Cooperative Foreign Language Tests which were administered to the students are also presented. (AF)

ED 026 915 FL 001 154

Vocola, Joseph M.  
The Effect of Foreign Language Study in the Elementary School Upon Achievement in the Same Foreign Language in the High School.

National Federation of Modern Language Teachers Association.

Pub Date—Dec 67  
Note—7p.

Journal Cit—The Modern Language Journal; v51 n8 p463-469 Dec 1967

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Elementary School Students, \*Fluency, \*French, Language Instruction, Language Learning Levels, \*Language Proficiency, Language Skills, Language Tests, Matched Groups, Reading Achievement, \*Secondary School Students, Student Characteristics, Student Testing, Tables (Data)

Identifiers—MLA Cooperative French Tests

Achievement of former FLES students is compared with a matched group of non-FLES high school students completing an intermediate French course. The Modern Language Association (MLA) Cooperative French Tests were used to determine proficiency in the four language skills. Special attention is given to data analysis and the matching of groups in terms of intelligence, achievement, instruction received, and sex. (AF)

ED 026 924 FL 001 184

Mildenberger, Andrea S. Liao, Allen Yuan-heng  
ERIC Documents on the Teaching of Foreign Languages: List Number 1.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Pub Date—Dec 68  
Note—32p.; Preprinted from Foreign Language Annals, v2 n2 December 1968.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Abstracts, Bilingualism, \*Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Films, \*Language Instruction, Language Laboratories, Microfiche, Modern Languages, Programed Instruction, \*Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Testing

A catalog of ERIC documents accessioned by the Modern Language Association ERIC Clearinghouse and other Clearinghouses during November 1967 and June 1968 lists materials relating to foreign language instruction. Items are grouped alphabetically, and a user index helps locate items in twelve categories. Information is given on prices (both microfiche and hard copy), ED code numbers, and the availability of the abstract. (DS)

ED 026 932 FL 001 212

Eaton, Esther M. And Others  
Source Materials for Secondary School Teachers of Foreign Languages.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—OE-27001-C

Pub Date—66  
Note—33p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 5.227:27001C, \$ .25).

**EDRS Price - MF01 Plus Postage. PC:Not Available from EDRS.**

Descriptors—Audiovisual Aids, \*Catalogs, English (Second Language), Foreign Language Periodicals, \*Instructional Materials, \*Language Instruction, Language Laboratories, Language Research, Language Tests, Linguistics, \*Modern Languages, Programed Instruction, Reference Materials, \*Secondary School Teachers, Textbooks

A source list of instructional materials on foreign language teaching for use in secondary schools covers such topics as audiovisual aids, curriculum guides, cultural and travel aids, foreign language periodicals, language tests, vocational opportunities, language laboratories, linguistics, and programed instruction. All items are for sale and prices are listed. (AF)

ED 026 935 FL 001 254

Riley, John E.  
The Influence of Bilingualism on Tested Verbal Ability in Spanish and English. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—7 Jun 68  
Grant—OEG-7-8-000039-0016-(010)

Note—24p.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Bilingualism, Bilingual Students, Community Influence, Elementary School Students, English (Second Language), Language Ability, \*Language Development, \*Language Research, Language Tests, \*Mexican Americans, Second Language Learning, Spanish Speaking, Tables (Data), \*Verbal Ability, Visual Stimuli, Word Recognition

Identifiers—Fort Worth, Hoffman Bilingual Schedule, Laredo, Peabody Picture Vocabulary Test, Texas

One hundred twenty first-grade Mexican-American students (60 from each Fort Worth and Laredo, Texas) were subjects of an experiment which attempted to determine whether bilingualism inhibits verbal ability in one or both of the children's languages. The PPVT-A (Peabody Picture Vocabulary Test, Form A) was used to test verbal ability and bilingualism was assessed by a Spanish translation of the Hoffman Bilingual Schedule administered to the parents (a copy of which is reproduced in the appendix). Results, contrary to previous studies cited, showed that the degree of bilingualism was not negatively correlated with the PPVT-A in English or Spanish. The underlying complexities of testing bilingualism are discussed with particular reference to the importance of community influence on the child's bilingual ability. The article is divided into sections which discuss methods, results, and conclusions of research. Statistical tables and references are included. (CW)

ED 027 062 PS 001 500

Cervenka, Edward John  
Administration Manual for the Inventory of Socialization of Bilingual Children Ages Three to

Ten. Part of the Final Report.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4115  
Pub Date—Aug 68  
Note—75p.

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Bilingualism, \*Bilingual Students, Culturally Disadvantaged, Elementary School Students, Interpersonal Relationship, \*Manuals, \*Measurement Instruments, Preschool Children, \*Psychometrics, Rating Scales, Social Development, \*Socialization, Sociocultural Patterns, Sociometric Techniques, Spanish Americans

This battery of test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction programs and other compensatory programs in Texas. The socialization inventory has been based on a sociological view of personality as a developing and changing entity. Four submeasures of socialization are included in this manual: (1) a measure of self-concept individually administered for preschoolers or group-administered for school-age children, (2) a behavior rating scale of a child's interpersonal behavior in an interview with the test administrator, (3) a behavior rating scale of a child's general social behavior in the classroom, and (4) a questionnaire given to parents of children in the bilingual programs. Directions for administering and rating each measure are given. Samples of the socialization measures and their rating sheets form the bulk of this report. (MS)

ED 027 063 PS 001 501

Cervenka, Edward John  
Administration Manual for Tests of Basic Language Competence in English and Spanish. Level I (Preschool); Children Ages Three to Six,

English and Spanish Versions, Forms A and B. Part of the Final Report.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4115  
Pub Date—Aug 68  
Note—146p.

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Basic Skills, \*Bilingual Students, English (Second Language), \*Language Proficiency, Language Skills, \*Manuals, Measurement Instruments, Personnel Selection, \*Preschool Children, Spanish Americans, Spanish Speaking, \*Testing

This battery of test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction programs and other compensatory programs in Texas. The tests are to be individually administered and are designed to measure children's basic language competence via the perceptual and motor sides of linguistic and communicative phenomena. In this manual, guidelines for the selection and training of test administrators suggest desirable professional and personality qualifications. The importance of a trial testing period is stressed. General directions are given for establishing rapport with the child to be tested and for giving appropriate responses to the child during testing. Forms A and B of the tests in both language versions are included. Samples in the appendix include pictures for the oral vocabulary tests, the scoring sheet for subtests, and the rating sheet of the child's interpersonal behavior in an interview with the test administrator. (MS)

ED 027 064 PS 001 502

Cervenka, Edward John  
Administration Manual for Tests of Basic Language Competence in English and Spanish. Level II (Primary Grades); Children Ages Six to Ten,

English and Spanish Versions, Forms A and B. Part of the Final Report.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4115  
Pub Date—Aug 68  
Note—112p.

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Basic Skills, \*Bilingual Students, English (Second Language), \*Language Proficiency, Language Skills, \*Manuals, Measurement Instruments, \*Primary Grades, Spanish Americans, Spanish Speaking, \*Testing

This battery of test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction and other compensatory education programs in Texas. These tests are designed to measure children's basic competence in a language via their perception of linguistic phenomena. The Level II battery is group-administered for children aged six to ten or in primary grades one to four. Included in this manual are general instructions for the test administrator. They were designed to help diminish the influence of extraneous factors in the testing situation and to obtain comparable results from one situation to another. The tests and sample answer sheets form the bulk of this report. (MS)

ED 027 097

RC 001 862

Palomares, Uvaldo Hill

A Critical Analysis of the Research on the Intellectual Evaluation of Mexican-American Children.

Pub Date—May 65

Note—51p.; Term paper presented to School of Education, University of Southern California

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Anglo Americans, \*Comparative Statistics, English (Second Language), \*Intelligence Differences, Intelligence Factors, \*Intelligence Tests, Measurement Techniques, \*Mexican Americans, Research Criteria, \*Research Reviews (Publications), Spanish Americans

The validity is questioned of testing the intelligence of Mexican Americans via intelligence tests constructed for Anglo Americans. An overview is included of the literature concerned with the comparability of intelligence scores. Critiques are presented of 9 current studies utilizing intelligence test scores of Mexican Americans and Anglo Americans as a basis for comparative analysis. It is suggested that amount of acculturation is closely related to other variables involved in intelligence and should be investigated as a possible contaminating variable in measuring the intelligence of Mexican Americans. (JAM)

ED 027 347

UD 006 440

Amsden, Constance

A Reading Program for Mexican-American Children. Second Interim Report.

California State Coll., Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 68

Contract—OEC-6-85-070

Note—270p.

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Bilingualism, Comprehension, \*Elementary School Students, Individual Instruction, Instructional Materials, Language Programs, Latin American Culture, \*Mexican Americans, Parent Participation, Phonics, Reading Improvement, \*Reading Programs, Reading Tests, Research, \*Speech Communication, Tables (Data), Teacher Attitudes, Word Recognition, Writing

Identifiers—California State College at Los Angeles, East Los Angeles, Malabar Street School, Youth Opportunities Foundation

A second interim report on a reading program for Mexican-American children in an East Los Angeles elementary school notes that reading ability in the primary grades has improved. In January, 1967, the average first grade reading score on the Stanford Reading Test was at the third percentile, whereas in January, 1968, the score was at the eighth percentile. This joint program of the California State College at Los Angeles, the Los Angeles schools, and the Youth Opportunities Foundation operates in a regular school setting, with a pupil teacher ratio of 29:1. Individualization instruction and parent participation was stressed in this reading language program involving writing, phonics, word discrimination, comprehension, and self teaching. Special materials were developed, including four bilingual books, and an after-school program in Mexican culture was offered. A second part of this report presents the procedures and results of an oral language analysis phase of the project, in which the relationship between oral English syntax and reading achievement was studied. Recommendations for future classroom action and further language research are included. For first interim report, see ED

010 532. (NH)

ED 027 527

AL 001 754

Barkman, L. Bruce

Some Psychological Perspectives on Bilingualism and Second Language Teaching.

Pub Date—69

Note—11p.

Available from—Business Manager, McGill Journal of Education, Macdonald College Post Office, Province of Quebec, Canada (Single copy \$1.00).

Journal Cit—McGill Journal of Education; v4 n1 Spring 1969

**Document Not Available from EDRS.**

Descriptors—Aptitude Tests, \*Bilingualism, \*Bilingual Students, \*English (Second Language), \*French, Intelligence, Interdisciplinary Approach, Language Programs, Motivation, National Programs, Psycholinguistics, \*Second Language Learning, Student Attitudes, Teacher Attitudes

Identifiers—\*Canada, Compound Bilinguals, Coordinate Bilinguals

Selected for discussion in this paper are some investigations which have results relevant to second-language teaching, insofar as they might affect the learners, the teachers, and the materials used. These psychologically oriented studies of bilingual communities deal with (1) bilingualism and intelligence, (2) language aptitude, (3) motivation, (4) bilingual skill levels, (5) stages of bilingual development, and (6) compound and coordinate models of bilingualism. The author hopes that educators, psychologists, and linguists will be able to use together the insights they have gained separately toward the development of more effective second-language programs. They will then be communicating not only among themselves, but the results of their labors will eventually open the avenues of communication between the two major language and culture groups in Canada. (AMM)

ED 027 529

AL 001 756

Cowan, Susie

English Proficiency and Bicultural Attitudes of Japanese Students.

Pub Date—68

Note—7p.

Available from—The Taishukan Publishing Co., Ltd., 26, 3-Chome, Nishikicho, Kanda, Chiyoda-ku, Tokyo, Japan.

Journal Cit—Eigo Kyoiku (The English Teachers' Magazine); v17 n9 1968

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—American Culture, Attitudes, College Students, Cultural Differences, \*Cultural Factors, Cultural Images, \*English (Second Language), Evaluation Criteria, \*Foreign Students, \*Japanese, \*Language Proficiency, Language Tests, Motivation, Questionnaires, Second Language Learning

Identifiers—\*Biculturalism

This report is a continuation of a research project, begun by B. Spolsky and E. Migliazza in the English as a Foreign Language Program at Indiana University, designed to show that foreign students whose overall integrative motivation is high (+IM) have achieved a higher standard of English proficiency than those whose integrative motivation is low (-IM). The purpose of this report is to relate the English proficiency and bicultural attitudes of Japanese students who have all studied English for about the same length of time in Japan. The equipment used for testing consisted of a taped interview from which was derived an English proficiency score and two questionnaires designed to measure degrees of integrative motivation. The first questionnaire listed 30 adjectives which are traits in a person's value system. The second questionnaire listed reasons for coming to America; students indicated the importance of each reason. Figures based on the results show—(1) Students with a high total English score tend to have a +IM sign; (2) Length of stay in America is not a significant factor in determining whether a student has a + or -IM sign; (3) There is no positive relationship between reasons for coming to America and English ability; and (4) Most of the students considered learning English "rather important." This had no relationship to their English score, however. The final conclusion is that Japanese students with high IM—who tend to become somewhat "Americanized"—tend to become better speakers of English. (AMM)

ED 027 533

AL 001 770

Harris, David P.

Testing English as a Second Language.

Pub Date—69

Note—151p.

Available from—McGraw-Hill Book Co., 330 West 42nd St., New York, N.Y. 10036 (\$3.40).

**Document Not Available from EDRS.**

Descriptors—Auditory Discrimination, Auditory Tests, Comprehension, Contrastive Linguistics, \*English (Second Language), \*Language Tests, \*Reading Tests, Speech Skills, Standardized Tests, Statistical Analysis, Test Construction, Testing, \*Test Interpretation, Test Results, \*Test Selection, Test Validity, Writing Skills

The twofold objective of this book is to enable the teacher of English to speakers of other languages both to improve his own classroom measures and to make sound assessments of standardized tests which he may from time to time be asked to select, administer, and interpret. Chapters 1 and 2 introduce the general purposes and methods of language testing and consider the chief characteristics of good educational measures. Chapters 3-8 describe specific techniques for testing grammatical structure, auditory discrimination and comprehension, vocabulary, reading comprehension, writing, and oral production. Constructing and administering the test and interpreting and using test results are described in Chapters 9-11. Chapter 12 offers procedures for calculating a few basic test statistics which will aid the teacher/test-writer in evaluating the soundness of his tests and the performance of his students. Neither the final chapter nor the preceding chapters assume previous training in tests and measurement or knowledge of advanced mathematics. A list of selected references and a subject and author index conclude the volume. (AMM)

ED 027 540

AL 001 812

Robinson, Peter

Basic Factors in the Choice, Composition and Adaption of Second Language Tests.

Pub Date—Mar 69

Note—11p.; Paper given at the third annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Aptitude Tests, Diagnostic Tests, \*English (Second Language), \*Language Tests, \*Second Language Learning, \*Test Construction, \*Test Selection

Identifiers—Classification Tests, \*Evaluation Tests, Prediction Tests, Progress Tests

Generally speaking, the main purposes of second language tests are survey; didactic, psychological or sociological research; and evaluation, the latter being the concern of this paper. Evaluation tests measure the knowledge the learner has of the second or foreign languages, and may be subdivided into the following categories: (1) aptitude tests, which assess a person's capacity to learn another language; (2) diagnosis tests, which are either "inventory," and attempt to make a complete list of what the student knows in the various areas of the spoken and written language, or "error," which seek to identify and explain specific student mistakes; (3) classification tests, which divide students up into various levels of language competence for the purpose of forming homogeneous classes; (4) prediction tests, which are used to predict the student's handling of the second or foreign language in specific social and work situations where the second or foreign language is the only language used; and (5) progress tests, which try to measure the student's progress in a given program. Once the purpose of the test has been determined, the following stages fall into place—level, type, selection, form, gradation, order, number of items, administration of test, correction, and validation. These points are discussed in turn and are followed by a listing of recent writings on testing in second languages. (AMM)

ED 027 769

FL 000 829

Lamerand, Raymond Jean

Some Approaches to Programming for Language Laboratories with Proposals for Increasing Their Effectiveness.

Pub Date—66

Note—385p.; Thesis presented in fulfillment of Master of Arts' degree requirements at Monash University, Clayton, Victoria, Australia

**EDRS Price - MF03/PC16 Plus Postage.**

Descriptors—Bibliographies, \*Course Objectives, French, Language Instruction, \*Language Laboratory Use, Language Programs, Language Skills, Language Tests, Linear Programming, Lin-



guistic Theory, Literature Programs, Modern Languages, Phonetics, \*Programed Instruction, \*Programed Materials, \*Program Evaluation, Teaching Methods

Discussed in this thesis are the linear (Skinner), intrinsic, adjunctive, mathematics, and idiomorphic approaches to language laboratory programming. The appropriateness of these different programming styles is considered along with the setting up of objectives, evaluation, and relevant linguistic theory. A programed French phonetics course is analyzed in detail, and a literature program is outlined. Two concluding bibliographies group references by chapters and list references on foreign language teaching and testing that deal with programed learning. (AF)

ED 027 773 FL 001 052

Mueller, Theodore H. Niedzielski, Henri  
The Influence of Discrimination Training on Pronunciation.

Pub Date—[68]

Note—18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Skills, \*Auditory Discrimination, College Language Programs, Discrimination Learning, Educational Experiments, Field Studies, \*French, Language Instruction, \*Language Research, Perception Tests, Phonetic Analysis, Phonetics, Programed Instruction, \*Pronunciation, Pronunciation Instruction, \*Second Language Learning, Student Attitudes, Testing

This study conducted at the University of Kentucky in 1967-68 tests the theory of interaction between discrimination and pronunciation through a field test. After a brief review of previous research in phonemic discrimination as related to foreign language learning, the procedures and results of the test are presented. The text used was "Basic French: A Programed Course" by Mueller and Niedzielski. A quantitative analysis and impressionistic evaluation of the test are included, and there is discussion of the procedures and variables involved. It is concluded that discrimination training seems to be an effective training device in the learning of pronunciation. (JH)

ED 027 782 FL 001 138

Jones, William R.  
Where Are We Heading in Foreign Language Teaching?

National Association of Independent Schools, Boston, Mass.

Pub Date—Oct 65

Note—6p.; Speech given before the National Association of Independent Schools Annual Conference, Chicago, Illinois, March 1964

Journal Cit—The Independent School Bulletin; v25 n1 p28-33, Oct 1965

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Audiolingual Methods, \*Educational Objectives, \*Instructional Materials, \*Language Instruction, Language Tests, Linguistics, Mechanical Teaching Aids, \*Modern Languages, Programed Instruction, Teacher Education, \*Teaching Methods

Following a review of language research and program results during the previous decade, a projection of ultimate and immediate goals in foreign language teaching during 1965-75 is made. The suggestions are incorporated under the headings of the audiolingual approach, programed instruction, linguists' role, mechanical aids, testing, program articulation, general standards establishment, and teacher training. A wider selection of reading materials to complement the audiolingual texts and an adaptation of pattern drills to age level needs are typical of the changes sought. (DS)

ED 027 788 FL 001 176

Implications for Higher Education: Results on the New FL Tests.

Hawaiian Language Teachers Association, Honolulu; Hawaii Univ., Honolulu. Coll. of Education.

Pub Date—Dec 66

Note—5p.

Journal Cit—The Hawaii Language Teacher; v8 n1 p25-28 Dec 1966

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Program), Audiolingual Methods, Audiolingual Skills, College Language Programs, Language Instruction, \*Language Proficiency, \*Language Skills, \*Language Tests, \*Modern Languages, Secondary Schools, Summer Institutes, Teacher Education, \*Teacher Qualifications

Identifiers—MLA Cooperative Foreign Language Tests

Results of the professional preparation sections of the Modern Language Association (MLA) Cooperative Foreign Language Tests coupled with the findings of National Defense Education Act (NDEA) Institutes provide most of the background for these implications. Teacher ability to detect error in written and oral work and the correlation of language skills are mentioned. Remarks are also made about the necessity for better college and junior college programs for more efficiently trained high school students. (AF)

ED 027 790 FL 001 199

International Directory of Audio-Visual and Programmed Foreign Language Courses and Materials. Preprints, Part 3.

Institut fuer Kommunikationsforschung, Berlin (West Germany). Documentation Div.

Spons Agency—Pedagogical Center, Berlin (West Germany)

Pub Date—Oct 64

Note—316p.; Preprint of the results of a survey questionnaire for the participants in the International Conference on Modern Foreign Language Teaching, Berlin, August 31-September 5, 1964.

EDRS Price - MF02/PC13 Plus Postage.

Descriptors—\*Audiovisual Aids, Course Content, \*Course Descriptions, Course Objectives, Course Organization, Directories, Instructional Materials, \*Language Instruction, Language Learning Levels, Language Tests, Modern Languages, \*Programed Materials, \*Questionnaires

A directory of over 20 foreign language courses lists classes alphabetically by student language and target language. The course information refers directly to the questionnaire, duplicated at the beginning of the directory, which covers general information, course availability, area of use, principles and goals, organization, tests, auditory components, static visual aids, motion pictures, programed materials, and comments. An abbreviated key to course entries, based on the questionnaire, is also included for convenience. (AF)

ED 027 796 FL 001 237

Minkin, Rita  
Placement, Methodology, and Techniques for the Student from Spanish-Speaking Background.

American Association of Teachers of Spanish and Portuguese.

Spons Agency—New Mexico State Dept. of Education, Santa Fe.

Pub Date—Dec 68

Note—4p.; Speech given before the American Association of Teachers of Spanish and Portuguese, San Antonio, Texas, August 28, 1968

Journal Cit—Foreign Languages News Bulletin; v9 n2 p1-4 December 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Identification, Audiolingual Methods, Bilingualism, \*Bilingual Students, \*Comparative Analysis, Cultural Awareness, \*English (Second Language), Goal Orientation, \*Language Instruction, Language Learning Levels, Language Teachers, Language Tests, \*Spanish, Spanish Speaking, Student Motivation, Student Placement

Identifiers—Albuquerque Public Schools, New Mexico

Special features of teaching Spanish to the Spanish speaking are identified and compared with objectives of teaching Spanish as a second language. Described are the (1) feasibility of achieving effective ability placement through a listening-comprehension test designed for use in Albuquerque Public Schools, (2) linguistic and motivational problems peculiar to non-native speakers of English, (3) difficulties encountered by Spanish teachers in bilingual programs, and (4) value of general student orientation. (AF)

ED 027 801 FL 001 243

Kjellmer, Goran

On Active versus Passive Proficiency in Pronunciation. Universitetspedagogiska Utredningen Projekt MUP [Mal, Undervisning Prov] (University Pedagogical Investigation Project [Speech, Instruction Test]).

Gothenburg Univ. (Sweden). Inst. of Education.

Pub Date—Apr 68

Note—9p.

Journal Cit—Moderna språk; v62 n3 p1-8 April 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Identification, \*College Language Programs, English (Second Language), Intonation, Language Proficiency, Language Research, Language Rhythm, \*Language Tests, \*Modern Languages, Phonemics, Phonetic Analysis, \*Pronunciation, \*Speech Skills, Tables (Data), Test Construction, Verbal Ability

Identifiers—Mal Undervisning Prov, MUP, Sweden

Outlined in this report developed at Goteborgs University are the construction and administering details for a test designed to measure passive proficiency in pronunciation of English as a second language. The phonemic choice, rhythm and intonation, and phonetic analysis factors of pronunciation are evaluated. A statistical correlation of the passive pronunciation proficiency test and an active proficiency test taken by 250 of the original 270 participants in the experiment also reveals implications for active-passive testing in language laboratory programming. (AF)

ED 028 01 RE 001 276

Stierlit, Graham M. And Others

Sequential Pattern Perception and Reading.

Pub Date—25 Apr 68

Note—13p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Skills, \*Auditory Discrimination, \*Language Patterns, \*Perception Tests, \*Sequential Learning, \*Visual Perception

The first step in learning to read is to recognize the visual language code as equivalent to the auditory code. The next step is the translation between auditory and visual information as well as between temporal and spatial organizations. The factors contributing to such translations are divided into six subprocesses: auditory sequence perception, visual sequence perception, temporal sequence perception, spatial sequence perception, audiovisual integration, and temporal-spatial integration. Nine tests were devised to measure the ability of 40 third graders in these six subprocesses. The tests were based on sequences of dots or beeps to be paired with or differentiated from other sequences. It was hypothesized that the three tests based on the subprocesses requiring no translation would be the easiest; this hypothesis was not confirmed. Difficulty was determined by the stimulus modality of the first pattern which had to be remembered for comparison with the second. A mean of 2.43 errors occurred on tests having a visual-spatial pattern first. A mean of 5.35 errors occurred when an auditory-temporal or visual-temporal pattern was first. Sequence perception scores showed low relationships with reading scores. (WL)

ED 028 043 RE 001 639

Bougere, Marguerite B.

Selected Factors in Spoken Language Related to First-Grade Reading Achievement.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 68

Contract—OEC-0-8-080125-9219

Note—29p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, \*Grade 1, Kernel Sentences, \*Language Patterns, Language Research, Predictive Ability (Testing), \*Reading Achievement, Reading Readiness Tests, \*Sentence Structure, Socioeconomic Status, Speech Communication, Transformations (Language), \*Vocabulary

The relationship between first-grade reading achievement and selected experimental language measures was investigated. The measures selected for study were (1) number of T-units (communication units) spoken in an experimental situation, (2) mean length of T-unit, (3) ratio of subordinate clause length to T-unit length, (4) ratio of sentence-combining transformations to T-units, (5) percent of words at Thorndike-Lorge frequency levels 1 and 2, (6) percent of words at Thorndike-Lorge frequency levels 3-5, and (7) the type-token ratio. Subjects were 60 first-grade pupils from six suburban schools representing three socioeconomic levels. No single language measure nor any combination of these measures was found to have as much value in predicting reading achievement as did the Metropolitan Readiness Test (MRT). Certain combinations of the experimental language measures added significantly to the value of the MRT in predicting first-

grade achievement in both word recognition and comprehension. Mean T-unit length added significantly to the value of the readiness test in predicting comprehension. Other findings and conclusions are offered. Tables and references are included. (Author/CM)

ED 028 411 AL 001 578

Spolsky, Bernard

What Does it Mean to Know a Language, Or How Do You Get Someone to Perform His Competence?

Pub Date—Nov 68

Note—2p.; Paper prepared for the second conference on Problems in Foreign Language Testing, University of Southern California, November 7-9, 1968.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, Communication Problems, Interference (Language Learning), Language Tests, \*Linguistic Competence, \*Linguistic Performance, Linguistic Theory, \*Redundancy, \*Second Language Learning, \*Verbal Communication

Fries' definition of knowing a language rejects the layman's notion that the criterion is knowing a certain number of words. It involves, rather, knowing a set of items—sound segments, sentence patterns, lexical items—which must be made a matter of automatic habit. Various approaches to testing someone's use of a language have failed to take into account two vital truths about language: it is redundant, and it is creative. Redundancy, which may seem wasteful of effort, is of great use, as it reduces the possibility of error and permits communication where there is some interference in the communication channel (i.e., noise). Implications are that knowing a language involves the ability to understand a distorted message, and that theoretical questions may be raised about the value of deciding a person knows a language because he knows certain items in the language. Other implications are that one may learn a language just as well by listening as by speaking, and that we can find out about "knowledge of a language" equally well when we test passive and active skills, because the same linguistic competence, the same knowledge of rules, underlies both kinds of performance. One approach to test ability in a second language may be to add noise, or mask portions of text. (AMM)

ED 028 417 AL 001 789

Fiks, Alfred I. Brown, George H.

Student Attitudes and Foreign Language Learning. George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Department of the Army, Washington, D.C.

Report No.—TR-69-2

Pub Date—Mar 69

Note—49p.

Available from—Clearinghouse, USDC, Springfield, Va. 22151. Request no. AD-685-413. \$3.00 hardcopy, \$0.65 microfiche. Prepayment requested, checks payable to Clearinghouse.

Document Not Available from EDRS.

Descriptors—\*Attitudes, Attitude Tests, \*Interest Tests, Language Programs, \*Military Training, \*Motivation, Predictive Ability (Testing), \*Second Language Learning, Student Interests

Identifiers—\*Defense Language Institute

The goal of this research was to determine what implications student attitudes and motivational factors might have for foreign language student selection and course administration purposes in the Defense Language Institute (DLI) system. Data were collected from 26 military students at eight DLI schools studying nine different languages. Attitude domains assessed were interest, utilitarian orientation, xenophilic orientation, and course satisfaction. Secondary variables studied were age, military rank, foreign language aptitude, the training environment, the language studied, the type of course, and volunteer status. The criterion data were the final course scores and Army Language Proficiency Tests. It was concluded that: (1) Student attitudes toward foreign language learning in DLI classrooms are measurable in the form of various components, all of which appear to be fairly high in the sample measures. (2) The glamour and status associated with foreign language study was the single greatest source of student satisfaction with their course. (3) The impression of many language teachers that student motivation typically declines as the course progresses was substantiated by data in this research. (4) Two of the attitude compo-

nents, interest and xenophilic orientation, correlated significantly, though moderately, with achievement indices. Future research might be directed at improving the predictive validity of these subscales. (JD)

ED 028 428 AL 001 829

Ulibarri, Horacio

Interpretive Studies on Bilingual Education. Final Report.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Mar 69

Contract—OEC-0-080-609-4531-010

Note—151p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—American Indians, Annotated Bibliographies, Bibliographies, \*Biculturalism, \*Bilingual Education, \*Bilingualism, Bilingual Students, Child Language, Community Relations, Cultural Background, Cultural Education, \*English (Second Language), Program Descriptions, Project Training Methods, Spanish Speaking, Student Evaluation, \*Teaching Methods, Testing

This project, carried out in 1968-1969, undertook as its main purposes (1) to review the research that has been conducted on bilingual education; (2) to obtain the recommendations on bilingual education from those persons who have been actively engaged in working with this problem; (3) to conduct on-site visitations to see at first hand programs of interest, programs with potential for achieving inter-group reactivity, and (4) to draw from the study implications for educational practice and administration, and research in the area of bilingual-bicultural education. The first main section of this report summarizes the purposes of the bilingual program, growth and development, language acquisition and learning, programs and methodology, projects, and tests and measurements. The second main section describes goals, the bilingual education program, the teacher and bilingual education, materials, teacher methodology, evaluation, and school and community relations. The final section deals with the same topics in terms of implications for research. An annotated bibliography on bilingualism is followed by a selected bibliography and a listing of projects and on-going programs in bilingual education. (AMM)

ED 028 439 AL 001 841

Taylor, Linda L. And Others

Psychological Variables and Ability to Pronounce a Second Language.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—1 Feb 69

Contract—OEC-3-6-061784-0508

Note—17p.; Report included in Studies in Language and Language Behavior, Progress Report VIII.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aptitude, Cultural Awareness, \*Empathy, Imitation, Language Skills, \*Pronunciation, \*Psycholinguistics, \*Second Language Learning, Test Construction

The present study tested the hypothesis that the ability to speak a second language authentically or like a native speaker was related to an individual's sensitivity to cues in interpersonal situations—his empathic capacity. A test of empathy consisting of silent film clips shown at various speeds was shown to subjects who were asked to indicate each observed change in facial expression. A group of 28 subjects took this and additional control tests. Following these tests the subjects learned basic conversations in Japanese in four one-hour sessions. Their pronunciation was then rated by native Japanese speakers on general authenticity and on specific phonetic details for five spontaneous sentences and five sentences repeated after the instructor. The results indicated differences in speaking skills which were related to two clusters of variables representing independent personality characteristics. An empathy dimension was defined by four variables (tolerance to anxiety, intelligence, involvement in emotion, experiences, and perception of emotional expression) and was related to correct pronunciation of specific details in spontaneous sentences ( $r = +.72$ ). An intuition dimension consisting of three variables was significantly related to general authenticity of pronunciation of repeated sentences

( $r = +.72$ ). Each cluster was shown to be a significant predictor of skill in second language pronunciation. (Authors/JD)

ED 028 672 FL 001 226

Bartley, Diana E.

A Pilot Study of Aptitude and Attitude Factors in Language Dropout.

Palo Alto Unified School District, Calif.; Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Pub Date—[68]

Note—13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, Articulation (Program), Dropout Identification, \*Dropout Problems, \*Dropout Research, Grade 8, Graphs, \*Junior High School Students, Language Ability, \*Language Enrollment, Language Learning Levels, \*Language Programs, Language Tests, Second Language Learning, Sequential Learning, Student Attitudes

Identifiers—California, Foreign Language Attitude Scale, Modern Language Aptitude Test, Palo Alto Unified School District

In an attempt to deal with the current foreign language enrollment and learning problems created by the number of students who discontinue foreign language study after the sixth to eighth grade learning sequence, this pilot study seeks to identify, through the use of the Modern Language Aptitude Test and the Foreign Language Attitude Scale with experimental groups of eighth grade students, the extent to which aptitude and attitude contribute to the dropout problem. Described in the report are the (1) research methods employed, (2) materials and testing procedures used, and (3) results obtained. Histograms based on percentages compare group performances. Also included is an analysis of results. (AF)

ED 028 673 FL 001 242

Bockman, John F.

A Comparative Study of Evaluations of Language Learning Potential by Aptitude Battery, Two Teacher Evaluations, and Student Self-Evaluation.

Tucson Public Schools, Ariz.

Pub Date—[68]

Note—15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aptitude Tests, Bilingual Students, \*Comparative Analysis, Evaluation Methods, \*Language Ability, Language Proficiency, \*Language Research, Language Tests, \*Modern Languages, Predictive Ability (Testing), Predictive Measurement, \*Predictive Validity, Probability Theory, Questionnaires, Second Language Learning, Self Evaluation, Statistical Data, Student Evaluation, Teacher Attitudes

Identifiers—Arizona, Pimsleur Language Aptitude Battery, Tucson Public Schools

In an effort to support Carroll's premise that there might be a relationship between foreign language aptitude and the degree to which the learner is capable of coping with the pace of language instruction, this study describes the comparative effectiveness of predicting student language learning potential through the Pimsleur Aptitude Battery, teacher evaluations, and student self evaluations. A discussion of the project design includes information on details of (1) administering the aptitude battery to 1,587 first-year foreign language students in five Tucson public high schools, (2) the development of the language aptitude data for each individual, and (3) the results of the correlational studies. Five tables of statistical data supporting an outline of tentative conclusions precede a brief discussion of final conclusions. Comprising half the report are four appendices comparing the two teacher evaluations of a student and the student self-evaluation with the aptitude profile and prediction. (AF)

ED 028 674 FL 001 268

Westcott, D.B.

Native Speaker Program: Evaluation of a Pilot Project.

Hawaiian Language Teachers Association, Honolulu; Hawaii Univ., Honolulu. Leeward Community Coll.

Pub Date—Dec 68

Note—18p.

Journal Cit.—The Hawaii Language Teacher; v10 n1 p58-71 December 1968

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Behavioral Objectives, \*Communication Skills, Comparative Analysis, Experimental Programs, Experimental Teaching, Language Laboratory Use, \*Language Research, Language Tests, \*Native Speakers, Pilot Projects, \*Program Evaluation, Resource Staff Role, \*Second Language Learning, Student Attitudes, Student Role, Teacher Role, Teaching Techniques, Verbal Communication

With the idea of providing a valid conditioning and testing situation by which the student's self-confidence and effectiveness in communicating in a foreign language could be improved, this study evaluates a pilot project designed to identify and measure the effects of having a native speaker in the classroom for a period of time as opposed to a situation not employing a native speaker. After proposing the experimental problem and hypotheses, this report, in a discussion of the assumptions upon which the study is based, considers the questions of student motivation, language proficiency, instructional objectives, and the language laboratory-native speaker relationship. After defining the terms essential to the understanding of the experiment, the report clarifies the roles of the teacher, student, and native speaker in the study. Explanations of the experimental design, interscorer reliability, and post-test findings precede an extensive commentary on experiment results based on observation and student evaluation. (AF)

**ED 028 677** FL 001 302

**The Effectiveness of the Use of Foreign Languages in Teaching Academic Subjects. A Research Contribution to Educational Planning.**

Virginia State Dept. of Education, Richmond. Div. of Educational Research.

Pub Date—Sep 68

Note—42p.

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Data Analysis, Educational Objectives, Evaluative Thinking, Experimental Programs, French, \*History Instruction, Integrated Curriculum, \*Interdisciplinary Approach, \*Language Instruction, Language Learning Levels, \*Language Research, Program Evaluation, Questionnaires, Research Projects, \*Secondary School Students, Second Language Learning, Spanish, Tables (Data), Test Results

**Identifiers**—Alexandria, Arlington County, Fairfax County, Richmond, \*Virginia

Designed to ascertain whether advanced students could apply language skills acquired through a minimum of three years of study to a practical purpose such as an academic subject, this report describes and evaluates a 2-year research project involving the teaching of history in French or Spanish in a number of Virginia high schools. Following a discussion of the study problem, development, and objectives, and a description of the experimental design, this document places major emphasis on the summarization and analysis of data obtained from (1) teacher, student, and consultant evaluations, (2) experimental and control group grades, and (3) pre- and post-test scores on the Modern Language Association and World History Tests. In the two final sections, relationships are drawn between the study objectives and results, and the status of continuing, current, and future interest in teaching another subject in a foreign language is cited. Included in the three appendixes are a copy of the teacher evaluation sheet and lists of those who assisted in the study. (AF)

**ED 028 853** RC 003 342

*Lopez, John K.*

**The Mexican-American Curriculum Study. Report of a Coupled Basic Education-On-the-Job Training Program for Monolingual Mexican-Americans.**

California State Dept. of Education, Sacramento. Bureau of Industrial Education.; California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68

Note—181p.

**EDRS Price - MF01/PC08 Plus Postage.**

**Descriptors**—Adult Counseling, \*Adult Education, Aptitude Tests, Curriculum Evaluation, Disadvantaged Groups, \*Economically Disadvantaged, Educational Disadvantage, \*English (Second Language), \*Ethnic Groups, Federal Programs, Language Development, \*Mexican Americans, \*On the Job Training, Spanish Speak-

ing, Trainees, Vocational Education

A curriculum study of Basic Education and On Job Training program for disadvantaged, monolingual Mexican Americans is evaluated. Types of activities implemented for adults (such as English language skills, arithmetic skills, and pre-vocational training) are studied, as well as results and observations. Information is included which was obtained from administrators, instructors, and trainees of the 7 basic education projects, supplemented by employer interviews and information supplied by community organizations selected by the Department of Labor as On Job Training contractors. Recommendations included (1) that serious consideration be given to increasing the basic education period, and (2) that employers continue the educational process started by the project. Several figures and tables are contained to illustrate various aspects of the program. (CM)

**ED 029 158** AA 000 348

*Lange, Dale L., Ed.*

**1968 ACTFL Bibliography.**

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date—May 69

Note—51p.

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—\*Applied Linguistics, \*Bibliographies, \*Classical Languages, Cross Cultural Training, Curriculum Planning, Curriculum Problems, Greek, \*Language Instruction, Language Laboratory Equipment, Language Teachers, Language Tests, Latin, Learning Processes, Literature, \*Modern Languages, Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Machines, Teaching Methods

Compiled from a master list of about 300 journals and various book sources, this second annual selective bibliography published by the American Council on the Teaching of Foreign Languages lists 1,316 items concerned with pedagogy in modern foreign languages, Latin, Greek, English as a second language, and applied linguistics. The 1968 listing provides continuity with the Birkmaier-Lange, "Selective Bibliography on the Teaching of Foreign Languages, 1920-1966" and the "1967 ACTFL Bibliography." This bibliographical series, in a section pertaining to the content and organization of foreign language learning, groups entries under the headings of linguistics, analysis and teaching of the sociocultural context, teaching foreign literature, curricular problems and developments. In another part devoted to the theory and practice of foreign language teaching and learning, items are entered under the captions of physiology and psychology of language learning, teacher education and qualifications, methods, equipment, and testing. Also included is an author index. For related documents see ED 021 152, ED 024 293, and ED 025 988. (AB)

**ED 029 538** FL 001 326

*Mildenberger, Andrea S., Sallin, Simi*

**ERIC Documents on the Teaching of Foreign Languages: List Number 2.**

Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Pub Date—Mar 69

Note—12p; Reprinted from Foreign Language Annals v2 n3 p361-368 March 1969

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Abstracts, Bilingualism, \*Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Films, \*Language Instruction, Language Laboratories, Microfiche, Modern Languages, Programmed Instruction, \*Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Testing

This second in a series of such catalogs lists 166 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) clearinghouses from July 1968 through September 1968. Entries are organized alphabetically, and a 12-category user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproductions, ERIC document numbers,

and abstract availability information. For a related document see ED 026 924. (AF)

**ED 029 545** FL 001 346

*Beanblock, Gary F.*

**Foreign Language Placement, Autumn Quarter, 1966.**

Washington Univ., Seattle. Bureau of Testing.

Pub Date—Mar 69

Note—18p.

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*College Language Programs, \*College Students, Data Analysis, French, German, \*Language Research, \*Language Tests, Latin, Predictive Ability (Testing), Spanish, Statistical Data, \*Student Placement, Tables (Data), Test Interpretation, Test Results

**Identifiers**—University of Washington, Washington

This report, based on the 1968 University of Washington testing and placement program for French, Spanish, German, and Latin, describes the test and placement procedures and gives the results for the 3,631 university students involved in the program. For each language, the combination of tests (Modern Language Association, Educational Testing Service, and department-constructed versions) used and the role of each test are identified. Thirteen tables, summarizing testing results, include such information as standard deviations, high school study sequence, time lapse in study pattern, tentative and final placement categories, and percentages assigned to each course. Also commented on briefly is relevant research being performed. For companion documents see ED 016 436 and ED 017 224. (AF)

**ED 030 052** AC 004 716

**Bibliography for Migrant Education Programs.**

Educational Systems Corp., Washington, D.C.

Pub Date—[68]

Note—114p.

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—\*Adult Basic Education, \*Annotated Bibliographies, Blacks, Career Opportunities, Disadvantaged Groups, English (Second Language), Films, Filmstrips, \*Instructional Materials, Mexican Americans, \*Migrant Education, Publications, Puerto Ricans, Research, \*Tests, Units of Study, Vocational Education

This annotated bibliography of curriculum and other materials is designed primarily to assist consultants and project directors for migrant and seasonal farm worker programs under the Office of Economic Opportunity. Curriculum materials for reading and language, English as a second language, social studies, mathematics, vocational education, and general adult basic education appear in the first section. Subsequent sections list testing instruments (reading and language, intelligence and general ability, achievement, vocational interests); professional journals, periodicals, and related matter on disadvantaged children and migrant ethnic groups; selected background studies and bibliographies on the Puerto Rican population; guides to education and career opportunities; Federal government and other publications aimed at social and personal betterment; films and filmstrips; and miscellaneous catalogs and bibliographies. Prices (including free items) are cited wherever possible. An extensive list of publishers is also included. (1y)

**ED 030 107** AL 001 952

*Goodman, Kenneth S.*

**Language Difference and the Ethno-Centric Researcher.**

Pub Date—8 Feb 69

Note—9p.; Paper presented at American Educational Research Association, Los Angeles, February 8, 1969.

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Contrastive Linguistics, Cultural Differences, Cultural Factors, \*Culture Conflict, Culture Free Tests, \*Disadvantaged Youth, Educational Research, \*Evaluation Criteria, Language Ability, \*Nonstandard Dialects, \*Research Methodology, Social Discrimination, Sociolinguistics, Subculture, Teni

**Identifiers**—\*Ethnocentrism

The author lists steps for constructing a research study guaranteeing "statistically significant results when comparing two populations which differ linguistically." Many of these steps are direct quotations from typical research reports: choose a control group as much like yourself as possible; assume your own dialect is standard; encode all directions, questions, and answers in your own dialect; judge responses as correct only if they are properly stated in

your dialect; use experiences drawn from the control (your own) group; follow a rule of thumb: if something is important to you, it is important; judge all data as deviation from the control group: you are the norm, all else is deficiency. This facetious model for research is based on a "total fiction: that language can be judged on a single norm and that language difference and language deficiency are synonymous." Every child achieves a basic mastery of his dialect well before beginning school and can express anything important to him to the people in his speech community. He speaks his dialect grammatically: if he didn't, he couldn't be understood since grammar is the system of language and all language is systematic. Because "all people are ethno-centric," we build our stereotypes out of differences between ourselves and others. We need objective humility for effective research, not "elitist" views. (MM)

ED 030 108 AL 001 953

*Seibert, Warren F. And Others.*  
Memory for Simple Sentences: Printed and Spoken. Final Report.

Purdue Univ., Lafayette, Ind. Audio Visual Center. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Feb 69

Grant—OEG-0-8-070085-0199-010

Note—37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, Data Analysis, \*Kernel Sentences, \*Memory, Performance Tests, Recall (Psychological), Transformations (Language), \*Verbal Learning, Verbal Tests, \*Word Frequency

This verbal memory study considers only simple sentences and examines learner performance under the two conditions of audio presentation and printed presentation. Learner performance is compared when required either to recognize sentences identical to those in the original list or, alternatively, to recognize non-identical sentences incorporating the gist of the original sentences but with one or more of the original words replaced by synonyms. In addition, memory for simple, active, declarative sentences is compared with that for each of the principal transformations—from active to passive, from affirmative to negative, and from declarative to either interrogative or exclamatory. Finally, since there is growing ambiguity with respect to word frequency as a factor in remembering, three levels of sentence subject word frequency are included. Subjects used were 87 university freshmen. Results suggest that: (1) memory for spoken language and for print share much of the same effect, (2) memory for interrogatives is somewhat facilitated when such sentences are also in the active voice, but there is little effect or none when they are passive, and (3) word familiarity, indexed by frequency of use, is not always the aid in sentence recall, or at least in recognition, as was thought. (DO)

ED 030 110 AL 001 965

*Liedtke, W.W. Nelson, L.D.*

Bilingualism and Conservation.

Pub Date—[68]

Note—8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingualism, \*Bilingual Students, Cognitive Development, \*Cognitive Tests, \*Conservation (Concept), Early Childhood Education, Grade 1, Second Language Learning, Testing

In a study conducted at the University of Alberta, an attempt was made to use Piagetian-type observations as an assessment of intellectual capacities and to determine whether learning a second language at an early age has beneficial or detrimental effects on cognitive functioning. For this purpose an 18-question test dealing with conservation (awareness of invariance) and measurement of length was constructed. The six subtests and the questions used were similar to the tests used by Piaget and dealt with the following topics: reconstructing relations of distance, conservation of length, conservation of length with change of position, conservation of length with distortion of shape, measurement of length, and subdividing a straight line. According to Piaget the concepts represented by these subtests are dependent on each other and are acquired in a definite sequence. Fifty monolingual first grade children and 50 bilingual first graders were tested individually. The mean for the bilingual sample on the conservation test was significantly higher than the mean for the monolingual sample. The result here seems to be in agreement with Peal and Lam-

bert's finding that bilingualism has favorable effects on intellectual functioning. (DO)

ED 030 115 AL 001 976

*Padtke, Dorothy A., Ed.*

Teaching English to Speakers of Other Languages, United States Activities:1968.

Center for Applied Linguistics, Washington, D.C.

Pub Date—Apr 69

Note—19p.; Report prepared for the Tenth International Conference on Second Language Problems (ICSLP), held in Dakar, Senegal, April 16-19, 1969.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Conference Reports, \*English (Second Language), Language Instruction, Language Programs, \*Material Development, National Surveys, \*Teacher Education, \*Testing

Identifiers—ICSLP, \*International Conference Second Language Problems

This report, prepared by the English for Speakers of Other Languages Program of the Center for Applied Linguistics for the Tenth Annual International Conference on Second Language Problems, summarizes a number of United States activities in/or related to the teaching of English to speakers of other languages. The report covers roughly the year 1968; all of the programs reported are new or show significant developments during this period. While the report is not exhaustive, it provides information on the broad range of current involvements in the field. Contents are listed under (A) General Activities; (B) English Language Teaching and Teacher Training Overseas; (C) English Language Teaching and Teacher Training in the United States; and (D) Materials Development and Testing. Information was gathered from a variety of sources: reports from federal, state and city government agencies, universities, foundations, and other private organizations; articles and notices in newsletters and professional journals; brochures; and personal contact. The source of additional information on a project appears after each entry, and organization addresses are listed on the last page of the report. See reports for 1966 (ED 012 465) and 1967 (ED 018 788). (AMM)

ED 030 117 AL 001 981

*Nearne, Robert J.*

Where the Action Is, An Evaluation. Project 64-2.

Hartford City Board of Education, Conn.

Report No.—ESEA-1

Pub Date—67

Note—26p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Objectives, \*English (Second Language), Enrollment, \*Language Instruction, \*Non English Speaking, Personnel Needs, \*Program Evaluation, Puerto Ricans, Reading Tests, Spanish Speaking, Student Placement

Identifiers—Elementary and Secondary Education Act, ESEA, Hartford Connecticut

For two consecutive years (1965-67), the Hartford, Connecticut ESEA Project 1 furnished over 1400 non-English-speaking pupils with "expanded services designed to provide a substantial portion of the school population with a functional grasp of the English language." This population represented an estimated six percent of Hartford's total public school enrollment and was increased by almost 100 percent over the previous year. (This count excluded an estimated 279 non-English-speaking kindergarten and first-grade children removed from the Program because of space and teacher shortages during the 1966-67 year.) The Project, begun in early 1965, aims to provide non-English speaking pupils with oral and written English skills, and to provide the teachers in the schools most impacted with non-English speakers with the skills needed to teach these pupils effectively. The present evaluation includes: a short description of staff requirements and problem areas. The summary states that preliminary investigations with the "Gates-MacGintie Reading Tests" showed evidence that significant changes in reading comprehension can be expected following a three-month cycle of English as a Second Language instruction. Appended is a summary evaluation of P.L. 89-10 Programs for fiscal year 1967. (AMM)

ED 030 348

FL 001 364

*Warriner, Helen P.*

Foreign Language Testing: A Call to Action. Southern Conference on Language Teaching, Atlanta, Ga.

Pub Date—Feb 69

Note—8p.; Address given before the Southern Conference on Language Teaching (5th, Atlanta, Georgia, February 13-15, 1969)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Objectives, Evaluation Criteria, \*Evaluation Needs, Instructional Improvement, Language Instruction, Language Learning Levels, \*Language Programs, Language Teachers, \*Language Tests, Measurement Goals, Program Development, \*Program Improvement, Research Needs, Research Proposals, Student Evaluation, Student Testing, Teacher Improvement, \*Testing Problems, Training Objectives

If the foreign language teaching profession is to succeed in developing and using better and more pertinent means of evaluating student achievement (and, consequently, of measuring its own instructional effectiveness), teachers at every level must reexamine testing and evaluation procedures and those engaged in research and development must increase their activities. In an initial attempt to broaden and strengthen evaluation procedures, the profession could (1) study current reference books for information and ideas, (2) broaden the scope of inservice education and the application of aptitude and commercial testing results, (3) reexamine the relationship between practices and objectives as well as strategy and results, (5) be more realistic and fair in testing practices, and (6) expand testing to include evaluation of a wider range of student performance. Testing should be made an instructional function to help teachers guide instructional goals and planning and detect specific student learning problems. (AF)

ED 030 351

FL 001 377

*Austin, Neale W.*

Some Recent Developments in Standardized Foreign Language Tests.

Southern Conference on Language Teaching, Atlanta, Ga.

Pub Date—14 Feb 69

Note—6p.; Address given at the Testing Clinica of the Southern Conference on Language Teaching (5th, Atlanta, Georgia, February 14-15, 1969)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Advanced Placement, College Students, \*Educational Innovation, Educational Objectives, \*Evaluation Methods, Evaluation Needs, Graduate Students, Language Learning Levels, Language Proficiency, Language Skills, \*Language Tests, Measurement Techniques, Modern Languages, National Competency Tests, Secondary School Students, \*Standardized Tests, Testing Problems, \*Testing Programs

Identifiers—College Entrance Examination Board Tests, Graduate Record Examinations, Modern Language Association Tests

Emphasized in this speech are the innovative practices in the standardized foreign language testing programs sponsored by the College Entrance Examination Board (CEEB) and the Modern Language Association (MLA). The CEEB projected listening and reading "composite tests" and changes in the French and Latin Advanced Placement Tests are described in the major portion of the document. Comprising another significant section are discussions of developments in the Graduate and Undergraduate Record Examinations and Graduate School Foreign Language Tests. A brief account of the latest events relevant to the MLA's Cooperative Foreign Language and Proficiency Tests precedes concluding remarks on the vital issues involved in proper classroom testing for diagnostic, instructional, and evaluative purposes. (AF)

ED 030 841

AL 000 981

*Jameson, Gloria Ruth*

The Development of a Phonemic Analysis for an Oral English Proficiency Test for Spanish-Speaking School Beginners.

Spons Agency—Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date—Jan 67

Note—187p.; Ph.D. Dissertation, University of Texas, Austin, January, 1967.

Available from Learning Disability Center, 604 West 24th Street, University of Texas at Austin, Texas 78705 (\$3.50 plus \$0.50 postage).

**Document Not Available from EDRS.**

**Descriptors**—Articulation (Speech), Bilingual Students, Diagnostic Tests, Disadvantaged Youth, Elementary School Students, Elementary School Teachers, \*English (Second Language), Interference (Language Learning), \*Language Tests, Oral English, Phonetic Analysis, \*Phonology, \*Preschool Children, Preschool Tests, Pronunciation, \*Spanish Speaking, Speech Skills, Statistical Analysis, Test Results, Verbal Tests  
**Identifiers**—\*Oral English Language Proficiency Test I, San Antonio Texas

The major objectives of the research reported here were: to develop a phonological analysis to be used in determining the basic language problems of disadvantaged Spanish-speaking children; to develop an effective test for assessing the oral English of these children that could be used by a classroom teacher after only a brief training period; and to develop a test to measure a child's progress in oral English through elementary school. To achieve these objectives: (1) Literature in the field of English tests for non-native speakers was reviewed (Chapter II), and an outline contrastive analysis of English and Spanish was written (Chapter III). (2) Three revisions of a phonological analysis of oral English were developed and tested with groups of 48, 43, and 157 pupils. The findings of the test are discussed (Chapter IV) with recommendations for changes. (3) Anticipated phonological difficulties for the native Spanish-speaker and difficulties reported by the teachers of Spanish-speaking children were compared with the findings of the above detailed analysis, with confirmation or variations reported. (4) A summary was prepared of the findings of the phonological analysis, with a review of the variations in scoring when the same children were marked by different teachers (Chapter V). It is concluded that the Phonemic Analysis test can test oral English ability with a reliability of 85 percent or better. (See also AL 000 982). (JD)

ED 030 842 AL 000 982

*Ott, Elizabeth Haynes*  
**A Study of Levels of Fluency and Proficiency in Oral English of Spanish-Speaking School Beginners.**

Spons Agency—Texas Univ., Austin, Research and Development Center for Teacher Education.

Pub Date—Jan 67

Note—169p.; Ph.D. Dissertation, University of Texas, Austin, January 1967.

Available from—Learning Disability Center, 604 West 24th Street, University of Texas at Austin, Texas 78705 (\$3.50 plus \$0.50 postage).

**Document Not Available from EDRS.**

**Descriptors**—Audiolingual Methods, Audiolingual Skills, Bilingual Students, Comparative Analysis, Disadvantaged Youth, \*Elementary School Students, \*English (Second Language), Language Ability, Language Instruction, Language Tests, Mexican Americans, Oral English, Second Language Learning, \*Spanish Speaking, \*Teaching Methods, Teaching Techniques, Verbal Development

**Identifiers**—Oral English Language Proficiency Test II, Ott Jameson Test, San Antonio Texas Independent School District

A comparison was made between disadvantaged, Spanish-speaking elementary school pupils taught science in English by the oral/aural (OAE) method and those taught the same science content in English with non-oral/aural (NOA) instruction. Both the Ott-Jameson Test of individual oral expression and a group, pencil and paper test of responses to spoken English were administered to 58 pupils in September, 1965 (pre-test) and May, 1966 (post-test). It was found that instruction using non-aural/oral techniques and a rich content, such as that provided in the "AAS: Science, A Process Approach," is as effective as intensive language instruction using oral/aural techniques in developing competency in hearing and understanding English vocabulary and differentiating contrastive phonology and grammar. The highly significant gains of pupils in the OAE group in the production of spoken English, however, substantiates the need for audio-lingual techniques in teaching English as a second language, especially to provide a rapid command of spoken English. It is recommended that "the benefit of oral/aural techniques be combined with content drawn from science, social studies, mathematics and literature to produce a language instructional program based on meaningful experiences." Further research and testing are needed in using content to teach language skills, as

is a Standardized scale for language competency. See ED 010 048, AL 000 981. (JD)

ED 030 848 AL 001 795

*Shaffer, Stuart M.*  
**The Measurement and Evaluation of Language Instruction.**

Pub Date—7 Mar 69

Note—13p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois March 5-8, 1969.

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Adjustment (to Environment), Auditory Discrimination, Diagnostic Tests, English (Second Language), Language Arts, Language Development, \*Language Instruction, \*Language Tests, Nonstandard Dialects, \*Pattern Drills (Language), \*Program Evaluation, Standard Spoken Usage, \*Ten1, Testing

**Identifiers**—Pattern Drills Program, Psychophysics

Developing test instruments for the Pattern Drills Program in the Pittsburg Public Schools has convinced the writer that the more test development activities and the teaching process reinforce each other, the stronger the program is. The Pattern Drills Program aims to develop bidialectism in non-standard English speakers by teaching standard English as a foreign language. The Drills reinforce and provide for "eventual automatic control of the standard pattern" by substitution practice. The contemporary psychophysics approach, described by Galanter in 1962 in terms of "detection," "recognition," "discrimination," and "scaling," can be used in testing for language development or for teaching language development. One reason for failure in teaching "correct standard English" is inappropriate measures. If a child cannot speak standard English at the appropriate time, we need to know whether it is because he cannot hear the difference, cannot mimic the difference, does not know the difference between different situations, or whether, although he has acquired all these "components," he just cannot combine them. Knowledge of this information would definitely have an effect on how we teach. (AMM)

ED 031 107 FL 001 224

*Carroll, J.B.*  
**Psychological Considerations in Setting Aims for Foreign Language Teaching.**

Association Nationale Federée de Tchécoslovaquie; Fédération International des Professeurs de Langues Vivantes.

Pub Date—68

Note—31p.; Lecture given before the Séminaire International sur la Différenciation Structurale entre les buts de l'enseignement des langues sur les Divers Plans du Système Scolaire, Prague, Czechoslovakia, November 1-3, 1967.

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Age Groups, Aptitude Tests, \*Decision Making, Deductive Methods, \*Educational Objectives, Grammar, Language Ability, \*Language Instruction, \*Language Learning Levels, Language Tests, Learning Characteristics, Learning Theories, Predictive Ability (Testing), \*Psychological Characteristics, Rote Learning, Second Language Learning, Student Motivation, Teaching Methods, Time Factors (Learning)

**Identifiers**—Modern Language Aptitude Test

The paper considers the results of theory and research in the psychological aspects of foreign language teaching as sources of guidance in making sound educational decisions concerning the aims of language teaching at all levels. Major attention is given to the suggestion offered by research findings that language aptitude depends upon a somewhat different set of abilities (primarily differences in learning rate, from those articles required to master other subject matter. An explanation of the Modern Language Aptitude Test's ability to measure, predict, and identify such distinctive foreign language learning traits as (1) phonetic coding ability, (2) grammatical sensitivity, (3) rote learning ability for meanings of foreign language words and expressions, and (4) deductive learning ability, precedes a discussion of the Test's use for selection, guidance, and diagnosis. More briefly examined are how the factors of age, length of study, and motivation influence the learning of a foreign language. Concluding remarks concern the proper aims for language instruction and the teaching methods appropriate for achieving these goals. For related documents see FL 001 222 and FL 001 223. (AF)

ED 031 116 FL 001 372

*Neumann, Idell And Others*  
**Selection of Military Personnel for Foreign Language Training.**

Naval Personnel Research Activity, San Diego, Calif.

Pub Date—Ser 68

Note—28p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-679 899, MF \$.65 HC \$3.00)

**Document Not Available from EDRS.**

**Descriptors**—Admission Criteria, Adult Education Programs, Aptitude Tests, \*Competitive Selection, Evaluation Criteria, Federal Programs, Language Ability, \*Language Programs, Language Tests, \*Military Personnel, Program Improvement, \*Research Projects, Second Language Learning, Student Evaluation, Student Motivation, Student Testing

A recently initiated research program, designed to develop tests and other procedures for improving the selection of military personnel for language training, has attempted to amplify the traditional language aptitude requirement to include systematic non-cognitive measures of the prospective trainee's motivation. (Author/AF)

ED 031 124 FL 001 391

*Poltzer, Robert L. Weiss, Louis*  
**Characteristics and Behaviors of the Successful Foreign Language Teacher. Technical Report No. 5.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SCRDT-TR-5

Pub Date—Apr 69

Contract—GEC-6-10-078

Note—114p.

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—Academic Achievement, \*Behavioral Science Research, Classroom Observation Techniques, Data Analysis, Effective Teaching, French, Language Instruction, \*Language Teachers, Language Tests, Questionnaires, \*Secondary School Students, Secondary School Teachers, Student Attitudes, Student Motivation, Teacher Behavior, Teacher Characteristics, Teacher Evaluation, \*Teacher Influence, Video Tape Recordings

**Identifiers**—California, San Jose

An experiment with 17 teachers of first-year high school French recruited from the staffs of three large, diversified San Jose, California school districts was designed to (1) observe closely the classroom behaviors of the participating teachers, (2) identify those successful in terms of pupil achievement, and (3) compare the behaviors and characteristics of these teachers with those identified as less successful. The predominant feature of the research was the systematic observation and rating of the classroom behavior of the teachers by recording four 15-minute class segments over a period of five months. By means of specially constructed criterion tests, student and teacher questionnaires, the Modern Language Association Proficiency Tests for Teachers, and the observation of classroom procedures, data were gathered that yielded 40 variables. An analysis of the intercorrelation matrix of the 40 variables showed that a series of interrelated teacher behaviors and characteristics correlated significantly with student achievement. The two research hypotheses formulated focused on the linguistically definable and pedagogical aspects of the teachers' classroom behavior. The major recommendations emerging from the study concerned teacher training innovations and further research needs. (Author/AF)

ED 031 383 RE 001 866

*Oakland, Thomas*  
**Relationships Between Social Class and Phonemic and Nonphonemic Auditory Discrimination Ability.**

Pub Date—Feb 69

Note—20p.; Paper presented at the American Educational Research Association conference, Los Angeles, Calif., Feb. 5-8, 1969.

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Auditory Discrimination, \*Auditory Tests, \*Auditory Training, \*Culturally Disadvantaged, Language Skills, Phonemes, Reading Research, \*Socioeconomic Status

The relationships between social class member-

ship and performance on phonemic and non-phonemic auditory discrimination tests were examined. Three socioeconomic groups (upper-middle class (UM), upper-lower class (UL), and lower-lower (LL) class) of 20 subjects each were administered the Wepman Auditory Discrimination Test and nonphonemic auditory discrimination tests of intensity, frequency, and pattern. The socioeconomic status of all Caucasian students within six first-grade classes was determined by ratings on the Index of Status Characteristics. A table of random numbers was used to assign the subjects to each of the socioeconomic groups. On the Wepman test the UM group and the UL group performed significantly better than the LL group. On the non-phonemic auditory discrimination tests, the UM group performed significantly better than did the UL or the LL groups on seven of 12 measures. On no measure was a lower socioeconomic group significantly better than a higher socioeconomic group. Correlations between error scores on the Wepman test and error scores on the nonphonemic auditory discrimination tests seem to indicate that the phonemic and nonphonemic tests measure somewhat different abilities, and the use of combined results is recommended. Tables and references are included. (WB)

ED 031 470 TE 001 399

Lackey, George H., Jr.

Written Communicative Ability: An Analysis and Treatment.

Pub Date—67

Note—151p.; Ph.D. Dissertation, University of South Carolina.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-15,566, MF \$3.00, Xerography \$7.20)

Document Not Available from EDRS.

Descriptors—Communication Skills, Composition (Literary), \*Composition Skills (Literary), \*English Instruction, \*Essay Tests, \*Language Ability, Language Instruction, \*Remedial Instruction, Secondary Education, Teaching Methods, Verbal Communication, Writing Skills

This study attempted to answer three questions dealing with written communication: (1) Does the nature of the essay test penalize poor writers? (2) Can short-term, concentrated instruction measurably improve the communication ability of poor writers? (3) Is written communicative ability strongly related to knowledge of the English language? To answer the first question, 257 high school English students were asked to write themes on a common subject and were given an essay test and an objective test on identical material. Sixty "poor" and 64 "good" writers were identified. It was found that the discrepancies between the objective and essay scores of the poor writers did not differ from those of the good writers. To answer the second question, two groups were selected from the 60 poor writers, and one group was given 20 fifty-minute instructional sessions on composition. On the basis of a theme written by both groups, the group receiving the concentrated instruction failed to gain significantly over the control group. To answer the final question, 182 of the students were administered "Nelson's High School English Test, Form A," and their scores were compared to their writing ability; but no strong relationship could be established. (Author/JB)

ED 031 701 AL 002 046

Spolsky, Bernard

Attitudinal Aspects of Second Language Learning.

Pub Date—Sep 69

Note—27p.; Paper read to the Psychology of Second Language Learning Section of the 2nd International Congress of Applied Linguistics, Cambridge, England, September 8-12, 1969.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Attitude Tests, Cultural Factors, English (Second Language), Foreign Students, \*Identification (Psychological), Interference (Language Learning), Language Proficiency, \*Learning Motivation, \*Psycholinguistics, Questionnaires, \*Second Language Learning, Student Attitudes, Student Motivation

The author feels that this study reaffirms the importance of attitude as one of the factors explaining the degree of proficiency a student achieves in learning a second language. Four groups of students representing 80 countries were administered (1) a direct questionnaire on which they were asked to rate the importance of 14 possible reasons for their

having come to the United States and (2) an indirect questionnaire consisting of four lists of 30 adjectives such as "buoy" and "sincere." Each student was asked to say how well he thought each adjective described him, how well it described the way he'd like to be, how well it described people whose native language was the same as his, and how well it described native speakers of English. For each student, the score on an English proficiency test was known. Using the criterion of the direct questionnaire, no more than 20% of the students could be considered integratively motivated; and there was no significant correlation between this motivation and proficiency. The indirect questionnaire showed a third of the students to be classifiable as considering speakers of English to be a more desirable reference group. The correlation of various parts of the indirect questionnaire with English proficiency was also examined to explore in detail what the nature of integrative motivation might be. (DO)

ED 031 702 AL 002 047

Spolsky, Bernard

Reduced Redundancy as a Language Testing Tool.

Pub Date—Sep 69

Note—17p.; Paper read to the Language Testing Section of the 2nd International Congress of Applied Linguistics, Cambridge, England, September 8-12, 1969.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, Language Proficiency, \*Language Tests, \*Redundancy, \*Second Language Learning, \*Testing, Test Validity, Transformation Generative Grammar Identifiers—Clozentropy

Redundancy in language reduces the possibility of error and permits communication where there is interference in the communicating channel. The relationship between creativity (the basic distinction between language-like behavior and knowing a language) and redundancy has been clearly established. Knowledge of rules is the key factor in creativity and is also the principal factor in the understanding of messages with reduced redundancy. In this paper the author discusses the three techniques that have been employed to test a subject's ability to function with a second language when noise is added or when portions of a test are masked. They are the cloze, clozentropy, and the noise tests. In the cloze test, portions of a written or oral test are blanked out and the subject is called on to provide the missing word or words. The clozentropy procedure measures a subject's performance in terms of a group norm. Thus, foreign students are scored according to the extent to which their responses agree with the normal responses of native speakers. The noise test originally consisted of a number of sentences to which noise had been added at signal to noise ratios of 1, 4, 7, 10, and 50 decibels. Recently, a multiple choice version has been prepared. The author feels that these practical studies have shown the value of language testing techniques based on redundancy. (DO)

ED 031 966 FL 001 049

Morrison, H.W. Adams, E.N.

Pilot Study of a CAI Laboratory in German.

National Federation of Modern Language Teachers Association.

Pub Date—May 68

Note—9p.

Journal Cit—The Modern Language Journal; v52 n5 p279-287 May 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, \*Audiolingual Methods, \*College Language Programs, \*Computer Assisted Instruction, German, Grades (Scholastic), Language Instruction, \*Language Laboratories, Student Opinion, Tables (Data)

Identifiers—State University of New York, Stony Brook

Comparisons are made between two introductory German sections at the State University of New York, Stony Brook, one of which had a conventional language laboratory and the other a computer assisted instruction laboratory. A brief description of the instructional arrangements is followed by descriptions of experimental comparisons, making up the bulk of the article. Sections are compared on language aptitude, overall academic achievement, course grades, achievement in German, and student opinion. For a related document see ED 016 978. (AF)

ED 031 968 FL 001 211

Gardner, Robert C. Lambert, Wallace E.

Motivational Variables in Second-Language Acquisition.

Canadian Psychological Association, Ottawa (Ontario).

Spons Agency—Canadian Defense Research Board, Ottawa (Ontario); Ford Foundation, New York, N.Y.

Pub Date—Dec 59

Note—7p.

Journal Cit—Canadian Journal of Psychology; v13 n4 p266-272 Dec 1959

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, Aptitude Tests, \*French, Hypothesis Testing, Language Ability, Language Proficiency, Learning Motivation, \*Research, \*Secondary School Students, \*Second Language Learning, Social Attitudes, Statistical Data, Student Attitudes, \*Student Motivation Identifiers—French Canadians

Montreal high school students studying French as a second language completed a battery of tests including measures of linguistic aptitude, verbal intelligence, and various attitudinal and motivational characteristics. Analysis of the intercorrelations of these tests yielded two orthogonal factors equally related to ratings of achievement in French: a "linguistic aptitude" and a "motivational" factor. It was also found that maximum prediction of success in second-language acquisition was obtained from tests of: verbal intelligence, intensity of motivation to learn the other language, students' purposes in studying that language, and one index of linguistic aptitude. (Author)

ED 031 974 FL 001 367

Kern, Edith

FLES Testing.

American Association of Teachers of French.

Pub Date—Oct 59

Note—8p.

Journal Cit—The French Review; v33 n1 p45-52 Oct 1959

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Television, Effective Teaching, Elementary School Students, \*Fles Programs, \*French, Grammar, Intelligence Factors, Language Instruction, Language Skills, \*Language Tests, \*Listening Comprehension, Statistical Data, Student Testing, Teacher Background, \*Test Construction, Test Results

FLES comprehension tests administered by television to a large group of elementary school students in a televised French course in Pennsylvania, are outlined in terms of testing methods and skills measured. Skills tested include (1) comprehension of phrases and words in context, simple stories, numbers, dates, times of day, (2) identification and differentiation by sound, and (3) grammatical identification of gender. Examples illustrate the testing methods. Test results are provided and some remarks on the relation of student intelligence and classroom teacher language teaching to class achievement under televised teaching are offered. (AF)

ED 031 979 FL 001 435

Donoghue, Mildred R.

Foreign Languages in the Elementary School: Effects and Instructional Arrangements According to Research. ERIC Focus Reports on the Teaching of Foreign Languages, Number 3.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y.

Pub Date—69

Note—10p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, New York 10011 (\$3.25)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Educational Research, Effective Teaching, Elementary School Students, \*Fles, Fles Teachers, \*Instructional Design, Language Instruction, Language Proficiency, \*Language Research, Language Skills, Maturity Tests, Physical Activities, \*Program Effectiveness, Scheduling, Secondary School Students, Second Language Learning

Research studies from different areas of the country are cited to support a favorable view of the effects of FLES instruction and to identify the most

effective FLES instructional arrangements. Effects of FLES instruction on language achievement in elementary and high school and on general achievement in elementary school are noted. A study on mental maturity in FLES and non-FLES young children is also cited. Such instructional arrangements as time-spacing during the week, sequence of oral skills, physical involvement, and effectiveness of the classroom teacher are considered. An annotated bibliography is included. (AF)

ED 032 514 AL 001 763

Lindamood, Charles H.

The ADD Test—Auditory Discrimination in Depth. Pub Date—Mar 69

Note—5p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5, 1969

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Auditory Discrimination, Auditory Evaluation, \*Auditory Perception, \*Auditory Visual Tests, Language Development, Language Patterns, Language Skills, Learning Processes, \*Phonemes, Reading Improvement

Identifiers—ADD Test, \*Auditory Discrimination in Depth, Phoneme Grapheme Correspondence

The ADD (Auditory Discrimination in Depth) Test measures the auditory perceptions basic to grasping the logic of the English writing and reading system. If the level of a subject's auditory perception—his ability to discriminate the phonemes of English and his ability to code phonemic sequences in both non-syllabic and syllabic units—can be determined, it can be estimated how much developmental work is going to be needed before the writing and reading task will become comprehensible to him. The ADD Test gives both diagnostic and prognostic information in this respect. This test requires the subject to manipulate colored blocks to indicate his perception of the relationships of sounds in oral patterns. The three categories involved are designed to check the ability to (1) discriminate isolated phonemes in sequence; (2) perceive phonemic relationships in a simple, protected syllable; and (3) perceive phonemic relationships in complex syllables. Informal norms suggest that if auditory perceptual judgment is functioning, four-year-olds can handle Category I, first- and second-graders can handle Categories II and III. Difficulty with Category I after five or six years of age is uncommon, but even some adults cannot handle Categories II and III. This deficiency has been reflected in almost every instance in poor word attack in reading and poor spelling skills. (See related document ED 028 430.) (AMM)

ED 032 540 AL 002 105

Savard, Jean-Guy

Bibliographie analytique de tests de langue (Analytical Bibliography of Language Tests). International Centre for Research on Bilingualism, Quebec (Canada).

Pub Date—69

Note—373p.

Available from—University of Laval Press, Quebec, P.Q., Canada

Document Not Available from EDRS.

Descriptors—\*Aptitude Tests, \*Bibliographies, \*Bilingualism, \*Language Tests, \*Psychological Tests, Testing

The present bibliography contains over 400 titles: 150 language tests for the mother tongue, 130 tests for second languages, and over 100 titles of documents and information concerning language testing. The volume consists of seven parts. In Parts I to V inclusively are titles of tests listed as follows: second language tests, mother-tongue tests, bilingual tests, language aptitude tests, and psychological tests. To simplify reference to these tests, an index of titles and an index of authors precede each category which in turn contains sub-titles referring to the language. The sixth part contains the titles of documents concerning language tests and testing material. In the seventh and last part is a list of editors or publishers from whom the tests mentioned in this volume are available. (AMM)

ED 032 797 FL 001 181

Christensen, Clay Benjamin, Shawl, James Robert  
A Definition of Achievement Level II in the Control of Spanish Syntax. Final Report.

Washington Univ., Seattle.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Aug 68

Contract OEC-4-7-068779-1514; OEC-4-7-068822-1638

Note—216p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Articulation (Program), Behavioral Objectives, Course Objectives, Curriculum Development, \*Educational Objectives, Language Learning Levels, Language Proficiency, Language Tests, Linguistic Competence, Linguistic Theory, Modern Language Curriculum, Performance Criteria, \*Second Language Learning, \*Spanish, \*Syntax, Teaching Techniques, Test Construction, \*Writing Skills

A third volume of a highly articulated set of language materials defines achievement level 2 in the control of Spanish syntax while providing descriptions and interrelationships of vital syntactic structures and expected student performance. The noun phrase, predicate phrase, verbal aspects, adverbials, relativization, noun modification, nominalization, "si" clause, interrogatives, comparison, negation, pronouns, imperatives, exclamations, passivization, alternation of basic sentence patterns, deletions, and conjunctions are presented. Selected sentences from current audio-lingual teaching materials are offered in a systematic arrangement providing the student with a segmented learning continuum in small units and the teacher with an overview of the structural content. The structuring of syntactic units is based on transformational generative-grammar linguistic principles. Each grouping is presented with an introduction, illustrative examples, and performance tests dealing with auditory comprehension, speaking, reading, and writing. Considerable material is included on objectives of the study, assumptions and hypotheses, and methods and testing. A conclusion, list of references, glossary, tables, and appendices are included. For companion documents see ED 021 514 and FL 001 487. (RL)

ED 032 799 FL 001 249

Lada, Robert

Language Testing: The Construction and Use of Foreign Language Tests. A Teacher's Book.

Pub Date—61

Note—389p.

Available from—McGraw-Hill Book Company, 330 West 42nd St., New York, N.Y. (\$6.95)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Comparative Testing, Cultural Education, Diagnostic Tests, Evaluation Criteria, Item Analysis, \*Language Skills, \*Language Tests, \*Second Language Learning, Statistical Analysis, Student Testing, \*Test Construction, \*Testing, Test Interpretation, Test Reliability, Test Validity

Intended as a comprehensive introduction to the construction and use of foreign language tests, this book utilizes modern linguistic knowledge as a base for scientific language testing. Major attention in testing is focused on such integrated language skills as auditory and reading comprehension, speaking, writing, translation, and over-all language control. Teaching of cross-cultural understanding and abstract values is also covered. Final chapters on the refinement and use of language tests are devoted to definition and description of norms, validity, reliability, item analysis, scoring, experimental design, and achievement. (AF)

ED 032 802 FL 001 262

Meras, Edmond A.

A Language Teacher's Guide. Second Edition.

Pub Date—62

Note 363p.

Available from—Harper & Row, 49 East 33rd St., New York, N.Y. 10016 (\$2.95)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Audiovisual Aids, Colleges, Cultural Awareness, Educational Objectives, Flies, Grammar Translation Method, \*Language Instruction, Language Learning Levels, Language Skills, \*Language Teachers, Language Tests, \*Methods, \*Modern Language Curriculum, Occupational Information, Secondary Schools, Teacher Role, \*Teaching Techniques

Presented in this book for prospective and practicing foreign language teachers is an historical review of language teaching and teaching techniques—some new, some traditional. Presentation and method in relation to scholastic level and pupil interest are discussed, as well as language teaching in the elementary school, the use of audio-visual aids, and curriculum construction. Permanent bases and objectives of foreign language teaching are examined in chapters on dictation, conversation, composition, cultural context, grammar, reading, vocabulary, and pronunciation. Sample tests are included as patterns

for constructing examinations. The teacher role in class, in the community, in the school system, and in the foreign language teaching profession are also considered. (CW)

ED 032 804 FL 001 299

Weinreich, Uriel

Languages in Contact: Findings and Problems.

Pub Date—64

Note—148p.; Originally published as Number 1 in the series "Publications of the Linguistic Circle of New York" (New York, 1953)

Available from—Mouton and Co., The Hague, Holland (\$6.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, \*Bilingualism, Contrastive Linguistics, Cultural Pluralism, \*Descriptive Linguistics, Dialect Studies, Individual Psychology, \*Interference (Language Learning), Language Ability, \*Language Research, Language Tests, Learning Processes, \*Linguistic Theory, Mutual Intelligibility, Psychological Characteristics, Second Language Learning, Sociocultural Patterns, Verbal Communication

A preface by Andre Martinet and a brief discussion of the author's approach to research introduce this descriptive study of bilingualism. Various aspects of interference—lexical, grammatical, and phonetic—are examined. Major emphasis is focus on the role and influence of socio-cultural setting and psychological factors inherent in bilingualism. The effects upon the individual are discussed in an appendix to the work. A comprehensive, indexed bibliography of 658 items is included along with suggested methods and opportunities for further research. (CW)

ED 032 812 FL 001 480

Wingard, Harold B.

A Study of Audiolingual Instruction Needed by Sixth-Grade Pupils Prior to Introducing Reading in First Year Spanish. Final Report.

San Diego Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Aug 68

Contract—OEC-4-7-061362-2709

Note—90p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Audio lingual Methods, Audiolingual Skills, Course Content, Elementary School Students, \*Flies Programs, Grade 6, Language Instruction, \*Language Research, Language Tests, \*Reading Instruction, Reading Skills, Research Needs, Research Projects, \*Spanish, Tables (Data), Teaching Methods

Identifiers—San Diego Unified School District

This cooperative research project, supported by the Office of Education Bureau of Research, attempts to answer questions on the effectiveness of reading instruction during a sixth grade beginning Spanish program. Major areas studied include: (1) the effects of reading instruction on listening, speaking, and reading skills, (2) the amounts of reading instruction necessary to effect a significant difference, and (3) the relative effectiveness of new and review reading content. Statistically inconclusive results limit the conclusions to a discussion of trends. The major recommendation growing out of this study is that further investigation in all three areas is greatly needed. Extensive appendixes are included. (AF)

ED 032 813 FL 001 481

1968-69 Advanced Placement Spanish.

College Entrance Examination Board, New York, N.Y.

Pub Date—68

Note—15p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 (\$5.50)

EDRS Price - MF01 Plus Postage. FC Not Available from EDRS.

Descriptors—Advanced Placement, \*Advanced Placement Programs, Articulation (Program), College Bound Students, College High School Cooperation, College Placement, Course Content, \*Curriculum Guides, Language Proficiency, Language Programs, Language Tests, Literary Analysis, \*Secondary School Students, \*Second Language Learning, \*Spanish, Standardized Tests, Student Evaluation, Superior Students

Identifiers—College Entrance Examination Board

This description of the Advanced Placement Program in Spanish for secondary school students furnishes (1) goals of the course, (2) a reading list to be

used in preparation for the exam, and (3) an outline of the test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in Spanish for 1969-70 as well as for 1968-69. For related documents see FL 001 482, FL 001 483, and FL 001 484. (RL)

**ED 032 814** FL 001 482  
1968-69 Advanced Placement Latin.

College Entrance Examination Board, New York, N.Y.

Pub Date—68

Note—30p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 (\$5.00)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Advanced Placement, \*Advanced Placement Programs, Articulation (Program), College Bound Students, College High School Cooperation, College Placement, Course Content, \*Curriculum Guides, Language Proficiency, Language Programs, Language Tests, \*Latin, Linguistic Competence, Literary Analysis, \*Secondary School Students, \*Second Language Learning, Standardized Tests, Student Evaluation, Superior Students

**Identifiers**—College Entrance Examination Board

This description of the Advanced Placement Program in Latin for secondary school students furnishes the scope of the four courses (Vergil, Comedy, Lyric, and Prose) on which the tests are based and outlines of each test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in Latin for 1969-70 as well as for 1968-69. For related documents see FL 001 481, FL 001 483, and FL 001 484. (RL)

**ED 032 815** FL 001 483  
1968-69 Advanced Placement German.

College Entrance Examination Board, New York, N.Y.

Pub Date—68

Note—18p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 (\$5.00)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Advanced Placement, \*Advanced Placement Programs, Articulation (Program), College Bound Students, College High School Cooperation, College Placement, Course Content, \*Curriculum Guides, \*German, Language Proficiency, Language Programs, Language Tests, Literary Analysis, \*Secondary School Students, \*Second Language Learning, Standardized Tests, Student Evaluation, Superior Students

**Identifiers**—College Entrance Examination Board

This description of the Advanced Placement Program in German for secondary school students furnishes (1) the goals of the course, (2) a reading list to be used in preparation for the exam, and (3) an outline of the test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in German for 1969-70 as well as for 1968-69. For related documents see FL 001 481, FL 001 482, and FL 001 484. (RL)

**ED 032 816** FL 001 484  
1968-69 Advanced Placement French.

College Entrance Examination Board, New York, N.Y.

Pub Date—68

Note—16p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 (\$5.00)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Advanced Placement, \*Advanced Placement Programs, Articulation (Program), College Bound Students, College High School Cooperation, College Placement, Course Content, \*Curriculum Guides, \*French, Language Proficiency, Language Programs, Language Tests, Literary Analysis, \*Secondary School Students, \*Second Language Learning, Standardized Tests, Student Evaluation, Superior Students

**Identifiers**—College Entrance Examination Board

This description of the Advanced Placement Program in French for secondary school students furnishes (1) goals of the course, (2) a reading list to be used in preparation for the exam, and (3) an outline of the test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in French for 1969-70 as well as for 1968-69. For related documents see FL 001 481, FL 001 482, and FL 001 483. (RL)

**ED 032 817** FL 001 487  
Shaw, James Robert

A Definition of One Level of Achievement in the Reading and Writing of Spanish. Final Report. Washington Univ., Seattle.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—31 May 69

Contract—OEC-4-7-068779-1514

Note—22p.

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Behavioral Objectives, Curriculum Development, Experiments, Language Instruction, Language Learning Levels, Language Proficiency, Language Research, Language Skills, Language Tests, \*Reading, Research Methodology, \*Secondary Schools, Second Language Learning, Skill Development, \*Spanish, Syntax, Teaching Methods, Transformation Generative Grammar, \*Writing

An operational definition of the standard for learner achievement at Level 2 with respect to the skills of reading and writing, was proposed for Spanish as one aspect of a research project. The method described, serving as the basis for articulation of level achievement, deals with general procedures, proposed operational definition of reading and writing for Level 2, analysis of the data collected, description of the experimental groups, grammatical structures, and materials and procedures in the experiment. The objectives of the collaborated project are examined as well as the conclusions and implications of this particular phase of the research. Statistical tables are included. For companion documents see ED 021 514 and FL 001 181. (RL)

**ED 032 951** RC 003 597

Spanish Program for Spanish Speaking Students, Merced City School District.

Merced City School District, Calif.

Spons Agency—California State Dept. of Education, Los Angeles.

Pub Date—[Jun 65]

Note—36p.

Available from—Tenaya School, 760 West 8th Street, Merced, California 95340 (\$1.50)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Ability Grouping, Basic Skills, Bilingualism, Core Curriculum, Cultural Background, \*Demonstration Programs, Dropouts, Equivalency Tests, Junior High School Students, Language Skills, \*Mexican Americans, \*Program Development, Self Esteem, \*Spanish, \*Spanish Speaking

The objectives of the Tenaya School, a 6th, 7th and 8th grade school in the Merced City School District, California, are to teach Spanish in homogeneous classes to its Mexican American students (50%) and to enhance their self esteem by stressing the cultural and academic advantages of bilingualism. The qualifications of a special teacher needed to carry out the pilot program and to work with consultants are outlined. Proposed methods of evaluating the program are given. The Tenaya Spanish Program and curriculum, and the materials and resources used are discussed. Included is a report on the placement test used for grouping 180 Spanish-speaking students and a brief description of the program as viewed by a consultant. The final report

submitted to the State Department of Education is emphasized. A breakdown of costs involved is also given. Copies of the Spanish Placement Test and the Spanish Placement Questionnaire conclude the document. (CM)

**ED 033 338**

AL 002 134

Porter, M. Roseamonde

Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands. Final Report.

Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 69

Grant—OEG-4-7-01025-2077

Note—257p.

**EDRS Price - MF01/PC11 Plus Postage.**

**Descriptors**—Audiolingual Methods, Bibliographies, Bilingual Education, Culture Conflict, \*Curriculum Development, Curriculum Guides, \*Elementary Education, \*English (Second Language), Equivalency Tests, Instructional Materials, \*Language Instruction, Malayo Polynesian Languages, Material Development, Questionnaires, School Surveys, \*Secondary Education, Second Language Learning, Teacher Education, Teaching Methods, Testing

**Identifiers**—Micronesia, Ponapean, \*Ponape District

The study reported here was carried on under a Curriculum Research Grant from the U.S. Office of Education to the University of Hawaii from November 1966 to June 1969. The Education Department of the Trust Territory of the Pacific Islands jointly sponsored the English curriculum research and development. Objectives were to evaluate the current status of English (as a second language) instruction and proficiency in aural comprehension, speech, reading, and writing for Micronesians pupils and teachers in the Ponape District in Grades 1-12, and to develop instructional materials and sequential curriculum for an audiolingual approach to language learning, basing curriculum and methodology on an analysis of key English structures and on problems in learning English communication skills in the Ponape District. This document, a detailed report of the study, consists of the following: (1) a summary of the project; (2) background information; (3) a review of recent literature and research related to language learning; (4) a current status study; (5) methods and materials; (6) findings and analysis of pre- and post-testing; and (7) conclusions and recommendations. References, a bibliography, and appendices containing administrative directives, questionnaires, summaries of reading and TESL seminars, proficiency tests, corpus, and tables conclude the report. (AMM)

**ED 033 339**

AL 002 135

English [Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands]. Books I-II.

Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 69

Grant—OEG-4-7-01025-2077

Note—191p.; 2vols.

**EDRS Price - MF01/PC08 Plus Postage.**

**Descriptors**—Achievement Tests, Audiolingual Methods, Audiovisual Aids, Bilingual Students, Contrastive Linguistics, Cross Cultural Studies, Cultural Context, \*Elementary Grades, \*English (Second Language), \*Instructional Materials, Intonation, \*Language Instruction, Pattern Drills (Language), Pronunciation, \*Teaching Guides

**Identifiers**—\*Ponapean

These first two books prepared by the Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands provide detailed instructions for teaching aural and oral skills in English as a second language to Ponapean children in Grade 1. Each book consists of ten lesson units; each lesson unit consists of five lessons. A statement of the aims for the lesson, the visual aids needed, and an outline of the steps for teaching the given structures precede each lesson. An achievement test follows each five-lesson unit. Instructions for computing class percentages are given in the prefatory section of each volume. See related documents AL 002 134 for a description of the Program and AL 002 141 for the line-drawing picture books which accompany these two volumes. (AMM)



ED 033 344 AL 002 140

Test Pictures [Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands].

Hawaii Univ., Honolulu. Coll. of Education. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 69

Grant—OEG-4-7-01025-2077

Note—50p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*English (Second Language), \*Equivalency Tests, \*Instructional Materials, \*Language Tests, \*Visual Measures  
Identifiers—\*Ponapean

These English Language Proficiency Test Pictures were prepared for the Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands. For a description of the Program and other tests used in the Program, see AL 002 134. (AMM)

ED 033 617 FL 001 164

Allen, Harold R., Ed.

Teaching English as a Second Language: A Book of Readings.

Pub Date—65

Note—406p.

Available from—McGraw-Hill, Inc., 330 W. 42nd St., New York, N.Y. 10036 (\$7.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Composition Skills (Literature), \*English (Second Language), \*Language Instruction, \*Language Research, Language Tests, Language Usage, Learning Theories, \*Linguistics, Literature, Nucleation (Language Learning), Reading Instruction, \*Second Language Learning, Specialists, Speech Instruction, Structural Grammar, Student Testing, Teaching Methods, Teaching Techniques, Vocabulary

This collection of 50 articles by 45 authors, largely from the United Kingdom and America, serves as an introduction for teachers preparing to teach English as a second or foreign language, or for administrators planning a program of English study as a second language. The readings are grouped in nine sections, each with an overview, according to the needs of the classroom teacher. Major consideration is given to social, psychological, and linguistic theories and approaches and to teaching English speech. Other groupings cover the teaching of English structures, vocabulary, usage and composition, and reading and literature. Methods and techniques, audiovisual aids, and testing are also represented. An index is provided. (AF)

ED 033 618 FL 001 201

Decaney, Fe R. Bowen, J. Donald, Ed.

Techniques and Procedures in Second Language Teaching. Philippine Center for Language Study. Monograph Series, Number 3.

California Univ., Los Angeles.; Philippine Center for Language Study, Pasay.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—63

Note—538p.

Available from—Oceana Publications, Inc., Dobbs Ferry, N.Y. 10522 (\$7.50)

Document Not Available from EDRS.

Descriptors—\*Biculturalism, Cultural Factors, \*English (Second Language), \*Language Instruction, Language Learning Levels, Language Teachers, Language Tests, Pattern Drills (Language), Pronunciation Instruction, Reading, Sociocultural Patterns, Spelling, Structural Grammar, \*Teaching Guides, \*Teaching Procedures, Teaching Techniques, Writing

This book, the third publication in a monograph series on language study, examines principles, techniques, and procedures of teaching English as a second language. Serving as a handbook for teachers primarily in the Republic of the Philippines, the work combines both theory and practice. Chapters on presenting English structure, pattern practice or structure drills, pronunciation lessons, reading, writing, spelling, and testing comprise the fundamental material of the text. Cartoon figures are used frequently to demonstrate instructional procedures. A bibliography and index are furnished. (AF)

ED 033 636 FL 001 477

Bloom, Benjamin S. And Others

[Cross-National Study of Educational Attainment: Stage I of the I.E.A. Investigation in Six Subject Areas. Volume II, Booklet 5] French as a Foreign Language, English as a Foreign Language, Civic Education, Attitude and Description Scales.

Chicago Univ., Ill.; International Project for the Evaluation of Educational Achievement, Hamburg (West Germany).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Feb 69

Grant—OEG-3-6-062527-2226

Note—679p.

EDRS Price - MF01/PC28 Plus Postage.

Descriptors—Achievement Tests, Answer Keys, Attitudes, \*Bilingualism, Cartoons, \*Civics, \*Cognitive Tests, \*English (Second Language), \*French, Illustrations, International Organizations, Language Tests, Listening Comprehension, Multiple Choice Tests, Objective Tests, Programmed Texts, Reading, Second Language Learning, Speaking, Writing

Identifiers—UNESCO, United Nations Educational Scientific Cultural Org

This fifth booklet included in the second of a two-volume cross-national study of educational attainment is a compilation of cognitive tests prepared for four fundamental student groupings in the areas of French as a foreign language, English as a foreign language, and civic education. Test booklets, pertinent scripts of taped material, test instructions, and scoring keys are provided. A multiple combination of French listening, reading, speaking, and writing tests is presented. The English series include several reading and listening tests while traditional writing and speaking tests are projected. The civic education section contains test and supplementary questions. Attitude scales are forthcoming for: (1) French and English showing interest in the foreign language and attitudes towards learning the language as a school subject, and (2) civic education indicating citizenship attitudes, attitudes toward egalitarianism, and perceptual awareness of the community. Test questions are largely of a multiple-choice, matching, dictation, or completion type nature and allow for quick scoring. Cartoon figures and illustrations are used frequently to illustrate test questions or possible answers. For companion documents see EA 002 594 and EA 002 615. (RL)

ED 033 637 FL 001 505

Gillers, Lillian M. And Others

French in the Elementary Schools; Grades 4-5-6. Curriculum Bulletin, 1961-62 Series, Number 13.

New York City Board of Education, Brooklyn, N.Y. Pub Date—Jan 63

Note—104p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$1.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Articulation (Program), Audiolingual Methods, Audiolingual Skills, Audiovisual Aids, \*Course Content, Course Objectives, \*Curriculum Guides, Files Guides, Files Materials, \*Files Programs, \*French, Language Instruction, \*Language Learning Levels, Language Skills, Language Tests, Pattern Drills (Language), Programmed Instruction, Teaching Techniques

The objectives, content, methods, and scope of French instruction for each level of a 3-year FLES program are delineated in this curriculum guide. In the first part, an audiolingual approach is advocated, and specific techniques are suggested for teaching language skills, grammatical structures, and cultural backgrounds. Also discussed are the use of audiovisual resources and the testing of language skills. In the second part, there are topical outlines of instructional suggestions for the first, second, and third year of instruction that consist of an introduction followed by suggested procedure, vocabulary and speech pattern scope, and meaningful activities for each level. A bibliography of general and specific references for FLES French teachers is included. (WB)

ED 033 638 FL 001 507

Abramson, Lillian S. And Others

Hebrew in the Elementary Schools. Curriculum Bulletin, 1965-66 Series, Number 12.

New York City Board of Education, Brooklyn, N.Y. Pub Date—Jun 66

Note—118p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 (\$2.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Articulation (Program), Audiolingual Methods, Audiolingual Skills, Audiovisual Aids, \*Course Content, Course Objectives, \*Curriculum Guides, Files Guides, Files Materials, \*Files Programs, \*Gifted, \*Hebrew, Language Instruction, Language Learning Levels, Language Skills, Language Tests, Pattern Drills (Language), Programmed Instruction, Teaching Techniques

The objectives, content, methods, and scope of Hebrew instruction for each level of a 3-year FLES program designed for intellectually gifted children are delineated in this curriculum guide. In the first part, an audiolingual approach is advocated, and specific techniques are suggested for teaching language skills, grammatical structures, and cultural backgrounds. Also discussed are the use of audiovisual resources and the testing of language skills. In the second part, there are topical outlines of instructional suggestions for the first, second, and third year of instruction that consist of an introduction followed by suggested procedure, vocabulary and speech pattern scope, and meaningful activities for each level. A bibliography of general and specific references for FLES Hebrew teachers is included. (WB)

ED 033 639 FL 001 507

Levic, Joanne And Others

Spanish in the Elementary Schools; Grades 4-5-6.

Curriculum Bulletin, 1961-62 Series, Number 14.

New York City Board of Education, Brooklyn, N.Y. Pub Date—Jan 63

Note—106p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$1.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Articulation (Program), Audiolingual Methods, Audiolingual Skills, Audiovisual Aids, \*Course Content, Course Objectives, \*Curriculum Guides, Files Guides, Files Materials, \*Files Programs, Language Instruction, \*Language Learning Levels, Language Skills, Language Tests, Pattern Drills (Language), Programmed Instruction, \*Spanish, Teaching Techniques

The objectives, content, methods, and scope of Spanish instruction for each level of a 3-year FLES program are delineated in this curriculum guide. In the first part, an audiolingual approach is advocated, and specific techniques are suggested for teaching language skills, grammatical structures, and cultural backgrounds. Also discussed are the use of audiovisual resources and the testing of language skills. In the second part, there are topical outlines of instructional suggestions for the first, second, and third year of instruction that consist of an introduction followed by suggested procedure, vocabulary and speech pattern scope, and meaningful activities for each level. A bibliography of general and specific references for FLES Spanish teachers is included. (WB)

ED 033 643 FL 001 534

Mildenberger, Andrea S. Wood, Carol

ERIC Documents on the Teaching of Foreign Languages: List Number 3.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Pub Date—Oct 69

Note—19p.; Reprint from Foreign Language Annals, v3 n1 p113-127 Oct 1969

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstracts, Bilingualism, \*Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Files, \*Language Instruction, Language Laboratories, Microfiche, Modern Languages, Programmed Instruction, \*Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Test-

ing

This third in a series of such catalogs lists 352 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) clearinghouses from October 1968 through April 1969. Entries are organized alphabetically, and a 12-category user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproductions, ERIC document numbers, and abstract availability information. For related documents see ED 026 924 and ED 029 538. (WB)

ED 034 201 AL 002 207

*Allen, Virginia French, Ed.***On Teaching English to Speakers of Other Languages. Series I.**

National Council of Teachers of English, Champaign, Ill.

Pub Date—65

Note—167p.; Papers read at the TESOL Conference, Tucson, Arizona, May 8-9, 1964

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Adult Education, Bilingualism, Composition (Literary), \*English (Second Language), Instructional Materials, \*Language Instruction, Language Programs, Linguistic Theory, Pronunciation Instruction, Reading Instruction, \*Teaching Methods, Teaching Techniques, Testing

The contents of this volume, a compilation of papers read at the first conference of TESOL (Teachers of English to Speakers of Other Languages), are grouped according to general subject and authors: (1) TESOL as a Professional Field—A.H. Marcwardt, F.J. Colligan, W.F. Marquardt; (2) Reports on Special Programs—J.E. Officer, R.B. Long, M.C. Streiff, D. Saunders, B.T. Estrada, J. Morris, D.I. Dickinson, E.M. Anthony, F. Ingemann; (3) Some Key Concepts and Current Concerns—H.B. Allen, J.D. Bowen, N. Greis, A.L. Davis, K. Aston, R. Strang, E.P. Dozier, L. McIntosh, E. Haugen, R. Roberts, S. Levenson, F.L. Bumpass, P.W. Bell, M. Finocchiaro, D.P. Harris, P.D. Holtzman, R.E. Spencer; (4) Materials: Their Preparation and Use—V. Komives, J. Jacobs, W.P. Allen, W.B. VanSyoc, W.R. Slager; (5) What to Do in the Classroom: Devices and Techniques—B.W. Robinett, J.O. Sawyer, R.C. Yarbrough, D.W. Danielson, J. Pransinskas, D. Knapp, J. Ashmead. A Foreword by J.R. Squire, and an introductory address by S. Ohannessian preface the papers. See AL 002 208 for Series II and ED 002 064 for Series III. Papers from TESOL Conferences held after 1966 have appeared in the "TESOL Quarterly" as separate articles, not in series form. (AMM)

ED 034 290 EA 002 594

*Bloom, Benjamin S.***Cross-National Study of Educational Attainment: Stage I of the I.E.A. Investigation in Six Subject Areas. Final Report. Volume I.**

Chicago Univ., Ill.; International Project for the Evaluation of Educational Achievement, Hamburg (West Germany).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Feb 69

Grant—OEG-3-6-062527-2226

Note—386p.

**EDRS Price - MF03/PC16 Plus Postage.**

Descriptors—\*Academic Achievement, Civics, Cognitive Tests, Cross Cultural Studies, Data Processing, \*Educational Research, \*Elementary Education, English (Second Language), Evaluation Methods, French, Intercountry Cooperation, \*International Education, Literature, Measurement Instruments, Questioning Techniques, Reading Comprehension, Science Education, \*Secondary Education

Identifiers—Australia, Belgium, Chile, England, Federal Republic of Germany, Finland, France, IEA, India, \*International Evaluation Educational Achievement, Iran, Italy, Japan, Netherlands, New Zealand, Poland, Scotland, Sweden, Thailand, United States

Twelve chapters describe an 18-nation study of educational attainment at the elementary and secondary school levels. Professional researchers participated in the project, developed through UNESCO and conducted under the auspices of educational research centers in Australia, Belgium, Chile, England, the Federal Republic of Germany, Finland, France, India, Iran, Italy, Japan, the Netherlands, New Zealand, Poland, Scotland, Sweden, Thailand, and the United States. Subjects of the

chapters include: Testing of achievement in science; reading comprehension; literature; French as a second language; English as a second language; civic education; development of measuring instruments; hypotheses, sampling designs, and between country analyses; plans for data collection; processing procedures; and consequences of IEA studies on education research and policy decisions. Ten appendices include proposals for future IEA work and basic testing rationales. (An expanded and revised version of Appendix F-1 appears as ED 018 431.) Related documents are Volume II, sections 1-4 and 6, (EA 002 615) and Volume II, section 5, (FL001 477). (JK)

ED 034 448 FL 001 504

*Castle, Pat, Ed. Jay, Charles, Ed.***Toward Excellence in Foreign Language Education.**

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date—68

Note—116p.; A special publication in commemoration of the Illinois Sesquicentennial Celebration, 1818-1968

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Articulation (Program), Conference Reports, Cooperative Planning, Cultural Education, Educational Improvement, Educational Objectives, Evaluation Methods, Files Programs, Individualized Instruction, Instructional Program Divisions, Instructional Staff, \*Language Instruction, \*Language Learning Levels, Language Proficiency, \*Language Programs, Language Tests, \*Teacher Education

Papers related to the work of the Bloomington Conference (April, 1968) for foreign language education improvement and standardization, particularly in teacher training programs, are presented in this special publication. A major effort is made at establishing the idea that good foreign language programs require cooperation between the subject oriented, liberal arts representatives and the faculty of the schools of professional education. Concepts of vital importance relating to the concepts of "level", individualized instruction, teacher training programs, FLES, articulation of foreign language programs, and guidelines for the evaluation of such programs are discussed at length. Additional material on the National Defense Education Act, culture, teacher-made tests, and oral proficiency is included with well defined samples of model foreign language programs and lists of problematic areas. (RL)

ED 034 449 FL 001 509

*Marty, Fernand***Teaching French.**

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—68

Note—324p.

**EDRS Price - MF02/PC13 Plus Postage.**

Descriptors—\*Audiolingual Methods, Audiovisual Instruction, \*Cognitive Objectives, Comprehension Development, Course Content, Dialogue, Educational Equipment, Educational Philosophy, Equipment Maintenance, \*French, \*Language Instruction, Morphology (Languages), Phonology, Speech Communication, Spelling, Structural Analysis, Syntax, \*Teaching Methods, Testing, Undergraduate Study, Vocabulary

This comprehensive analysis of French teaching methodology reveals basic problems underlying the current philosophy of language learning, while presenting new ideas based on extensive research. Two books, "Active French: Dialogues" and "Active French: Foundations Course" (Books 1 and 2), which stress well specified learning objectives, were developed to provide a dual approach to the morphology and syntax of the target language, thereby illustrating to the student the complexity of foreign language study. While urging an "intellectual approach" to language learning, the author includes extensive coverage of: (1) methodology, (2) phonology, (3) morphology, (4) audio-visual materials, and (5) the use of the "Active French" texts. Other chapters deal with syntax, vocabulary, spelling, comprehension, expression, and techniques for practice and testing. Concluding remarks bear significantly on the teacher, the learner, and problems inherent in our educational system. An index is furnished. (RL)

ED 034 451 FL 001 511

*Turner, E. Daymond, Jr.***Correlation of Language Class and Language Laboratory. ERIC Focus Reports on the Teaching of Foreign Languages, Number 13.**

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y.

Pub Date—69

Note—12p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, New York 10011 (\$2.25)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Materials, \*Classrooms, \*Educational Coordination, Instructional Aids, Instructional Materials, \*Language Instruction, Language Laboratories, \*Language Laboratory Use, Language Programs, Language Tests, Lesson Plans, Material Development, \*Second Language Learning, Student Attitudes, Teacher Attitudes, Teaching

This concise report, one of a series, focuses attention on the topic of correlation of work in the foreign language class with drill in the language laboratory. Viewing the attitude of the language teacher as the critical factor in this problem, the author presents fundamental material on: (1) selection of appropriate materials, (2) the use of careful scheduling of laboratory periods, (3) detailed programming of what is to be presented in class and in the laboratory to insure appropriate correspondence, (4) physical presence of the teacher in the laboratory during drill sessions whenever possible, and (5) use of the language laboratory for testing. Reference to other pertinent documents is made. (RL)

ED 034 460 FL 001 545

*Valette, Rebecca M.***Directions in Foreign Language Testing.**

Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[69]

Note—66p.

Available from—Modern Language Association, Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$2.00)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Achievement Tests, \*Aptitude Tests, Curriculum, Diagnostic Tests, Evaluation Methods, Guides, Language Programs, \*Language Tests, Manuals, Measurement Techniques, Modern Languages, \*Objectives, Prognostic Tests, Research Needs, \*Second Language Learning, Taxonomy, Teaching Skills, Tests, Test Selection

This handbook, which focuses on foreign language teaching in the classroom, aims to describe the "state of the art" in testing. The first section considers the area of aptitude testing, particularly the diagnostic function of aptitude tests. A taxonomy of foreign language teaching objectives points out the need to classify the aims of foreign language instruction. Another section on measuring achievement explores techniques and recent research, strongly urging the use of criterion-reference tests. The use of tests in the classroom and methods of evaluating teacher competence are discussed. Research needs are spelled out and a bibliography offered. Several tables graphically illustrate key concepts in this paper. (RL)

ED 034 466 FL 001 560

*Bockman, John F.***Assessing a Foreign Language Program Through Proper Use of Standardized Tests.**

Tucson Public Schools, Ariz.

Pub Date—28 Dec 67

Note—37p.; Paper presented at Supervisory Services Session of American Council on the Teaching of Foreign Languages Convention, Chicago, Illinois, December 28, 1967

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Achievement, Aptitude Tests, Course Evaluation, Curriculum Design, \*Curriculum Evaluation, Evaluation, Grades (Scholastic), \*Language Learning Levels, \*Language Programs, Language Research, Modern Languages, Performance Criteria, \*Second Language Learning, Speeches, \*Standardized Tests, Statistical

**Analysis, Student Needs, Test Results Identifiers—MLA (Cooperative Language Tests), Modern Language Association, Pimsleur Language Aptitude Battery, Tucson Arizona Public Schools**

This talk delivered at the 1967 annual meeting of the American Council on the Teaching of Foreign Languages examines a statistically-oriented assessment of the foreign language program at Tucson, Arizona. The text includes reprints of 25 transparencies used, largely drawn from the results of two groups of tests: (1) the Modern Language Association Cooperative Language Tests and (2) the Pimsleur Language Aptitude Battery. Other charts and diagrams indicate various interpretations of results of the tests pointing out ways in which to meet the varied needs of a large heterogeneous school population. (RL)

ED 034 971 AL 002 121

**Briere, Eugene J.**  
**English Language Testing Project for the Bureau of Indian Affairs.**

University of Southern California, Los Angeles. English Language Testing Project.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date—[69]

Note—15p.

Available from—Author, English Language Testing Project, 2140 Westwood Blvd., Los Angeles, California 90024

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*American Indians, Auditory Visual Tests, Elementary Education, \*English (Second Language), \*Equivalency Tests, Group Norms, Language Proficiency, Language Skills, Listening Comprehension, Measurement Instruments, Minority Group Children, Standardized Tests, \*Testing, \*Testing Programs

Identifiers—\*Bureau of Indian Affairs Schools

This brochure contains a summary of an English language testing project being developed by the University of Southern California under the aegis of the Bureau of Indian Affairs (BIA). Previous attempts (Stanford Achievement Test, California Achievement Test) have failed to test American Indian children's performance in reading, vocabulary, and language because these tests are not designed to measure linguistic skills. The norms and standards of such tests are derived from populations far different from the American Indian children in BIA schools, many of whom are either non-English speaking, or seriously deficient in English. The major objectives of this Project are to develop a battery of tests consisting of three parts: (1) three oral-aural techniques to measure proficiency in perception and production of spoken English, (2) two techniques for testing proficiency in listening comprehension, and (3) a paper and pencil test designed to measure the level of proficiency in written English grammar. Although not specifically within the scope of this three-year project, it is felt that the testing instruments being developed will be of great use in assessing proficiency in English for other non-English speaking groups. Direct inquiries to Author, or to Assistant Commissioner for Education, BIA, 1951 Constitution Ave. NW, Washington, D.C. 20242. (AMM)

ED 034 978 AL 002 228

**Adams, E. N.**

**Computer Based Instruction and Management in Foreign Language Teaching: A Systems Concept.** International Business Machines Corp., Yorktown Heights, N.Y. Thomas J. Watson Research Center.

Report No.—RC-2658

Pub Date—8 Oct 69

Note—22p.

Available from—IBM Thomas J. Watson Research Center, Post Office Box 218, Yorktown Heights, New York 10598

**Document Not Available from EDRS.**

Descriptors—Audio Video Laboratories, Audiovisual Programs, Autoinstructional Methods, \*Computer Assisted Instruction, \*Language Instruction, \*Language Laboratories, Language Proficiency, \*Second Language Learning, Testing

A language-learning system is described in which individual practice in the learning laboratory is the central activity, both of learning and of testing. The system includes as one component an audio/visual device controlled by a digital computer. The system is designed to achieve a high quality of instruction by good management of the student's time and ef-

fort. A discussion is given of the equipment, the computer programs, and the general functional design of the learning system. (Author/DO)

ED 035 269 EM 007 066

**Andrade, Manuel And Others**

**Measurement of Listening Comprehension Via Television in Elementary School Spanish Instruction; Development of Programed Learning Materials for Use with Televised Spanish Instruction; Results in First, Second, and Third Year Research. Denver-Stanford Project on the Context of Instructional Television.**

Denver County Public Schools, Colo.; Stanford Univ., Calif. Inst. for Communication Research. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-3; R-4; R-5; R-7; R-10

Pub Date—Mar 64

Note—226p.

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Autoinstructional Aids, Conversational Language Courses, \*Educational Programs, Educational Television, Experimental Programs, Instructional Materials, \*Language Instruction, Language Laboratories, Language Learning Levels, Language Proficiency, \*Language Programs, Languages, Language Teachers, Language Tests, Listening Comprehension, Programed Instruction, Programs, \*Spanish

Identifiers—Stanford Denver Project

The Stanford-Denver Project is a continuing study of elementary school Spanish instruction. These five documents report on various aspects of this study, especially the use of new technology to make instruction of Spanish more efficient. The first study details the construction of a listening comprehension test which could be given via television to students who can neither write nor read Spanish. The second discusses the development of programed learning materials for Spanish instruction and their effectiveness. The third document presents the results from an experiment testing different utilizations of instructional television. The fourth reports on experiments done to determine the proper time to begin study of written Spanish, and along with the fifth study, compares teacher instruction with automated instruction. A combination of both techniques is found to be preferable to either alone. The fifth study examines the use of audio aids in earlier grades and finds them efficacious. (BB)

ED 035 315 EM 007 709

**Friedman, Herbert L. Johnson, Raymond L.**

**Time-Compressed Speech as an Educational Medium: Studies of Stimulus Characteristics and Individual Differences. Final Report.**

American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Sep 69

Grant—OEG-1-7-070642-3764

Note—119p.

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Auditory Discrimination, \*Auditory Perception, Aural Stimuli, Communication (Thought Transfer), Connected Discourse, Individual Differences, Information Theory, Language Ability, Language Research, \*Listening Comprehension, Listening Habits, Listening Skills, Media Research, Perception, \*Predictive Ability (Testing), \*Recall (Psychological), \*Speech Compression, Stimulus Generalization, Verbal Ability

Research in training subjects to comprehend compressed speech has led to deeper studies of basic listening skills. The connected discourse is produced by a technique which deletes segments of the speech record and joins the remainder together without pitch distortion. The two problems dealt with were the sources of individual differences in the ability to understand time-compressed speech and the temporal characteristics of language which facilitate or impair listening comprehension. By reducing the amount of time available for the listener to process speech, the nature of listening priorities emerges. The insertion of temporal spacing at linguistically strategic locations have enabled the experimenters to determine whether they are behaviorally strategic. The identification of behaviorally strategic locations has, in turn, enabled them to further understand the nature of those activities which are necessary for processing speech and to what aspect of speech they are directed. The corre-

lates and predictors of success at these tasks further enrich the picture of what underlies successful listening. (MM)

ED 035 322 FL 000 757

**Pimsleur, Paul**

**A French Speaking Proficiency Test.**

American Association of Teachers of French.

Pub Date—Apr 61

Note—10p.; Reprint from The French Review, v34 n5 p470-479 Apr 1961

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Audiolingual Skills, \*French, Language Fluency, \*Language Proficiency, \*Language Tests, Pictorial Stimuli, Pronunciation, Speaking, Syntax, Tape Recordings, \*Test Construction, Test Reliability, Test Validity, Vocabulary

An attempt to test students objectively in a five-part, French, speaking proficiency test is described and discussed. Concrete nouns, abstract words, pronunciation, syntax, and fluency are tested with a combination of tape and picture stimuli. Reliability, validity, and practical questions are raised; and previous aural-oral testing procedures are reviewed. (AF)

ED 035 327 FL 001 490

**McClafferty, James And Others**

**Foreign Language Innovative Curricula Studies; End of Grant Period Report. Title III, ESEA, 1968-1969.**

Ann Arbor-Public Schools, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Grant—OEG-3-7-704431-(056)

Note—263p.

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Bilingual Education, \*Cultural Education, Curriculum Research, Dutch, \*Educational Innovation, Educational Objectives, Educational Problems, English (Second Language), French, \*Language Instruction, Language Programs, Language Tests, \*Modern Languages, Polish, Problem Solving, Program Costs, Program Descriptions, Secondary Schools, Spanish, Teacher Education

Identifiers—FLICS, \*Foreign Language Innovative Curricula Studies

This final administrative report describing seven language-related programs in the Foreign Language Innovative Curricula Studies (FLICS) project includes program description and objectives, evaluation reports, testing materials, and program costs. A Bilingual Curriculum Development Program was to develop materials in the teaching of standard English as a second language to language handicapped kindergarten children. The Learning Laboratory Program features automated learning carrels using flexible audio and visual equipment for study of language and other related materials. An Associated Staff Training Program is designed to train school personnel in the discovery and solution of instructional problems. Language programs include Humanities in French, Spanish-American Language and Culture, Polish Language and Heritage, and Dutch Language and Heritage. (RL)

ED 035 340 FL 001 583

**Valdman, Albert F.**

**Trends in Language Teaching.**

Pub Date—66

Note—298p.

Available from—McGraw-Hill Book Co., 330 West 42nd St., New York, N.Y.

**Document Not Available from EDRS.**

Descriptors—Applied Linguistics, Bilingualism, Contrastive Linguistics, \*Educational Research, Educational Television, \*Educational Trends, Fles, Generative Grammar, \*Language, \*Language Instruction, Language Laboratory Equipment, \*Literature, Programed Instruction, Pronunciation Instruction, Psycholinguistics, Psychology, Sociocultural Patterns, Spanish Literature, Teaching Methods, Testing

Fourteen articles by anthropologists, psychologists, sociologists, and linguists, bearing on the way foreign languages will be taught in the immediate future, constitute the major portion of the book. The contents include chapters on: (1) sociocultural context of language and literature, (2) Hispanic literature, (3) the use of contrastive linguistics in course development, (4) teaching pronunciation, (5) applied linguistics and generative grammar, (6) psychological theory and educational research, (7) psycholinguistics, (8) bilingualism, (9) programed

instruction, (10) a self-instructional prosody development device, (11) testing, (12) language laboratory equipment and use, (13) television teaching, and (14) foreign language in the elementary school (FLES). A historical overview of the past two decades of foreign language teaching touches on the basic tenets of the "Linguistic Method" and current trends. Technical terms and symbols, articulatory diagrams, and an author-title index are included. (RL)

ED 035 514

PE 002 346

Potter, Thomas C.

**A Taxonomy of Cloze Research, Part I: Readability and Reading Comprehension.**

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR1

Pub Date—1 Jun 68

Contract—OEC-4-7-062865-3073

Note—51p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Cloze Procedure, Evaluation Methods, Language Research, \*Measurement Technique Methods, \*Readability, Reading Comprehension, \*Reading Research, \*Research Tools, Test Construction, Test Reliability, Test Validity

An overall look is taken at the cloze research method as a new tool for measuring readability. The construction of a cloze readability test is described as well as several studies made on the reliability and validity of such tests. Included also are some methodological considerations to be kept in mind when constructing a cloze test. Data is reported from some cloze technique investigations, using children from first grade through high school and adults from a variety of populations, which suggest that the cloze technique is applicable to many types of communication and that it can be used to discriminate among the readability levels of passages and among the reading comprehension levels of readers. A description is given of the most valid and reliable cloze test for measuring passage difficulty as shown by research. It is suggested that more research must be done in several fundamental areas about this relatively new technique and that there are several new areas in which the technique may be used. A bibliography is included. (NH)

ED 035 781

AA 000 484

Kennedy, Graeme

**The Language of Tests for Young Children. CSE Working Paper No. 7.**

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date—Feb 70

Note—19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aptitude Tests, Black Dialects, \*Child Language, Early Childhood, \*Listening Comprehension, \*Psycholinguistics, \*Speech Communication, Test Interpretation

This paper will outline some of the ways in which the language of the test instrument can be a factor in affecting the performance of a given child or group of children on a test. In tests of quantitative intelligence, mathematical skills, conceptual knowledge, readiness and aptitude, it is not reasonable to think of the language of the test as a neutral factor. It is with such tests that this paper is especially concerned. Particular lexical items used in a test may affect comprehension and result in false interpretations of the test performance. In analyzing the language of the test, tester and the language of the child, this paper has pointed out some ways in which children's test performance can be influenced by linguistic variables. (Author/LS)

ED 035 868

AL 002 271

Andrews, Norwood, Jr., Ed.

**Proceedings of the Vanderbilt Invitational Conference on High School Portuguese. Final Report.** Vanderbilt Univ., Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Inst. of International Studies.

Pub Date—Jan 70

Contract—OEC-1-7-070966-3772

Note—251p.; Proceedings of the Vanderbilt Invitational Conference on High School Portuguese, Nashville, Tennessee, June 5-8, 1967

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Equivalency Tests, \*High School Curriculum, Instructional Materials, \*Language Instruction, Language Programs, \*Portuguese, \*Seminars, \*Supplementary Textbooks, Teacher Education

This Conference was sponsored by the U.S. Office of Education, the Gulbenkian Foundation, Inc., United Merchants and Manufacturers, The Hispanic Society of America, Phi Lambda Beta (the Portuguese National Honor Fraternity), and Vanderbilt University. Individual participants from specified regional nuclei of interest met for introductory plenary sessions, during which the importance of Portuguese, the need for more people trained in it, and its interdisciplinary relevance were discussed in the national context by a series of distinguished specialists. The "national" group then separated into its constituent nuclei of interest (regional groups) for the seminars described in these transcripts, which are presented here in dialog form (with the exception of two in narrative form). They represent the discussion of the following groups: (1) District of Columbia, Virginia, New Jersey, Pennsylvania; (2) Alabama, Georgia, Tennessee; (3) California, Oregon; (4) Texas, Louisiana; (5) Illinois, Kansas, Missouri, Nebraska; (6) Massachusetts; (7) Ohio, Michigan, Indiana, Wisconsin; (8) Colorado, New Mexico, Nevada, Utah, Arizona; (9) New York; and (10) Rhode Island, Connecticut. A list of supplementary materials in Portuguese prefaces, and an index concludes the text transcriptions. (AMM)

ED 035 877

AL 002 284

Saville, Muriel R. Troike, Rudolph C.

**A Handbook of Bilingual Education.**

Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.

Pub Date—Jan 70

Note—69p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bibliographies, \*Bilingual Education, \*Bilingualism, Bilingual Students, Bilingual Teacher Aides, Bilingual Teachers, Community Cooperation, Cross Cultural Studies, Culture Free Tests, \*English (Second Language), Grammar, Language Role, Navaho, Nonstandard Dialects, Phonology, \*Program Design, Questionnaires, Second Language Learning, Spanish, \*Testing, Vocabulary

The introduction to this handbook for teachers and administrators in bilingual education programs states: "Half of the children in the world are bilingual, and approximately one fourth of the people in the United States can communicate in more than one language. About ten percent of our population speaks a language other than English natively. For thousands of the children who enter school each year, English is a foreign language." In the first chapter, the authors present a historical view of bilingualism and discuss some of the controversial points raised by educators. (A glossary of linguistic terms used is provided.) In Chapter II, the linguistic, psychological, social, and cultural factors involved in bilingual education are considered. Chapter III outlines suggestions for setting up bilingual programs, the need for which must first be recognized by the local school board and superintendent. In Chapter IV, a brief description of English phonology and points of English grammar as they contrast with Spanish and Navaho illustrate some common teaching problems. Chapter V discusses curriculum and language teaching and offers some practical teaching suggestions based on traditional axioms adapted to bilingual education. The final chapter, stressing the importance of evaluation, discusses language and intelligence tests and home condition questionnaire. (AMM)

ED 036 206

FL 001 316

Estarellas, Juan

**The Self-Instructional Foreign Language Program at Florida Atlantic University.**

Pub Date—69

Note—47p.

Available from—International Teaching Systems, P.O. 1497, Boca Raton, Florida 33432 (\$1.25)

EDRS Price - MF01/PC.02 Plus Postage.

Descriptors—Audiolingual Skills, Audio Video Laboratories, Autoinstructional Laboratories, \*Behavioral Objectives, Colleges, Educational Objectives, Instructional Technology, \*Language Instruction, \*Modern Languages, Multimedia Instruction, \*Programed Instruction, Quarter System, Scheduling, Testing, \*Universities, Video

Tape Recordings

Faced with a multiplicity of problems caused by a four-quarter school year, Florida Atlantic University offers a self-instructional language curriculum based on behavioral objectives. Books, audio-tapes, and video-tapes are used exclusively in the Spanish, French, German, and Russian courses. Programed learning, curriculum development, materials, media, and testing are also examined. Student evaluation questionnaires and a bibliography are included in the appendix. (RL)

ED 036 228

FL 001 570

Popham, W. James

**Behavioral Objectives and Teaching Skills.**

Southern California Modern and Classical Language Association.

Pub Date—Oct 69

Note—4p.; Abridgement of an address delivered at the Conference of the Modern and Classical Language Association of Southern California and the Foreign Language Council of San Diego, April 19, 1969, San Diego, California

Journal Cit—Forum; v8 n1 p4-7 Oct 1969

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Behavioral Objectives, Behavior Change, Cognitive Objectives, Course Objectives, Curriculum Development, Educational Objectives, Measurement Goals, \*Performance Criteria, Programed Instruction, \*Second Language Learning, Sequential Approach, Student Behavior, Student Evaluation, \*Teacher Education, Teacher Evaluation, Teaching Skills

Identifiers—\*Instructional Objectives Exchange

In this abridged talk concerning the preparation of behavioral objectives for foreign language learning, the author expounds on procedures considered necessary for curriculum development. The four-step model includes: (1) specification of objectives, (2) pre-assessment of previously acquired skills or knowledge, (3) determination of instructional sequence, and (4) student evaluation. Attainment of instructional objectives as the goal in the teaching and learning relationship is stressed in the article. The Instructional Objectives Exchange at the University of California, Los Angeles (UCLA) is also treated. Discussion of performance tests of teaching proficiency developed at UCLA involving experienced teachers, housewives, television technicians, and garage repairmen concludes the article. (RL)

ED 036 233

FL 001 602

Pond, Karl S.

**Objectives, Tests, and Motivation.**

National Association of Language Lab. Directors.

Pub Date—Dec 67

Note—5p.; Address given at the annual meeting of the National Association of Language Laboratory Directors in Atlantic City, New Jersey, April 3, 1967

Journal Cit—National Association of Language Laboratory Directors Newsletter; v2 n1 p11-15 Dec 1967

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Skills, Basic Skills, \*Educational Objectives, \*Language Instruction, \*Language Laboratories, Language Laboratory Equipment, Language Skills, Listening Comprehension, Motivation, Second Language Learning, \*Student Motivation, Testing, \*Tests

Claiming that the actual learning of basic language skills takes place in the language laboratory, the author states four requisites for effective use of the laboratory: (1) a clear statement of specific objectives, (2) instructions for the student, (3) realistic objectives, and (4) student rewards. Testing, learning theory, applied linguistics, discrimination training, pattern drills, and analogy are examined with the prime consideration of student motivation in mind. The close coordination of the classroom and the language laboratory is seen as being vital to the justification of laboratory use. (RL)

ED 036 242

FL 001 648

Gravit, Francis W., Ed. Valdman, Albert, Ed.

**Structural Drill and the Language Laboratory: Report of the Third Language Laboratory Conference Held at Indiana University, March 29-31, 1962.**

Indiana Univ., Bloomington. Research Center in Anthropology.

Pub Date—63

Note—224p.; Publication 27 of the Indiana University Research Center in Anthropology, Folklore, and Linguistics

Journal Cit—International Journal of American Linguistics; Part 3 v29 n2 Apr 1963  
Document Not Available from EDRS.

Descriptors—\*Audiolingual Methods, Audiolingual Skills, \*Conference Reports, English (Second Language), Evaluation, High Schools, \*Language Instruction, Language Laboratories, \*Language Laboratory Use, Language Skills, \*Program Coordination, Programed Instruction, Reports, Structural Grammar, Teaching Machines, Testing, Textbooks

This report of the third Indiana-Purdue Language Laboratory Conference emphasizes techniques and teaching in the laboratory rather than a technical discussion of equipment. Major topical divisions subsuming individual author articles are related to: (1) structural drill, (2) evaluation of laboratory technique, (3) current textbooks and the language laboratory, (4) testing tapes, (5) new developments in textual materials, (6) teaching machines, and (7) the language laboratory and the high school. Articles on verb drill and conversation, quality in tape recording and voicing, auditory discrimination, learning specifications, English for foreigners, correlation of the laboratory with the textbook, specific language instruction, achievement testing, prognostic tests, program continuity and coordination, and the library of recorded materials suggest the wide range of topics in the report. The program of the conference and a list of participants are included in the appendix. (RL)

ED 036 766 AC 006 572

*Ilyn, Donna*  
Developing a Placement Test for Adults in English-Second-Language Programs in California.

Pub Date—Feb 70  
Note—30p.; Paper presented at the Adult Education Research Conference, Minneapolis, Minnesota, February 27-28, 1970

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—\*English (Second Language), \*Instructional Program Divisions, \*Student Placement, \*Test Construction

This paper describes the development of the English-Second-Language Placement Test (EPT) 100-200-300, which places adult students into the first three levels of ESL classes, and discusses work done on EPT 400-500-600, an experimental test to place students in the last three levels of classes. A structured test, EPT 100-200-300 tests ability to read items already practiced orally. One-page pretests were standardized on students at Alemany Adult School in San Francisco. Subsequent work was done under a Federal Grant to establish norms and to make a gains study on small city day schools and on night schools in urban and migrant worker areas. Scores of adult non-academic students were compared with those of college students enrolled in English classes for the foreign born at San Francisco State College. The new standardized tests are called EPT 100-200-300 forms A and B; each contains 50 items, takes a half hour, and provides a placement table. EPT 400-500-600 is still experimental but students successfully passing this test should be able to compete in Adult High Schools or College Foreign Born programs. (author/eb)

ED 036 804 AL 002 327

*Craft, Kenneth*  
TESOL, 1967-68: A Survey.  
Teachers of English to Speakers of other Languages.  
Pub Date—70  
Note—36p.

Available from—TESOL, School of Languages and Linguistics, Georgetown University, Washington, D.C., 20007 (\$1.00)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—\*Bibliographies, \*English (Second Language), Grammar, \*Language Instruction, Phonology, Pronunciation Instruction, Reading Instruction, Teacher Education, Teaching Methods, Test, Testing, Vocabulary

The first part of this survey is an introduction to the development of the TESOL Organization (Teachers of English to Speakers of Other Languages) and its professional activities, such as teacher training and experimental work with teaching English as a second dialect. The second part is the 1967-68 international TESOL bibliography, which lists works in the following fifteen categories: (1) Surveys and Bibliographies, (2) Teaching in Specific Places to Specific Groups, (3) General Methodology, (4) Pronunciation, (5) Grammar, (6) Reading, (7) Composition, (8) Vocabulary, (9) Literature, (10) Testing, (11) Teaching Aids, (12)

Teacher Training, (13) Bilingual Education, (14) Standard English as a Second Dialect, and (15) Other Related Matters. (FB)

ED 036 805 AL 002 328

*Cosgrave, Desmond P.*  
Aural Comprehension Tests and How to Prepare Them.

Pub Date—Feb 70  
Note—12p.  
Available from—Seido Language Institute, 20-1 Ohara-cho, Ashiya-shi, Hyogo-ken, Japan (Annual Subscription, \$2.50)

Journal Cit—The Modern English Journal; v1 n1 p5-16 Feb 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Audiolingual Methods, Auditory Discrimination, English (Second Language), \*Language Tests, Language Usage, \*Listening Comprehension, Standard Spoken Usage, Tape Recordings, Teacher Developed Materials, Test Construction

Aural comprehension tests, which are designed so that the student can give non-vocal reactions to orally-presented problems are valuable for two reasons: they provide the teacher of English with an objective and accurate measure of the pupils' comprehension and can also be given simultaneously to a large group of students. According to the author, it is very important that this kind of test be properly prepared, taking into consideration that the structured oral approach must use meaningful alternatives based on expressions already practiced in class. These tests are best administered with a tape recorder or a language laboratory to eliminate possible subjectivity in the teacher's voice; and are apparently most successful when the answer form is completion, single response, or supplying a sentence to describe a situation. When using contrastive elements, it is best not to give widely varying alternatives; although three alternatives are preferable some structures will not permit this. The author further suggests ways of preparing the test script so it will be meaningful and ways of checking the reliability of the test itself. He emphasizes that the aural comprehension test cannot measure a student's speaking ability. (FB)

ED 037 107 FL 001 259

*Newmark, Maxim, Ed.*  
Twentieth Century Modern Language Teaching: Sources and Readings.

Pub Date—48  
Note—740p.

EDRS Price - MF09/PC30 Plus Postage.  
Descriptors—Audiovisual Aids, Conference Reports, Curriculum Design, Educational Benefits, Educational History, Educational Objectives, Educational Psychology, Intensive Language Courses, \*Language Instruction, Language Programs, Language Tests, \*Modern Languages, Realia, \*Reference Materials, \*Resource Materials, Second Language Learning, Teacher Education, Teacher Selection, \*Teaching Methods, Teaching Techniques

One hundred and twenty-two readings from sources published between 1900 and 1947 cover aspects of language teaching in the United States. Chapters on the history of modern language teaching and on programs, projects, and activities are particularly lengthy. Other chapters discuss values of foreign language study, foreign language in the general curriculum, aims and objectives, psychology of language learning, methods and techniques, tests and measurements, training and selection of teachers, the Army Specialized Training Program, and reports, proposals and recommendations. A shorter chapter is devoted to realia and audiovisual aids for teaching foreign civilization. Appendixes contain descriptions of examinations, sample questions, and realia lists. (AF)

ED 037 125 FL 001 596

*Spokoini, Hilier, Ed.*  
Proceedings of the 1968 Annual Meeting of the New York State Federation of Foreign Language Teachers. Theme: Foreign Languages within the Humanities.

New York State Federation of Foreign Language Teachers.  
Pub Date—31 Mar 69

Note—46p.; 51st Annual Meeting, Kiamesha Lake, New York, October 20-22, 1968

Available from—Sister Eileen Regina Leonard, Cathedral High School, 360 Lexington Ave., New York, New York 10022 (\$1.00)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Articulation (Program), \*Conference Reports, Culture, Educational Innovation, Educational Legislation, Files, \*Humanities, Humanities Instruction, \*Instructional Program Divisions, \*Language Instruction, Language Programs, Latin, Meetings, Modern Languages, Multimedia Instruction, Second Language Learning, \*Teacher Education, Test Validity

These proceedings focus on the theme of the foreign languages within the humanities. Standing committee meetings described are: (1) FLES, (2) High School and College Foreign Language Articulation, (3) Legislation, (4) Multimedia, and (5) Evaluation of Regents Examinations. Panel meetings center on: (1) culture, (2) cocurricular foreign language activities, (3) foreign languages for pupils of lower academic achievement, (4) innovations, and (5) preparation of college teachers of foreign languages. Articles include: (1) "The MacAllister Report", (2) "The Responsibilities of the Foreign Language Teacher in a Changing World", (3) "Curricula for the Preparation of College Teachers", and (4) "The Preparation of College Teachers of Foreign Languages." Other articles deal with the humanities, Latin, teacher problems, and mandated language instruction in a democracy. (RL)

ED 037 150 FL 001 695

*Mildenberger, Andrea S. Mazza, Margarita*  
ERIC Documents on the Teaching of Foreign Languages: List Number 4.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Pub Date—Mar 70  
Note—18p.; Reprint from Foreign Language Annals, v3 n3 p489-502 Mar 1970

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Abstracts, \*Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Files, \*Language Instruction, Language Laboratories, Microfiche, Modern Languages, Programed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Testing

This fourth in a series of such catalogs lists 344 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from May 1969 through October 1969. Entries are organized alphabetically, and a 12-category user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy/reproductions, ERIC document numbers, and abstract availability information. For related documents see ED 026 924, ED 029 538, and ED 033 643. (WB)

ED 037 710 AL 002 335

*Robinson, Peter.*  
Oral Expression Tests.  
Pub Date—Jun 69  
Note—17p.; Based on a paper presented at the Canadian Linguistics Association Congress, Toronto, June 10-13, 1969

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Communication (Thought Transfer), \*Conversational Language Courses, English (Second Language), Evaluation Methods, Language Proficiency, \*Language Tests, \*Linguistic Competence, Linguistic Performance, Listening Comprehension, Objective Tests, Reading Comprehension, Second Languages, \*Speech Communication, Speech Skills

The discussion centers around the amount and kind of participation that should be asked of a student taking reading and oral comprehension tests. For each test there are four levels of participation; zero, limited, extended, and complete. The test designer should create a situation which will encourage the subject to give maximum expression, because his language in the test is a representation of what he can produce in a real situation. This also enables the corrector to give a more accurate evaluation of the student's language ability. The most effective oral test includes an interview and a discussion section to permit the most extensive use of the language. Various ways of evaluating linguistic structures are suggested, with emphasis on organization of test goals. (FB)

ED 038 044 FL 000 099

Valetta, Rebecca M.

The Use of the Dictée in the French Language Classrooms.

National Federation of Modern Language Teachers Association.

Pub Date—Nov 64

Note—4p.; Reprint from The Modern Language Journal, v48 n7 p431-434 Nov 1964

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, \*Experiments, \*French, Grammar, \*Language Instruction, Language Patterns, Listening Comprehension, Pronunciation, Research, Tables (Data), \*Teaching Techniques, Testing, \*Writing, Written Language

Results of a study involving an experimental and a control group of first-semester, college students in a required language course concern the use of the French dictée in the classroom as a testing and teaching technique. Performance on written and oral examinations indicates that dictation practice stimulates awareness of the written language, but does not automatically imply proficiency in knowledge of grammatical constructions or oral comprehension. (RL)

ED 038 051 FL 000 251

Carroll, John B.

The Prediction of Success in Intensive Foreign Language Training.

Pub Date—64

Note—32p.; Reprint from Training Research and Education, Chapter 4, p 87-136, University of Pittsburgh Press, 1962

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Aptitude Tests, Bibliographies, Diagnostic Tests, Educational Testing, Graphs, \*Intensive Language Courses, \*Language Ability, Language Instruction, Languages, Learning Difficulties, Predictive Ability (Testing), \*Prognostic Tests, Research Reviews (Publications), \*Second Language Learning, Statistical Data, Tables (Data), Test Validity

After a review of the problem of predicting foreign language success, this booklet describes the development, refinement, and validation of a battery of psychological tests, some involving tape-recorded auditory stimuli, for predicting rate of progress in learning a foreign language. Although the battery was developed for more general application in high schools and colleges, this article focuses on the results obtained in a variety of "intensive" or semi-intensive foreign language courses in a variety of Western and non-Western languages, mainly under governmental auspices, as in the Air Force or at the Foreign Service Institute. Validity coefficients for the tests often reached high levels, with multiple correlations as high as .84. Results suggest there are at least four main components of foreign language aptitude: phonetic coding ability, grammatical sensitivity, rote memory for foreign language materials, and inductive language learning ability. Aptitude is general over different languages, and the tests offer diagnostic possibilities. Results are interpreted in terms of a model that depicts relations among aptitude, ability to understand instruction, motivation, time allowed for learning, and quality of instruction. An appendix of test descriptions and a list of references accompany the text. (Author)

ED 038 061 FL 001 665

Smith, Phillip D., Jr.

A Comparison Study of the Effectiveness of the Traditional and Audiolingual Approaches to Foreign Language Instruction Utilizing Laboratory Equipment. Supplementary Report.

West Chester State Coll., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research; Office of Education (DHEW), Washington, D.C. Inst. of International Studies

Pub Date—Aug 69

Contract—OEC-1-7-070133-0445

Note—171p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Audiolingual Methods, Comparative Analysis, Educational Research, Educational Strategies, Evaluation, French, German, \*Grammar Translation Method, \*Language Instruction, \*Language Laboratories, Language Research, Modern Languages, National Norms, \*Secondary Schools, Second Language Learning, Statistical Data, Testing, Textbook Evaluation

Identifiers—\*Pennsylvania Foreign Language Project

USOE Projects 5-0683 and 7-0133 (Pennsylvania

Foreign Language Projects entitled "An Assessment of Three Foreign Language Teaching Strategies Utilizing Three Language Laboratory Systems" and "A Comparison Study of the Effectiveness of the Traditional and Audiolingual Approaches to Foreign Language Instruction Utilizing Laboratory Equipment") were continued into Levels III and IV. The conclusions support earlier findings that students learning foreign language through a cognitive approach continue to achieve significantly better than audiolingual students. This supplementary report contains four major sections: (1) a review of the first and second years of the study, (2) a report of the third and fourth years, (3) additional information and analyses of the first and second years, and (4) reactions and reviews of the research discussion conference on USOE projects 5-0683 and 7-0133. The appendixes include a talk given by Dr. Smith in reply to discussion of the project which appeared in the October 1969 "Modern Language Journal". Extensive use of tables is made throughout the report. For related documents see ED 021 512 and ED 030 013. (Author/RL)

ED 038 071 FL 001 722

Sheppard, Douglas C.

Certifying Teachers of Modern Foreign Languages for American Public Schools—1969.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 70

Contract—OEC-1-6-002034-1625

Note—17p.; Preprint from Foreign Language Annals, v3 n4 May 1970

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, New York 10011 (\$5.00)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Credits, Credentials, Credit Courses, Elementary Schools, Equivalency Tests, Instructional Program Divisions, \*Language Instruction, \*Modern Languages, \*Public Schools, Questionnaires, Secondary Schools, State Surveys, Supervisor Qualifications, \*Surveys, \*Teacher Certification, Teacher Education, Teacher Qualifications

This survey of state certification practices and requirements for modern foreign languages reports on standard credit and hour requirements for elementary, secondary, supervisory, and coordinator certification. It also discusses the "approved program" option, proficiency testing, foreign language in the elementary school (FLES), reciprocal certification, licensing for differentiated staffing, and state and municipality relationships. The questionnaire used in the survey is included with a state-by-state tabulation of responses. (RL)

ED 038 553 AA 000 538

Trull, Ronald L., Comp.

Research on Elementary Reading: Comprehension.

ERIC/CRIER Reading Review Series, Bibliography 27.

Indiana Univ., Bloomington.

Pub Date—Apr 70

Note—142p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Elementary Grades, Language Research, Measurement, \*Reading Comprehension, \*Reading Instruction, Reading Materials, Reading Processes, Reading Programs, \*Reading Research, Reading Tests

The major focus of this abstract bibliography is to list research studies and journal articles reported in the ERIC/CRIER Basic References which identify and examine the many variables influencing reading comprehension. The entries in Part One, which includes citations and abstracts of documents published from 1950 to 1969, have been organized under five general areas: (1) The Reader, (2) The Teacher, Methods, Materials, and Programs, (3) Language, (4) Measurement, and (5) Research Summaries. Part Two contains citations and brief annotations of documents published prior to 1950. Entries are alphabetized by author within each section. Instructions for ordering microfilm and xerography document reproductions from the ERIC Document Reproduction Service and from University Microfilms are included. (Author/CM)

ED 038 623 AC 006 974

Renbarger, Ray Nisch

An Experimental Investigation of the Relationship between Self-Esteem and Academic Achievement in a Population of Disadvantaged Adults.

Michigan State Univ., East Lansing.

Pub Date—69

Note—186p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-20,919, MF \$3.00, Xerography \$8.60)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Adult Dropouts, \*Adult Students, Analysis of Variance, Arithmetic, Bibliographies, Blacks, Control Groups, Day Students, \*Disadvantaged Groups, Doctoral Theses, Evening Students, Experimental Groups, Females, \*Group Guidance, Language Arts, Research, \*Self Concept, Tests

Identifiers—Iowa Test of Basic Skills, Tennessee Self-Concept Scale

This study investigated whether the self-esteem of disadvantaged adult students can be influenced by group guidance experiences; and to what degree, and how, academic achievement is influenced by changes in self-esteem. Subjects (59 Negro women in a clerical training program in Detroit) were divided into two experimental and two control groups. A ten week group guidance experience was provided for experimental subjects. Pretest and posttest measures were obtained using the Tennessee Self-Concept Scale and a specially designed self-esteem inventory. Academic achievement was measured by the language arts and arithmetic achievement subtests of the Iowa Test of Basic Skills. Findings included the following: (1) group guidance appeared to exert a negative but insignificant influence on self-esteem; (2) improved self-esteem was positively related to improved academic achievement; (3) control group dropouts showed slightly lower self-esteem, and significantly lower language achievement, than persisters; (4) the disadvantaged adults did not score lower on self-esteem than a normal population. (Author/LY)

ED 038 876 FL 000 091

Spencer, Richard E. Seguin, Edmond L.

The Relative Effectiveness of Earphones and Loudspeakers as a Means of Presenting a Listening Test in a Foreign Language.

National Federation of Modern Language Teachers Association.

Pub Date—Oct 64

Note—4p.; Reprint from The Modern Language Journal, v48 n6 p346-349 October 1964

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Auditory Discrimination, Educational Experiments, Effective Teaching, Experiments, \*German, \*Language Instruction, \*Language Laboratory Equipment, Language Laboratory Use, \*Language Tests, Listening Comprehension, Media Research, \*Modern Languages, Reading Comprehension, Standardized Tests, Statistical Data, Testing, Undergraduate Study

An experiment, using College Board Achievement Tests in German Reading and Listening Comprehension, to compare the effectiveness of earphones and loudspeakers in language test presentation is described. Related opinions, implications, and conclusions on the effectiveness of communication media in language teaching and testing are offered. (AF)

ED 038 898 FL 001 659

Damore, Anthony P.

Teaching Spanish by Being Responsible for Specific Objectives. Third Progress Report (Evaluation of Test Data) for the Development of County Wide Articulation in Foreign Language Instruction Through Common Measurement Procedures.

Stanislaus County Schools, Modesto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—P-2635

Pub Date—Jul 69

Note—73p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Behavioral Objectives, Curriculum Research, Educational Objectives, Educational Programs, Educational Strategies, Instructional Design, \*Language Instruction, Measurement Techniques, \*Performance Criteria, Placement, \*Prognostic Tests, Program Descriptions, Projective Tests, Secondary Education, Second Lan-

guage Learning, \*Spanish, Student Placement, Teaching Techniques, Testing

This report summarizes the activities and accomplishments of the Elementary and Secondary Education Act (ESEA) Title III Project No. 2635 for the school year 1968-69. While the basic project goals continue to be to develop common measurement procedures and a complementary program of inservice education that interrelates the process of instruction and measurement, two new objectives were added for the 1968-69 school year. They are: 1) to develop final forms of criterion-referenced tests, and 2) to develop a usable ninth grade placement test. The achievement of these two objectives is described with emphasis on the discussion of three methods for predicting success or failure in the ninth grade foreign language experience. The experimental, statistical results of teacher recommendations, placement, and transfer tests are compared and described in this report. Project results and changes in participants' attitudes toward the use of behavioral objectives in planning curriculum are examined. Cooperating community agencies are listed. A student questionnaire, test sheets, and answer booklets are reproduced in the appendix. For a related document see ED 025 982. (RL)

ED 038 903 FL 001 736  
Struth, Johann

German for Secondary Schools; Suggested Content and Organization for Four- and Six-Year Sequences.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date—61

Note—181p.; 1968 reprint

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Articulation (Program), Audiolingual Methods, \*Curriculum Guides, \*German, German Literature, Instructional Materials, \*Language Instruction, Language Laboratories, Language Skills, Pattern Drills (Language), Program Guides, Reading Skills, \*Secondary Schools, Second Language Learning, Sequential Programs, \*State Curriculum Guides, Testing, Textbooks, Vocabulary

This curriculum guide for German language instruction in secondary schools concentrates on methodology and materials which emphasize the development of audio-lingual skills and the acquisition of reading skills. Extensive sections on reading and culture are directed to specific grades and levels and provide recommendations. Teaching methodology, audio-lingual experiences, pattern drills, textbook presentation, language laboratories, vocabulary, and language structures are treated in this handbook. A summary of four- and six-year programs, a discussion of homework, a model lesson for grade 10 or 11, and a section on testing are included. (RL)

ED 039 530 AL 002 432  
Scoon, Annabelle R. Blanchard, Joseph D.

The Relation of a Test of English as a Second Language to Measures of Intelligence, Achievement, and Adjustment in a Sample of American Indian Students.

Pub Date—Mar 70

Note—44p.; Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indian Culture, \*American Indians, Bilingual Students, Cultural Factors, \*English (Second Language), \*Language Tests, \*Second Language Learning, \*Testing

Identifiers—Iowa Test of Educational Development, ITED, \*Test of English as a Foreign Language, TOEFL

This report discusses the types and results of tests used on 142 "reasonably representative" American Indian bilingual students at the Institute of American Indian Arts in Santa Fe, New Mexico. Major hypotheses of the study were that (1) there is a factor in the abilities of an English-as-a-second-language speaker which can be isolated as English language ability; (2) a low TOEFL (Test of English as a Foreign Language) score will occur with poor adjustment scores; and (3) there will be a significant difference in the mean scores of the two intelligence tests used (the Otis Gamma Verbal and the Chicago Nonverbal). Results seem to warrant two conclusions: (1) the TOEFL is a valid measure of English language skill of American Indian students; results are close enough to those of the non-native speakers of English for whom the test was written to suggest

strongly that similar abilities are being measured; and (2) since the TOEFL and ITED (Iowa Test of Education Development) do not factor out into different factors, ITED also measures language ability. ITED may be too hard for the students, however. It is recommended that American Indian students be given the same consideration as foreign students, with intensive or semi-intensive instruction in English as needed, and adjustment of course load if indicated. (AMM)

ED 039 806 FL 001 757

Gerber, Sanford E. Hanley, Theodore D.  
Psychoacoustic Investigation of Foreignness.  
Quarterly Report.

California Univ., Santa Barbara.  
Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—ONR-N00014-67A-0120-0006

Pub Date—1 Aug 69

Note—3p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-690 960, HC \$3.00, MF \$0.65)

Document Not Available from EDRS.

Descriptors—Acoustics, Auditory Discrimination, \*Auditory Perception, Aural Stimuli, Comparative Analysis, Experiments, \*Foreign Culture, \*Language Classification, Languages, Listening Comprehension, Listening Habits, Listening Skills, \*Modern Languages, \*Psychoacoustics, Sentences, Tape Recordings, Tests

An experiment which measures the foreignness of selected languages with reference to each other, to native languages of listeners, and to listeners' language experience is described. The procedure involves the tape recordings of 50 sentences in the native languages of 10 selected speakers. The second major stage involves playback to listener groups of the recorded sentences on a paired-comparison basis, with listener judgment made on which language of any sentence pair sounded more foreign. (Author)

ED 039 807 FL 001 758

O'Brien, Gordon E. And Other  
The Effects of Programmed Culture Training Upon the Performance of Volunteer Medical Teams in Central America.

Illinois Univ., Urbana. Dept. of Psychology.  
Spons Agency—Advanced Research Projects Agency.

Report No.—NCR-177-472; TR 6-(69-5)

Pub Date—Jun 69

Note—52p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-692 406, HC \$3.00, MF \$0.65)

Document Not Available from EDRS.

Descriptors—Attitude Tests, Community Programs, Cross Cultural Studies, \*Cultural Awareness, Cultural Exchange, Cultural Factors, Cultural Interrelationships, Culture, Culture Contact, Experimental Program, \*Foreign Culture, Intercultural Programs, Language Instruction, \*Programmed Instruction, Simulation, \*Situational Tests, \*Team Training

This study compares the performance of volunteer medical teams who received a programmed culture assimilator test with teams who did not receive the assimilator. All team members, citizens of the United States, worked for three-week periods in Honduras and Guatemala and were rated on their success in conducting clinics and managing community development projects. The effect of culture training upon productivity, clinic training, and on teams working in villages is described. (Author/RL)

ED 039 810 FL 001 764

Curriculum Suggestions for Grades Six Through Nine: Latin with Sample Examinations.

National Association of Independent Schools, Boston, Mass.

Pub Date—Sep 69

Note—22p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$5.00 to members, \$6.65 to non-members)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, Classical Languages, Classical Literature, \*Curriculum Development, Fles, Grammar, \*Junior High Schools, \*Language Instruction, Language Learning Levels, \*Latin, Standardized Tests, Student Evaluation, Translation

This two-hour, comprehensive examination in La-

tin for grades 6 through 9 is composed of three separate tests. Each test language forms, translation of Latin into English, and translation of English into Latin. An optional translation passage is included. The first test, Alpha, is designed for the end of the first year of Latin in either grade 7 or 8; Beta, is meant for students completing the second year at the eighth or ninth grade level, covering material immediately prior to Caesar; and Gamma is written for students prepared to read Caesar. Specific suggestions for preparation for each test are furnished. Remarks to teachers on test administration precede the sample examinations. (RL)

ED 039 811 FL 001 765

Curriculum Suggestions for Grades Seven Through Twelve: Modern Languages (French, German, Russian, Spanish) with Sample Examinations.

National Association of Independent Schools, Boston, Mass.

Pub Date—Sep 68

Note—83p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$1.00 to members, \$1.15 to non-members)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Achievement Tests, \*Curriculum Development, Fles, French, German, Grammar, \*Junior High Schools, \*Language Instruction, Language Learning Levels, \*Modern Languages, Pronunciation, Reading Comprehension, Russian, Second Language Learning, Spanish, Speech Skills, Standardized Tests, Student Evaluation, Vocabulary

Sample examinations in French, German, Spanish, and Russian for the elementary and intermediate levels are contained in this publication. The French examinations test: (1) speaking ability, (2) listening comprehension, (3) vocabulary, (4) grammar, and (5) reading. The tests on German measure vocabulary, grammar, listening, and reading comprehension. Similarly, the examinations on Spanish are available for the elementary and intermediate levels and cover the basic skills of listening, speaking, reading, and writing. The student's knowledge of Russian grammar is tested through his ability to complete some one hundred sentences in Russian. (RL)

ED 039 818 FL 001 775

Bilingual Conceptual Development Guide—Preschool. Michigan Oral Language Series.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Michigan State Dept. of Education, Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—70

Note—328p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, New York 10011 (D\$01, \$7.50)

EDRS Price - MF02/PC14 Plus Postage.

Descriptors—Biculturalism, \*Bilingual Education, Bilingual Students, Concept Formation, Concept Teaching, Educational Strategies, \*English, \*Instructional Materials, Language Enrichment, \*Lesson Plans, Preschool Education, Preschool Programs, Second Language Learning, \*Spanish, Student Evaluation, Student Testing

Identifiers—FLICS, Foreign Language Innovative Curricula Studies

This guide for teachers of pre-school, Spanish-speaking children provides materials for conceptual development in the target languages. Some 120 structural Oral Language Circle lessons in Spanish and in English, each approximately 15 minutes in duration, represent the heart of this package. Used together, they develop in the child language and conceptual skills needed to benefit from a standard school setting. Unit topics include: (1) naming, (2) describing, (3) locating, (4) counting, (5 and 6) grouping, (7) sequencing, and (8) review. The introduction contains a description of the program, answers to common questions, sequence of language and conceptual development, equipment guide, and a suggested daily schedule. Numerous cutouts for specific Circle lessons are found in the art materials supplement. (RL)

ED 039 819 FL 001 776

Michigan Oral Language Productive Test. Conceptual Oral Language Test. Michigan Oral Language Series.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Michigan State Dept. of Education, Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—70

Note—186p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, New York 10011 (D568, \$5.00)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Bilingual Education, \*Bilingual Students, \*Child Language, \*Concept Formation, \*Curriculum Development, English, English (Second Language), Grammar, Kindergarten, Language Handicapped, Language Instruction, Minority Group Children, Modern Languages, Phonology, Sentence Structure, Standard Spoken Usage, Student Evaluation, \*Student Testing, Tests

Two separate tests which measure children's ability to produce standard grammatical and phonological features when they speak, provide pre-instructional and post-instructional data to help determine instructional emphases. The structured response test, requiring 15 minutes to administer, yields a profile of group performance in the production of standard grammatical (word formation and word order) and phonological features in English. The test consists of 43 items which refer to three pictures. The group score indicates which features of the language are most troublesome for a particular group of students. The conceptual oral language test (COLT) is used with pupils in the primary block who are low achievers because of inadequate control of standard English. The COLT is designed to assess the pupil's ability to solve problems and talk about basic concepts in mathematics, science, and social sciences. This test consists of 60 items divided into four formats: differentiation, classification, seriation, and analogy. Test administration requires approximately 35 minutes. Assessment of instructional programs for bilingual and non-standard English speakers is facilitated through the evaluation of the results of this test. (RL)

ED 040 189 TE 001 862

Wiggins, Robert Franklin

A Study of the Influence of Oral Instruction on Students' Ability in Written Sentence Structure.

Pub Date—68

Note—180p.; Ph.D. Dissertation, University of South Carolina

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 69-5819, Microfilm \$3.00, Xerography \$8.20)

Document Not Available from EDRS.

Descriptors—Composition (Literary), \*Composition Skills (Literary), English Instruction, Grade 4, Language Arts, Language Usage, \*Performance Factors, \*Sentence Structure, \*Speech Communication, \*Standardized Tests, Student Improvement

In an attempt to improve students' written expression, this study tested two assumptions: (1) that if students were led through a series of oral language experiences to a realization of the relationships between oral and written sentence structures which they were encouraged to practice, they would write a variety of sentence structures; and (2) that students could be helped to improve their performances on the language section of a standardized test through oral language experiences. Randomly selected fourth-grade pupils—40 each for the experimental and control groups—were pre-tested under similar conditions on the language section of the "Iowa Test of Basic Skills," Form I, and on a writing test which provided the percentages of simple, compound, complex, and compound-complex sentences written by each pupil. Both groups were given the regular classroom language program, with the experimental group receiving an additional series of 40 daily sessions of 30 minutes' duration in which oral language experiences were emphasized. Both groups were post-tested on Form IV of the same Iowa test and another writing test. Results showed rejection of the first assumption, but affirmation of the second assumption. (Author/JM)

ED 040 204 TE 001 883

Stern, Carolyn

The Expressive Vocabulary Inventory. California Univ., Los Angeles.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—OEO-4117

Pub Date—[69]

Contract—OEC-5-85-045

Note—16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, \*Basic Vocabulary, Child Language, \*Disadvantaged Youth, Language Development, Language Proficiency, \*Measurement Instruments, Measurement Techniques, \*Preschool Children, Sex Differences, Socioeconomic Influences, Socioeconomic Status, \*Speech Communication, Vocabulary Development, Vocabulary Skills

Few instruments have been developed for evaluation of expressive vocabulary in early childhood. This project attempted to develop an instrument sufficiently structured to call forth appropriate verbalization yet varied enough to elicit a wide range of responses, and to use the instrument to test whether socioeconomic class groupings can be differentiated by the quantity and quality of the child's verbal output. The Expressive Vocabulary Inventory (EVI), the instrument developed, consists of 40 items in which the child is shown a line-drawing and asked a question to which he answers the appropriate word or phrase. The EVI was given to 204 boys and 226 girls (145 Caucasian and 285 Negro, 300 low and 130 high socioeconomic status categories) in three age groups (36-47 months, 48-59 months, and 60-71 months). No statistically significant differences for sex were obtained within any of the age groups. Some support for a cumulative decrement could be seen by comparing the difference at age 3 with that at age 5, but the small number of 5-year-old children confounded the expected decrement with increase in age for the lower economic status children. (Directions for administering the EVI and sample items are appended.) (LH)

ED 040 391 AL 002 445

Taylor, Thomasine

English Language Proficiency for Fourth and Fifth Grade Spanish-Speaking Children.

Pub Date—Mar 70

Note—13p.; Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Culturally Disadvantaged, \*English (Second Language), \*Experimental Programs, Grade 4, Grade 5, \*Language Tests, \*Spanish Speaking

Identifiers—San Antonio Independent School District

An experimental program designed to develop oral language (English) was started in the San Antonio Independent School District in 1964 and included 28 first grade classrooms of culturally deprived urban Spanish-speaking children. Classrooms were designated as Oral-Aural English, with intensive English one hour daily; Oral-Aural Spanish, with intensive Spanish one hour daily; and Non Oral Aural (which was merged with O-AE and O-AS after two years. Ott's study, 1967, showed superior gains made by the experimental groups in the first grade, but these findings were not predictive of continued superiority through the intermediate grades. The author's study (her doctoral dissertation, University of Texas at Austin, January 1969, of which the present paper is an abstract) was designed to analyze the cumulative effects of instruction on children receiving continuous treatment over a period of years. Conclusions remain unexplained as to why the scores of children receiving Spanish treatment excelled the other treatment groups when the criterion was English proficiency. A possible reason is that hearing one's own language amplifies the phonemic and syntactical contrasts between English and Spanish, thus making it easier for Spanish speakers to learn English. (AMM)

ED 040 401 AL 002 458

Fredrick, Wayne C. And Others

Analysis of the Linguistic Ability Test, Grades 4 &amp; 6.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-121

Pub Date—Mar 70

Contract—OEC-5-10-154

Note—37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Elementary School Students, Grade 4, Grade 6, Language Ability, Language Learning Levels, \*Language Tests, \*Psycholinguistics, Test Construction, \*Testing, Test Reliability, Test Validity, Verbal Ability, Verbal Learning Identifiers—\*Linguistic Ability Test

The conceptualization of the term "psycholinguistic ability" led to the definition of an area of language behavior that is not well represented in achievement tests in English nor in existing tests of verbal intelligence. Thus, the Linguistic Ability Test (LAT) was designed, pilot-tested, revised, and field-tested in an attempt to measure the skills implied by psycholinguistic ability. The field testing involved 106 fourth- and 105 sixth-grade students whose mean IQ score was 104.6 points. The LAT showed very high reliability (Hoyt internal consistency) at both grade levels. The item analysis data are presented for the entire test (148 items) as well as for the 15 subsections of the test. Mean scores at each grade level and for male and female subjects are given as well as the intercorrelations of the 15 subsections, the total test, and Otis IQ score. The future importance of the LAT is projected. The test, along with its planned revisions, is included in the report. (Author/JD)

ED 040 615 FL 001 696

Foreign Language Testing.

Centre for Information on Language Teaching, London (England).

Pub Date—Nov 69

Note—28p.; Specialized Bibliography 1

Available from—Centre for Information on Language Teaching, State House, 63 High Holborn, London WC1, England (\$1.75)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bibliographies, Books, Evaluation Methods, Instructional Program Divisions, \*Language Instruction, Languages, \*Modern Languages, \*Student Evaluation, Testing, \*Tests

This specialized bibliography of foreign language testing materials is composed of three lists. They are: (1) bibliographies of tests, (2) selected published tests, and (3) books and articles on the theory and practice of language testing, excluding general works on psychological testing and educational testing. Some 180 of the 193 citations are found in the third classification. (RL)

ED 040 625 FL 001 791

Lange, Dale L., Comp.

1969 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date—May 70

Contract—OEC-1-6-002034-1625

Note—52p.; Reprint from Foreign Language Annuals, V3 n4 May 1970

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Applied Linguistics, \*Bibliographies, \*Classical Languages, Cross Cultural Training, Curriculum Planning, Curriculum Problems, Greek, \*Language Instruction, Language Laboratory Equipment, Language Teachers, Language Tests, Latin, Learning Processes, Literature, \*Modern Languages, Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Machines, Teaching Methods

Compiled from a master list of about 300 journals and various book sources, this third annual selective bibliography published by the American Council on the Teaching of Foreign Languages (ACTFL) lists 1,377 items concerned with pedagogy in modern foreign languages, Latin, Greek, English as a second language, and applied linguistics. The 1969 listing provides continuity with the Birkmaier-Lange "Se-



lective Bibliography on the Teaching of Foreign Languages 1920-1966" and the ACTFL bibliographies of 1967 and 1968. The bibliography for 1969 differs in several ways from its predecessors. Changes have been made in the classification system in order to provide better organization of information published in the fields which relate to foreign language teaching. The most visible change in this regard is the addition of a new section entitled General. The first division, which is entitled "Content and Organization of Foreign Language Learning," includes entries on Linguistics, Analysis and Teaching of the Sociocultural Context, Teaching the Foreign Literature, and Curricular Problems and Developments. The second division is concerned with "Theory and Practice of Foreign Language Teaching and Learning" and includes sections entitled Physiology and Psychology of Language Learning, Teacher Education, and Qualifications, Methods, Equipment, and Testing. There is also an author index. For related documents see ED 021 152, ED 024 293, ED 025 988, and ED 029 158. (SW)

ED 040 630 FL 001 803

Miller, Richard I.

A Study of Student Attitudes and Motivation in a Collegiate French Course Using Programmed Language Instruction.

Kentucky Univ., Lexington.

Pub Date—70

Note—6p.; Adapted from an article to appear in the International Review of Applied Linguistics, Spring 1971, and presented at the 23rd Univ. of Kentucky Foreign Language Conference, April 23-25, 1970, Lexington, Kentucky

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Tests, Behavior, Culture Conflict, Educational Strategies, \*French, Instructional Program Divisions, Language Instruction, Learning Motivation, Learning Processes, Learning Readiness, Linguistic Performance, Modern Languages, Motivation, \*Programed Instruction, \*Second Language Learning, \*Student Attitudes, \*Student Motivation, Teacher Attitudes, Teaching Styles

Exploring psycholinguistic factors which bear directly on student achievement in language instruction in college, this article concludes that programmed language instruction has no negative influence on student attitudes. The author directly links learning rate to the learner's attitudes while focusing discussion on results of an attitudinal questionnaire given to some 150 college students. Suggestions of methods to improve student performance include an enumeration of proposals which encourage the development of positive attitudes in the classroom. (RL)

ED 040 765 PS 003 648

Bellugi Klima, Ursula

Some Language Comprehension Tests.

Pub Date—70

Note—15p.; Paper to be published as a chapter in "Promising Practices in Language Training in Early Childhood Education," edited by Celia Lavatelli, University of Illinois Press, in press (1970)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Language, \*Language Ability, \*Language Tests, \*Listening Comprehension, Negative Forms (Language), Sentence Structures, Syntax, Test Construction, Testing Procedures

To assess a child's communicative ability, it is important to develop not only measures of his understanding of vocabulary, but of his understanding of the syntax of language: patterns of words, regularities, and relationships of words in a sentence. Controlled test situations should be established in which the child receives minimal cues from the situation itself. Children should clearly understand the meanings of the words used, and test items should be constructed so correct answers cannot be given unless the child comprehends the syntax being tested. The child is verbally instructed on what to do with toy test materials such as boy and girl dolls, blocks, toy animals, marbles, sticks, and clay. Problems are set up in terms of levels of difficulty. First level items include testing children's understanding of active sentences (singular/plural nouns, and possessive noun inflection). Second level items include negative/affirmative statements, and questions, singular/plural with noun and verb inflections, and adjectival modification. Third level problems test for understanding of negative affix, reflexivization, comparatives, passives, and self-

embedded sentences. Although the tests of comprehension of syntactic construction have not all been tried or standardized, they are based on linguistic theory, psycholinguistic research, and developmental studies of children's speech. (NH)

ED 040 824 RE 002 804

Brassard, Mary B.

Direct Comparisons Between Listening and Reading as Language Comprehension Abilities in the Intermediate Grades.

Pub Date—Mar 70

Note—11p.; Paper presented at the conference of the American Educational Research Association, Minneapolis, Minn., Mar. 2-6, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Intermediate Grades, \*Language Tests, \*Listening Comprehension, Multiple Choice Tests, \*Reading Comprehension, Reading Research, \*Reading Tests, Test Construction, Test Reliability

Listening comprehension and reading comprehension editions of an experimental test were devised to provide equivalent measures from which raw scores would be directly comparable. The test was designed for a four-place multiple-choice category format. Forms A and B were administered on a rotation basis for the study. The testing population consisted of 515 students from grades 4, 5, and 6, with approximately the same number of boys and girls at each level. The split-half reliability coefficients varied from .91 to .96 on the reading comprehension tests and from .82 to .88 on the listening comprehension tests. Listening was found to be statistically superior to reading comprehension in all grades. Mean differences between the two decreased at each successively higher grade level. It was also found that reading comprehension had a higher correlation with listening than with IQ, mental age, or sex. Students with IQ's above 110 had slight differences between listening and reading; those with IQ's below 110 were far superior in listening. Students with high verbal IQ scores had slight differences between listening and reading; those with high quantitative scores were superior in listening comprehension. There were no significant differences between boys and girls. Tables and references are included. (CM)

ED 040 983 TE 001 103

Evans, William H., Comp.

Testing in English.

Illinois Association of Teachers of English, Urbana.

Pub Date—Feb 65

Note—35p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 05103, \$0.35, prepaid) Journal Cit—Illinois English Bulletin; v52 n5 p1-35 Feb 1965

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS

Descriptors—Achievement Tests, \*English Instruction, Essay Tests, Evaluation Criteria, Language Arts, Literary Analysis, Literary Discrimination, Pretesting, \*Secondary Education, Student Attitudes, \*Student Development, Student Evaluation, Test Construction, \*Testing, Test Validity Identifiers—To An Athlete Dying Young

Topics covered in these essays on testing in high school English are (1) the need for major literature tests to determine not factual recall but whether students are growing into rational and humane persons through their experiences with English; (2) the usefulness of pre-tests and re-tests, and the need to emphasize tests as a means of instruction; (3) the process of designing a minimum essentials test in English; (4) the need for departmental criteria to achieve consistency in testing methods and objectives; (5) the usefulness of an attitude scale to evaluate the changing personal reactions of students to literature; and (6) the usefulness of the essay test in teaching the concept of literary analysis. (MF)

ED 040 998 TE 001 895

Chang, Lynette Yun Chav Char

The Ability of Sixth Grade Pupils to Use Certain Verbal Context Clues in Listening and Reading.

Pub Date—68

Note—225p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-11,483, Microfilm \$3.00, Xerography \$10.15)

Document Not Available from EDRS.

Descriptors—Cloze Procedure, \*Context Clues, Form Classes (Languages), Grade 6, Language Arts, \*Listening, Reading, \*Reading Level, \*Sex Differences, Speech Communication, \*Student Ability, Visual Learning

This study was designed to examine the ability of 256 above-average sixth-grade pupils to use six categories of verbal context clues in listening and reading. The extent to which success in determining deleted words was associated with the word form class membership of deleted words was also examined. A hierarchy of difficulty was established for the clue categories: (1) definitions or descriptions—77% success, (2) words connected or in series—72%, (3) direct referrals—64%, (4) modifying phrases or clauses—63%, (5) familiar expressions—60%, and (6) comparisons or contrasts—57%. The word form class hierarchy of difficulty was also established: (1) verbs—69%, (2) function words—66%, (3) nouns—66%, (4) adjectives—63%, (5) adverbs—52%. Some results indicated that (1) females achieved better than males in four context clue categories and in four word form classes, (2) the visual mode, as opposed to the oral, was favored in three categories and for word form class-function word, (3) the ability to use context clues was related to the reading levels of the subjects, and (4) the ability to determine deleted words belonging to form classes was related to reading levels also. (Author/LH)

ED 041 490 FL 001 163

Agard, Frederick B. Dunkel, Harold B.

An Investigation of Second-Language Teaching.

Pub Date—48

Note—349p.

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Advanced Programs, \*Audiolingual Skills, Colleges, Course Content, Educational Objectives, English (Second Language), \*Language Instruction, Language Proficiency, \*Language Programs, \*Language Research, Language Tests, Program Descriptions, Secondary Schools, Second Language Learning, Statistical Data, \*Testing Programs

This investigation of high school and college language programs in the 1940's presents information on the objectives of language teaching and the measurement of language proficiency. An aural-oral testing program is described, and the aural-oral experimental groups are compared with conventionally taught classes. Advanced levels of language skill are studied in programs teaching English as a foreign language. An appendix includes additional data. For a companion document see ED 037 104. [Not available in hard copy due to marginal legibility of original document.] (AF)

ED 041 493 FL 001 362

Renard, Colette And Others

Implementing "Voix et Images de France, Part 1," in American Schools and Colleges. Section 1, Principles of Audio-Visual Language Teaching.

Center for Curriculum Development, Inc., Philadelphia, Pa.

Pub Date—69

Note—101p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Audiolingual Methods, Audiolingual Skills, Audiovisual Instruction, Classroom Techniques, Course Organization, Curriculum Development, Curriculum Planning, \*French, Inductive Methods, \*Language Instruction, Lesson Plans, Methods, Modern Language Curriculum, \*Secondary School Students, Second Language Learning, Student Evaluation, \*Teaching Guides, Teaching Methods, Teaching Procedures, Testing Principles of the "St. Cloud" audiovisual language instruction methodology based on "Le Francais fondamental" are presented in this guide for teachers. The material concentrates on course content, methodology, and application—including criteria for selection and gradation of course content, a description of the audiovisual and written language instructional procedures, and an examination of prescribed procedures for evaluation and testing. Sample dialogues illustrate the four phase method of lesson presentation used in the system. (RL)

ED 041 495 FL 001 471

Abraham, Timothy, Ed. And Others  
Modern Language Guidelines for Secondary Schools.

Catholic Board of Education, Diocese of Cleveland, Ohio.

Pub Date—66

Note—279p.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Articulation (Program), Audiovisual Aids, Course Content, Cultural Education, \*Curriculum Guides, French, German, Instructional Materials, \*Language Guides, \*Language Instruction, \*Modern Languages, Resource Materials, Russian, \*Secondary Schools, Second Language Learning, Spanish, Teaching Methods, Test Selection, Textbook Evaluation

These guidelines discuss general concerns of second language instruction and problems related to the teaching of specific languages. Included are materials for use with average and superior students. The modern language program is discussed in terms of objectives, scope, and sequence. French, Spanish, German, and Russian sections cover the scope of a four year sequence, cultural education, and source materials. A section on general principles considers the nature, philosophy, and methodology of language learning, as well as the language teacher and department chairman. Other sections deal with audiovisual aids and the evaluation of tests and textbooks. A source directory and guideline evaluation sheet are also included. (AF)

ED 041 507 FL 001 836

Glaude, Paul M.

Foreign Language Instruction in New York State for the 1970's: "The Culture Question".

Casady School, Oklahoma City, Okla.; New York State Education Dept., Albany.

Pub Date—30 Apr 70

Note—13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, Cultural Activities, Cultural Awareness, Cultural Background, Cultural Context, \*Cultural Education, Cultural Factors, Cultural Images, Cultural Interrelationships, Culture, \*Educational Objectives, Instructional Program Divisions, \*Language Instruction, \*Modern Languages, Second Language Learning, Sociocultural Patterns, \*Testing

The problem of teaching culture in language classes is reflected in the criticism directed to the current Part 4 section of the Regents foreign language examination given in the State of New York. This paper, the result of a panel discussion on culture, proposes changes in the examinations and proposes new directions in the study of culture. Topics include: (1) the nature of culture, (2) purposes of teaching culture, (3) cultural and educational goals, (4) testing, (5) implementation of theories, (6) teaching methodology, and (7) official position of the New York State Bureau of Foreign Languages Education on the issue of language and culture teaching. (RL)

ED 041 861 SP 004 134

Olivero, James L.

Developing the Oral Language Program.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Contract—OEC-4-062827-3073

Note—36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Diagnostic Tests, \*Field Studies, \*In-service Teacher Education, Laboratory Techniques, \*Language Skills, \*Non English Speaking, Preschool Children, Primary Education, Program Evaluation, Quality Control, Research Projects, \*Speech Communication

The Oral Language Program developed by the Southwestern Cooperative Educational Laboratory is intended to disseminate and implement strategies and materials which will improve the teaching of language skills to preschool and primary children with little or no facility in English. The first version of the program, known as Mark I, did not include suggestions for teacher training and the lessons were not culturally relevant to the target population. Three basic research studies and one applied research investigation were begun during the 1967-68 school year, with a streamlined version of Mark I placed in classrooms throughout SWCEL's four-service area for field-testing in 87 classrooms. A service network training program was pre-

pared to make maximum use of both Laboratory and qualified local personnel, or "master teachers." A 2-week institute of master teachers was held in the summer of 1968 to train them to install Mark I and to prepare other teachers in the program. As the result of a further 150 field tests, an outline was prepared for Mark II, including a diagnostic test to assess the needs of the target population, and the model was completed by September 1969. A further modification, Mark II, is planned to contain all the present elements while reflecting needed refinements and supplementary materials. Quality control mechanism will be used to evaluate the effectiveness of the program. (See also SP 004 099). (MBM)

ED 041 884 TE 001 922

Hackett, Marie Gannon

A Hierarchy of Skills in Listening Comprehension and Reading Comprehension.

Pub Date—68

Note—132p.; Ph.D. Dissertation, University of California, Berkeley

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48102 (Order No. 69-14,900, MFilm \$3.00, Xerography \$6.40)

Document Not Available from EDRS.

Descriptors—\*Achievement Tests, Intermediate Grades, Language Development, \*Language Skills, Listening Comprehension, \*Listening Skills, Primary Grades, Reading Comprehension, \*Reading Skills, Socioeconomic Background, \*Test Validity

This research was concerned with the applicability of a hierarchically-ordered test of achievement to the diagnosis and assessment of listening skills and reading skills. The results of a listening and reading achievement test which had been administered to 1,186 students in grades 2, 5, 8, and 11 were evaluated on a pass-fail basis for each skill in a hierarchy (ordered from simple to complex) of 11 language comprehension skills: (1) identifying the stated main idea; (2) providing examples by detail; (3) reinstating a sequence of ideas; (4) inferring the main idea from specifics; (5) identifying mood; (6) applying standards to judge persuasion; (7) predicting the sequence of thought; (8) inferring connotative word meaning; (9) identifying sequence ambiguities; (10) inferring speaker's or writer's purpose; and (11) judging logical validity. Chi-square analyses of these ordered patterns were statistically significant, revealing the predictability of higher level skills from attainment of lower level ones. No significant differences in skills were indicated by scores obtained from the testing of reading vs. the testing of listening in equivalent groups. Significant differences were found for both listening and reading in the mean scores associated with student socioeconomic background. (Author/MF)

ED 041 944 TM 000 036

Hillerich, Robert L.

Evaluation of Written Language.

Report No.—AERA-3-70

Pub Date—Mar 70

Note—11p; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minn., March 1970

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Composition Skills (Literary), \*Effective Teaching, \*English Curriculum, \*Evaluation Methods, Experimental Teaching, Program Evaluation, Standardized Tests, Teaching Methods, Teaching Techniques, \*Writing Skills, Written Language

Identifiers—\*Glennview Illinois Public Schools, Spelling Writing Program

An evaluation procedure was formulated to ascertain the effectiveness of an emphasis on the clarity and interest appeal of a composition as opposed to its mechanical correctness in improving a child's written expression. A random sample of themes were submitted to a general evaluation of content by six criteria and a linguistic analysis by nine criteria was performed to evaluate mechanical correctness. Later, a standardized test consisting of a timed written response to a drawing was instituted for grades 1-8. Results from this evaluation procedure suggest that emphasis on many writing experiences, evaluated in terms of the clarity and interest of the content rather than the mechanics, should continue and that the standardized test is a reliable instrument for such evaluation. (PR)

ED 042 152

AL 002 511

Thonis, Eleanor Wall

Teaching Reading to Non-English Speakers. Collier-Macmillan Teacher's Library.

Pub Date—70

Note—270p.

Available from—The Macmillan Co., 866 Third Avenue, New York, N.Y. 10022

Document Not Available from EDRS.

Descriptors—\*Beginning Reading, Bilingualism, \*English (Second Language), Learning Theories, Linguistic Theory, Literacy Education, Prereading Experience, \*Reading Instruction, Reading Material Selection, Reading Skills, Reading Tests, Second Language Learning, \*Teaching Guides, \*Teaching Methods, Teaching Techniques, Writing

Chapter 1 in this teacher's guide to the teaching of reading to non-English speakers presents an overview of the pre-reading level and makes suggestions to teachers who are preparing pupils for beginning reading instruction. Chapter 2 defines the relationship between oral and written language, gives some of the learning theories which apply to reading, and mentions the common approaches to beginning reading. Chapter 3 is devoted to the skills of reading and offers suggestions on skill development. Chapter 4 discusses the use of reading in the various subject matter areas of the curriculum. Chapter 5 describes the reading process in second language learning and the pre-reading skills necessary to success. The nature of bilingualism is explored and some of the interference between speech and print is discussed. Chapter 6 provides another view of reading skill development from the position of the non-native speaker who is acquiring reading skills in English. Chapter 7 points out some of the skills needed in the subject matter areas. Chapter 8 suggests criteria for the selection of materials and techniques in teaching reading in a second language. Chapters 9 and 10 discuss in some detail testing to determine reading achievement, and present conclusions and a rationale for an experimental reading curriculum. (Author/AMM)

ED 042 396 FL 001 935

Beanblossom, Gary F.

Some Correlates of Success in University Level Foreign Language Courses.

Washington Univ., Seattle. Bureau of Testing.

Report No.—P-0269-119b

Pub Date—Jun 70

Note—15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, \*Achievement Tests, \*Aptitude Tests, Evaluation, Failure Factors, French, German, \*Language Instruction, \*Modern Languages, Performance, Performance Factors, Spanish, Success Factors, Tables (Data), Test Interpretation, Test Results, \*Undergraduate Study

This paper focuses on the effects of pre-college aptitude and high school achievement variables on university foreign language success at various undergraduate course levels in French, German, and Spanish. The objective is twofold: (1) to compare statistically contributions of different types of aptitude and achievement variables to grade point average (G.P.A.) attainment within specific course levels; and (2) to determine whether success in language courses stressing oral-aural methods is a product of the same set of factors associated with success in language courses emphasizing reading, grammar, and writing skills. The study, involving some 1,400 students in 13 course groups, discusses methods and results, and presents six tables of statistical information. (Author/RL)

ED 042 793 TM 000 014

Test of Oral English Production.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Aug 69

Contract—OEC-4-7-062827-3078

Note—55p.

Available from—Southwestern Cooperative Educational Laboratory, Inc., 117 Richmond Drive, N.E., Albuquerque, New Mexico 87106

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*English (Second Language), Language Development, Language Fluency, Language Programs, \*Primary Grades, Program Evaluation, Second Language Learning, Test

## Construction, \*Tests

This is an individually administered test designed to evaluate programs that teach English as a second language, specifically the Southwestern Cooperative Educational Laboratory's (SWCEL) Oral Language Program for children in the primary grades. A major goal of the test is to elicit responses in a "spontaneous" manner as possible in order to arrive at a reasonably realistic assessment of a child's speech. Test materials consist of an administrator's manual and a kit of props which provide stimuli for the desired, tape recorded, children's responses. No special skills are required to administer the test. Classroom teachers, familiar with the directions, stimuli, desired responses, and use of the props can administer the test in about 10-15 minutes. While pronunciation and vocabulary items are included, major emphasis is upon grammatical competence. Scoring is done at the SWCEL from the taped conversation. A total score and two part scores (Vocabulary and Pronunciation—items 3-26, and Use of English Grammatical Structures—items 27-83) may be obtained. The test is not standardized; however, field testing of the instrument has provided general categories of scores which permit classification of groups of students in terms of English fluency and data on reliability and validity. (RF)

ED 043 023 AL 002 586

## A Description of the Peace Corps Language Proficiency Interview.

Language Research Foundation, Cambridge, Mass.  
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.

Pub Date—[30 Jun 70]

Note—10p.; From the "Final Report on Peace Corps Language Coordinators Workshop," Rockport, Massachusetts, April 26 to May 16, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grammar, \*Interviews, \*Language Proficiency, \*Language Tests, Listening Comprehension, Pronunciation, \*Test Construction, \*Test Interpretation, Vocabulary

Identifiers—\*Peace Corps

This paper provides background on the procedures currently used in the language interviews conducted by the Peace Corps in testing Peace Corps Volunteer/Trainee performance in host country languages. The purpose of these face-to-face interviews, which are based on the interviews used by the Foreign Service Institute, is "to give the student an opportunity to demonstrate, in a conversational situation, the extent of his spoken mastery of the host country language, as well as his ability to understand the spoken language." The scheduling of interviews in the course of training and service is first discussed, followed by a description of the general structure of the interview. Under "Content of the Interview" the evaluation of student mastery in the areas of pronunciation, grammar, vocabulary, fluency, and listening comprehension are dealt with. Finally interview scoring and interpretation are discussed, and a description of the five categories used to rate overall performance is presented. (FWB)

ED 043 024 AL 002 587

## Proposal for the Development of a Language Testing Program for the Peace Corps.

Language Research Foundation, Cambridge, Mass.  
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.

Pub Date—[30 Jun 70]

Note—26p.; From the "Final Report on Peace Corps Language Coordinators Workshop," Rockport, Massachusetts, April 26 to May 16, 1970

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Evaluation Methods, Feedback, Grammar, \*Language Proficiency, \*Language Tests, Listening Comprehension, Pronunciation, Speech Communication, \*Test Construction, \*Testing Programs

Identifiers—\*Peace Corps

This paper outlines the Educational Testing Service (ETS) plan for developing instruments and procedures for evaluating Peace Corps Trainees' and Peace Corps Volunteers' competence in host country languages at various stages of training or in-country service. The goals of such an evaluation program are first stated, and then a critique of the present evaluation method, which is based on the Foreign Service Institute Interview, is given; deficiencies in the areas of listening comprehension, spoken vocabulary, and command of spoken grammar are discussed. Suggestions for changes in the program are made, the desirable specifications for a language evaluation program are outlined, and the

program proposed by ETS is described. Final sections deal with the question of the feedback of test information to the student and language staff, and present suggestions for the points in the course of training or service that the tests should be administered. (FWB)

ED 043 271 FL 001 981

Hammond, Patricia And Others

## Guide to the Improvement of the Teaching of Latin: Levels I-IV.

Oklahoma Curriculum Improvement Commission,  
Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date—70

Note—105p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Audiovisual Aids, \*Classical Literature, Cultural Awareness, Cultural Education, \*Curriculum Development, \*Curriculum Guides, Instructional Materials, Language Instruction, Language Laboratories, Language Learning Levels, \*Latin, Latin Literature, \*Secondary Schools, Student Evaluation, Teaching Guides, Teaching Methods, Tests

This guide contains a wide variety of material focused on the improvement of the Latin curriculum in secondary schools. Information on evaluation procedures, the language laboratory, audiovisual materials, and materials for professional development is treated in separate sections. Detailed curriculum guides and description of linguistic and cultural objectives are directed to the development of an awareness that the classical languages are, in fact, living languages. A statement by the National Council of State Supervisors of Foreign Languages concerning the role of Latin instruction in American education and a report of the 1969 Education Professions Development Act Latin Institute held at the University of Illinois are included. An extensive bibliography is provided. (RL)

ED 043 657 TM 000 066

Roberts, Elsa

## An Evaluation of Standardized Tests as Tools for the Measurement of Language Development.

Pub Date—May 70

Note—17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Kindergarten Children, \*Language Development, Language Programs, \*Language Tests, Linguistic Patterns, \*Measurement Instruments, Measurement Techniques, Nonstandard Dialects, Preschool Children, Program Effectiveness, Reading Comprehension, \*Speech Skills, \*Standardized Tests, Syntax, Vocabulary Development, Vocabulary Skills, Word Recognition

Identifiers—Illinois Test of Psycholinguistic Abilities, ITPA, Metropolitan Readiness Tests, MRT, Peabody Picture Vocabulary Test, PPVT, Wechsler Preschool and Primary Intelligence Scale, WPPSI

Four tests—PPVT, ITPA, MRT, WPPSI—commonly used to measure language development in young children are evaluated by four criteria: (1) what development aspects do they claim to tap; (2) what do they actually tap; (3) what linguistic knowledge is presupposed; (4) what special problems face a non-standard English speaker. These tests are considered inappropriate because they fail to control question structure, to consider structures and operations the children may not have acquired, to account for dialectal differences, and to test adequately specific aspects of language acquisition. They do, however, measure the assimilation of a particular set of semantic associations and cultural values, and of a particular verbal style. It is suggested that linguistic factors be considered in all tests for young children. More research is necessary on the types of structures and operations acquired by age five and on the nature of cross-dialectal comprehension. Until the results of such research are available scores on standardized tests must be used and interpreted very carefully. (PR)

ED 043 888

AL 002 633

Mohr, Peter

Bericht über den 2. Internationalen Kongress für Angewandte Linguistik. Cambridge 8-12. IX. 1969. [Report on the Second International Congress for Applied Linguistics, Cambridge, Dec. 8-12, 1969.]

German Society for Applied Linguistics.; Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Pub Date—May 70

Note—45p.

Available from—Informationszentrum für Fremdsprachenforschung, Liebigstrasse 37,355 Marburg/Lahn, Germany

Document Not Available from EDRS.

Descriptors—\*Applied Linguistics, Child Language, Communication (Thought Transfer), Computational Linguistics, \*Conference Reports, Contrastive Linguistics, \*Language Instruction, Language Tests, Lexicography, Psycholinguistics, Second Language Learning, Sociolinguistics, Speech, Speech Pathology, Translation

This paper is a summary report on the Second International Congress of Applied Linguistics held in Cambridge, England in September 1969. Because of the large number of papers delivered, only a selection of the papers delivered in any one section of the Congress are considered, and the author attempts to identify current interests and trends in applied linguistics as reflected in these papers. The report follows the sectional organization of the Congress, considering the papers under the following headings: Linguistics Applied to Literary Texts; Computer Analysis of Texts; Research in the Psychology of First Language Learning; Research in the Psychology of Second Language Learning; Speech Research and its Applications; Technology of Language Learning; Language Teaching Materials; Language Teaching Methodology; Linguistic Aspects of Language Disorders and Therapy; Lexicography; Language Test Materials; Measurement and Classification of Second Language Errors; Theory of Translation; Contrastive Linguistics; Sociolinguistics. Despite the wide range of topics, the majority of papers were given in the sections pertaining to language pedagogy. The text of this report is in German, but most of the papers referred to were delivered in English. (FWB)

ED 044 063 FL 001 969

Paquette, Andre F. Tollinger, Suzanne

The MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Analysis of the Performance of Native Speakers and Comparison with That of NDEA Summer Institute Participants.

Modern Language Association of America, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 68

Contract—OEC-1-6-062619-1876

Note—44p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Tests, Educational Testing, French, German, Italian, Language Instruction, Language Proficiency, Language Research, Language Skills, \*Language Teachers, Language Tests, \*Modern Languages, \*Native Speakers, Objective Tests, Spanish, Standardized Tests, \*Teacher Qualifications, Testing Programs, Verbal Tests

Identifiers—\*MLA Foreign Language Proficiency Tests, NDEA Language Institutes

This report is a summary of the results of the administration of the Modern Language Association of America (MLA) Proficiency Tests to native speakers in Chile, Columbia, France, German, Italy, and Spain. The notion of a "superior" level of competence in reading, writing, aural comprehension, and speaking a second language is specified objectively through the statistical analysis of the tests administered by the MLA research associates. The tests of some 300 individual speakers of each language (French, German, Italian, and Spanish) were scored by the Educational Testing Service and compared with scores on identical tests administered to National Defense Education Act (NDEA) summer institute participants. Twenty-four tables and figures present statistical information concerning the findings. (RL)

ED 044 065

FL 001 973

*Pinsler, Paul*

**New Approaches to Old Problems through Testing.**  
Spons Agency—Wisconsin State Univ., Whitewater.

Pub Date—70

Note—8p.; Speech presented at the Sixth Annual Whitewater Foreign Language Conference, Whitewater, Wis., Mar 1970. Reprinted from the Canadian Modern Language Review; v27 n1 p23-32 Oct 1970

Journal—Wisconsin Association of Foreign Language Teachers Bulletin; v36 n1 p2-9 Fall 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, Dropout Problems, \*Equivalency Tests, Instructional Program Divisions, Item Analysis, \*Language Instruction, \*Modern Languages, \*Motivation, Student Attitudes, Test Construction, Test Interpretation, Test Reliability, \*Tests, Test Validity

Positive values inherent in well-planned tests used in language programs are discussed in this article. The author argues that the problems of dropout rate, underachievement, discipline, and negative student attitudes can be alleviated through testing programs which include: (1) an aptitude test for selecting and sectioning students and for guidance of those with foreign language learning problems; (2) brief but frequent quizzes for learning purposes; (3) short progress tests for learning and motivation; (4) periodic review tests for motivation as well as grading; (5) reliable mid-term and final examinations strictly for grading; (6) an oral examination before a committee once or twice every academic year; and (7) a standardized proficiency test every second or third year for control of the program and for placement. Discussion of progress tests, test validity, item analysis, articulation, placement, and aptitude tests focuses on the need to develop complete and sound testing programs. (Author/RL)

ED 044 236

RC 004 864

**An Inquiry into the Effects of Goals in the Motivation of Adult Students in the New Mexico Adult Basic Education Program.**

New Mexico State Dept. of Education, Santa Fe. Div. of Adult Education.

Pub Date—[67]

Note—111p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Adult Basic Education, Age Differences, American Indians, Dropouts, English (Second Language), Equivalency Tests, \*Ethnic Groups, \*Mexican Americans, \*Motivation, Occupational Aspiration, Questionnaires, \*Research, Sex Differences, Tables (Data), Vocational Retraining

Identifiers—\*New Mexico

The purpose of this study was threefold: (1) to identify and describe the motivation of adult basic education students, (2) to determine if a relationship exists between goals, and (3) to determine how the knowledge of these findings can influence program development. Some 750 adult students were selected from 10 communities in New Mexico. Information was gathered with the use of 2 forms. One form was filled in by the students and consisted of open-end questions designed to get answers on goals, needs, motivation, and student characteristics. The second form consisted of attendance charts kept by the teacher for 12 weeks. Results of this study showed that the students could be grouped into 1 of 3 goal categories: (1) the student who wishes to learn how to speak, read, and write in the English language; (2) the student who wishes to obtain better employment opportunities; and (3) the student who wishes to pass the General Educational Development examination. Findings indicated that attendance and motivation were high in categories 1 and 3 but extremely low in category 2. This led to the conclusion that attendance and high motivation are directly proportional to the nearness or achievability of one's goal. (Author/LS)

ED 044 247

RE 002 956

*Smith, William L.*

**The Effect of Transformed Syntactic Structure on Reading.**

Pub Date—May 70

Note—16p.; Papers presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Language, Cloze Procedure, Elementary School Students, Language Patterns, \*Reading Comprehension, \*Reading Research, Secondary School Students, \*Syntax, \*Written Language

Keeping vocabulary and content constant, it was determined whether syntactically more complex structures increase reading difficulty or whether all students, regardless of grade level, have the same syntactic skills and thus read with equal facility materials written at different syntactic maturity levels. One hundred and twenty randomly selected students from grades 4 through 12 in a Florida school system were the subjects. They were given prototype passages about the making of aluminum as rewritten by typical fourth, eighth, and twelfth graders and skilled adults, exhibiting syntactic characteristics of the average performance at each age level. Every fifth word was deleted, and no paragraphs contained the first or last words deleted. The test was given without verbal instructions or assistance, and no time limit was set. Data were subjected to one-way analysis of variance. The results showed that grades 4, 10, and 11 differed significantly between the four levels of writing. Fourth, fifth, and sixth graders read fourth-grade writing best; eleventh graders read it with least facility. Students in grades 8 through 12 found eighth-grade writing easier to read than either the fourth-grade writing or the more difficult passages. References, tables, and the prototype passages are included. (Author/CL)

ED 044 253

RE 003 038

*Lindamood, Charles H. Lindamood, Patricia C.*

**Conceptualization of Auditory Patterns.**

Pub Date—8 May 70

Note—10p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Auditory Perception, \*Concept Formation, Grade 1, Grade 2, Grade 4, Kindergarten, \*Language Patterns, \*Phonemes, Reading Readiness, Spelling, \*Syllables, Test Construction, Tests

An evaluation of children's ability to conceptualize auditory pattern contrasts was made. At the end of the 1968-69 school year, 56 kindergartners, 31 first graders, 24 second graders, and four fourth graders were tested on their ability to conceptualize the sequential relationships of phonemes in both nonsyllabic and syllabic patterns. An auditory conceptualization test involving colored blocks to encode or represent the auditory patterns in three categories was developed by the investigators. Color was used to denote a repetition within a given pattern. The ability to judge sameness and difference and the concept of number to 4 were testing prerequisites. The categories tested were related to the nonsyllabic, simple syllable, and complex syllable levels. A descriptive analysis of the findings was presented. A wide range of scores was found for kindergarten, grade 1, and grade 2, and the problem of auditory perceptual function continued into grade 4. The authors concluded that curriculum planning should include special attention to developing auditory conceptualization. References are included. (WB)

ED 044 426

TM 000 095

*Lofgren, H.*

**Measuring Proficiency in the German Language: A Study of Pupils in Grade 7.**

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date—Nov 69

Note—56p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum, Factor Structure, \*German, \*Grade 7, Language Ability, Language Instruction, \*Language Proficiency, Language Research, Language Skills, \*Language Tests, Measurement Instruments, Measurement Techniques, Pronunciation, Second Language Learning, \*Test Construction, Test Reliability, Vocabulary

Identifiers—\*Sweden

An attempt was made to further the understanding of foreign language proficiencies and to formulate methods of testing them. Language testing is needed as a criterion of the efficacy of teaching. Consideration of the curriculum and analysis of the texts used would aid in test construction. A discussion of the design and content of language tests and a detailed summary of their subject-matter is provided.

ided. This study employed a battery constructed on the basis of Lado's theory regarding the relationship between language variables and integrated skills. Factor analysis of the resulting data produced a factor structure which included knowledge of vocabulary, structure pronunciation, intelligence, and language fluency. Analyses indicated that language proficiency could be seen as a closely knit unit and that correlations between different language tests are high. Suggestions are offered for further research. (PR)

ED 044 441

TM 000 173

*Carroll, John B.*

**Note on the Scoring of Foreign Language Speaking and Writing Fluency Tests.**

Educational Testing Service, Princeton, N.J.

Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—RB-70-52

Pub Date—Sep 70

Note—25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation, \*French, \*Language Fluency, Language Proficiency, Language Skills, \*Language Tests, Performance Tests, Predictor Variables, \*Scoring, \*Second Languages, Test Reliability, Test Validity, Written Language

Identifiers—\*England

The problem of determining relative weights for quantity and quality in scoring foreign language speaking and writing fluency tests is studied. French speaking and writing fluency tests were administered to students of French in several schools in England. Data from these tests was analyzed to support the suggestion that scoring formulas should reflect two components of performance: (1) quantity of correct response, and (2) relative quality of response. Two quantity and five quality variables were identified and correlated. Using a priori reasoning and the correlations, several scoring formulas were tried. The study and the cross-validation study indicate that nonlinear combinations of raw scores, probably ratios and products, may be needed. (LR)

ED 044 599

AC 008 743

**Adult Basic Education; A Bibliography of Materials.**

Michigan State Dept. of Education, Lansing.

Pub Date—69

Note—168p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Educators, \*Annotated Bibliographies, Arithmetic, Audiovisual Aids, English (Second Language), \*Equipment, High School Curriculum, \*Instructional Materials, Language Instruction, Periodicals, Program Administration, Program Evaluation, Sciences, Social Studies, \*Teaching Machines, Testing

This document is an attempt to provide a comprehensive, annotated listing of curriculum materials, machines, and equipment available to assist adult basic education students. The materials are arranged alphabetically by author under the subject headings—reading, spelling and writing skills, English grammar, English as a second language, computation skills, science, social studies, administration of adult programs, the teacher in adult programs, testing and evaluation, periodicals and special publications, audiovisual, and adult high school. They are indexed by title, author, and publisher, and there is a listing of publishers with addresses in the appendix. (ED)

ED 044 654

AL 002 607

*Lindfors, Judith*

**The Michigan Oral Language Series: A Critical Review.**

Texas Univ., Austin.

Pub Date—[70]

Note—74p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Curriculum Guides, Early Childhood Education, \*English (Second Language), Instructional Materials, \*Language Instruction, \*Program Evaluation, Teacher Education, \*Ten, Testing

This review describes and evaluates the "Michigan Oral Language Series," a series which includes structured oral language lessons for preschool and kindergarten children learning English as a second language or standard English as a second dialect, and programs in testing and teacher training. With the exception of the "Spanish Guide," all the components of the Series are reviewed: "Bilingual Conceptual Development Guide, Preschool"; "English

Guide, Kindergarten"; "Interdisciplinary Oral Language Guide, Primary One"; "Michigan Oral Language Productive Tests"; and "Developing Language Curricula: Programmed Exercises for Teachers." For the Series materials themselves, see ED 039 815 through ED 039 819 and ED 040 626-7. (AMM)

ED 044 672 AL 002 645

Lugton, Robert C., Ed.

Preparing the EFL Teacher: A Projection for the '70's.

Center for Curriculum Development, Inc., Philadelphia, Pa.

Pub Date—70

Note—211p.; Volume 7

Available from—The Center for Curriculum Development, Inc., 401 Walnut Street, Philadelphia, Pa. 19106 (Order # 2580)

Document Not Available from EDRS.

Descriptors—\*Applied Linguistics, Computer Assisted Instruction, \*English (Second Language), Programmed Instruction, Rhetoric, \*Teacher Education, \*Teaching Methods, \*Testing

Following a Foreword and Introduction by the editor, papers in this compilation of studies in the training of teachers for English as a second language are: (1) "Linguistics and the EFL Teacher," by Bruce Fraser; (2) "From Linguistics to Pedagogy: Some Tentative Applications," by William E. Rutherford; (3) "Notes Toward an Applied Rhetoric," by Robert B. Ka; (4) "Testing," by Robert L. Cooper; (5) "The Language Teacher in the Computer Age," by Bernard Spolsky; (6) "Programmed Language Teaching and Its Implications for Teacher Training," by Klaus Bung; (7) "Teacher Training in English as a Second Language at the University of Puerto Rico," by Joseph Kavetaky; and (8) "Teacher Training in TESOL at the University of Wisconsin," by Charles T. Scott. (AMM)

ED 044 688 AL 002 663

Decker, Donald Milton

The English as a Second Language Programs of the American and British Binational Institutes in Mexico.

University of the Pacific, Stockton, Calif.

Pub Date—15 Dec 70

Note—39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adult Education Programs, Audiolingual Methods, \*English (Second Language), Instructional Materials, \*Language Programs, Language Tests, \*Spanish Speaking, Student Characteristics, Teacher Characteristics

Identifiers—\*Binational Centers, Mexico

The author feels that one of the most significant contributions to English teaching in Mexico today is being rendered by the 14 American-Mexican and three Anglo-Mexican cultural relations institutes or "binational centers." These autonomous institutions receive the cooperation of agencies of the American and British governments and exert a "noteworthy influence" throughout the Republic of Mexico and even beyond into major portions of Spanish-speaking America. The present study describes these institutes as follows: (1) The Mexican American Binational Centers—An Overview, (2) The Mexican American Cultural Institute of Mexico City, and (3) The Anglo-Mexican Cultural Institutes. The author discusses courses, teacher training, aims and methods, materials, testing and grading, and data on students and teachers. (AMM)

ED 044 702 AL 002 679

Stafford, Kenneth R. Milam, Don

Types of Bilingualism and Performance of Navaho Children in School, Phase I. Final Report.

Arizona State Univ., Tempe. Dept. of Educational Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Oct 70

Grant—OEG-9-9-120053-0019(057)

Note—13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*American Indians, Bilingual Education, \*Bilingualism, Bilingual Students, English (Second Language), \*Kindergarten Children, Language Instruction, \*Language Tests, \*Navaho, Statistical Analysis

The purposes of this first phase of a proposed two-phase study were (1) to collect necessary baseline data for the completion of the total two-part study, and (2) to note the effects on school achievement of one year's instruction in English given to kindergarten Navaho-speaking monolinguals. The

following groups from the Window Rock-Ft. Defiance schools were selected: kindergarten Navaho-speaking monolinguals, kindergarten compound bilinguals (Navaho-English), kindergarten Navaho-speaking monolinguals who received on year's concentrated instruction in English, first-grade Navaho-speaking monolinguals, first-grade English-speaking monolinguals, and first-grade compound bilinguals. Measures of intelligence and achievement were obtained. Analysis of variance and Sheffe's technique were used to test for differences in order to meet the second objective of this project. Aside from getting baseline data and finding expected differences (e.g., English-speaking monolinguals scored high in achievement than Navaho-speaking monolinguals), the most promising discovery was the positive influence of instruction in English on school performance. In light of this, it is important to determine the long-term effects of early concentrated English instruction in a school setting. (Author/AMM)

ED 044 704 AL 002 685

Hanauer, S. L.

Computer-Assisted Instruction in the Pronunciation of Foreign Languages.

Tokyo Univ. (Japan). Research Inst. on Logopedics and Phoniatrics.

Pub Date—70

Note—7p.

Journal Cit—Annual Bulletin (Research Institute of Logopedics and Phoniatrics); n4 p103-9 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Algorithms, \*Computer Assisted Instruction, Computer Programs, English (Second Language), \*Language Instruction, \*Language Tests, Learning Difficulties, Listening Comprehension, Programmed Instruction, \*Pronunciation Instruction, Syllables

This report describes the algorithm and materials developed at the Research Institute of Logopedics and Phoniatrics (University of Tokyo) for use in testing the abilities of Japanese students in the pronunciation and hearing of English monosyllabic words. The report begins with a description of the method employed for selecting the words to be used in the test and of isolating the word features used to rank the difficulty of words for speakers of Japanese. This is followed by a description of the transformation of the word data into a form suitable for the actual tests. In these tests the student is presented words one by one through a loudspeaker and asked to repeat them as best he can. These responses are judged by a native speaker of American English with no special training, who compares the student's performance with the recorded standard and then determines the next step in the program. The final section of the report describes, with the aid of a flowchart, the algorithm that has been programmed and how it is expected to be operated. See related document AL 002 686. (FWB)

ED 044 957 FL 001 967

Uetzi, F. Andre Tollinger, Suzanne

A Handbook on Foreign Language Classroom Testing: French; German; Italian; Russian; Spanish.

Modern Language Association of America, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 68

Contract—OEC-1-6-062619-1876

Note—234p.

Available from—MLA Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 (\$6.00)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Achievement Tests, Annotated Bibliographies, French, German, Instructional Program Divisions, Italian, Item Analysis, \*Language Instruction, \*Language Tests, \*Modern Languages, \*Objective Tests, Russian, Spanish, Statistical Analysis, Teaching Guides, \*Testing, Test Interpretation

This handbook illustrates how the classroom teacher can make efficient use of tests, discusses the main purposes tests can serve, treats principal kinds of testing devices especially useful in language instruction, and includes a section on the interpretation of test results. Chapters include: (1) the importance and place of testing in the foreign language program, (2) planning the classroom test, (3) construction of test items, (4) preparing test items in French, German, Italian, Russian, and Spanish, and (5) test interpretation. A glossary of technical terms used in the handbook and an annotated bibliogra-

phy on testing are included. (RL)

ED 044 961

Davies, Alan, Ed.

Language Testing Symposium: A Psycholinguistic Approach. Language and Language Learning [Series], No. 21.

Pub Date—68

Note—214p.

Available from—Oxford University Press, 200 Madison Ave., New York, N.Y. 10016 (\$3.50)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Attitude Tests, Educational Objectives, Educational Testing, Instructional Program Divisions, Item Analysis, Language Instruction, \*Language Proficiency, \*Language Tests, Linguistic Theory, \*Modern Languages, \*Objective Tests, \*Psycholinguistics, Standardized Tests, Statistical Analysis, Student Evaluation

Eleven papers on language testing deal with various psycholinguistic aspects ranging from the particular application of language aptitude tests to statistical methods of measurement and evaluation. Several chapters treat the difficulties involved in testing spoken language aptitude and attainment. Contributors to this volume include K. Brown, A. Davies, D.W. Grieve, D.P. Harris, E. Ingram, G.E. Perren, A.E.G. Pilliner, P. Pimsleur, A. Wilkinson, and J.B. Carroll. An article on item analysis is presented in the appendix. Selected references, a list of language tests, an index of names, and a subject index are included. (RL)

ED 044 967 FL 001 998

Kulakow, Allan Stevick, Earl

Language Teachers' Training Workshop, June 15th-29th, 1969, Furudal, Sweden.

International Secretariat for Volunteer Service, Washington, D.C.

Report No.—R-10

Pub Date—Jun 69

Note—179p.; Report No. 10

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Institutes (Training Programs), Instructional Materials, \*Language Instruction, Language Programs, \*Modern Languages, Preservice Education, Summer Institutes, Summer Workshops, \*Teacher Education, \*Teacher Workshops, Teaching Methods, Testing, Voluntary Agencies, \*Volunteer Training

The notion of language training for volunteer services, as contrasted with conventional language instruction in the classroom, is explored in this statement of educational philosophy, goals, and guidelines. The major sections focus on: (1) scope of teacher training programs, (2) curriculum of the language teachers' training workshop, (3) major concepts in language training, including teacher training and testing, and (4) language teaching simulation in working groups. Extensive information is found in the appendixes. Sections cover: (1) schedule of the Furudal training program, (2) list of participants, (3) message to the participants by the Secretary General of the International Secretariat for Volunteer Service, (4) list of language training materials and technical papers presented at the workshop, (5) the St. Cloud Method, (6) situationally reinforced instruction, (7) intensive language training, (8) teachers' training format, (9) language proficiency testing, (10) fascicles on developing materials for language learning (flexible frame, microwave, microtexts, modular approach, and "routine manipulations"), and (11) report of the working group. (RL)

ED 044 990 FL 002 026

Mildenberger, Andrea S. Mazzeo, Margarita

ERIC Documents on the Teaching of Foreign Languages: List Number 5.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Pub Date—Oct 70

Note—20p.; Reprint from Foreign Language Annals, v4 n1 p93-110 Oct 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstracts, Bilingualism, \*Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Files, \*Language Instruction, Language Laboratories, Microfiche, Modern Languages, Programmed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Test-

ing

This fifth in a series of such catalogs lists 324 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from November 1969 through April 1970. Entries are organized alphabetically, and a 13-category user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproductions, ERIC document numbers, and abstract availability information. For related documents see ED 026 924, ED 029 538, ED 033 643, and ED 037 150. (WB)

ED 044 996 FL 002 032

*Brown, George H. And Others*  
Development and Evaluation of a Self-Instructional Spanish Course.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Defense Language Inst., Washington, D.C.; Department of the Army, Washington, D.C.

Report No.—TR-70-14

Pub Date—Sep 70

Note—81p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Adult Education, \*Autoinstructional Aids, Behavioral Objectives, Cognitive Objectives, Conversational Language Courses, Course Content, \*Course Descriptions, Course Objectives, Course Organization, Evaluation Methods, Intensive Language Courses, \*Language Instruction, Language Tests, \*Military Personnel, Modern Languages, \*Spanish

This introductory course, designed to satisfy routine travel needs of U.S. military personnel, serves as a model for preparation of self-instructional foreign language courses. Description of the research and program design focuses on: (1) educational objectives, (2) course description, (3) student schedules and performance data, (4) testing and scoring procedures, (5) student achievement, (6) student attitudes, and (7) discussion of course effectiveness. Course guidelines, auditory discrimination lessons, simulation, dialogues, and tests are examined in the appendixes. Tables cover student data, final examinations, scoring, and attitudinal factors. (RL)

ED 045 265 RC 004 910

*Maslow, Albert P. Futransky, David L.*  
Effects on Test Score of Presenting Verbal Test Questions in an English-Spanish Format to a Predominantly Spanish-American Group; San Antonio, Texas, May 1968.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date—Jul 68

Note—11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, \*Employment Opportunities, Federal Government, Job Applicants, \*Language Handicaps, Language Research, Language Skills, \*Mexican Americans, Spanish Speaking, Testing, \*Tests

There is a continuing pressure on the U.S. Civil Service Commission to provide greater job opportunities for Spanish-surnamed persons. The commission has been urged to present recruiting literature, sample test material, and examination announcements in Spanish. This study investigated the effects of presenting verbal test material in an English-Spanish format to 307 postal clerk-carrier applicants in San Antonio, Texas. Sixty-two percent of the applicants indicated that they spoke Spanish at home or at work at least 25% of the time. Seventy-seven percent were high school graduates or had an equivalent education. The study indicated that, for persons recruited in U.S. high schools, competence in written English is very likely to exceed or at least equal competence in written Spanish. The conclusions drawn from the investigation were (1) that providing bilingual test material for such groups is of little help and (2) that, in a few individual cases where the educational level is low and the commitment to Spanish is high, there is some improvement over an initially poor score. (EJ)

ED 045 323

RE 003 176

*Anderson, Jonathan*

A Report of Research on Comprehension in Reading.

Pub Date—8 Aug 70

Note—13p.; Paper presented at the Third International Reading Association World Congress on Reading, Sydney, Australia, Aug. 7-9, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, English (Second Language), \*Primary Grades, \*Readability, \*Reading Comprehension, Reading Materials, Reading Tests

Identifiers—New Guinea

The use of exact-length blanks in cloze tests of reading comprehension was investigated. Subjects were indigenous primary-school pupils in New Guinea for whom English was a foreign language. No significant difference was found between the mean scores of subjects on cloze tests using blanks of a uniform length and the mean scores of subjects on cloze tests using blanks of the same length as the deleted words. Both versions of cloze tests were equally valid as measures of general reading comprehension. The question of length of blank to use in cloze tests has practical as well as theoretical significance for teachers in constructing cloze tests when they wish to use photocopying facilities. The implication of these findings is that by the use of a photocopy procedure, such factors as size of print, illustrative material, and page layout may be included in the estimate of the ease or difficulty of printed material as measured by cloze tests. Tables and references are included. (Author/DH)

ED 045 656 TE 002 152

*Becker, John T.*

The Effect of Group Administration of Selected Individual Tests of Language, Visual Perception, and Auditory Perception to Kindergarten, First-, Second- and Third-Grade Children.

Pub Date—69

Note—107p.; Ph.D. Dissertation, The Catholic University of America

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-19,718, Mfilm \$3.00, Xerography \$5.40)

Document Not Available from EDRS.

Descriptors—Auditory Discrimination, \*Auditory Perception, Auditory Tests, Auditory Visual Tests, Elementary School Students, \*Group Tests, Individual Tests, \*Language Tests, Perception Tests, Primary Grades, Scoring, Testing, \*Test Reliability, Time, Visual Measures, \*Visual Perception

This study endeavored to determine (1) the reliability with which selected individual tests of language, visual and auditory perception, and auditory-visual perceptual integration can be administered through group testing; (2) the decrease in administration and scoring time by using these instruments in a group manner, and (3) the relationships that exist between measures of language, visual and auditory perception, and auditory-visual perceptual integration. Elementary school subjects (N=169) in Montgomery County, Maryland, were given the following tests: Peabody Picture Vocabulary Test (PPVT), Bender Visual Motor Gestalt Test (BVMGT), Sabatino Test of Auditory Discrimination (AD), and the Birch Auditory-Visual Integration Test (AVI). It was concluded that the reliability with which the four tests can be administered through group testing will vary according to the age groups involved. Data for the 6 and 7 year-old children clearly indicated that group screening programs can provide systematic perceptual motor behavioral data reliably as early as first grade. The decrease in total time through group testing indicates a substantial savings of personnel and time. The correlations among the tests were positive but low and indicate that different behaviors were assessed by the instruments employed in this study. (Author/LK)

ED 046 261 FL 001 486

*Poltzer, Robert L. Weiss, Louis*

An Experiment in Improving Achievement in Foreign Language Through Learning of Selected Skills Associated with Language Aptitude. Final Report.

Stanford Univ., Calif. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jul 69

Contract—OEC-4-6-051097-1231

Note—102p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Achievement Tests, \*Aptitude Tests, Cultural Education, \*Language Ability, Language Development, Language Instruction, Language Proficiency, \*Language Research, \*Language Skills, Language Tests, Second Language Learning, Sex Differences, Skill Development, Statistical Data, Study Skills

This two-phase experiment was conducted to determine: (1) whether foreign language aptitude as measured by standard aptitude tests (Pimsleur Language Aptitude Battery, Carroll-Sapon Modern Language Aptitude Test) can be significantly increased by training, and (2) whether increases in language aptitude so obtained would result in better language achievement. Phase one involved an MLAT-trained experimental group and an untrained control group. Phase two involved a Pimsleur-trained experimental group, a control group that received cultural enrichment, and a group that was involved in the acquisition of study skills. The experiment indicated that specific training in language aptitude may very well be an important educational tool, though it is probably most effective if undertaken before any exposure to foreign language learning. (Author/AF)

ED 046 276 FL 001 965

*Page, B. W. And Others*

Examining Modern Languages.

Centre for Information on Language Teaching, London (England).

Report No.—CILT-4

Pub Date—Aug 70

Note—78p.; CILT Reports and Papers 4, Abridged proceedings of a conference held March 19-20, 1970, London, England

Available from—Centre for Information on Language Teaching, State House, 63 High Holborn, London WC1R 4TN, England (\$2.50)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, Comparative Analysis, Comparative Testing, Conference Reports, English (Second Language), \*Instructional Program Divisions, Language Proficiency, Language Research, Language Skills, \*Language Tests, \*Modern Languages, Objective Tests, Second Language Learning, \*Standardized Tests, Student Testing, Testing, \*Testing Programs

Identifiers—\*England

The state of the art of language testing in England is examined through the conference proceedings presented in this text. The nine chapters, written by individual authors, include discussion of the General Certificate of Education examinations, non-school examinations, oral tests, research by examining boards, continuous assessment, and examinations in English as a foreign language. Appendixes contain information on current research in Britain, a select bibliography, and a list of conference participants. (RL)

ED 046 277 FL 002 041

*Valette, Rebecca M.*

Teaching for Mastery: The Role of Classroom Testing.

Washington Association of Foreign Language Teachers, Pullman.

Pub Date—May 70

Note—6p.

Journal Cit—The Forum; v2 n2 p17-22 May 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Cognitive Tests, Group Tests, Instructional Program Divisions, \*Language Instruction, \*Modern Languages, Objective Tests, Performance Factors, Performance Tests, Standardized Tests, \*Student Motivation, Student Testing, Success Factors, Teacher Evaluation, \*Teacher Improvement, Teacher Motivation, \*Testing, Testing Programs, Test Validity

Positive approaches to increase student achievement in language classes focus on the potential influence of norm referenced and criterion-referenced tests. The author cites instances to prove that teacher efficiency increases when teachers are held responsible for student achievement. Discussion of success factors relates testing practices directly to student and teacher motivation. (RL)

ED 046 281 FL 002 059

*Johnson, Robert A.*  
**Language Education: A Unitary Experience.**  
 Virginia Modern Foreign Language Association.  
 Pub Date—30 Oct 70

Note—31p.; Speech presented at the Modern Foreign Language Association of Virginia Conference, Richmond, Va., October 30, 1970  
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, \*College Freshmen, College Students, Educational Trends, Evaluation Criteria, \*Grades (Scholastic), \*Language Instruction, Language Proficiency, Language Tests, \*Modern Languages, National Competency Tests, Objective Tests, Performance Criteria, Secondary Schools, Second Language Learning, \*Standardized Tests, Student Motivation

This address evaluates standardized language test results of students at the College of William and Mary in terms of their class grades and continuity of enrollment in language programs. Implications of the Scholastic Achievement Test (SAT) and the College Entrance Examination Board (CEEB) test scores reflecting actual linguistic proficiency and secondary school training are examined extensively. Reasons for studying foreign languages are discussed with emphasis on recent trends in enrollment, particularly the dropout rate at the college level, throughout the country. Tables of comparative test scores and correlative final grade averages are included. (RL)

ED 046 289 FL 002 075

*Walsh, Donald Devenish, Ed.*  
**A Handbook for Teachers of Spanish and Portuguese.**

Pub Date—69

Note—338p.

Available from—D.C. Heath and Company, 285 Columbus Ave., Boston, Mass. 02116 (\$5.50)

Document Not Available from EDRS.

Descriptors—\*Anthologies, Educational Methods, Instructional Materials, Instructional Program Divisions, \*Language Instruction, Language Tests, Linguistics, Literature, Modern Languages, \*Portuguese, Romance Languages, Second Language Learning, \*Spanish, Spanish Culture, Teacher Associations, Teacher Education, Teaching Guides, \*Teaching Methods

Teachers of Spanish and Portuguese will find varied information in 27 articles related to their profession. Articles pertain to the following general categories: (1) language learning theory, (2) teacher education, (3) teaching methodology, (4) program articulation, (5) student evaluation, (6) instructional materials, and (7) professional associations. A section called "What's What for Hispanists" serves as a glossary of terms essential to the teacher. An index and a select bibliography are provided. (RL)

ED 046 306 FL 002 099

*Van Asselt, Jan*

**Music as an Aid to Teaching German in the Elementary Schools. Final Report.**

McPherson Coll., Kans.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—17 Dec 70

Grant—OEG-6-9-009058-0071-509

Note—66p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, \*Fles, Fles Materials, \*Fles Programs, \*German, Grade 3, Language Development, \*Language Instruction, Language Research, Language Rhythm, Language Tests, Language Usage, Linguistic Performance, Methods Research, Modern Languages, \*Music, Second Language Learning, Vocal Music

This study investigates the influence of rhyme, rhythm, and melody of songs and poems on third grade students of German. Basic objectives examined in this report consist: (1) the practicability of songs with simple vocabulary, structure, and music to use as the core of materials to teach German; (2) problems in the development of linguistic materials to be used for conversation, reading, and writing; (3) whether the principles of Kodaly can be used to teach FLES more effectively; (4) project materials in comparison with other FLES materials used in the classroom; and (5) through testing, the influence of reading and writing on the pronunciation of those in the experimental class as compared to those in the control class in which reading and writing were not introduced. This report discusses experimental methods and materials used, testing results, and

conclusions and recommendations. Appendixes contain data from test results, sample tests, and representative classroom materials. A bibliography is included. (RL)

ED 046 307 FL 002 100

*Ladu, Tora And Others*

**Modern Foreign Languages: A Four-Year Program (and) a Six-Year Program.**

North Carolina State Board of Education, Raleigh. Dept. of Public Instruction.

Note—51p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Articulation (Program), Cultural Education, Individualized Instruction, \*Language Instruction, Language Laboratories, \*Language Learning Levels, Language Programs, Language Skills, Language Tests, Listening Comprehension, \*Modern Languages, Program Guides, Scheduling, Speech Skills, \*Teaching Guides, Teaching Methods, Test Construction

Four- and six-year language programs emphasizing the development of listening comprehension, speaking, reading, writing, and cultural understanding are outlined in this guide. Major sections cover guiding principles in the development of the foreign language curriculum, teaching techniques, and evaluation. Subclassified materials include coverage of: (1) new approaches to scheduling, (2) distribution of class time, (3) individualized instruction, (4) language laboratory, (5) construction procedures for tests and quizzes, (6) test types and techniques, and (7) standardized achievement and aptitude tests. Appendixes contain commentary on vocational opportunities and a list of references cited in the bulletin. For a companion document see ED 035 335. (RL)

ED 046 514 PS 004 120

*Micotti, Antonia R.*

**Dame School Project (Bi-Lingual Pre School Project), Santa Clara County Office of Education. Final Report, August 1, 1970.**

Santa Clara County Office of Education, San Jose, Calif.

Pub Date—Aug 70

Note—32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Changing Attitudes, \*Concept Formation, Curriculum Development, Educational Programs, English (Second Language), Family Environment, \*Home Programs, \*Language Development, Low Income, \*Mexican Americans, Mothers, Parent Education, \*Preschool Programs, Teacher Aides, Testing

The objectives of this 1-year project were (1) to demonstrate an at-home procedure of teaching in order to improve the concept formation and language development environment of 40 children (3-5 years) residing in low income homes where the primary language was Spanish; (2) to train 11 women from the community as home teachers; and (3) to give training to the mothers of the project children so that they could improve their teaching techniques with their own children. The pretests and posttests administered were the Test of Basic Language Competence, given in Spanish and English, the Inventory of Developmental Tasks, given in Spanish, and the Maternal Teaching Style Instrument (Mother/Child Test) given in Spanish. After the year, the children demonstrated marked improvement in concept and language development; all home teachers had received 370 hours of inservice and preservice training; and mothers showed considerable changes in terms of attitudes, educational materials apparent in the homes, and upkeep of themselves and their homes. The report recommends extension of the curriculum to kindergarten, revision of training models and development of "home packets" for the project children. (AJ)

ED 046 570 RC 004 963

**Learning Together. A Handbook for Migrant Education.**

Idaho State Dept. of Education, Boise.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date—May 70

Note—19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Guides, Bilingualism, \*Cultural Awareness, Curriculum, \*Educational Methods, Federal Programs, Mexican Americans, \*Migrant Education, Program Development, Teacher Improvement, \*Teaching Guides, Test-

ing  
 Identifiers—\*Idaho

Prepared to assist teachers and administrators in the identification of special educational needs for migrant children throughout the State of Idaho, this handbook includes criteria for determining migrant status and home base. Beyond the statistical identification of the migrant child, the document includes a description of his cultural and linguistic heritage that must be taken into account in forming the philosophical base for his education. Among the divisions listed in the table of contents are Philosophy, General Approach, Curriculum, and Evaluation and Testing. Also included is a bibliography of general background references and citations related to curriculum aids in language arts, health and nutrition, mathematics, social studies and science, and music and art. (EJ)

ED 047 295 AL 002 737

*Malkoc, Anna Maria, Comp.*

**A TESOL Bibliography; Abstracts of ERIC Publications and Research Reports, 1969-1970.**

Center for Applied Linguistics, Washington, D.C.

ERIC Clearinghouse for Linguistics; Teachers of English to Speakers of Other Languages.

Pub Date—71

Note—310p.

Available from—Teachers of English to Speakers of Other Languages, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (\$6.95; TESOL members, \$5.95)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Bilingual Education, Bilingualism, \*English (Second Language), \*Instructional Materials, \*Language Instruction, Language Programs, Periodicals, Program Evaluation, Research Reviews (Publications), Teacher Education, Teaching Guides, Ten1, Testing, Textbook Evaluation

The first part of this bibliography is a compilation of resumes of documents in the field of English for speakers of other languages which have appeared in "Research in Education" mainly during 1969-70. Contents (bibliographical entries with full abstracts) are in three general categories: Background, Methodology, and Classroom Materials, which are further broken down and cross referenced to aid the reader who is searching for information in such areas as bilingual programs, testing and evaluation, teaching guides, and materials for teaching reading and composition. The second part of this bibliography represents journal articles which have been listed from January 1969 through August 1970 in "Current Index to Journals in Education," the monthly ERIC publication companion to "Research in Education." The journal entries are categorized according to Background and Methodology. Information on the journal publishers and an index of authors are appended. (AMM)

ED 047 546 FL 001 498

*Hanna, Ian*

**Language Aptitude Testing and Streaming.**

Australian Association of Adult Education, Melbourne.

Pub Date—Nov 68

Note—12p.; Reprint from the Australian Journal of Adult Education, v8 n3 p122-132 Nov 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Rating, \*Adult Education, \*Aptitude Tests, Cognitive Ability, Educational Background, Homogeneous Grouping, \*Language Instruction, \*Language Tests, Standardized Tests, \*Student Evaluation, Test Validity Identifiers—Australia, \*Modern Language Aptitude Test

Two methods used in the determination of student aptitude in adult language instruction programs in Australia are described and compared in this article. The first method screens potential students into homogeneous classes on the basis of previous education, while the second utilizes test results derived from the administration of the short form of the Modern Language Aptitude Test. Test results are correlated with language tutors' ratings of students. Procedures and results of the screening processes are discussed and summarized in several tables. (NL)

ED 047 559 FL 001 984

*Schrand, Heinrich, Ed.***Leistungsmessung im Sprachunterricht: Positionspapier (Measuring Achievement in Language Instruction: A Position Paper).**

Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Spons Agency—Deutscher Volkshochschul-Verband, Frankfurt (West Germany).

Pub Date—69

Note—151p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, Certification, Educational Certificates, Evaluation, Evaluation Methods, \*German, Instructional Program Divisions, \*Language Instruction, \*Language Proficiency, \*Language Tests, Linguistic Performance, Performance Criteria, Performance Specifications, \*Second Language Learning, Supervisory Methods

This position paper on the measurement of achievement in language instruction contains nine articles by leading authorities. Three articles, written in German, cover: (1) testing: necessities and dangers, (2) supervision and evaluation of oral achievement in certification examinations, and (3) development of a higher level of an adult education language certificate for commerce and industry. The articles in English discuss language testing, measurement of oral communication, criterion-referenced testing, oral English testing, error analysis, and picture composition and oral-response tests. (RL)

ED 047 579 FL 002 117

*Seelye, H. Ned, Ed.***Perspectives for Teachers of Latin American Culture.**

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date—70

Note—173p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Biculturalism, Bilingualism, Bilingual Students, Community Attitudes, \*Cross Cultural Studies, Cultural Enrichment, Dialects, English (Second Language), Film Programs, Instructional Materials, Instructional Program Divisions, Intercultural Programs, \*Language Instruction, \*Language Learning Levels, Language Tests, \*Latin American Culture, Modern Languages, Spanish Speaking, \*Teaching Methods

Articles treating various aspects of the teaching of Hispanic culture at the secondary and junior high school levels are intended to improve methodology and facilitate the development of teacher-made instructional materials. An overview of the field relating problems and procedures in several areas is developed. Selections cover: (1) bilinguality, concept formation, and language development; (2) foreign language for preschool children; (3) a cultural framework for teaching Spanish to children; (4) direct classroom teaching of cultural concepts; (5) teaching culture through comic strip; (6) use of the folksong; (7) Latin America studies programs for Spanish-speaking Americans; (8) Spanish dialectology; (9) a North American view of a congress on adult education held in Caracas, Venezuela; (10) the "yanqui" image in Asturias' "banana trilogy"; (11) Argentina as a Latin enigma; (12) ways to develop more positive attitudes toward native speakers of Spanish; (13) psychological theory of language learning; (14) three "levels" of competence for Spanish classes; and (15) testing understanding of the foreign culture. (RL)

ED 047 584 FL 002 122

*Quilter, Daniel***Do's and Don't's of Audio-Lingual Teaching.**

Xerox Corp., Rochester, N.Y.

Pub Date—66

Note—22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Audiolingual Methods, Audiolingual Skills, Audiovisual Instruction, Conversational Language Courses, Instructional Program Divisions, \*Language Instruction, Language Skills, \*Modern Languages, Pattern Drills (Language), Patterned Responses, Second Language Learning, Teaching Guides, \*Teaching Methods, Teaching Models, \*Teaching Techniques, Testing, Writing

Some 115 comments on improving the teaching of foreign languages are organized in a broad variety of categories. They include: (1) class preparation, (2) student-teacher contact, (3) acoustic problems, (4)

the role of English, (5) the use of the blackboard, (6) the role of the textbook, (7) grammar, (8) students and their questions, (9) teaching pronunciation, (10) the role of the dialogus, (11) calling on students, (12) student errors, (13) drilling procedure, (14) drill tempo and adaptations, (15) choral/individual drills, (16) gestures, (17) conversation, (18) written word, and (19) testing. Periodic reference to this list is suggested as a means by which the teacher may evaluate and improve his own classroom procedures. (RL)

ED 047 590 FL 002 129

*Struth, Johann F.***Accountability and Criterion Referenced Testing in Modern Foreign Language Programs.**

Pub Date—27 Feb 71

Note—14p.; Paper presented at the Florida Chapter Meeting of American Association of Teachers of Spanish and Portuguese, February 27, 1971, Ft. Meyers, Florida

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, Educational Improvement, Educational Objectives, Educational Testing, \*Educational Trends, Evaluation Criteria, \*Language Instruction, Language Proficiency, \*Language Tests, \*Modern Languages, Objective Tests, Performance Criteria, Performance Specifications, Program Evaluation, Second Language Learning, \*Standardized Tests

The nature of educational accountability, seen as an organized, systematized process of self-evaluation, and a review of available standardized tests for foreign language programs are examined in this paper. Teacher accountability is seen to rely exclusively on the judgement of the teacher and administration within the school itself. The author comments on norm-referenced tests, criterion-referenced tests, Bloom's "formative-evaluation", Valette's "core-test concept", and the function of standardized tests. Differences among achievement, proficiency, placement, and aptitude tests are clarified. Reference to numerous standardized tests is made with emphasis on the Pimsleur Language Aptitude Battery and the Pimsleur Modern Foreign Language Proficiency Tests. (RL)

ED 047 592 FL 002 131

*Monka, Carolyn***ERIC Documents on the Teaching of Foreign Languages: List Number 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Pub Date—Mar 71

Note—18p.; Reprint from Foreign Language Annals, v4 n3 p313-328 Mar 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstracts, Bilingualism, Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Film, \*Language Instruction, Language Laboratories, Microfiche, \*Modern Languages, Programed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Testing

This sixth in a series of such catalogs lists 330 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from May 1970 through October 1970. Entries are organized alphabetically, and a 13-category user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproductions, ERIC document numbers, and availability information. For related documents see ED 026 924, ED 029 538, ED 033 643, ED 037 150, and ED 044 990: (WB)

ED 047 913 RE 003 380

*Tuinman, J. Jaap Blanton, B. Elgit***The Cloze Procedure: Corollaries of a Search Hypothesis.**

Indiana Univ., Bloomington. School of Education. Pub Date—Feb 71

Note—13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, \*Correlation, \*Hypothesis Testing, Junior High School Students, Language Research, Reading Comprehension, Reading Materials, \*Reading Processes, \*Reading Research, Reading Tests

In order to determine whether the kind of process

underlying cloze responses is indeed a systematic and exhaustive search, a study was conducted exploring some corollaries to such a search hypothesis. It was assumed that subjects would generate responses representing a number of word types, that some of these word types would be sensible and some nonsensical, and that responses would be representative of the entire body of possible response words. Five versions of a 300-word cloze passage, every fifth word deleted, were administered to 390 junior-high-school students who were randomly assigned to one of the versions. Protocols were hand-coded and success probabilities were calculated. A correlation matrix among seven variables was calculated and analyzed using a stepwise regression program. Significant correlations were noted among the seven variables, with the highest correlation appearing between size of response body related to success probability. It was concluded that the general search hypothesis appeared to be sustained since distribution of responses was related to success probability and since the ratio of nonsense to sensible responses was relevant to that distribution. It was implied that a search process could be characterized as systematic in part. Tables and references are included. (MS)

ED 048 795 FL 002 149

*Birkmaier, Emma Marie, Ed.***Britannica Review of Foreign Language Education: Volume 1, 1968.**

American Council on the Teaching of Foreign Languages, New York, N.Y.; Encyclopaedia Britannica, Inc., Chicago, Ill.

Pub Date—[69]

Note—450p.

Available from—ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$12.50 non-members, \$10.00 members)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Bilingualism, Classical Languages, Curriculum Development, Educational Psychology, Foreign Culture, Instructional Program Divisions, \*Language Instruction, Language Tests, Linguistics, Literature Appreciation, \*Literature Reviews, \*Modern Languages, Physiology, Programed Instruction, Program Evaluation, \*Second Language Learning, Teacher Education, \*Teaching Methods

This is the first volume in an annual series which collects, catalogues, analyzes, and compresses basic information intended to help improve foreign language instruction in America. The review, covering all levels of instruction, ranges from equipment selection standards to planning of bilingual programs. It concerns itself with materials development and selection and explores the theoretical bases of language instruction including psychology, linguistics, sociology, and other relevant areas of scholarship. The chapters cluster in two major divisions. The first deals with the context and organization of foreign language learning; the second, with the theory and practice of foreign language teaching and learning. Topics covered in chapters include: (1) introduction to the review, (2) linguistics, (3) culture, (4) literature, (5) trends in the foreign language curriculum, (6) physiology and psychology of second language learning, (7) bilingualism, (8) teacher education and supervision, (9) methods, (10) machine-aided language learning, (11) testing, (12) program evaluation, (13) classical studies, and (14) language enrollment trends. An index is provided. For a companion document see FL 002 148. (RL)

ED 048 799 FL 002 154

*Weiss, Louis***Auditory Discrimination and Identification in Foreign Language Learning.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (HEW), Washington, D.C. Bureau of Research.

Report No.—P-5-0252-0402; TR-17

Pub Date—Feb 71

Contract—OEC-6-10-078

Note—52p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audition (Physiology), \*Auditory Discrimination, Auditory Tests, Aural Stimuli, Conditioned Response, Discrimination Learning, \*Educational Experiments, Identification Tests, Instructional Program Divisions, Language Instruction, Language Laboratories, \*Language Research, Modern Languages, Morphophonemics, Phonemics, \*Pronunciation, \*Second Language Learning, Teaching Methods



The main purpose of this study was to investigate the validity of the assumption that auditory discrimination and pronunciation in a foreign language are closely related. If the assumption were to be well-founded, then it might be possible for foreign language students with high auditory discrimination ability to work alone in the language laboratory with appropriately structured materials and achieve near-native pronunciation. The design of the study involved developing and testing an instrument to measure auditory discrimination ability, which was followed by an investigation of the differential effects of two types of pronunciation training upon students with varying degrees of auditory discrimination ability as measured on that instrument. Some 200 subjects at the sixth-grade level participated in the experiment. Results indicate fundamental differences between mimicry and reproduction in second language learning. Consideration of the several perceptual tasks involved in responding to the stimuli presented in this study underscores the importance of distinguishing between the processes of discrimination and identification. Extensive use of statistical tables and charts illustrates experimental test results. (Author/RL)

ED 048 800 FL 002 155

French: Foreign Language Curriculum Guide, Grades 7-12.

Farmington Public Schools, Conn.

Pub Date—66

Note—144p.; Preliminary version

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Audiolingual Methods, Autoinstructional Aids, Basic Skills, Continuous Progress Plan, \*Curriculum Guides, Evaluation Methods, \*French, Instructional Materials, \*Language Instruction, Language Skills, Language Tests, Modern Languages, Nongraded Classes, \*Nongraded System, \*Secondary Schools, Second Language Learning, Self Actualization, Teaching Methods

This curriculum guide, developed for an ungraded language program at the secondary school level, allows for a steady progression of skills from unit to unit. Based on the audiolingual approach to language instruction, the guide is divided into four sections: (1) concepts to be taught, (2) references to instructional materials, (3) special suggestions for teaching procedures, and (4) evaluation techniques. Taped materials are correlated to lessons throughout. Use of the curriculum guide, five preliminary lessons, and 24 lessons are included in the level 1 materials. The second level of instructional materials, based primarily on the text "Le Français Vivant" (level 2), contains 24 units. Remarks with examples on testing the four skills are provided. (RL)

ED 048 801 FL 002 156

Foreign Language Guidelines.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Note—82p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Articulation (Program), Audiolingual Methods, Basic Skills, Course Content, Course Objectives, \*Cultural Education, \*Curriculum Guides, Educational Objectives, Educational Philosophy, Instructional Program Divisions, \*Language Instruction, \*Language Programs, Language Skills, Language Tests, \*Modern Languages, Second Language Learning, Student Evaluation, Teaching Guides

Guidelines intended to aid in the improvement of foreign language instruction are directed toward the development of a relevant and contemporary language program. Six major chapters discuss: (1) the place of foreign languages in the modern curriculum; (2) the program in operation; (3) treatment of skills and cultural concepts of contemporary society; (4) evaluation of basic skills; (5) materials and equipment for language instruction; and (6) organization of curriculum, staff, and space. Frequent use is made of pictures and diagrams. Selected references are included. (RL)

ED 048 809 FL 002 165

Gillers, Lillian M., Ed. And Others

Russian: Levels 1-4. New York City Foreign Language Program for Secondary Schools.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—Curr-Bull-1970-71-6

Pub Date—71

Note—230p.

Available from—Board of Education, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y.

11201 (\$7.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Articulation (Program), Audiolingual Methods, Audiovisual Aids, Basic Skills, Cultural Education, Curriculum Guides, \*Language Instruction, Language Learning Levels, Language Tests, \*Modern Languages, Program Content, Program Descriptions, Program Development, Program Guides, \*Russian, \*Secondary Schools, Student Evaluation, \*Teaching Guides, Textbook Publications, Textbooks

This four-part bulletin is a comprehensive source book of language learning theory and of activities, procedures, and instructional materials used in teaching Russian in levels 1 through 4. Major sections include: (1) the levels of foreign language instruction, (2) textbooks and audiovisual resources, (3) testing and evaluation, and (4) expanding horizons in foreign languages. The guide, favoring an audiolingual, student-centered approach to instruction, concentrates on the articulation of program content and of its scope at each level. An extensive bibliography is included. (RL)

ED 049 463 AL 002 790

Koen, Frank

Specifications for the Design of a Test of Knowledge of Foreign Cultural Patterns. Final Report. Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—31 Jan 71

Contract—OEC-0-9-097740-3743(010)

Note—15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, \*Cross Cultural Training, \*Foreign Culture, Global Approach, \*Second Language Learning, \*Test Construction

The point is made that, though foreign language teachers often have among their goals the knowledge by students of the unique patterns of thought, behavior and attitudes that characterize members of a target culture, there have been few systematic attempts to evaluate these outcomes. A general design for such a test is suggested, including three classes of items. Class A items are designed to measure the student's knowledge of how to conduct oneself in a variety of everyday situations common to the target culture; Class B items probe the student's understanding of general patterns of social interaction that are common to many specific situations; and Class C items test how successfully the student can adopt temporarily the world-view of the target culture. In general, the student must first identify the ways in which target-culture norms are being violated in a recorded episode, then describe alternate moves which would correct these violations. (Author/AMM)

ED 049 653 FL 001 885

Hjelmsstrom, Svante

Alms, Testing and Examining in Modern Language Teaching.

Federation International des Professeurs de Langues Vivantes.

Pub Date—Jul 68

Note—6p.; Abridged version of speech presented in April 1966, Ostia, Italy

Journal Cit—Contact; n11 p19-24 Jul 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Methods, Basic Skills, Course Objectives, Curriculum Design, Curriculum Evaluation, Curriculum Planning, \*Educational Objectives, Educational Philosophy, Instructional Program Divisions, \*Language Instruction, \*Language Skills, \*Language Tests, \*Modern Languages, Second Language Learning, Testing, Translation

Identifiers—\*Sweden

Negative influences on teaching practices and objectives in modern language programs, caused by certain final examination practices in Sweden, are pointed out and criticized in this paper. The needs of the Swedish student of languages are determined to be related to the use of language primarily as a means of everyday communication. The distinction between "speech" and "speaking" is made with the aid of several diagrams. The four skills of understanding, speaking, reading, and writing are seen to be closely interrelated. Of primary concern to the author is the nature of the present structure and scope of final examinations in language programs. He notes that translation skill as a general course objective has been largely abandoned and details

reasons for this change in curricular planning. (RL)

ED 049 669 FL 002 191

Mildenberger, Andrea S. And Others

ERIC Documents on the Teaching of Foreign Languages: Lists Numbers 1-4.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date—[71]

Note—68p.

Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$1.00)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingualism, \*Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Files, \*Language Instruction, Language Laboratories, Microfiche, \*Modern Languages, Programed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Testing, Uncommonly Taught Languages

This compilation of the first four such catalogs lists 1603 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from November 1966 through October 1969. Entries are organized alphabetically within each catalog, and 13-category (with subdivisions within each category) user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproductions, ERIC document numbers, and availability information. References are supplied for abstract sources of the documents listed. For subsequent lists see ED 044 990 and ED 047 592. (WB)

ED 049 897 RE 003 559

Green, Richard T., Comp.

Comprehension in Reading. An Annotated Bibliography.

Pub Date—71

Note—22p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$0.50 to members, \$0.75 to nonmembers)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Cloze Procedure, Cognitive Processes, \*Comprehension, Creative Reading, \*Critical Reading, Language Ability, Readability, \*Reading Comprehension, Reading Processes, Reading Research, Reading Skills, Thought Processes

The fact that comprehension is a topic that ranges across many fields is shown by the variety of subjects and areas that are considered in this bibliography. Entries are arranged under the following eight sections: Cloze, Critical Reading and Creativity, Factors, Language, Readability, Skills, Theory, and Thinking. A few of the many articles published on the cloze technique, which now has a variety of applications in testing, in teaching, with the spoken word, and in linguistics among other fields, are referenced. The relatively vast literature on critical reading and creative reading is selectively sampled. The section on factors includes references to such factors as word analysis skills, interest, rate time intervals, materials, and evaluation and their relationship to comprehension. The depths of reading comprehension are explored and probed in the references contained under the section entitled Theory. Some of the references cited in the section Thinking deal with concept attainment, cognitive functioning, and problem solving as they are related to reading comprehension. References to listening comprehension are excluded because of extensive bibliographies already published. (Author/DH)

ED 050 136 TM 000 521

Fiks, A. I.

The Modern Language Aptitude Test in a Peace Corps Context: Validity, Expectancies, and Implications for Further Research.

Spons Agency—Peace Corps (Dept. of State), Washington, D.C.

Report No.—P-68-03

Pub Date—Jun 68

Note—24p.

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Aptitude Tests, Expectancy Tables, Intensive Language Courses, Language Instruction, \*Language Proficiency, Language Research, \*Language Tests, \*Predictive Ability (Testing), Predictive Validity, Predictor Variables, \*Uncommonly Taught Languages  
**Identifiers**—MLAT, \*Modern Language Aptitude Test, Peace Corps

The language training program for Peace Corps participants is investigated. The objectives were: to investigate the validity of the Modern Language Aptitude Test (MLAT) for predicting end-of-training Foreign Service Institute (FSI) language proficiency; to discover the relative difficulty of various target languages; to develop tentative expectancy tables to enable prediction of a trainee's likely proficiency at end of training; and, to outline the need for and nature of an ongoing program of Peace Corps language research. Target language, total instructional hours, MLAT scores, initial and final FSI proficiency ratings were the variables considered. Findings indicated that MLAT has modest, though statistically reliable, predictive power for all languages; greater validity for common than for exotic languages; greater predictive power for shorter instructional periods (less than 280 hours) if language is disregarded; and taking language type and training time into consideration, greatest predictive power in common language projects involving 280 or more hours of training. Systematic proficiency differences were observed among languages, implying differences in relative difficulty for American students. More vigorous and innovative research is recommended to identify factors of importance in language training. Some thirty languages are grouped and listed in order of difficulty, and expectancy tables indicate the likelihood of attaining various levels of end-of-training proficiency. (Author/LR)

**ED 050 615** FL 001 968

*Valencia, Arilano A.*

**The Relative Effectiveness of Three Video Oral English Instructional Conditions for Illiterate or Undereducated Non-English Speaking Adults, Spanish Speaking Adults. A Report of Statistical Findings and Recommendations Based on a Field Testing Study.**

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 69

Contract—OEC-4-062827-3078

Note—65p.

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Adult Education, \*Educational Television, \*English (Second Language), \*Field Studies, Instructional Films, Instructional Materials, \*Language Instruction, \*Program Evaluation, Spanish Speaking, Teaching Methods, Testing, Video Tape Recordings

The instructional effectiveness of videotaped instruction in basic oral English to non-English speaking, adult speakers of Spanish is the focus of this report. A field testing program involving subjects who had been exposed to the films developed by the Southwestern Cooperative Educational Laboratory ascertains the effectiveness of the lessons in each of the films in terms of predetermined behavioral objectives. Three testing conditions were envisaged and are examined in this study: a classroom condition with video exposure only; a classroom condition with video exposure and followup drills by an instructor; and a home condition with video exposure only. This four-part report covers: (1) principal features of the field testing program, (2) criterion variables and statistical design, (3) statistical analysis and findings, and (4) summary, conclusions, and recommendations. Appendixes contain a sample field testing instrument and various statistical tables. (RL)

**ED 050 621** FL 002 197

*Arellano, Sonya I. Draper, Jean E.*

**Relationship Between Musical Aptitudes and Second-Language Learning. Final Report.**

Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—May 70

Grant—OEG-4-8-080057-0047-057

Note—58p.

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Acoustics, Aptitude Tests, Articulation (Speech), Basic Skills, \*Educational Experiments, Language Fluency, Language Patterns, Language Rhythm, Language Skills, \*Linguistic Performance, Listening Comprehension, \*Music Theory, Pronunciation, \*Second Language Learning, \*Spanish, Speech Skills, Verbal Ability

This study explores the relationships between a child's discriminatory abilities in the areas of pitch, intensity, rhythm, timbre, and tonal memory and his capacity to comprehend and speak the Spanish language. The Spanish accent is analyzed on the basis of intonation, stress, syllable, and phone production. These factors were tested both in isolated words and on contextual material intended to approximate the conditions of free speech. Comprehension was evaluated by means of an objective, multiple-choice listening test. The results of the investigation indicate a strong relationship between discriminatory musical abilities in pitch, intensity, rhythm, timbre, and tonal memory and in achievement of a Spanish accent. The methods, findings and analysis, and discussions and conclusions of the experiment are described in this report. Frequent use is made of statistical data in numerous tables. A bibliography and sample test materials are provided. (Author/RL)

**ED 050 651** FL 002 248

*Lange, De's L., Comp.*

**1970 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages.**

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y.; National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date—May 71

Note—67p.; Offprint from Foreign Language Annals, v4 n4 p425-490 May 1971

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—\*Applied Linguistics, \*Bibliographies, \*Classical Languages, Cross Cultural Training, Curriculum Planning, Curriculum Problems, Greek, \*Language Instruction, Language Laboratory Equipment, Language Teachers, Language Tests, Latin, Learning Processes, Literature, \*Modern Languages, Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Machines, Teaching Methods

Compiled from a master list of about 300 journals and various book sources, this fourth annual selective bibliography published by the American Council on the Teaching of Foreign Languages (ACTFL) lists 1,734 items concerned with pedagogy in modern foreign languages, Latin, Greek, English as a second language, and applied linguistics. The 1970 listing provides continuity with the Birkmaier-Lange "Selective Bibliography on the Teaching of Foreign Languages 1920-1966" and the ACTFL bibliographies of 1967, 1968, and 1969. Sections include (1) Linguistics, (2) Culture, (3) Teaching the Foreign Literature, (4) Curriculum Problems and Developments, (5) Physiology and Psychology of Language Teaching, (6) Teacher Education and Certification, (7) Methods, (8) Equipment, and (9) Testing. There is also an author index. For related documents see ED 021 152, ED 024 293, ED 025 988, ED 029 158, and ED 040 625. (CM)

**ED 050 886** RC 005 322

**Tests in Use in Title VII Bilingual Education Projects.**

National Consortia for Bilingual Education, Fort Worth, Tex.

Pub Date—Jun 71

Note—188p.

**EDRS Price - MF01/PC08 Plus Postage.**

**Descriptors**—\*Bilingual Education, \*Instrumentation, \*Measurement Instruments, National Surveys, \*Spanish Speaking, Testing, \*Tests  
**Identifiers**—\*Elementary Secondary Education Act Title VII

Developed by the National Consortia for Bilingual Education, this list of tests representing 72 Title VII projects includes commercially published tests, tests developed by the projects themselves, and tests designed by other entities such as educational laboratories, school districts, and state agencies. Each test is described in terms of the project using the test, language of the project, grade range,

test title, origin of the test, stated purposes, age level or grade, level of application, and language of test. It should be noted that "adequacy of measurement, usability, or appropriateness (of the tests) should not be inferred." Appendix A shows the commercial tests used in Title VII projects, their publishers, and the project users. Appendix B gives the addresses of test publishers. A related document is PC 005 308. (MJB)

**ED 052 638**

FL 002 427

*Vocolo, Joseph. And Others*

**French: Levels I, II, III, IV.**

Buffalo Public Schools, N.Y.

Pub Date—70

Note—77p.

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—\*Articulation (Program), Audiolingual Methods, Basic Skills, Cultural Education, \*Curriculum Guides, Foreign Culture, \*French, Instructional Program Divisions, \*Language Instruction, \*Language Learning Levels, Language Tests, Modern Languages, Secondary Schools, Student Evaluation, Teaching Methods, Vocabulary Development, Word Lists

This curriculum guide for teachers of levels 1, 2, 3, and 4 French stresses the development of basic language skills and an increased understanding of cultural aspects of the country. Each of the course levels is outlined in these areas: (1) guiding principles; (2) course objectives; (3) content and scope-topics, structures, vocabulary, and culture; (4) suggested activities; (5) methodology; and (6) student evaluation. An extensive, functional vocabulary list is provided for each level. Appendixes include a directory to supplementary instructional materials, and a bibliography is provided. (RL)

**ED 052 659**

FL 002 428

*Vocolo, Joseph. And Others*

**Spanish: Levels I, II, III, IV.**

Buffalo Public Schools, N.Y.

Pub Date—70

Note—68p.

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—\*Articulation (Program), Audiolingual Methods, Basic Skills, Cultural Education, \*Curriculum Guides, Foreign Culture, Instructional Program Divisions, \*Language Instruction, \*Language Learning Levels, Language Tests, Modern Languages, Secondary Schools, \*Spanish, Student Evaluation, Teaching Methods, Vocabulary Development, Word Lists

This curriculum guide for teachers of levels 1, 2, 3, and 4 Spanish stresses the development of basic language skills and an increased understanding of cultural aspects of the country. Each of the course levels is outlined in these areas: (1) guiding principles; (2) course objectives; (3) content and scope-topics, structures, vocabulary, and culture; (4) suggested activities; (5) methodology; and (6) student evaluation. An extensive, functional vocabulary list is provided for each level. Appendixes include a list of celebrated holidays and a directory to supplementary instructional materials. A bibliography is provided. (RL)

**ED 052 667**

FL 002 449

*Briere, Eugene J. Brown, Richard H.*

**Norming Tests of ESL among Amerindian Children.**

Pub Date—71

Note—14p.; Revised version of a paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 7, 1971

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—American Indian Culture, \*American Indians, Educational Diagnosis, Elementary Schools, \*Elementary School Students, \*English (Second Language), Ethnic Groups, Intensive Language Courses, Language Classification, Language Instruction, Language Proficiency, \*Language Tests, Reservations (Indian), Second Language Learning, \*Student Evaluation, Testing

This paper describes the activities to develop norms for the interpretation of tests designed to indicate proficiency in English for Amerindian children attending grades 3 through 6 in the Bureau of Indian Affairs' schools. The objectives of the test battery are described. The first is to identify the Amerindian child who needs special training in English and to determine the placement in the proper level of intensity of English training. The second purpose is to provide the classroom teacher with specific linguistic information for each child in each language group which could be used as a diagnostic guide for teaching methods or materials. A

third objective is to provide a means of assessing the relative merit of various English programs. These objectives require that certain decisions be made which can be classified as placement, diagnostic, and evaluative. The norming group consisted of 7,547 children. Results of this second phase in the evaluation project are discussed. For the companion document see ED034971. (RL)

ED 052 669 FL 002 469

*Abst. Samir Abu Sinaud, Andre*  
Basic Chad Arabic: The Pre-Speech Phase.  
Indiana Univ., Bloomington. Intensive Language Training Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jul 68

Contract—OEC-3-7-070092-2202

Note—84p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Arabic, Chad Languages, Conversational Language Courses, Instructional Materials, \*Intensive Language Courses, \*Language Instruction, \*Language Tests, Listening Comprehension, Modern Language Curriculum, Modern Languages, Non Western Civilization, Semitic Languages, Teaching Guides, \*Textbooks  
Identifiers—Chad Arabic

The first of a three-volume course in Chad Arabic, principally developed for those seeking to acquire proficiency in speaking and comprehension, emphasizes the passive recognition of linguistic features of the target language. It is suggested for use in intensive training programs of no longer than three weeks' duration. This phase of the course consists of 60 brief units of work each having two parts which deal with brief grammatical explanations and illustrations of the point under consideration, and a comprehension section requiring the student to listen to an instructor or a tape and write the information asked for. In this volume, the comprehension work consists of various types of activities including transcription, translation, and identification of different types of grammatical units and structures. Tests covering materials already studied are given periodically to indicate the progress of the students in the course. For the companion documents see FL002470 and FL002472. (RL)

ED 052 670 FL 002 470

*Abst. Samir Abu Sinaud, Andre*  
Basic Chad Arabic: Comprehension Tests.  
Indiana Univ., Bloomington. Intensive Language Training Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jul 68

Contract—OEC-3-7-070092-2202

Note—50p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Arabic, Chad Languages, Conversational Language Courses, Instructional Materials, \*Intensive Language Courses, \*Language Instruction, Language Tests, \*Listening Comprehension, Modern Language Curriculum, Modern Languages, Non Western Civilization, Semitic Languages, Teaching Guides, \*Textbooks  
Identifiers—Chad Arabic

This text, principally designed for use in a three-volume course on Chad Arabic, complements the pre-speech and active phases of the course in that it provides the answers to comprehension exercises students are required to complete during the course. The comprehension exercises require that students listen to an instructor or tape and write information asked for. The work consists of responses to various types of activities including transcription, translation, and identification of different types of grammatical units and structures. Tests covering materials already studied are given periodically to indicate the progress of the students in the course. For the companion documents see FL002469 and FL002472. (RL)

ED 052 672 FL 002 477

*Soon, Annabelle R.*  
Affective Influences on English Language Learning Among Indian Students.

Pub Date—6 Mar 71

Note—16p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Affective Behavior, \*American Indians, Attitude Tests, Beliefs, \*Childhood Attitudes, Culture, Elementary Education, \*English (Second Language), Ethical Val-

ues, Instructional Program Divisions, Language Instruction, \*Learning Motivation, \*Negative Attitudes, Racial Attitudes, Student Attitudes, Student Motivation

Motivation has been called the most important variable in foreign language learning. Of the possible motivators, that of desire for integration with the culture of speakers of the language correlates most highly with learning success. American Indian students are faced with the need to integrate to a certain extent with speakers of English. Their hopes for jobs and social advancement largely depend on their success in coping with the language and culture of the larger society. Yet many things in their life situation militate against an integrative motivation. The history of white wrongs against Indians, the prejudice that they encounter, and the increasingly militant anti-white attitude of some members of their race make integrative attitudes difficult or impossible. Tests show a positive correlation between low achievement scores, low English scores, and feelings of normlessness, meaninglessness, negative attitude toward school, and low expectations for the future. Problems that are probably more related to the culture of poverty than to ethnicity become polarized in the direction of ethnic identity. The resulting negative attitudes are directed specifically against the white culture and the effectiveness of English language learning may be impaired. Results of an attitudinal test administered to Indians are included. (Author)

ED 053 582 FL 002 273

*Ife, Anne E. Standish, Peter*  
Advanced-Level Testing of Foreign Language Proficiency: An Interim Report of the Post A-Level Spanish Project.

Essex Univ., Colchester (England). Language Centre.

Pub Date—Jan 71

Note—36p.; Occasional Paper 11

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Charts, \*College Students, Item Analysis, Language Ability, \*Language Skills, Language Tests, Modern Languages, Objective Tests, \*Spanish, \*Student Evaluation, Tables (Data), \*Test Construction, Tests  
Identifiers—England, Palspan Project

This is a preliminary report concerning the development of tests which measure the linguistic ability in Spanish of English students at the beginning of their post A-level courses. The Palspan (Post A-level Spanish project) pilot test battery is comprised of five sub-tests of between 45 and 90 minutes in length which test for speaking, listening, reading, and writing skills. Processes involving marking and validation of the tests are discussed with particular reference to: (1) item analysis, (2) histograms, (3) variances and standard deviations, (4) correlation between tests, (5) relationship between test results and A-level results, (6) relationship between Palspan results and other external data, and (7) student performance. This study is heavily documented with linguistic and statistical data. (RL)

ED 053 590 FL 002 363

*Flaherty, Jane F., Comp.*  
Resources for the ESL Teacher.  
Newark State Coll., Union, N.J. Adult Education Resource Center.

Pub Date—Sep 70

Note—22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Education, Audiovisual Aids, \*Bibliographies, \*English (Second Language), Filmstrips, \*Language Instruction, Organizations (Groups), \*Resource Centers, Teacher Education, Test Construction, Textbooks

This document lists resources available to teachers of English as a second language (ESL), mainly in the field of adult education. Included are textbooks and reading materials, filmstrips, audiovisual aids, and professional readings for ESL and adult basic education teachers. A section on ESL test preparation and references on testing are included. There are also lists of organizations and resource centers for ESL teachers. (VM)

ED 053 603 FL 002 458

*Hopkins, Thomas R.*  
Teaching English to American Indians.  
New York State English Council.

Pub Date—Apr 71

Note—8p.; Special Anthology Issue and Monograph 14

Journal Cit—English Record; v21 n4 p24-31 Apr 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indians, \*Bilingual Education, Cross Cultural Training, \*Curriculum Development, \*Educational Policy, English (Second Language), Eskimos, French, Language Instruction, Minority Groups, Navaho, Second Language Learning, Test Construction

Identifiers—\*Bureau of Indian Affairs

English language instruction in schools for American Indians has progressed from the era when there was an effort to eliminate tribal languages and replace them with English. From 1932 until recently tribal languages were encouraged, but the emphasis was on English. During the past four years, bilingual education has emerged. There has been significant activity in curriculum development, in testing English as a second language, and in research. In the United States and Canada, the trend seems to be toward use of the native language as well as learning a second language. It is unfortunate that bilingual education has not been a basic element in language learning; in addition to providing instruction in the native language, it develops dignity in the child. The elimination of the American Indian languages would be a great loss. (VM)

ED 054 223 TM 000 805

*Aleamoni, Lawrence M. Matsunaga, Allen*  
A Study of Foreign Language at the University of Illinois Using the CEEB Foreign Language Placement Tests and End-of-Course Grades.

Illinois Univ., Urbana. Office of Instructional Resources.

Report No.—RR-317

Pub Date—Dec 70

Note—44p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*College Freshmen, \*College Language Programs, \*Comparative Analysis, Equivalency Tests, French, German, Grades (Scholastic), Languages, Listening Tests, Norms, Placement, Reading Tests, Russian, Scores, \*Second Language Learning, Spanish

Identifiers—CEEB Foreign Language Placement Tests, \*College Entrance Examination Board

The College Entrance Examination Board Foreign Language Placement Tests were normed on students enrolled in French, German, Russian, and Spanish courses during Fall semester, 1969. Differences between performance at the four levels of each course were also investigated and comparisons made among CEEB test scores, course grades, and CEEB standard score norms. Results indicated that students enrolled in the first four courses of a foreign language have learned significantly different amounts of the same material as measured by the Placement Tests. However, if results are inspected at the same course level by looking at the standard scores, it appears that the level of performance is about the same for each language. An accurate check on this was not possible as different tests were used for each language. In general, students enrolled in lower level courses fell below the national norm average while those in upper levels were above. Relationships between test scores and course grades indicated that test scores can be used to identify successful performance almost as well as grades. Therefore, cut-off scores were established using the average reading and listening test standard scores for placement into and proficiency in the various courses studied. (Author/AG)

ED 054 275 UD 011 768

*Zirkel, Perry Alan Greene, John F.*  
The Academic Achievement of Spanish-Speaking First Graders in Connecticut.

Connecticut State Dept. of Education, Hartford. Bureau of Compensatory and Community Educational Services.

Pub Date—Apr 71

Note—8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Tests, \*Bilingual Students, Educational Diagnosis, Educational Opportunities, \*Elementary School Students, Equal Education, Language

Research, Nonverbal Ability, Puerto Ricans, \*Spanish Speaking, \*Testing Problems, Verbal Ability

Identifiers—Coleman Report, Connecticut, Interamerican Test of General Ability

The Spanish-speaking school population in the Northeast has grown significantly in size, but not in success in recent years. The Coleman Report revealed widespread and sustained inequality of educational opportunity for Puerto Ricans. However, the limited amount of other research on Puerto Rican students indicates that the problem lies in the schools rather than in the students. That is, the deficiencies that Puerto Rican children show in verbal ability and academic achievement might not exist if initial instruction and testing were in Spanish, the children's native language. This study sought to demonstrate this using a population of 217 first-grade Spanish-speaking children in Connecticut. The Interamerican Test of General Ability, Level I, was administered by the same male bilingual examiner first in Spanish and then in English. The Puerto Rican first graders scored significantly lower on the English forms than all ethnic groups, including Puerto Rican, in Coleman's study on the subtest of verbal ability; however, on the nonverbal ability subtest, the Puerto Rican first graders in this study scored significantly higher than all ethnic groups in the Coleman study. The subjects of the study scored significantly higher on the Spanish form than on the English form. (Author/JM)

ED 054 659 FL 002 381

Berger, Louis S. And Others

A Methodology to Achieve Secure Administration of English Comprehension Level Tests—Phase 1. Final Report.

Southwest Research Inst., San Antonio, Tex.

Spons Agency—Defense Language Inst., Lackland AFB, Tex. English Language Branch.

Report No.—SWRI-P-13-2825

Pub Date—10 May 71

Note—59p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, \*Computer Programs, Computers, Digital Computers, \*English (Second Language), Estimated Costs, Item Analysis, \*Language Tests, Native Speakers, Psychometrics, Second Language Learning, \*Tables (Data), \*Test Construction

This report analyzes a two-step program designed to achieve security in the administration of the English Comprehension Level (ECL) test given by the Defense Language Institute. Since the ECL test score is the basis for major administrative and academic decisions, there is great motivation for performing well, and student test compromise is prevalent, especially on tests given in the students' own country. The best way to combat compromise is to have a large number of test forms. This report first presents an analysis of the estimated cost of test compromise. There is a discussion of how the problem was handled, and a formula for estimating the cost of compromise is given. The second part of the study describes the development of conceptual tools and computer programs to enable a digital computer to generate valid ECL test-item lists in quantity. Details and statistics are provided along with a discussion of the computer methodology. (VM)

ED 054 662 FL 002 485

Ramirez, Alfonso R.

H-200 Plus Five.

Pub Date—6 Mar 71

Note—6p.; Speech presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Audiovisual Aids, Bilingual Education, \*Classroom Materials, Curriculum Development, Elementary Education, \*English (Second Language), Filmstrips, Flies, Flies Materials, \*Language Instruction, Language Patterns, Language Skills, Pattern Drills (Language), \*Primary Grades, Reinforcement, Second Language Learning, Spanish Speaking, Speech Communication, Test Construction

Identifiers—Project H-200, Region One Curriculum Kit, ROCK

Project H-200 is a series of English-as-a-second-language (ESL) lessons for the primary grades. To supplement direct language instruction by the Project H-200 classroom teacher, two mechanical aids have been devised. These units are designed to reinforce the language patterns that the children learn in the daily lesson. One type projects a filmstrip

which is advanced automatically and inaudibly by the accompanying recording. Stories interesting to small children have been adapted for this machine. Songs and language drills accompany each story. Each story has a Spanish and an English version. The other unit, which plays back a six-second recording on individual, illustrated cards, permits endless repetitions of each recorded utterance but does not guarantee a fixed sequence of illustrations and sounds. Additional activities, songs, and games have also been created. Testing has been modified into a telephone-circuit arrangement with the examiner and tape recorder, the subject, and a third party. This system permits the examiner to ask the subject questions that are perfectly normal and avoids unnatural statements such as "Ask me what my name is." (VM)

ED 054 664 FL 002 501

Bracy, Maryruth, Ed.

Workpapers in Teaching English as a Second Language, Volume IV.

California Univ., Los Angeles.

Pub Date—Jun 70

Note—130p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Applied Linguistics, Bilingual Education, Communication (Thought Transfer), Computers, Cultural Education, Curriculum Development, Elementary Grades, \*English (Second Language), \*Language Instruction, Language Proficiency, Language Tests, Literature, School Personnel, \*Second Language Learning, Structural Analysis, Teacher Education, \*Teaching Methods

This is the 1970 volume of working papers related to the field of teaching English as a second language (TESL). Several articles concern topics on language instruction: the art of language teaching, bilingual education, literature study, composition writing, testing by dictation, problems of elementary school teachers, English curricula for non-English speakers, computer applications and second language learning. Other articles concern language-teacher preparation: suggested areas of research by Masters-Degree students, programs for specializing in teaching English to the disadvantaged in American schools, and staffing schools in developing countries. Papers on linguistic theory include diacritics in modern English graphology and the pragmatics of communication. Abstracts of masters theses approved during the year are also included. (VM)

ED 054 665 FL 002 502

Rand, Earl, Ed.

Workpapers in English as a Second Language, [Volume II].

California Univ., Los Angeles.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Apr 68

Note—92p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—American Indians, \*Applied Linguistics, \*Bilingual Education, Curriculum Development, \*English (Second Language), Grammar, Language Tests, Language Usage, Morphology (Language), Multilingualism, Pattern Drills (Language), Pronunciation Instruction, \*Second Language Learning, Sentences, Short Stories, Structural Analysis, Structural Linguistics, \*Teaching Methods, Textbook Selection

This volume presents the 1968 collection of working papers in the field of teaching English as a second language (TESL). It includes discussions of several practicalities in the field of English language teaching such as choosing literature and short stories for non-native speakers, criteria for selecting textbooks, educational problems involved in TESL, language learning among the Navaho, English language teaching at home and abroad, TESL in a planned multilingual situation, and free recall of orally presented sentences as a test of English competence. Several articles discuss applied linguistic theory on such diverse topics as the role of rules in second language learning, teaching pronunciation, and a rationale for teaching a second language. (VM)

ED 054 883 RC 005 526

Valencia, Atilano A.

Bilingual/Bicultural Education - An Effective Learning Scheme for First Grade and Second Grade Spanish Speaking, English Speaking, and American Indian Children in New Mexico.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date—Aug 71

Note—134p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Achievement Tests, \*American Indians, Anglo Americans, Attitude Tests, Biculturalism, \*Bilingual Education, English (Second Language), Grade 1, Grade 2, \*Mexican Americans, \*Primary Grades, \*Program Evaluation, Spanish Speaking, Standardized Tests

Identifiers—New Mexico

The 1970-71 evaluation of the Grants, New Mexico, Bilingual Education Project is reported through narrative description of tests administered and their results, statistical findings from analyses of variance or covariance of test results, and conclusions and recommendations based on test results. In the evaluation, the 147 students in the experimental and the 35 students in the control group—representing 6 schools and 4 language references (Keresan, English, Spanish, and Navajo)—were given various tests for which a pre-test/post-test measure was used to ascertain significant experimental group gains over an 8-month period: the Southwestern Cooperative Educational Laboratory Test of Oral English Production; the California Achievement Test; the Test of Basic Experiences (a Spanish-language instrument measuring concept comprehension in science, social studies, and mathematics); the Caldwell Test (a Spanish-language instrument for measuring a child's ability to provide responses about himself and his role activities); and the author's Cultural Sensitivity Instrument (a pictorial and manipulatory measure of perceptions and attitudes concerning Anglo Americans, American Indians, and Mexican Americans). Also, a questionnaire was designed and administered to ascertain perceptions and attitudes of school personnel about the bilingual program components. There are 24 tables. (BO)

ED 055 275 AC 010 872

Perez, Armando

Basic Education and E.S.L. Counseling in the Work Incentive Program. A Summary.

Los Angeles City Schools, Calif.

Pub Date—70

Note—34p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adult Basic Education, \*English (Second Language), \*Evaluation, Guides, Student Characteristics, \*Student Problems, Test Results, \*Vocational Counseling

Identifiers—Work Incentive Program

This report is an attempt to summarize some of the concerns and problems of the Work Incentive Program of Los Angeles. The educational counseling component of the program, Division of Adult Education, has as its major objective to maximize the opportunities of the WIN enrollee, who is encouraged to educationally advance himself vocationally and/or academically. Student questionnaires were distributed; a teacher survey was conducted; and statistical data on the classes were collected, in order to screen out the problems and concerns of this program. These were found to include the following: lack of student-teacher communication concerning vocational goals, lack of student motivation, varied abilities of students placed within the same classrooms, and personal and/or financial problems of students. The conclusion drawn from all the data collected is that the success of the program depends largely on the placement of students into vocational and on-the-job training programs, getting closer to job placement and off the welfare rolls. (CK)

ED 055 476 FL 002 407

Alford, Bronwyn Lindsay

A Psychosocial Investigation of Foreignness.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—AD-722676

Pub Date—Dec 70

Note—56p.; Master's Thesis

Available from Bronwyn Lindsay Alford, Univ. of California, Santa Barbara, Calif.

**Document Not Available from EDRS.**

Descriptors—\*Aptitude Tests, Auditory Perception, Chinese, Feasibility Studies, Language, Language Instruction, Mandarin Chinese, \*Masters Theses, \*Modern Languages, \*Psychoacoustics, \*Second Language Learning, Vietnamese

A study was conducted to investigate and measure the foreignness of ten languages. Forty-five listeners judged the relative foreignness of 2,250 paired utterances, and ordinal scales were made from their judgments. The purpose of the investigation was to determine the feasibility of the development of an auditory, foreign-language aptitude test for specific language aptitudes (especially for conversational foreign language learning). It was found that listeners indeed made very definite and consistent foreignness judgments. The tone languages (Vietnamese and Mandarin) were consistently judged to be the most foreign of the test languages. An examination of related studies revealed a general trend suggesting that auditory, foreign-language aptitude tests and subjects are more accurate predictors of success than written "pencil and paper" tests. (Author)

ED 055 484 FL 002 527

Blatchford, Charles J.

A Theoretical Contribution to ESL Diagnostic Test Construction.

Pub Date—7 Mar 71

Note—12p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 7, 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Criterion Referenced Tests, \*Diagnostic Tests, Educational Experiments, \*English (Second Language), Norm Referenced Tests, Statistical Analysis, Statistical Data, \*Tables (Data), Test Construction, Testing, Test Interpretation, \*Test Reliability, Test Results

A diagnostic test in English as a second language should be a series of miniature tests on specific problems. Subcores in each area should be considered rather than a total score. The results should be used to probe mastery in an area rather than provide the means for comparing one student against another. The statistical reliability of the results does not necessarily depend on test length. The teacher should look at each item for each student rather than the score and should spend more time studying the analysis of each student's test. The criterion of the percent of correct decisions may be a more meaningful measure than ascertaining the traditional coefficients of reliability. Tables provide the statistical data under consideration. (VM)

ED 055 485 FL 002 536

Tucker, G. R. And Others

Cognitive and Attitudinal Consequences of Following the Curricula of the First Four Grades in a Second Language.

McGill Univ., Montreal (Quebec).

Pub Date—Feb 71

Note—78p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, Auditory Perception, \*Biculturalism, \*Bilingual Education, Creativity Tests, Cultural Awareness, Curriculum Design, \*Educational Innovation, English, French, Grade 4, \*Language Programs, Language Skills, Language Tests, Minority Groups, \*Program Evaluation, Second Language Learning, Self Concept, Social Attitudes

This report presents an evaluation of a bilingual education program in which English-speaking children receive most of their school instruction in French. The paper discusses details of the program and curriculum and reports on the tests conducted to evaluate the program. Results are presented of tests examining English and French language skills, arithmetic, intelligence and creativity, sensitivity to foreign sounds, attitudes toward ethnolinguistic groups, and self concept. The program evaluators feel that bilingualism can be most efficiently attained if biculturalism or culture sensitivity is pursued at the same time. At the end of grade 4, the children can read, write, speak, understand, and use French far better than students who follow typical French-as-a-second-language programs. (VM)

ED 055 522 FL 002 671

Disick, Renee S.

Performance Objectives in Foreign-Language Teaching. ERIC Focus Reports on the Teaching of Foreign Languages, Number 25.

American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Language and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication, (DHEW/OE), Washington, D.C.

Pub Date—71

Note—9p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (R-25, \$-.50)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Behavioral Objectives, Classification, Criterion Referenced Tests, Educational Accountability, Educational Objectives, Instructional Program Divisions, \*Language Instruction, \*Modern Languages, \*Performance Criteria, Performance Specifications, Performance Tests, School Responsibility, Student Evaluation, Taxonomy, \*Teaching Methods

This report discusses the nature of performance objectives and how they may be classified. Ways in which performance objectives may be used in improving instruction are elaborated on in sections on: (1) stating subject-matter and higher goals as performance objectives, (2) taxonomic classification of performance objectives, and (3) limitations and advantages of performance objectives. The report focuses on the interrelationship of instructional purpose, student behavior, conditions under which the behavior is to occur, and minimal criteria of acceptable performance. A bibliography is included. (RL)

ED 055 531 FL 002 690

Mueller, Klaus A. Wiersma, William

The Effects of Language Laboratory Tape Upon Cultural Orientation Scores of Foreign Language Students.

National Federation of Modern Language Teachers Associations.

Pub Date—May 67

Note—6p.

Journal Cit—Modern Language Journal; v51 n5 p258-263 May 67

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Attitudes, Attitude Tests, \*College Students, Cultural Awareness, Cultural Education, \*Educational Experiments, \*Foreign Culture, Language Instruction, \*Language Laboratories, Modern Languages, \*Psycholinguistics, School Attitudes, Student Attitudes

This report examines one aspect of a broad experiment in language instruction designed and implemented at 10 participating colleges of the Associated Colleges of the Midwest. Two types of language laboratories (recording and nonrecording) are examined to determine the effect of each upon the cultural-orientation scores of the students. The scores of the two laboratory groups are also compared with scores of a precollege control group. The experiment measures students' cultural orientation, i.e., student empathy with foreign people, their form of government, and general acceptance of their ethos. Tests used in the experiment were modifications of those used by Scherer and Wertheimer in their experiments in this area. Concluding remarks focus on statistical procedures used in the analysis of data derived from the tests. (RL)

ED 055 533 FL 002 593

Begin, Yves

Evaluative and Emotional Factors in Learning a Foreign Language.

Pub Date—71

Note—122p.

Available from—Editions Bellarmin, 8100 St. Lawrence Blvd., Montreal 11, Quebec, Canada (\$2.-65)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Affective Behavior, \*Affective Tests, Attitudes, Basic Skills, Community Involvement, \*Educational Experiments, French, Interests, Language Instruction, Learning Motivation, Modern Languages, Motivation, \*Performance Tests, \*Second Language Learning, Student Interests, \*Teaching Methods

This report of an educational experiment compares the methods and evaluates the results of two instructional approaches to language learning. The

"community learning" method, in which emotional factors are believed crucial in the development of the instructional method, and a traditional approach are compared as to their effectiveness in the areas of: speaking, auditory and reading comprehension, motivation, anomie, mastery of logical structures in French, and student attitudes toward French Canada and the study of French. Results reveal that subjects in the experimental group achieve as well as students in the traditional group; however, attitudes and motivation to learn French were significantly improved. This study discusses: (1) related literature, (2) design, procedures, and instruments used in the experiment, (3) results of tests and discussion, (4) individual differences in the appraisals of the learning experience, and (5) conclusions. A bibliography and list of tables are included. (RL)

ED 055 534 FL 002 696

Obrecht, Dean H.

A Proposal to Plan and Develop a Sample Set of Drill and Testing Materials, Based on Audio and Visual Environmental and Situational Stimuli, Aimed at Training and Testing in the Creation of Original Utterances by Foreign Language Students at the Secondary and College Levels.

Rochester Univ., N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Pub Date—Sep 71

Contract—OEC-6-10-197

Note—52p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Colleges, \*Educational Experiments, Generative Grammar, \*Language Fluency, Language Instruction, Linguistic Competence, \*Originality, Secondary Grades, \*Second Language Learning, Spanish, Statistical Analysis, Structural Analysis, \*Teaching Methods, Test Construction, Verbal Stimuli, Visual Stimuli

This report contrasts the results of a rigidly specified, pattern-oriented approach to learning Spanish with an approach that emphasizes the origination of sentences by the learner in direct response to stimuli. Pretesting and posttest statistics are presented and conclusions are discussed. The experimental method, which required the student to originate utterances, is believed to come closer to tapping the normal human ability to abstract the rules of grammar from slight and partial evidence. A sample Spanish lesson, a description of slides used for visual stimulus, and examples of the pretest and posttest are provided. (VM)

ED 055 692 RC 005 595

McDiarmid, G. L.

The Hazards of Testing Indian Children.

Pub Date—71

Note—21p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indians, Culture Conflict, Language Handicaps, \*Standardized Tests, \*Test Bias, Test Construction, Testing, Test Interpretation, \*Test Reliability, \*Test Validity

Referring principally to Indians on reserves, this summary paper discusses the role that poverty, health and nutrition, social conflict, language, and test motivation play in relation to interpretation of test data obtained on Indian children. It is reported that the 2 greatest problems affecting test reliability, validity, and validity of test interpretation in this context are language and test motivation. Approaches to measurement of the Indian child's mental ability that are reported to be promising are discussed. (BO)

ED 056 013 TE 002 611

Halladay, Lloyd Irving

A Study of the Effect of Age on Achievement in Adults Studying English in an Intensive Course.

Pub Date—70

Note—161p.; Ph.D. Dissertation, University of Michigan

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-4611; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Achievement Rating, \*Adult Learning, \*Age Differences, Comparative Analysis, \*English Education, \*Intensive Language Courses, Test Results

The purpose of this investigation is to examine the relationship between age and achievement in grammar, vocabulary, aural comprehension, average for these three, and grammar-aural comprehension av-

crage in adult students who wished to gain an improved aural-oral proficiency in English during a short period of intensive language study. The relationships between these variables and five descriptive variables—amount of education, use of a non-English language, use of English, intelligence, and language aptitude—are also examined. The subjects in this study were enrolled in an eight-week course in English at the English Language Institute, The University of Michigan. The study consisted of two samples that were considered separately. Sample A consisted of 530 students divided into eight age groups—19 or less through 50 or more. Sample B consisted of 71 students divided into five age groups—19 or less through 35 or more. Conclusions include: (1) Students under 35 achieve more in most areas than do students between 35 and 44; (2) Students in their 20's rank among the highest in adjusted achievement; (3) Students over 44 make adjusted achievements that compare favorably with much younger students; (4) In Sample A, achievement seems to decline among students under 20; (5) Achievement, in terms of final test minus pretest, shows no significant correlation with amount of education. (Author/CK)

**ED 056 554** FL 002 453

*Levinsky, Frieda L.*

**Theory and Practice of Bilingualism.**

Pub Date—[70]

Note—39p.

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Bilingual Education, \*Bilingualism, Classroom Materials, Classroom Techniques, Cultural Differences, Curriculum Development, Educational Experiments, \*Educational Objectives, Grammar, Interference (Language Learning), \*Language Fluency, Language Skills, Learning Theories, Lesson Plans, Pronunciation, Reinforcement, \*Second Language Learning, Teaching Methods, Test Validity, Vocabulary

This paper presents a discussion of the theory of bilingual education, including ideas developed by several linguistic researchers. Various aspects of bilingual education are discussed including objectives, definition, *raison d'être*, dominance and balance, learning, types, and barriers. Second language learning is considered along with reasons for studying a second language, relevant misconceptions, and obstacles to learning. The role of the effective teacher, bilingual word meaning, and test validity are covered in the paper. The author reports on educational experiments in bilingualism and provides a suggested lesson plan and bibliography. (VM)

**ED 056 556** FL 002 456

**Workpapers: Teaching English as a Second Language, Volume V.**

California Univ., Los Angeles.

Pub Date—Jun 71

Note—161p.

**EDRS Price - MF01/PC07 Plus Postage.**

**Descriptors**—Applied Linguistics, Aptitude Tests, \*Bilingual Education, Composition Skills (Literary), Computers, Contrastive Linguistics, Dialects, \*English (Second Language), \*Grammar, Interference (Language Learning), \*Language Skills, Learning Difficulties, Mexican Americans, Phonemics, Phonetics, Reading, Second Language Learning, Teacher Education, Teaching Techniques

This is the fifth volume of work papers on the teaching of English as a second language. The topics are varied and cover a large area of related subjects. The titles in this volume include: "The Interaction of Dialect and Style in Urban American English," "Trends in English Abroad," "Some Thoughts on Bilingual Education for Mexican American Children in California," "A Lecture on Reading," "Composition: Control and Communication," "Application of Question and Answer Drills to Group Work," "Two Functions of English Articles," "Instant TESL: or, The Possibilities of Short-Term Training," "A Language Aptitude Test for the Japanese (GTT)," "Transfer and Interference as Special Cases of Induction and Substitution," "Difficulty, Contrastive Analysis, and Predictability," "Problems in ESL and TESL at UCLA: A Seminar Report," "Cockneys and Cockney Rhyming Slang: Some Unscientific but Affectionate Observations from the Notebook of a Sabbatical Traveller," "Phonetics vs. Phonemics in the ESL Classroom: When Is Allophonic Accuracy Important?," "Experience, Knowledge, and the Computer," "Poems," and "A Reading Program for ESL Primary Students." Ab-

stracts of masters theses are also included. (VM)

**ED 056 561** FL 002 490

*Levinsky, Frieda*

**Methods for Improving Teaching Spanish: Predictions of Success in Audio-Lingual and Cognitive Classes.**

Pub Date—[May 71]

Note—32p.

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Achievement Tests, \*Audiolingual Methods, \*Cognitive Processes, \*Educational Experiments, Instructional Program Divisions, Language Instruction, Learning Processes, \*Modern Languages, Objective Tests, Secondary Schools, Second Language Learning, Spanish, Standardized Tests, Statistical Analysis, Student Motivation, Student Needs, Teaching Methods

This study reviews current research seeking to determine the relative importance of methodology upon success in language learning programs. Six language classes, instructed for a full academic year according to either the principles of the audiolingual or cognitive code language learning theory, were the focus of an experiment to statistically determine the effect of high school rank, aptitude, and SAT quantitative scores on achievement. Methods and procedures are discussed and results are examined. Teachers' comments on daily activities and numerous statistical tables are included. (RL)

**ED 056 578** FL 002 642

*Reeback, Robert T. Osterreich, Helgi*

**Progress Report on the Oral Language Program. Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—71

Contract—OEC-4-7-062827

Note—110p.

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—Comparative Analysis, \*English (Second Language), \*Instructional Materials, Instructional Systems, Language Instruction, Language Tests, \*Oral English, \*Primary Grades, Program Design, Program Development, \*Program Evaluation, Realia, Second Language Learning, Tables (Data)

The Oral Language Program is a set of instructional materials in English as a second language for children aged five to seven. It is also an instructional system; in addition to 150 lessons for the children, there are pupil assessment devices, teacher training procedures and materials, program evaluation procedures, and installation and monitoring procedures. This report summarizes the progress of the Oral Language Program through the various stages of development. It concentrates on the instructional and assessment components for pupils and teacher training, and reports on program evaluation. Installation procedures are not covered. The three major sections of the report are a comparison between the Oral Language Program and its antecedent, a detailed review of the stages of developmental work on the program since 1967, and a report of the most recently completed field trials of the program, i.e., those conducted in the 1969-70 school year. (Author)

**ED 056 600** FL 002 707

*Monka, Carolyn, Comp.*

**ERIC Documents on the Teaching of Foreign Languages: List Number 7.**

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Pub Date Oct 71

Contract OEC-0-71-3566

Note—22p.; Reprinted from *Foreign Language Annals*, v5 n1 p112-129 Oct 1971

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Bilingualism, \*Catalogs, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Files, \*Language Instruction, Language Laboratories, Language Tests, Microfiche, \*Modern Languages, Programmed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques

This seventh in a series of such catalogs lists 382 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from November 1970 through April 1971. Entries are

organized alphabetically, and a 14-category user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproductions, ERIC document numbers, and availability information. For related documents see ED 026 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, and ED 047 592. (RL)

**ED 056 612** FL 002 724

*Offenberg, Robert M. And Others*

**Evaluation of the Elementary School (FLES) Latin Program 1970-71.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—National Endowment for the Humanities (NEH), Washington, D.C.

Report No.—R-7202

Pub Date—Oct 71

Note—53p.

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Achievement Tests, Basic Skills, Classical Languages, Criterion Referenced Tests, \*Fles, Form Classes (Languages), Language Development, Language Instruction, Language Skills, \*Latin, Objective Tests, \*Program Evaluation, \*School Surveys, Second Language Learning, Standardized Tests, Structural Grammar, Vocabulary

This report discusses the 1970-71 school year Latin FLES program in the School District of Philadelphia which more than 4,000 fourth, fifth, and sixth grade pupils received 15 to 20 minutes' daily instruction in Latin from Latin teachers who served several schools. Primary objectives of the program were: (1) to introduce children to basic Latin structure and vocabulary, (2) to extend the English vocabulary of children through the study of Latin roots and affixes, and (3) to acquaint children with classical culture and its influence on the present. The achievement of pupils in these three areas was measured by criterion-referenced tests which contained items on Latin structure, classical culture, and English vocabulary. The 1971 V (Vocabulary) subtest of the Iowa Tests of Basic Skills was used to compare pupils who had studied Latin with those who had not. Results of the survey are discussed with statistical data. Appendixes contain: (1) sample principal's questionnaire, (2) cooperating teacher's evaluation form, (3) pupil's questionnaire, (4) parents' questionnaire, (5) cultural information test, (6) word power game, and (7) an oral Latin test. (RL)

**ED 056 624** FL 002 745

*Harrell, Dolly D.*

**The Question as a Technique in Foreign-Language Teaching. ERIC Focus Reports on the Teaching of Foreign Languages, Number 26.**

American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date—71

Note—9p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$5.00)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Form Classes (Languages), Instructional Program Divisions, \*Language Instruction, \*Modern Languages, \*Questioning Techniques, Student Evaluation, \*Student Motivation, \*Teaching Methods, Teaching Techniques, Testing

This report focuses on the nature and structure of the question and its use as an educational technique enabling the language teacher to involve his students in the use of the target language. Discussion concentrates on: (1) the question in the basic level class, (2) the question as a testing technique, (3) the question as a vocabulary activator in the second- and third-year reading program, (4) the question in advanced language study, and (5) a review of the nature of the question. (RL)

**ED 057 030** TE 002 662

*Lundsteen, Sara W.*

**Listening: Its Impact on Reading and the Other Language Arts.**

National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 71

Note—145p.; NCTE/ERIC Studies in the Teaching of English

Available from—The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 50517; \$2.00)

**Document Not Available from EDRS.**

**Descriptors**—Auditory Perception, Behavioral Objectives, \*Instructional Materials, \*Language Arts, \*Listening Skills, Models, Reading, School Role, \*Teaching Techniques, \*Test Reviews  
**Identifiers**—Thinking Improvement Project, TIP

One of a series of state-of-the-art papers, this monograph focuses upon the reasons for stressing listening in a language arts program. Listening is defined according to six approaches: comparative, ostensive, classificational, structural, operational, and synonymic. Some past and current ideas concerning a taxonomy of listening skills are discussed as to the dimensions of these skills, their prerequisites, ways of classifying them, and a method for formulating skills into learner objectives and arranging them into tentative hierarchies. Examinations are made of criticisms and rationales for listening tests in general, standardized tests, unpublished tests, publishers' informal assessments which accompany their instructional materials, and informal devices such as coding sheets, standards, and checklists. Selected published and unpublished materials designed for various types of instruction, goals, and populations, starting with the young child, are reviewed, and studies and ideas on various teaching techniques are presented. Research references, annotated when appropriate, are given at the end of the report for all chapters. An appendix gives some sample listening lessons from the Thinking Improvement Project (TIP). Figures and other illustrations are given throughout the text. (CK)

**ED 057 071** TM 000 901  
*Carroll, John B.*

**Implications of Aptitude Test Research and Psycholinguistic Theory for Foreign Language Teaching.**

Educational Testing Service, Princeton, N.J.  
Report No.—RM-71-14  
Pub Date—Oct 71

Note—15p.; Paper presented at XVIIth International Congress, International Association of Applied Psychology, Liege, Belgium, July 27, 1971  
**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—\*Aptitude Tests, \*Educational Research, \*Individual Differences, \*Language Instruction, \*Psycholinguistics, \*Structural Grammar, Teaching Techniques

The nature of foreign language aptitude and the consequent implications for teaching are discussed. Areas include teaching of aptitudinal skills, diagnosis of individual difficulties, necessity of identifying sounds as unique entities, "audiolingual habit theory" vs. "cognitive code learning theory," and inductive and deductive teaching techniques. (MS)

**ED 057 642** FL 002 444  
*Lindell, Ebbe*

**Unterrichtsmethoden für die deutsche Sprache in Schweden: Ein Arbeitsmodell (Methods for Teaching German in Sweden: A Working Model).** School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date—May 68  
Note—20p.  
Journal Cit—Didaktometrie und Soziometrie; n3 May 1968

**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—\*Educational Improvement, Educational Testing, \*German, Interference (Language Learning), Language Laboratories, Learning Difficulties, Learning Processes, \*Research Methodology, \*Secondary Education, \*Second Language Learning, Student Attitudes, Student Needs, Testing, Textbook Evaluation, Verbal Ability, Word Frequency  
**Identifiers**—\*Sweden

This report presents the working model for a study to evaluate methods of teaching German in Sweden. The study, which has construction, revision, and normalization phases, involves researchers, textbook authors, publishers, teachers, and students (including a student control group). The questions to be considered are: (1) What verbal intelligence, i.e. ability to hear and reproduce sounds, do the students possess? (2) How effective are language laboratories? (3) Should texts be used when beginning instruction? (4) Is grammatical analysis useful? (5) Can the native language help target-language learning? (6) Of what use are word-and mistake-frequency counts? (7) What are typical student problems? (8) What is the mistake tolerance of tar-

get-language speakers? (9) What need has the student for the target language?, and (10) How worthwhile are Swedish texts on German instruction? The model submits several grammatical structures to the following instructional procedures: language laboratory work, reading selections, grammatical analysis, vocabulary explanation, listening drills, programmed material, written exercises, and a combination of methods. Diagnostic tests of grammatical mastery, listening skills, and word knowledge are then given. In addition, students receive a questionnaire asking them to state preference of method. References are included. (RS)

**ED 057 667** FL 002 757

*Kaplan, Robert B.*

**Guidelines: English Language Proficiency.**

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—Department of State, Washington, D.C.

Report No.—FSP-G-3

Pub Date—71

Note—37p.; Revised

**EDRS Price** - MF01/PC02 Plus Postage.

**Descriptors**—Aptitude, College Faculty, College Language Programs, College Programs, Communication (Thought Transfer), \*English (Second Language), \*Foreign Students, Grading, \*Guidelines, Higher Education, Language Instruction, \*Language Proficiency, \*Language Programs, Language Teachers, Language Tests, Linguistic Competence, Program Administration, Second Language Learning, Universities

The guidelines presented here consider important questions of English language proficiency for foreign students entering colleges and universities in the United States. Several problems are discussed: admissions, measurement of proficiency, responsibility of the institution, administration of the English-as-a-second-language (ESL) program, ESL and other subjects, follow-up and evaluation, operation of the ESL program, choice of what should be taught, and funding for the program. Appendixes list ESL tests available, services offered by agencies in the international field, and guidelines for intensive English programs. A bibliography is included. (VM)

**ED 057 675** FL 002 769

*Jackson, Kenneth L. Whitman, Randal L.*

**Evaluation of the Predictive Power of Contrastive Analysis of Japanese and English. Final Report.** Hawaii Univ., Honolulu.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Sep 71

Contract—OEC-0-70-5046-823

Note—126p.

**EDRS Price** - MF01/PC06 Plus Postage.

**Descriptors**—Applied Linguistics, Cloze Procedure, Comparative Analysis, \*Contrastive Linguistics, \*English, English (Second Language), Error Patterns, Interference (Language Learning), \*Japanese, Language Research, \*Predictive Ability (Testing), \*Second Language Learning, Statistical Analysis, Syntax, Tables (Data), Test Construction, Test Reliability

This study tests three aspects of the problem of validity of contrastive analysis as a means for predicting errors or problems for second language learners: the constancy of foreign-language errors, the objectivity of the methods and procedures of contrastive analysis, and the capacity of contrastive analysis to make accurate predictions. Japanese students learning English provide the material for the investigation. The report contains details on the language testing and language sampling devices, the pattern of Japanese errors, and the four contrastive analyses used to predict difficulty. Statistical data on the success of the predictions are presented. The study concludes that the present state of contrastive analysis is inadequate, but with further research into the theory of interference contrastive analysis could play an important role in the theory of problem causation. A list of references is included. Appendixes present specific details on the construction of the experiment. (VM)

**ED 057 682** FL 002 791

**Pilot Class Testing: Statistics.**

Washington Univ., Seattle. Washington Foreign Language Program.

Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—71

Note—130p.

**EDRS Price** - MF01/PC06 Plus Postage.

**Descriptors**—Academic Achievement, \*Basic Skills, Group Norms, Instructional Program Divisions, Language Proficiency, \*Language Tests, \*Modern Language, \*Objective Tests, \*Statistics, Tables (Data), Test Interpretation, Tests

Statistics derived from test score data from the pilot classes participating in the Washington Foreign Language Program are presented in tables in this report. An index accompanies the tables, itemizing the classes by level (FLES, middle, and high school), grade test, language skill, and school. MLA-Coop test performances for each class were compared with national norm groups identified by years of high school study and teaching method. Normative data were lacking for the Pimsleur and the Washington Foreign Language Program tests. Descriptive statistics appear at the bottom of each table, showing raw scores and converted scores, means, quartiles, and standard deviations. Each level of class performance is then compared with selected national norm groups wherever possible. Copies of the Washington Foreign Language Program tests are appended. (RL)

**ED 057 684** FL 002 793

*Beanblossom, Gary F.*

**Some Correlates of High School Foreign Language Achievement.**

Washington Univ., Seattle. Washington Foreign Language Program.

Spons Agency—Washington Univ., Seattle. Bureau of Testing.

Report No.—P-0269-119a

Pub Date—Apr 70

Note—20p.

**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—\*Achievement Tests, \*Basic Skills, College Students, \*Comparative Statistics, Correlation, French, German, High School Students, Language Skills, \*Language Tests, \*Modern Languages, Objective Tests, Spanish, Tables (Data)

This paper investigates the influences of traditional kinds of verbal and quantitative achievement and aptitude variables on high school foreign language achievement, as measured by Modern Language Association and University of Washington tests of language skills administered to entering college students. The report focuses on: (1) the sample and its properties, (2) Washington Pre-College (WPC) Test variables, (3) an ordinal measure of association, (4) partial gamma, (5) relationships between language skills, (6) language skills and WPC attainments, and (7) French, German, and Spanish tests. Several tables of statistical data illustrating the associations in gamma coefficients between WPC variables and language skills in French, German, and Spanish are included. (Author/RL)

**ED 057 686** FL 002 795

*Hanzell, Victor Ed.*

**FLES Evaluations.**

Washington Univ., Seattle. Washington Foreign Language Program.

Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—71

Note—66p.

**EDRS Price** - MF01/PC03 Plus Postage.

**Descriptors**—Classroom Observation Techniques, \*Curriculum Research, \*Evaluation Criteria, Fles, \*Fles Programs, Language Instruction, Measurement Techniques, Program Content, Program Development, \*Program Evaluation, \*Teacher Attitudes, Teacher Evaluation, Teacher Influence, Teaching Methods, Tests

This report on the 1968-69 FLES programs of the Seattle and Highline, Washington, school districts, was prepared by the Washington Foreign Language Program. The program evaluations, a joint effort of the project director and three public school and university teachers, focus on the form and substance of the existing FLES programs. Questionnaires are used extensively in the Seattle study, and a summary of results is included. Excerpts on the teachers' questionnaires lead to a discussion of strengths of the program with recommendations. The Highline report, based on analysis of FLES programs in 13 schools, discusses methods of evaluation, findings, program planning and development, cur-

riculum, teachers, media, methods, evaluation, and testing. (RL)

ED 057 956

RC 005 827

John, V.

**The Development of Communicative Competence [Research and Development Needs and Priorities for the Education of American Indians]. A Position Paper.**

Spons Agency—Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date—May 70

Note—13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indians, \*Children, \*Communication Skills, Cross Cultural Training, \*Cultural Differences, Educational Methods, Evaluation, \*Language Skills, Literature Reviews, Research Needs, Sociolinguistics, Standardized Tests, Verbal Communication

Problems in the measurement of communicative competence of American Indian children are discussed in this position paper. Problems include the failure of traditional observations and measurements, and judgments by educators based on non-Indian experiences and expectations. Some trends in contemporary research concerned with these problems are noted: that reliance on standardized testing is being criticized as being inappropriate for minority children; that research combining various disciplines is in the process of development; and that a serious effort to build a theory of language pedagogy is emerging. Specific recommendations are given for (1) extensive investigations planned and directed only by Indian scholars, (2) training of tribal specialists, and (3) workshop sessions for specialists in various disciplines to work together in small-scale experiential efforts at developing curricular ideas for improving language skills. In addition, the training of Indian scholars is indicated as a step toward meaningful research. A 10-item bibliography of background articles is included along with 6 references. (PS)

ED 058 274

TI 00 987

Rosen, Pamela

**Tests of Basic Learning for Adults: An Annotated Bibliography.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Report No.—TM-R-5

Pub Date—Nov 71

Note—21p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, \*Adult Basic Education, \*Adult Learning, \*Annotated Bibliographies, \*Aptitude Tests, Arithmetic, Basic Skills, Culture Free Tests, Educational Problems, Intelligence Tests, Language Tests, Mathematics, Reading Tests, Screening Tests, Test Reviews, Tests

Brief annotations of currently available basic learning tests, which were either specifically designed for adults or modified for use with adults, are presented. Information given for each measure includes author; the source from which it may be obtained; the purpose of the instrument; the nature of the materials; groups for which it is intended; information on administration, scoring, interpretation, standardization, and availability of norms; and reliability and validity data. An alphabetical listing of tests in tabular form indicates the general purpose of each test. (MS)

ED 058 304

TM 001 019

Sharon, Amiel T.

**Test of English as a Foreign Language as a Moderator of Graduate Record Examinations Scores in the Prediction of Foreign Students' Grades in Graduate School.**

Educational Testing Service, Princeton, N.J.

Report No.—RB-71-30

Pub Date—Sep 71

Note—20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aptitude Tests, \*English (Second Language), \*Foreign Students, Grade Point Average, \*Grade Prediction, \*Graduate Students, Multiple Regression Analysis, \*Predictive Validity, Scores, Success Factors, Verbal Ability

Identifiers—Graduate Record Examinations, \*Test of English as a Foreign Language  
Scores of foreign graduate students on the Graduate Record Examinations (GRE) Aptitude Tests and the Test of English as a Foreign Language (TOEFL) were combined through multiple and moderate regression to predict grade-point average

(GPA). It was hypothesized that TOEFL would moderate the relationship between the GRE scores and GPA. According to this hypothesis, students scoring high on TOEFL would be more predictable by GRE than those scoring low. The hypothesis was only partially supported by results. The results suggest that foreign students with low English verbal aptitude can succeed in American graduate schools. The limitations of GPA as a criterion of graduate school success for foreign students is discussed. (Author)

ED 058 767

FL 002 692

Riebicki, Detlev, Ed.

**Forschungsregister I: Angewandte Sprachwissenschaft (Directory of Research I: Applied Linguistics).**

German Society for Applied Linguistics; Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Pub Date—Sep 70

Note—146p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Applied Linguistics, Bibliographies, Communication (Thought Transfer), Data Processing, \*Indexes (Locators), Language Instruction, \*Language Research, Language Tests, Lexicography, Lexicology, Linguistics, \*Linguistic Theory, Machine Translation, Media Technology, Phonetics, Psycholinguistics, Second Language Learning, Speech Handicaps, Textbooks, Translation

This document lists over 50 research projects on various topics related to linguistics and language. The topics covered are foreign- and native-language instruction, relevant bibliographies, research in contemporary language, communication, textbooks, lexicology, lexicography, linguistics, computational linguistics, machine analysis of language, machine translation, phonetics, psycholinguistics, speech disorders, native language maintenance, language tests, technology and media, and translation science. The project descriptions include the director's name and address and details on project status, goal, collaborators, and funding. (VM)

ED 059 647

FL 002 916

**Working Committee Reports [of the] NDEA Foreign Language Institute [at] Central Washington State College, 1967.**

Central Washington State Coll., Ellensburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—67

Note—208p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Articulation (Program), Cultural Education, \*Curriculum Development, Flexible Scheduling, \*Inservice Programs, \*Institutes (Training Programs), Instructional Materials, Instructional Program Divisions, Instructional Staff, \*Language Instruction, Language Programs, Language Teachers, Language Tests, Linguistics, \*Modern Languages, Student Motivation, Teacher Qualifications, Teaching Methods

The reports contained in this collection are the results of separate working committees of the second National Defense Education Act Foreign Language Leadership Institute held at Central Washington State College during a seven-week period in 1967. Thirteen reports include: (1) "Job Description for Department Chairmen, Coordinators, and Supervisors." (2) "Making Foreign Language Instruction Meaningful to the Low-Average and Below Average Pupil." (3) "Recent Trends in Foreign Language Teaching Techniques and Materials." (4) "Foreign Language Program Evaluation Based on a Definition of Objectives." (5) "Designing and Using Language Laboratories and Other AV Aids." (6) "Guidelines for the Development of Long-Sequence Programs." (7) "Organization for Communication." (8) "Guidelines for Developing In-Service Programs." (9) "Flexible Scheduling." (10) "The Contributions of the Linguists to the Teaching of Foreign Languages." (11) "The Leadership Committee: Final Report 1967." (12) "The Culture Committee: Final Report Summer 1967." and (13) "Testing and Certification: Parquette Committee Report." (RL)

ED 060 039

TM 001 122

Lindell, Ebbe

**Composition in the Intermediate Stage of the Comprehensive School (FRIS).**

Stockholm School of Education (Sweden). Inst. of Educational Psychology.

Pub Date—Jul 71

Note—8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Composition (Literary), \*Composition Skills (Literary), Creative Writing, \*Evaluation Criteria, Evaluation Methods, Followup Studies, Grade 4, Grade 5, Grade 6, \*Language Research, Language Tests, Linguistic Theory, Objective Tests, \*Student Evaluation, Test Results, Visual Stimuli, Writing Skills

Identifiers—Sweden

This news letter summarizes language research in composition, writing skills, and linguistic usage carried out over a three year period (Grades 4, 5, 6) with a sample of Swedish students. Subjective assessment of student compositions was carried out. The marks from these assessments will serve as criteria in evaluating various objective measures. (CK)

ED 060 397

AA 000 990

Bernbaum, Marcia

**Early Childhood Programs for Non-English-Speaking Children. PREP-31.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—DHEW-(OE)-72-9; PREP-31

Pub Date—72

Note—34p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$6 a year; foreign, \$1.50 additional. Single Copy: \$0.55)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Bibliographies, Bilingualism, \*Bilingual Students, Community Influence, \*Early Childhood Education, \*English (Second Language), Guidelines, Instructional Aids, Language Research, Literature Reviews, Navaho, \*Non English Speaking, \*Preschool Children, Psycholinguistics, Resource Materials, Social Psychology, Sociolinguistics, Spanish Speaking, Teaching Guides, Testing

Identifiers—EP, PROJECT HEAD START,

\*Putting Research into Educational Practice

Research findings on bilingual preschool children (2-1/2 to 6 years of age) and programs are presented. Working definitions are given for some of the terms used in the report. Research findings are divided into four categories: (1) "The Community" focuses on the findings from the fields of social psychology and sociolinguistics; (2) "The Bilingual Child" considers those findings from linguistics and psycholinguistics; (3) "Of Special Interest to Educators" answers some specific questions; and (4) "Testing the Bilingual Preschooler" summarizes several issues associated with assessing to what extent a child is bilingual, and draws attention to possible approaches that may be used to assess the intelligence of a bilingual child. Practical Guidelines for the Teacher and Administrator are given, followed by specific guidelines that relate to the community, the parents, the children, the teacher and her aide, and goals. Examples of existing bilingual preschool programs that fit into one of the four following categories are given: (1) one way: dominant language; (2) one way: bilingual; (3) mixed: dominant language; and (4) mixed: bilingual. Additional sources of information on bilingual programs and teaching aids are presented in two categories: Handbooks and Teaching Aids, which are for use in Spanish-speaking or Indian-speaking classes. A bibliography concludes the report. (DB)

ED 060 681

FL 002 814

Levin, Lennart Olsson, Margareta

**Learning Grammar: An Experiment in Applied Psycholinguistics: Assessing Three Different Methods of Teaching Grammatical Structures in English as a Foreign Language.**

Gothenburg School of Education (Sweden); Gothenburg Univ. (Sweden). Dept. of English.

Spons Agency—National Swedish Board of Education, Stockholm.

Report No.—RBull-7

Pub Date—Jun 71

Note—184p.



**EDRS Price - MF01/PC08 Plus Postage.**

**Descriptors**—Applied Linguistics, Attitudes, Cognitive Processes, Computers, Contrastive Linguistics, \*Educational Experiments, Educational Strategies, \*English (Second Language), \*Grammar, Instructional Materials, Language Patterns, Language Research, Lesson Plans, Program Evaluation, Psycholinguistics, \*Second Language Learning, Statistical Analysis, Structural Analysis, \*Teaching Methods, Testing

Project 5 of the GUME study on foreign language teaching methods continues the work of the previous projects concerning the relative effectiveness of a habit-formation (implicit) method and a cognitive-code learning method, with explanations in either the source or target language. The educational problem of Project 5 is teaching the English passive voice to Swedish students in Class 8. The teaching procedures and design differ slightly from the first three projects. The time for explanations varies between the source-language and target-language methods. The source-language method uses comparisons with corresponding structures in the source language where applicable. No significant differences in the learning effects of the three methods are evidenced; interesting trends, however, are noted and discussed. This report presents details on project design, lessons, and evaluation instruments. A statistical description of the experimental population is provided along with a statistical analysis of the results and a correlation study of the variable factors. A discussion of the results and their implications follows. A bibliography is included and appendices provide details on the English grammatical explanations and on some of the evaluation instruments used. Related documents can be found through the following reference numbers: Project 1, ED 034 172; Project 2, FL 002 818; Project 3, FL 002 819; Project 4, ED 045 969; Adult Project, FL 002 868; statistical synopsis of Projects 1-3, FL 002 816. (VM)

**ED 060 683** FL 002 818

*Carlson, Ingvär*

**Implicit and Explicit: An Experiment in Applied Psycholinguistics, Assessing Different Methods in Teaching Grammatical Structures in English as a Foreign Language.**

Gothenburg Univ. (Sweden). Dept. of English; Gothenburg Univ. (Sweden). Inst. of Education.  
Spons Agency—National Swedish Board of Education, Stockholm.

Report No.—GUME-P-2; R-12

Pub Date—Sep 69

Note—127p.; Page 23 missing

**EDRS Price - MF01/PC06 Plus Postage.**

**Descriptors**—Applied Linguistics, Cognitive Processes, Computers, Contrastive Linguistics, \*Educational Experiments, \*English (Second Language), \*Grammar, Instructional Materials, Language Patterns, Language Research, Lesson Plans, Program Evaluation, Psycholinguistics, \*Second Language Learning, Statistical Analysis, Structural Analysis, \*Teaching Methods, Testing

Project 2 of the GUME research project on foreign language teaching methods considers whether the structures "some" and "any," and their combinations in English, are best taught by adherence to the habit-formation (implicit) theory or by adherence to the cognitive-code learning (explicit) theory. The experiment also investigates the effectiveness of using explicit English or explicit Swedish for the explanations. Details on project design, selection of the 13- and 14-year-old subjects, teaching material, and evaluation are presented here, and the results of the statistical analysis are discussed. The superiority of one teaching method over another is not proven. There are no statistical differences between the teaching strategies as they are defined. The lack of significant results seems to indicate a procedure akin to one suggested by W. Rivers, where she advocates that the student should be made aware of the crucial element in the new pattern. A bibliography is included, and appendices provide detailed information on the grammar lessons and tests. Related documents can be found through the following reference numbers: Project 1, ED 034 172; Project 3, FL 002 819; Project 4, ED 045 969; Project 5, FL 002 814; Adult Project, FL 002 868; statistical synopsis of Projects 1-3, FL 002 816. (Author/VM)

**ED 060 684**

*Olson, Margareta*

**Implicit and Explicit: An Experiment in Applied Psycholinguistics, Assessing Different Methods of Teaching Grammatical Structures in English as a Foreign Language.**

Gothenburg Univ. (Sweden). Dept. of English; Gothenburg Univ. (Sweden). Inst. of Education.  
Spons Agency—National Swedish Board of Education, Stockholm.

Report No.—GUME-P-3; R-13

Pub Date—Sep 69

Note—147p.

**EDRS Price - MF01/PC06 Plus Postage.**

**Descriptors**—Applied Linguistics, Cognitive Processes, Computers, Contrastive Linguistics, \*Educational Experiments, Educational Strategies, \*English (Second Language), \*Grammar, Instructional Materials, Language Patterns, Language Research, Lesson Plans, Program Evaluation, Psycholinguistics, \*Second Language Learning, Statistical Analysis, Structural Analysis, \*Teaching Methods, Testing

Project 3 of the GUME research project on foreign language teaching methods, in line with Projects 1 and 2, questions whether the best effect in language teaching is achieved solely by intensive drilling of the structure in question (the implicit method) or if grammatical explanations further the assimilation of the patterns so that, within the same period of time, the student learns better with fewer drills because explanations are added (the explicit method). Whether the explanations should be in the source language or the target language is also investigated. The educational problem of the experiment is teaching the English passive voice to Swedish students, aged 13 to 14. The main results of this experiment show that there are no significant differences between the three teaching strategies used. Details on the experiment are provided here; project design, subjects, teaching materials, evaluation techniques, student and teacher attitudes, and statistical results are discussed. A bibliography is included and appendices provide details on grammatical explanations provided and on evaluation and attitude measurement techniques and results. Related documents can be found through the following reference numbers: Project 1, ED 034 172; Project 2, FL 002 818; Project 4, ED 045 969; Project 5, FL 002 814; Adult Project, FL 002 868; Statistical synopsis of Projects 1-3, FL 002 816. (Author/VM)

**ED 060 685**

*Nickel, Gerhard, Ed.*

**Kongressbericht: der 2. Jahrestagung der Gesellschaft für angewandte Linguistik (Proceedings of the Second Annual Convention of the Society for Applied Linguistics)**

German Society for Applied Linguistics.

Pub Date—71

Note—289p.

Available from—Julius Groos Verlag, 6900 Heidelberg 1, Postfach 629, West Germany (\$10.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Applied Linguistics, Computational Linguistics, \*Conference Reports, Contrastive Linguistics, \*Language Instruction, Language Patterns, \*Language Research, Learning Disabilities, Lexicography, Media Technology, Multimedia Instruction, Phonetic Analysis, Phonetics, Psycholinguistics, Semantics, Teaching Methods, Test Construction, Test Interpretation, Translation, Word Frequency

**Identifiers**—\*West Germany  
This conference report of the second annual meeting of the Society for Applied Linguistics contains 38 articles grouped under the following headings: (1) technology and multimedia instruction, (2) theory of translation, (3) the didactics of foreign language instruction, (4) a description of present-day language and linguistics, (5) psycholinguistics, (6) language texts, (7) computer analysis of language, (8) phonetics, and (9) language therapy. An address register of participants and references are included. (RS)

**ED 060 728**

*Benson, Susan Shattuck*

**Projecto Leer Bulletin, Number 10.**

Books for the People Fund, Inc., Washington, D.C.; Organization of American States, Washington, D.C.

Spons Agency National Endowment for the Humanities (NEAH), Washington, D.C.  
Pub Date—72

FL 002 819

Note—15p.

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Annotated Bibliographies, Audiovisual Aids, Booklists, Books, Cultural Education, \*Instructional Materials, Instructional Program Divisions, \*Language Instruction, Modern Languages, \*Resource Materials, \*Spanish, Tests

This guide to instructional materials for teachers of Spanish contains references to commercially-prepared works in several classified areas. The works listed are intended for use in grades ranging from kindergarten through senior high school and also include materials for adult education. The 10 categories cover: (1) audiovisual materials, (2) books and periodicals, (3) consumer education, (4) employment, (5) government documents in Spanish, (6) health, (7) housing, (8) the law and rights of citizens and policemen, (9) meetings, projects, and committees, and (10) tests for Spanish-speaking children. Abstracts, authorship, availability, and prices are included for each entry. (RL)

**ED 060 734**

*Elling, Barbara, L.*

**Proceedings of the Second Stony Brook Workshop: "Phase I in Foreign Language Teaching."**

State Univ. of New York, Stony Brook.

Pub Date—13 Nov 71

Note—9p.

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Colleges, \*Curriculum Development, Directed Reading Activity, Educational Trends, Flexible Schedules, \*Individualized Instruction, Instructional Program Divisions, Language Tests, \*Learning Activities, Magnetic Tape Cassette Recorders, Media Selection, \*Modern Languages, Student Evaluation, Tape Recordings, \*Teaching Methods

**Identifiers**—Comprehensive Achievement Monitoring

Proceedings of the Second Stony Brook Workshop are outlined in this paper. Discussions of six sectional meetings are summarized including: (1) pretesting and posttesting; Comprehensive Achievement Monitoring, (2) the role of media, (3) humane grading mini-packers, and flexible granting of credit, (4) individualized instruction: selection, preparation, and implementation, (5) individualized instruction and the portable cassette recorder, and (6) emerging trends in college teaching, and curriculum changes. (RL)

**ED 060 757**

*Oller, John W., Jr.*

**Assessing Competence in ESL: Reading.**

Pub Date—1 Mar 72

Note—25p.; Revised version of a speech presented at the Sixth Annual TESOL Convention, Washington, D.C., March 1, 1972

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—College Students, Correlation, \*English (Second Language), Eye Movements, Foreign Students, Language Instruction, Language Proficiency, Language Research, \*Language Skills, \*Language Tests, Linguistic Competence, Reading Comprehension, Reading Rate, \*Reading Skills, \*Reading Tests, Second Language Learning, Test Construction, Test Reliability

Results from research with eye movement photography (EMP) are discussed with a view to defining differences between native-speaker and non-native reading processes. The greatest contrast is in terms of the duration of eye fixations; non-native speakers at the college level require about as much time for a fixation as an average native-speaker at the third grade level. Various tests of reading skill are discussed and correlations with other tests are given. The hypothesis is advanced that high correlations between tests of listening, speaking, reading, and writing are an indication of test validity. Support for tests which can easily be constructed by classroom teachers is provided. (Author/VM)

**ED 060 771**

*Clark, John L. D.*

**Foreign Language Testing: Theory and Practice. Language and the Teacher: A Series in Applied Linguistics, Volume 15.**

Pub Date 72

Note—174p.

Available from Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 (\$3.60)

FL 003 119

**Document Not Available from EDRS.**

**Descriptors**—\*Achievement Tests, Applied Linguistics, Instructional Program Divisions, Item Analysis, Language Instruction, \*Language Tests, Listening Tests, Measurement Techniques, \*Modern Languages, Predictive Ability (Testing), \*Prognostic Tests, Reliability, Scoring, Student Evaluation, \*Test Construction, Testing, Testing Programs, Test Interpretation, Test Reliability, Test Validity

This volume, one in a series in applied linguistics, is a concise handbook of testing theory and practice in foreign language instruction. Two broad categories, "prognosis" and the "evaluation of attainment," are treated in five major chapters, including: (1) prognostic measurement, (2) achievement measurement, (3) proficiency measurement (4) knowledge measurement, and (5) the role of published tests. The final chapter is particularly concerned with the basic characteristics of published foreign language tests, especially standardized skill tests, and discusses the role which these tests can play in the overall language evaluation program. A major purpose which underlies all of the discussion is that of engaging the teacher or the other test user in carefully analyzing and critically evaluating the measurement instruments which he uses or intends to use in a particular evaluation context. (RL)

**ED 061 804** FL 003 007

*Jauregui S., Beto*

**Un modelo de coordinación en la enseñanza del inglés en un mismo nivel de conocimientos (A Model of Coordination in the Teaching of English at a Given Level of Achievement).**

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Linguística.

Pub Date—Dec 71

Note—8p.

Journal Cit—Lenguaje y Ciencias; v11 n4 p89-96 Dec 1971

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Class Average, Class Size, Comparative Testing, Curriculum Design, \*Educational Coordination, Educational Innovation, \*English (Second Language), Evaluation Criteria, Evaluation Methods, Grouping (Instructional Purposes), Heterogeneous Grouping, \*Instructional Materials, Statistical Analysis, \*Student Evaluation, \*Teaching Methods, Textbooks

Coordination among English classes at any given level depends on a number of factors. The classes must have a common syllabus with respect to course content, course intensity, and textbooks. The learning conditions should be the same for all groups. All classes should be the same size and have the same average of achievement based on the results of a test before grouping. Advanced students are placed in a separate class at that time. The same teaching methods should be used in all classes, along with identical grading criteria. The statistical results from each group should be determined and interpreted to illustrate the progress of each group. Objective comparisons can be made, and interpretations, evaluations, and recommendations for the next session can appear in a final report for administrators and teachers involved in the coordination project. (VM)

**ED 061 805** FL 003 009

*Upshur, John A.*

**A Search for New Reading Tests.**

Pub Date—1 Mar 72

Note—12p.; Speech presented at the Sixth Annual TESOL Convention, Washington, D.C., March 1, 1972

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Cloze Procedure, \*Comprehension, English (Second Language), Eye Movements, Grammar, \*Information Processing, Language Instruction, Language Skills, Reading Ability, Reading Instruction, \*Reading Tests, \*Second Language Learning, Semantics, \*Test Construction, Test Reliability, Visual Acuity

In contemporary reading comprehension tests, abilities which may have little to do with reading ability can have a great effect on test scores. Reading tests are not constructed so that they maximize abilities unique to reading. On the other hand, tests on other language skills do not minimize what is unique to reading. Comprehension is the process of getting the message, and a reading comprehension test should give information about that stage of the information processing sequence. The cloze technique, photography of eye movement, and miscue analysis can all be used to measure a smaller range of information-processing tasks than do the contem-

porary reading comprehension tests. (VM)

**ED 061 819** FL 003 066

*Gomes da Costa, B.*

**The Design and Execution of a Language Testing Programme at University Level in the United Kingdom.**

Council of Europe, Strasbourg (France).

Pub Date—Oct 70

Note—45p.; Working paper delivered at the Symposium on Goal Analysis, Contents Definition and Evaluation in Modern Languages at University Level, Stockholm, Sweden, October 19-24, 1970

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Academic Achievement, Achievement Tests, College Language Programs, \*College Majors, \*German, Grammar, Language Learning Levels, \*Language Proficiency, Language Research, \*Language Tests, Learning Theories, Liberal Arts Majors, \*Modern Languages, Second Language Learning, Universities

**Identifiers**—\*England

This paper describes an experimental testing program in England which parallels a broader, 1967 study concerning second language acquisition in the United States. The earlier study, conducted by John Carroll, concentrated on determining proficiency of language majors in five foreign languages. This experiment limits the field of study to German majors engaged in the British Honours Degree programs at several universities. Phase I is based on the MLA Advanced Proficiency Tests and the Carroll-Sapon Modern Language Aptitude Test. Additionally, Alice Heim's "AH5 Group Test of High Grade Intelligence" and a comprehensive questionnaire devised by the author were also administered to some 400 students. Conclusive results were not obtained for various reasons explained by the author. (RL)

**ED 061 840** FL 003 096

*Smith, Merle*

**Pontiac Title VII Bilingual Education Program, 1970-71: Final Evaluation Report.**

Pontiac City School District, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—71

Note—72p.

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Bilingual Education, Bilingual Teacher Aides, Cultural Education, Educational Experiments, Educational Objectives, Elementary Grades, \*English (Second Language), Interference (Language Learning), Language Programs, \*Program Evaluation, School Community Relationship, Second Language Learning, \*Spanish, Statistical Analysis, Tables (Data), \*Testing

**Identifiers**—Pontiac Bilingual Program; Michigan

This final report on the Pontiac Bilingual Program begins with a description of the program and a discussion of the school-community relationship established in the program. Monolingual children, language-interference students, and Anglo children are included in the experiment. The research procedures and tests used in the experiment are described; the test results are presented and discussed. Process evaluation reports are also included; the process evaluation was carried out through the use of on-site visits, attendance at weekly staff meetings, and attendance at advisory board meetings. The evaluation results are summarized in the final section, and limitations and recommendations are presented. The appendix includes examples from tests used in the evaluation. (VM)

**ED 062 043** RC 006 069

*Bryson, Juanita*

**Comparison of Bilingual Vs. Single Language Instruction in Concept Learning in Mexican-American Four Year Olds.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—P-OE-5-85-045

Pub Date—Mar 70

Note—67p.

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Biographic Citations, \*Bilingual Education, \*Concept Formation, Criterion Referenced Tests, Educational Research, \*Instruction, Language Role, Literature Reviews, \*Mexican Americans, \*Preschool Children, Tables (Data)

Bilingual vs. unilingual instruction was studied in the teaching of 5 positional-preposition concepts (e.g., under) to Mexican American Headstart 4-year-olds. Treatments consisted of instruction in

Spanish only, English only, or bilingually to the 48 subjects exposed to the prepositional concepts via tape-recorded programmed instruction given daily for 10 minutes. Assignment to control and treatment groups was randomly stratified by sex, and subjects were pretested the first day of instruction and posttested on the final (3rd) day. These tests, administered in English and Spanish, included a transfer test consisting of a 2-dimensional presentation of the same prepositions and a learning task in the language opposite from instruction. All criterion tests required verbal labeling and demonstration. Analysis of covariance and Newman-Keula comparisons indicated that posttest scores of the treatment groups were higher than those of the control group, reflecting the effect of instruction vs. no instruction. Significant differences were found as a function of language exposure in the home, but no significant differences were found between treatment groups. The study is limited by sampling practices and restricted treatment time. An appendix contains the instructional treatments used. (Author/NQ)

**ED 062 342** TE 002 893

*O'Keefe, M. Timothy*

**The Comparative Listenability of Shortwave Broadcasts.**

Pub Date—71

Note—4p.

Journal Cit—Journalism Quarterly; v48 n4 p744-748 Winter 1971

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Comparative Analysis, \*English (Second Language), Evaluation, \*Journalism, Language Research, Language Styles, \*Listening Skills, \*Media Research, News Media, Program Evaluation, Surveys, Testing, Test Results, Word Recognition

**Identifiers**—Dale Chall Formula, Europe, Flesch Formula, Southeast Asia, \*Voice of America

A study to analyze selected shortwave broadcasts in terms of the Flesch formula for readability is presented. The study attempted to qualify elements of style based on their scripted word usage and to compare and contrast the news broadcasts of four countries in terms of gross listenability. A number of studies were conducted which applied the Dale-Chall formula and the Flesch formula, as well as tests on the listenability-readability concept. News scripts of the Voice of America's English language broadcasts to Southeast Asia over the period of one week were examined. In addition, the shortwave news broadcasts of Russia, Britain and West Germany were taped and examined. It was found that on the basis of the scores recorded for the Voice of America broadcast that the news reports may have been prepared at a more difficult level than was intended. The study indicates that the matter of style evaluation should be given serious consideration by U.S.I.A. (CK)

**ED 062 367** TM 001 214

*Williams, Frederick Natalicio, Diana S.*

**Evaluating Carrascolendas: A Television Series for Mexican-American children.**

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 72

Grant—OEG-0-9-530094-4239 (208)

Note—19p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Analysis of Covariance, Behavioral Objectives, Biculturalism, \*Bilingual Education, Cognitive Development, \*Educational Television, Grade 1, Grade 2, Language Usage, Letters (Alphabet), \*Mexican Americans, Numbers, Physical Environment, Post Testing, Pretests, \*Program Development, \*Program Evaluation, Question Answer Interviews, Spanish Speaking, Statistical Analysis

**Identifiers**—Bilingual Education Act, \*Carrascolendas, Title VII

The development of "Carrascolendas," a television series devised for Mexican-American children, is summarized. Emphasis is placed upon strategies for evaluation. Evaluation evidence indicates that "Carrascolendas" may be an alternative or an addition to the Sesame Street approach to dealing with the education of the disadvantaged. (MS)

ED 062 495 UD 012 376

*Levy, Betty S.*  
**Dialect Proficiency and Auditory Comprehension in Standard and Non-Standard English.**  
 Pub Date—Apr 72

Note—15p.; Draft of paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill., April 1972

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Tests, \*Black Dialects, Elementary School Students, \*Language Proficiency, Language Tests, \*Listening Comprehension, Low Income, Negro Students, Nonstandard Dialects, Rating Scales, Relevance (Education), Sex Differences, \*Standard Spoken Usage, \*Urban Youth Identifiers—New York City

This study both examines the relationship between oral dialect proficiency—Standard English and Black Nonstandard English—and auditory comprehension of stories presented in Standard or Black Nonstandard English and attempts to obtain information concerning the reactions of black dialect speakers to oral stories in Black Nonstandard English and Standard English. The subjects were 32 black second grade boys and girls from an after-school community center located in a low income housing project in Harlem. A black undergraduate male functioned as the experimenter. The stimulus materials consisted of a dialect proficiency task and an auditory comprehension task. The subjects were randomly assigned to one of four groups in a 2 by 2 factorial design. The factors were: (1) order of the dialect proficiency task, with either standard dialect first or second, and (2) dialect of auditory comprehension task. Each subject was individually tested. The major finding was that regardless of oral language proficiency in Standard English and in Black Nonstandard English, black second graders presented with oral stories scored higher on the auditory comprehensive questions than did comparable subjects presented with the same stories in Black Nonstandard English. (Author/JM)

ED 062 835 FL 001 974

*Mohr, Peter*  
**Bericht über den 2. Internationalen Kongress für Angewandte Linguistik (Report on the Second International Congress for Applied Linguistics).**  
 German Society for Applied Linguistics; Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Pub Date—May 70

Note—51p.; Congress held September 8-12, 1969 in Cambridge, England

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Applied Linguistics, Computational Linguistics, \*Conference Reports, Content Analysis, Educational Diagnosis, Instructional Materials, Instructional Technology, Language Ability, Language Handicaps, \*Language Research, Learning Difficulties, Lexicography, Literary Analysis, Psychological Studies, \*Second Language Learning, Teaching Methods, Testing, Textbook Content, Textbook Evaluation

This report of the 1969 Second International Congress for Applied Linguistics contains summaries of papers and speeches on the following topics: (1) linguistics applied to literary texts, (2) computer analysis of texts, (3) research in the psychology of first language learning, (4) research in the psychology of second language learning, (5) speech research and its applications, (6) technology of language teaching, (7) language teaching materials and methodology, (8) linguistic aspects of language disorders and therapy, (9) lexicography, (10) language test materials, (11) measurement and classification of second-language error, (12) theory of translation, (13) contrastive linguistics, and (14) sociolinguistics. A list of session leaders and a register of participants in the congress are included. (RS)

ED 062 839 FL 003 100

*Levinsky, Frieda L.*  
**Research on Bilingualism.**

Pub Date—Mar 72

Note—74p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Applied Linguistics, \*Bilingual Education, \*Bilingualism, Cultural Context, Cultural Education, Curriculum Development, Educational Objectives, English (Second Language), Language Development, Language Instruction, Language Proficiency, \*Learning Theories, Linguistic Theory, Relevance (Education), \*Second Language Learning, Semantics, Teacher Role, Teaching Methods, Test Reliability

This discussion of bilingualism and second language learning concerns many linguistic considerations that figure in the problem of language instruction. The author reports on current research and on the ideas of several noted linguists. Topics considered in this study are the goals of the bilingual education program, reasons for becoming bilingual, a definition of bilingualism, bilingual dominance and balance, types of bilingualism, bilingual barriers, second language study, two kinds of language learning theories, the effective teacher, and test validity. Included also are reports of observations in bilingual classrooms and conclusions based on classroom observations. The summary from a national survey of linguistic methodology is provided along with a bibliography. (VM)

ED 062 845 FL 003 114

*Muller, Douglas G. Leonetti, Robert*

**Primary Self-Concept Scale: Girls.**

National Consortium for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—40p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, Behavior, Bilingual Education, \*Females, \*Identification (Psychological), \*Illustrations, Individual Development, Peer Relationship, Personality Tests, Self Concept, \*Self Concept Tests, Self Esteem, Self Evaluation, \*Spanish Speaking

This booklet of illustrations accompanies the Primary Self-Concept Scale: Test Manual and depicts the behavior alternatives to be chosen by the children as they relate to particular situations described by the examiners as part of the test. This booklet is designed for girls taking the test. For the version for boys, see FL 003 115; for the test manual, see FL 003 116. (VM)

ED 062 846 FL 003 115

*Muller, Douglas G. Leonetti, Robert*

**Primary Self-Concept Scale: Boys.**

National Consortium for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—40p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, Behavior, Bilingual Education, \*Identification (Psychological), \*Illustrations, Individual Development, \*Males, Peer Relationship, Personality Tests, Self Concept, \*Self Concept Tests, Self Esteem, Self Evaluation, \*Spanish Speaking

This booklet of illustrations accompanies the Primary Self-Concept Scale: Test Manual and depicts the behavior alternatives to be chosen by the children as they relate to particular situations described by the examiners as part of the test. This booklet is designed for boys taking the test. For the version for girls, see FL 003 114; for the test manual, see FL 003 116. (VM)

ED 062 847 FL 003 116

*Muller, Douglas G. Leonetti, Robert*

**Primary Self-Concept Scale: Test Manual.**

National Consortium for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior, Bilingual Education, Bilingualism, Identification (Psychological), Individual Development, Kindergarten, Mexican Americans, Peer Relationship, Personality Tests, \*Primary Grades, Scoring, \*Self Concept, \*Self Concept Tests, Self Esteem, Self Evaluation, \*Spanish Speaking, \*Test Construction, Test Interpretation, Test Reliability, Test Validity

It is the purpose of the test described in this document to provide a procedure for economically evaluating several aspects of self concept relevant to school success. The test was constructed specifically for use with the child of Spanish or Mexican descent in the Southwest, but it is also appropriate for use with children from the Anglo culture. The test consists of 24 items; in each item, the examinee is told a descriptive story about an illustration and is instructed to draw a circle around the person in the illustration that is most like himself. This document includes directions for administering the test, the descriptive stories accompanying each test item, and details on scoring, interpretation, test construction, reliability, and validity. Statistical data and re-

sults are also included. For the illustrations used in the test, see FL 003 115 for the boys' version and FL 003 114 for the girls' version. (VM)

ED 062 851 FL 003 125

*Arbeitskreis der Sprachenzentren, Sprachlehrinstitute und Fremdspracheninstitute (AKS): Dokumentation der 2. Arbeitstagung am 5. und 6. Oktober 1971 in Konstanz (Working Committee of Language Centers, Language Teaching Institutes and Foreign Language Institutes (AKS): Proceedings of the Second Annual Workshop, Constance, October 5-6, 1971).*

Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Spons Agency—Arbeitskreis zur Förderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens e.v. (Germany).

Pub Date—72

Note—82p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Conference Reports, \*Educational Research, Information Centers, Institutes (Training Programs), Language and Area Centers, \*Language Instruction, Language Programs, \*Program Descriptions, \*Program Proposals, Resource Centers, Second Language Learning, Test Construction, Workshops

Identifiers—\*West Germany

The heart of this conference report is a series of papers and summaries of discussion on the following topics: (1) analysis of requirements for specific foreign language courses, (2) difficulties in language instruction research, (3) the establishment of language centers in all colleges and universities, (4) principles for the structure and organization of language centers, (5) study and test design in foreign language instruction, (6) criteria and provisions for the development of language teaching programs, and (7) the establishment of an information pool for language instruction programs in Constance. The rest of the report presents the following secondary information: (1) agenda and minutes of the plenary session, (2) a statement of organization and purpose for AKS, (3) a list of the group's permanent committees and their chairmen, (4) a roster of participants in the conference, (5) a short report on the work of the permanent committees prior to the workshop, and (6) the minutes of the first through fourth sessions of the permanent committees, held between November 1970 and September 1971. (RS)

ED 062 891 FL 003 235

*Bordie, John G.*

**Language Tests and Linguistically Different Learners: The Sad State of the Art.**

Pub Date—[72]

Note—37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Diagnostic Tests, Educational Strategies, Language Proficiency, \*Language Research, \*Language Skills, \*Language Tests, Linguistic Competence, Linguistic Performance, \*Measurement Instruments, \*Norms, Placement, Predictive Ability (Testing), Standardized Tests, Standard Spoken Usage, Teaching Techniques, Test Construction, Test Reliability

Present school programs place considerable reliance on the results of standardized language tests both as placement and diagnostic devices, yet the validity of these tests is open to question. Certain questions arise in light of current theory and research. To what extent are currently available measuring techniques useful for identifying the characteristics of linguistically different learners? Are they helpful in planning instructional strategies? How might the learning potentialities of linguistically different learners be measured? What are the high-priority test needs? Two main branches of investigation exist: the individual's ability in language as contrasted with his ability in standard language. Current understanding of language, language learning, and curriculum design indicates some confusion of goals in these three areas which must be clarified before test findings may be used with the same meaning in each area. (Author/VM)

ED 063 316 TE 002 935

*Braun, Carl Klassen, Bernard*

**A Transformational Analysis of Oral Syntactic Structures of Children Representing Varying Ethno-Linguistic Communities.**

Manitoba Univ., Winnipeg.

Spons Agency—Manitoba Dept. of Youth and Education, Winnipeg.

Pub Date—[70]

Note—13p.; An unpublished paper

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Age, Bilingualism, \*Child Language, Classification, Elementary School Students, \*Ethnic Groups, Grammar, Individual Differences, Language Development, \*Linguistics, Rating Scales, Research, Sex Differences, \*Syntax, Task Performance, Tests, \*Transformations (Language)

**Identifiers—\*Pintner Tests**

A study designed to investigate to what extent ethno-linguistic background affects speech patterns and syntactic flexibility of grades one, four and six children from monolingual, bilingual-French and bilingual-German rural communities. A total of 216 randomly selected subjects were used; they were selected from nine rural Manitoba schools, and they were drawn in equal frequencies from grades one, four and six in each of the nine schools. The criterion measure for ability was Pintner Cunningham Primary Test for grade one, and the Pintner General Ability Test for grades four and six. All the language samples were segmented into minimal terminable units (T-units) single independent predications together with any subordinate clauses that may be grammatically related to it. The indices adopted for the study were differentiated on a dichotomous scale: positive and negative. Linguistic performance credited to the positive scale was assumed to indicate language maturity. Performance measured on the negative scale indicated deficiency in language development. Findings include: The only sentence-combining transformation categories favoring the grade six subjects were the Infinitive Phrase + Subject and the Coordinate transformations. Only two transformation categories showed any significant relationship to the sex variable; and the ability variable proved significant in all tested categories except Coordinate Structure transformations. (Author/CK)

**ED 063 826 FL 003 217**

Sato, Esther M. T. Young, John

Development of Instructional Materials in Japanese for Elementary and Secondary Schools, Hawaii Univ., Honolulu.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Aug 71

Contract—OEC-4-6-061377-1888

Note—134p.

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Audiovisual Aids, \*Curriculum Development, Educational Objectives, Elementary Schools, \*Instructional Materials, Instructional Program Divisions, \*Japanese, Language Learning Levels, Language Tests, Secondary Schools, Student Evaluation, \*Textbooks, Uncommonly Taught Languages

A final project report describing a five-year, curriculum program in Japanese for elementary and secondary schools is presented in this study. The instructional materials consist of three components: (1) textual materials, (2) audiovisual materials, and (3) evaluation instruments. For the elementary levels the materials include a series of eight teacher texts, two student texts, audiovisual materials—including pictures, slides, overhead projectuals, flash cards, and tapes—and testing instruments. For the secondary levels, various audiovisual materials, including super-8mm films, copies of visuals for the students, and tests are also described. Appendixes contain data concerning student background, test statistics, aptitude tests, and attitudinal questionnaires. Charts and tables pertaining to the curriculum development project are included. (R)

**ED 063 835 FL 003 277**

Savignon, Sandra J.

Communicative Competence: An Experiment in Foreign-Language Teaching. Language and the Teacher: A Series in Applied Linguistics, Volume 12.

Center for Curriculum Development, Inc., Philadelphia, Pa.

Pub Date—72

Note—115p.

Available from—Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 (\$3.00)

**Document Not Available from EDRS.**

Descriptors—Applied Linguistics, College Language Programs, Communication (Thought Transfer), \*Communication Skills, \*Educational Experiments, Educational Strategies, Language

Instruction, Language Skills, \*Language Tests, Learning Activities, Learning Motivation, Learning Theories, Linguistic Competence, \*Second Language Learning, Student Attitudes, Tables (Data), \*Teaching Methods, Test Construction

Communicative competence can be defined as the ability to function in a truly communicative setting, that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors. The research described in this book focuses on the development of tests of communicative competence suited to the beginning level of a college French program and on the use of tests to measure the effectiveness of early training in communicative skills. The study also explores the potential influence of the instructional setting in shaping attitudes and motives. Details of the experimental instructional program are described along with the educational strategies employed. Test development is also discussed as are test results and the findings and interpretation of the experiment. Implications for the classroom are considered and references are provided. (Author/VM)

**ED 063 845 FL 003 384**

Natalicio, Diana S. Williams, Frederick

Oral Language Assessment.

Pub Date—6 Apr 72

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association, April 6, 1972, Chicago, Illinois

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Child Language, \*Children, Dialect Studies, Early Childhood, Language, Language Research, Linguistic Competence, \*Linguistic Performance, Mexican Americans, \*Minority Groups, Negroes, Preschool Children, Speech, Standard Spoken Usage, Tables (Data), \*Teacher Education, \*Test Reliability

This paper reports the attempt to see which characteristics of the speech of Black and Mexican American children would be reliably evaluated by experts specializing in dialect study. Presumably, if selected characteristics were evaluated with consistency and bases for these evaluations were given, such results could serve in training teachers to recognize and deal with language difference in minority group children. Evaluations for both language groups were in terms of judgments concerning language dominance and Standard American English comprehension, production, phonology, intonation, inflection, syntax, possible language pathologies, and predictions of reading achievement. In addition, the Mexican American children were evaluated on Spanish comprehension, production, phonology, intonation, and syntax. Reliability estimates are provided for each of the aspects of the investigation. (Author/VM)

**ED 063 976 PS 005 693**

Keislar, Evan R. And Others

An Intercultural Study of the Development of a Reading Readiness Skill.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date—71

Note—20p.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Character Recognition, Child Development, Chinese, \*Cognitive Development, English, Hindi, Middle Class, \*Native Speakers, Perception, \*Preschool Children, \*Reading Readiness, Response Mode, \*Second Language Learning, Testing, Visual Aids, Word Recognition, Written Language

Identifiers—Formosa, India, United States

How soon does a child learn to discriminate orthographic units in his written language as distinguished from a general form-discrimination ability. A discrimination test of letters, words, or characters, in three written languages, Chinese, Hindi, and English, at three age levels, from four to five and a half years was given to 153 middle class children from three different countries, Formosa, India, and the United States. The predicted interaction between nationality and language subtests was significant only at the oldest level, from five to five and a half years. At this age, children in each country performed relatively better on the subtest in their native language than they did in the other two languages. No sex differences were obtained. (Author)

**ED 064 024 RC 006 253**

Edgewood Independent School District, Title VII Bilingual Education Program. Final Evaluation Report, 1970-71.

Edgewood Independent School District, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 71

Note—67p.

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Annual Reports, \*Bilingual Education, Community Involvement, Curriculum Development, Diagnostic Tests, Expenditures, \*Language Instruction, \*Linguistics, Pattern Drills (Language), \*Program Evaluation, Spanish Speaking, Tables (Data), Word Recognition

The 1970-71 evaluation of the Title VII bilingual education program in the Edgewood Independent School District in San Antonio, Texas, is presented in this report. The report discusses the program with regard to: (1) curriculum development, (2) staff development, (3) community involvement, and (4) the pre- and post-tests given to the students. The testing instruments used were (1) the Linguistic Capacity Index given to all first grades in the program, (2) Pruebas de Lectura, Interamerican Series, (3) the Stanford Achievement Test, Primary I Battery, and (4) the Slosson Intelligence Test. The final audit report and the final expenditure report for 1970-71 are included. (NQ)

**ED 064 397 TM 001 645**

Owens, Thomas R.

Analysis of a Spanish Bilingual Preschool Program.

Pub Date—5 Apr 72

Note—22p.; Paper presented at AERA (Chicago, Ill., April 1972)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Bilingual Education, \*Comparative Analysis, Control Groups, Correlation, English, Experimental Groups, Kindergarten Children, Measurement Instruments, \*Preschool Children, Program Evaluation, \*Spanish Speaking, \*Testing, Test Results

Identifiers—\*Spanish Dame School Project

A report is given of student learning outcomes investigated over a one and one half year period on the Spanish Dame School Project. This project provided instruction in Spanish and English for approximately 100 children between the ages of three and six. A pretest-posttest control group design was used involving eight groups. Four tests were used on a pre-post basis in the evaluation of the project and control group children. Language acquisition was measured by three instruments: The Comprehension of Directions, Tests of Basic Competence in English and Spanish, and The Test of English Grammar and Vocabulary. School readiness was measured through five categories of the Inventory of Developmental Tasks (IDT). An analysis of the correlations among the project developed instruments revealed low intercorrelations among the tests, thus indicating that they are measuring separate skills. Children's family and background data were collected from a parent interview. Findings include: (1) In the area of oral development in Spanish, both the three and four year old bilingual project preschool students demonstrated greater growth than three control groups; (2) On a performance task for four and five-year olds involving the correct use of the past tense in Spanish, ten out of 26 second year bilingual preschool children were able to perform successfully as were five out of 14 bilingual kindergarten class children. In contrast to this, no children in any of the control groups were able to successfully perform this task. In the area of oral English development, the preschool groups showed greater gains than the comparison groups. (CK)

**ED 064 459 UD 012 811**

Cohen, Bernard And Others

Final Evaluation Report of the 1970-1971 New Haven Bilingual Education Program.

New Haven Board of Education, Conn.

Spons Agency—Dunlap and Associates, Inc., Darien, Conn.

Report No.—DPS-97-204

Pub Date—Sep 71

Note—50p.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Bilingual Education, Caucasian Students, \*Data Analysis, \*Language Skills, Mathematics Education, Post Testing, Pretesting, Program Effectiveness, \*Program Evaluation,

Puerto Ricans, \*Reading Comprehension, Self Concept, Sociometric Techniques, Teacher Attitudes, Test Results

Identifiers—Connecticut, New Haven

This final evaluation report of the 1970-71 New Haven Bilingual Education Program's effectiveness in the various areas of instruction is a presentation of analyses of data gathered on student performance in oral language proficiency (English only), reading comprehension (English only), mathematics and student self concept (administered in the dominant language only)—the students having been pre- and post-tested in these areas. The document presents only an assessment of the program's effectiveness insofar as achievement of product objectives (behavioral changes in students and other participants) is concerned, the processes or procedures used to achieve various program products having been assessed in an earlier report, the Interim Evaluation Report. Among the findings were: (i) teachers felt that the learning of a second language for Anglos was enough of an advantage to the students to include them as participants of the ESEA Title VII program—and the evaluators felt that the program must enhance its efforts in this area; (ii) analyses of sociometric data did not yield clearly discernable results—it being not possible to argue that the program had generally improved mixing between Puerto Rican and Anglo children; (iii) in word knowledge, reading, and mathematics, it was found that the program classes showed a positive and, in many cases, significant growth; and, (iv) in general, there was no significant difference between the program and control children on T-tests done on scores for self concept. (Author/RJ)

ED 064 461 UD 012 814

Cohen, Bernard Promisel, David M.

Final Evaluation Report (1969-70), New Haven Bilingual Education Program, New Haven, Connecticut.

Dunlap and Associates, Inc., Darien, Conn.; New Haven Board of Education, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DPSC-97-204

Pub Date—27 Aug 70

Note—104p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Bilingual Education, Caucasian Students, Curriculum Evaluation, \*Data Analysis, English (Second Language), \*Federal Programs, \*Language Skills, Management, Parent Attitudes, Program Effectiveness, \*Program Evaluation, Puerto Ricans, Self Concept, Spanish, Teacher Attitudes, Teacher Evaluation, Test Results

Identifiers—Connecticut, New Haven

The New Haven Bilingual Education Program had two primary components: grade K-1 and grade 2-6. Puerto Rican and Anglo students in the younger age groups had a daily Spanish lesson; Puerto Rican children were also given English as a second language (ESL) lessons. The older children attended their regular classes in the morning and were given subject matter lessons in Spanish as well as ESL and Spanish language lessons. The evaluation design for the program was modified several times due to time and money constraints; the evaluation as performed concentrated on the more traditional product evaluation as well as a description of procedures carried out to assess student change in the areas of language development and self concept and/or attitude towards education. Among the findings were the following: (i) there was management which seemed to be aware of the problems in the program and which would take steps to make adjustments in the program; (ii) overall teacher performance was rated as quite satisfactory; (iii) course outlines were considered more than adequate when supplemented by Spanish language materials; (iv) the dissemination program aimed at the Anglo teachers had failed; and, (v) no significant difference could be made on the student self concept scales. [The appendixes in this document will not be clearly legible, due to the print quality of the original.] (Authors/RJ)

ED 064 655 CG 007 503

Calfee, Robert C. Venesky, Richard L.

Component Skills in Beginning Reading.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-60

Pub Date—Jul 68

Contract—OEC-5-10-154

Note—19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Development, Intelligence, \*Language Development, Performance Factors, \*Reading, Reading Readiness, Reading Skills, \*Reading Tests, \*Skill Development

Reading research in which different methods or materials have been compared has proven inconclusive. This paper is restricted to beginning reading, defined as the acquisition of letter-sound decoding ability, and raises the question: what skills are required by current tests? Available reading readiness and achievement tests consist of batteries of subtests, each of which is designed to measure a component skill necessary in reading. However, high intercorrelations between the subtests indicate either that separable skills are not being measured, or that skills develop at the same rate in most children. However, the makeup of the items in the tests is such that ability to follow instructions and general language competence are common factors which enter significantly into performance on all subtests. The experience of psychologists in constructing tests to identify separable skills in language and intelligence indicates that this task is possible but difficult. Current tests are suitable for prediction of reading performance, but tests that evaluate separable skills are urgently needed for further research on the development of the reading process, as well as diagnosis. Examples are presented for articulation and phonetic discrimination. (Author)

ED 064 746 CS 200 106

Bradley, Ruth

A Two-Year Investigation of the Relationship of Oral Language Proficiency and Reading Achievement of First Grade Children with a French Linguistic Background.

Pub Date—Apr 72

Note—17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, Black Youth, Caucasian Race, Disadvantaged Youth, Elementary School Students, French, Grade 1, \*Language Development, \*Language Patterns, Linguistics, Morphology (Languages), \*Nonstandard Dialects, Oral English, Phonology, Reading Achievement, Regional Dialects, Second Languages, Sociolinguistics, \*Test Results

Identifiers—Lafayette Parish, Louisiana

The language proficiency of four groups of children, Negro and white, in one southern community, Lafayette Parish, Louisiana, is examined. The goals of this study were threefold: (1) to study the development of language patterns in first grade children from these socioeconomic groups; (2) to determine the effectiveness of the Gloria and David "Oral English Test" as a predictor of reading achievement; and (3) by introducing one experimental oral language development program to some of the disadvantaged Negro pupils, to measure the effects of such a program on language development during the second year of school. Data were obtained from 200 beginning first grade pupils in the fall of 1969 with additional data gathered in April 1971. Analysis of the data revealed the following: (1) There is a significant difference in the language patterns of entering first graders in the four schools as measured by the phonology and morphology scores of the Gloria and David "Oral English Test"; (2) Differences in fluency rates of entering first graders at the four schools are not so great as those shown on the other two measures; (3) A study of the rate of change in the three language measures during the first year of school, experienced by Negro pupils in integrated schools and in segregated schools, was not significant; (4) Differences in reading scores were not significant between the experimental group and the control group during the second year of school; and (5) Correlations between the fluency scores and the educational level of the parents were not significant. (Author/LS)

ED 064 861 EM 009 722

Holtzman, Wayne H.

Computer-Assisted Instruction, Testing, and Guidance.

Pub Date—70

Note—402p.

Available from—Harper and Row, Publishers, 49 East 33rd Street, New York, N.Y. 10016 (\$10.00)

Document Not Available from EDRS.

Descriptors—\*Computer Assisted Instruction, Costs, Counseling, \*Guidance, \*Instructional Design, Language Development, Man Machine Systems, Programed Instruction, Simulation, Test Construction, \*Testing

Identifiers—Apollo Simulation Checkout and Training System, AS-ATS, Stanford University

The papers on which this book is based were prepared for a conference at the University of Texas in Austin in October, 1968, organized by the Social Science Research Council and the College Entrance Examination Board. The papers are divided into the following sections: system design; instructional design; optimizing learning; individually tailored testing; language processing; Stanford programs in arithmetic, logic, and Russian; simulation of science experiments; complex man-machine systems; and guidance and counseling. In addition two papers of general interest are presented: "Computers and the Purposes of Education" by Emmanuel Meathene and "Computers in Education" by Wayne Holtzman. (JY)

ED 065 209 RC 006 255

Helping Advance Bilingual Learning in Abernathy (HABLA). Evaluation Report, 1970-1971.

Abernathy Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—71

Note—102p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Bilingual Education, Bilingual Students, Community Involvement, Elementary Education, Inservice Teacher Education, \*Mexican Americans, \*Preschool Education, Preschool Tests, Program Evaluation, \*Second Language Learning, \*Test Results

The long range objective of this bilingual program was to reduce the high dropout rate of Mexican American students. Kindergarten and 1st-grade students were to be instructed in both English and Spanish, and the program was to be expanded one grade level each year. The program was set up to be a voluntary experiment for Mexican Americans, Anglo Americans, and Negroes. The method used in teaching the bilingual program to the kindergarten class were as follows: (1) naming and classifying objects in either English or Spanish, (2) identifying family members in either language, and (3) identifying and naming colors in either language. First-grade students were expected to respond to instructions given by teachers in both languages and to learn to write simple words in English and Spanish. The kindergarten and 1st-grade bilingual program was evaluated using the following tests: (1) the Peabody Picture Vocabulary Test (2) the Inter-American Series, Test of General Ability, and (3) the Stanford Early School Achievement Test. Videotape interviews and spot evaluations of students were also made. Because findings proved promising, the following recommendations were made: (1) the program should be continued and allowed to move into the 3rd year of the 5 year program, (2) the in-service Spanish course for school personnel should be continued, (3) more bilingual materials should be acquired, and (4) community involvement should be expanded. Test results are included. (FF)

ED 065 213 RC 006 271

Ainsworth, C. L. Christian, Chester C., Jr.

Lubbock Bilingual Elementary Education Program, Title VII, Elementary and Secondary Education Act of 1965. Evaluation Report, 1970.

Lubbock Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DPSC-97-219

Pub Date—70

Note—32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Auditory Evaluation, \*Bilingual Education, Curriculum Development, \*Mexican Americans, \*Preschool Education, \*Program Evaluation, Testing

The objective of the Lubbock Bilingual Elementary Education Program evaluation was to determine the effectiveness of a bilingual (English and Spanish) program. Contained in this report is a general review discussing (1) the awareness of the need for a bilingual program, (2) the operational smoothness, (3) the staffing with bilingual teachers and aides, (4) the program approach, whereby all formal instruction was initially taught in Spanish, and (5)

the curriculum development accomplished by the staff. Student progress was evaluated through use of the Peabody Picture Vocabulary Test, the interpretation of tape-recorded interviews, a diagnostic test for sound problems, and the Goodenough "Draw-a-man" Test. The report concludes that bilingual education does show a substantial and significant advantage over ordinary education for bilingual pupils. Careful testing of the bilingual pupils in the future should show the rate at which transfer of knowledge to the second language occurs. Another suggestion is that since normal monolingual children would be, in comparison to the bilingual students, at a disadvantage, it might be appropriate to initiate programs to make the entire educational system at least bilingual. (FF)

**ED 065 221** RC 006 283  
Region XIII Bilingual Education Program.  
Evaluation Report.

Education Service Center Region 13, Austin, Tex.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Report No.—DPSC-97-94

Pub Date—Aug 71

Note—194p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Affective Tests, Anglo Americans,  
\*Bilingual Education, Cognitive Development,  
\*Cultural Factors, \*Elementary School Students,  
English, Evaluation, \*Instructional Materials,  
Mathematics, Mexican Americans, Reading, Self  
Concept, Spanish, \*Speech Skills

The regional service center in Austin has implemented a bilingual program serving elementary-age children in 3 locales. During its 2nd year of operation, the program served 5 pilot 1st-grade classes and 5 pilot 2nd-grade classes, providing innovative materials, consultants, and in-service activities to guide teachers in developing a cohesive bilingual curriculum in each grade. The program included the use of in-service activities, parental involvement activities, educational materials, evaluation design, and teacher-child behavior measures. All components of the program were evaluated, with students' cognitive development tested in the areas of English reading, math, and language and in Spanish reading and language. Students' affective development was tested in the areas of attitude towards the Mexican and Anglo cultures, towards school, and for self concept. Test results showed that bilingual classes significantly excelled comparison classes in the area of oral language comprehension in both English and Spanish. Recommendations included a change toward more criterion-referenced testing. (Author/PS)

**ED 065 225** RC 006 287  
Bilingual Testing and Assessment, Proceedings of  
Bay Area Bilingual Education League (BABEL)  
Workshop and Preliminary Findings, Multilingual  
Assessment Program (Berkeley, California,  
January 27-28, 1969).

Bay Area Bilingual Education League, Berkeley,  
Calif.; Multilingual Assessment Program, Stock-  
ton, Calif.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date—28 Jan 72

Note—122p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Biculturalism, \*Bilingual Education,  
\*Conference Reports, Culture Free Tests, Intellig-  
ence Tests, \*Minority Groups, Norm Refer-  
enced Tests, Tables (Data), \*Testing, \*Test  
Interpretation, Test Reviews

The results and proceedings of the first annual Bilingual/Bicultural Testing and Assessment Workshop, held in Berkeley, California, on January 27-28, 1972, are presented in this publication. Approximately 150 bilingual psychologists and evaluators, educators working in bilingual/bicultural programs, and community representatives from California and Texas attended. Evaluations were made and the summaries are included of 8 tests used extensively in bilingual programs: the Wechsler Intelligence Scale for Children, the Comprehensive Tests of Basic Skills, the Cooperative Primary, the Lorge-Thordike, the Inter-American Series-General Ability, the Culture-Fair Intelligence Test, the Michigan Oral Production Test, and the Peabody Picture Vocabulary Test. Also included in this publication are (1) an overview of the problem of assessment and evaluation in bilingual education, (2) a professional critique of the Inter-American series by Dr. Barbara Havassy, (3) a brief

description of a Criterion Referenced System developed by Eduardo Aparaca, and (4) an article by Dr. Edward A. DeAvila discussing some of the complexities involved in testing and assessment of bilingual/bicultural children. (NQ)

**ED 065 511** TM 001 431  
Randhawa, Bikkar S. Korpan, Susan

Dimensions of a Scale of Attitude Toward the  
Learning of French as a Second Language and  
Their Correlates.

Pub Date—Apr 72

Note—19p.; Paper presented at Annual Convention  
of National Council on Measurement in Educa-  
tion, Chicago, Illinois, April 3-7, 1972

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Attitude  
Tests, Factor Analysis, French, \*Grade Equiva-  
lent Scores, \*Learning Motivation, \*Measure-  
ment Instruments, Secondary School Students,  
Second Language Learning, Sex Differences

An instrument to measure attitude toward the learning of French as a second language (ALFS) was developed. Instruments already developed to measure motivational intensity and orientations (instrumental and integrative) were modified to fit the local situation. The experimental subjects were 100 students from grades 7 and 8. Twenty-five students were selected randomly from each grade and sex, out of a total of 571, receiving instruction in French by "Le Francais International" method in a mid-western Canadian city. Each of the subjects was rated on achievement by their respective teachers on a 5-point scale. The ALFS scores intercorrelation matrix produced 4 principal factors which were rotated to varimax and promax-criterion. These factors were interpreted to be pragmatic, possessive, perseverance, and reflective attitudes. The intercorrelation matrix of the 4 factor scores, motivational intensity, orientations, and achievement ratings, resulted in only one principal factor establishing ALFS factors as correlates of the other variables. A step-wise regression analysis revealed that perseverance factor and motivational intensity were the most effective of the 7 competing predictors of achievement in French, accounting for 26.8% of the variance, whereas the entire set of predictors accounted for 30.6% of the variance. (Author)

**ED 065 526** TM 001 447  
Van Arsdale, Peter W. And Others

An Evaluation of the Foreign Language Placement  
Program at the University of Maryland.

Maryland Univ., College Park. Counseling Center.  
Report No.—CC-RR-6-70

Pub Date—70

Note—25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Aptitude  
Tests, \*College Language Programs, College Stu-  
dents, Educational Objectives, Language Ability,  
Languages, Language Skills, Modern Language  
Curriculum, \*Modern Languages, Motivation,  
\*Program Evaluation, \*Student Placement, \*Suc-  
cess Factors

Identifiers—MLA, Modern Language Aptitude  
Relationships between Modern Language Apti-  
tude (MLA) test scores and grades for French, Ger-  
man, and Spanish were determined. Analyses  
within courses 01, 05, 06, 07, and 11 were con-  
ducted. Successful and unsuccessful students and  
their MLA scores were identified in each course.  
Results indicated that placement was generally  
more successful in the advanced courses. Statistical  
artifacts such as restriction of range and motiva-  
tional variables were discussed as possible explana-  
tions. Specific recommendations for new placement  
levels were made and adopted beginning in June  
1970. It is recommended that the evaluation system  
employed be conducted periodically to insure opti-  
mal student placement. (Author)

**ED 065 537** TM 001 459  
Angoff, William H. Sharon, Amiel T.

Patterns of Test and Item Difficulty for Six  
Foreign Language Groups on the Test of English  
as a Foreign Language.

Educational Testing Service, Princeton, N.J.

Report No.—RDR-71-72-5

Pub Date—Feb 72

Note—36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, Data Collec-  
tion, \*English (Second Language), \*Factor Anal-  
ysis, Group Tests, \*Item Analysis, Second  
Language Learning, Statistical Analysis, \*Test  
Construction, Test Results, \*Tests

Two-factor analyses of variance with multiple measurements on one factor were conducted for the five sections of the Test of English as a Foreign Language (TOEFL) and six language groups, and also for the items of each section, based on data collected at the first administration of this form of the test, in October 1969. The principal findings, that the Test x Group interaction and the Item x Group interactions were significant, indicated that some tests and some items were relatively more difficult for some language groups than for others. Displays of the Item x Group interactions were made by analyzing the item difficulty plots for each language group against a spaced sample of all candidates taking this form of the test in October 1969. A measure of the deviation of each item from the central tendency of the plot was developed, expressing the degree to which the item was especially difficult-or-easy-for a particular language group relative to the other items. Distributions of these measures are given for each of the five parts of TOEFL, for each of the six language groups. (Author)

**ED 065 849** CS 000 103  
Follman, John And Others

Correlation and Factor Analysis of Critical Read-  
ing and Critical Thinking—Fifth Grade.

Pub Date—May 72

Note—13p.; Paper presented at the Annual Con-  
vention of the International Reading Assn. (17th,  
Detroit, May 10-13, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Correlation, \*Critical Reading,  
\*Critical Thinking, Grade 5, Language Skills,  
\*Reading Research, Reading Skills, Reading  
Tests, Vocabulary

The purpose of this study was to determine empirically the individual components of critical reading tests and subtests, enabling inferences to be made about the definitions of critical reading and critical thinking and about the relationship between them. The subjects were 50 Hillsborough County, Florida, fifth graders, most of whom were white and of lower or middle socioeconomic background. Two critical reading tests, a critical thinking test, and other aptitude and achievement tests were administered for a total of 17 subtests. The first statistical analyses of the data resulted in the identification of three interpretable factor groups. Critical reading apparently consists of a complex of language, reading, and thinking activities, particularly vocabulary, reading interpretation, and inference. A group of study skills and computational factors and a group including items dealing with relevance of evidence and logical thinking processes are the other identifiable factor groups and are separate from critical reading. Explanation of statistical procedures and correlational tables are included. (See related document CS000102.) (TO)

**ED 065 866** CS 200 040  
Ley, Ronald Locascio, David

Associative Reaction Time in Language Acquisition.

Pub Date—Apr 72

Note—7p.; Paper presented at Annual Meeting of  
American Educational Research Association  
(Chicago, April 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Hypothesis Testing, \*Language  
Development, Learning Activities, Models,  
\*Paired Associate Learning, Recall (Psychologi-  
cal), Research Methodology, Response Mode,  
Role Perception, \*Time Factors (Learning), \*Ver-  
bal Learning

A program of experimental research has established a relationship between associative reaction time (RT—the time between the presentation of a verbal unit and the first association produced) and performance in verbal learning. Initial studies established that the RT value of verbal units used as response terms has a significant facilitative effect on performance in paired-associate learning (PAL), i.e., within levels of equated meaningfulness (M), response-term units with short-latency (LL) RT values. It was hypothesized that RT and M play different roles in the PAL process. On the basis of the notion of different roles, Ley and Locascio proposed a modification of the two-state analysis of PAL in which the response-learning stage was viewed as consisting of two processes: recognition and recall. Directed by this proposed model, Ley and Locascio designed a study in which a familiarization technique designed to strengthen the recognition response potential of verbal response units was introduced prior to a PAL task. Although the results

of the research supported the hypothesis that recall of verbal units was related to making associations to the units during study, it was still unclear as to what the underlying mechanism is by which associations aid in the recall process. A number of questions still remain to be answered in the area of associations and RT. (CK)

ED 065 878 CS 200 052

Emmert, Philip, Ed. Brooks, William D., Ed.  
Methods of Research in Communication.

Pub Date—70

Note—517p.

Available from—Houghton Mifflin Comp. Co., 2 Park Street, Boston, Mass. 02107 (\$9.95)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, \*Communication Skills, Computer Science, Field Studies, Information Utilization, Interaction Process Analysis, \*Language Research, \*Measurement Instruments, \*Research Methodology, \*Research Tools, Statistical Analysis

The purposes of this book include the following: (1) to help students in acquiring knowledge and skills needed to design and conduct experimental research; (2) to acquaint potential researchers with the various methods and instruments that are available, and (3) to suggest new areas of research. These purposes are discussed in the three parts of the book. In Part One, Research Design and Setting, Chapter 1 is concerned with the basic design considerations and common requirements for any experimental study, with concepts and principles related to the bivariate methods often used in communication research. Chapter 2 introduces multivariate research design; identifies its fundamental characteristics; and shows its application to the study of communication. Chapters 3 and 4 are concerned with two research settings: the laboratory and the field. The chapters in Part Two, Research Methods and Instruments, describe a number of methodologies for communication research, with emphasis given to those that can be used to develop measuring instruments for use in communication research. Part Three, Research Technologies, includes chapters on the techniques of psychophysiological measurement, the place of computers in communication research, and methods of information storage and retrieval. (Author/DB)

ED 066 220 PS 005 845

Rogers, R. S. Wright, E. N.

The School Achievement of Kindergarten Pupils for Whom English is a Second Language: A Longitudinal Study Using Data from the Study of Achievement.

Toronto Board of Education (Ontario). Research Dept.

Pub Date—Jul 69

Note—30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Achievement Tests, Bilingual Students, Data Analysis, \*English (Second Language), \*Kindergarten Children, \*Longitudinal Studies, Non English Speaking, Rural Urban Differences, Second Language Learning.

Identifiers—Metropolitan Achievement Test, Otis Quick Scoring Mental Ability Test, Toronto  
From the Toronto, Canada, longitudinal Study of Achievement, data on the school performance of children for whom English was a second language are presented. Data sources were pupil profile folders, teacher rating questionnaires, Metropolitan Achievement Test, Otis Quick-Scoring Mental Ability Test, student mobility cards, and referrals to psychological service. Approximately two-thirds of the subject population were monolingual (spoke only English) and one-third spoke only another language and/or English and another language. The results showed that: (1) those pupils for whom English was a second language overcame their performance deficit (due to lack of English fluency) by Grade 3 when they were ahead of monolingual students; (2) they were more likely to leave the school system and enter the separate school system than were monolinguals; (3) they were less likely to be referred to Child Adjustment Services; and (4) they were not a homogeneous group. Speculation regarding these findings center on whether (1) the bilingual advantage continues into the higher grades, (2) exposure to two languages raises school performance, and (3) selective immigration, "national differences," differential performance of rural and urban dwellers, or some other factors are being reflected. (JS)

ED 066 961 FL 003 347

Perren, G. E., Ed. Trim, J. L. M., Ed.

Applications of Linguistics: Selected Papers of the Second International Congress of Applied Linguistics, Cambridge 1969.

Pub Date—71

Note—498p.

Available from—Cambridge University Press, 32 East 57th Street, New York, N.Y. 10022 (\$32.50)

Document Not Available from EDRS.

Descriptors—\*Applied Linguistics, Child Language, Communications, Computational Linguistics, \*Conference Reports, Educational Radio, Educational Television, Interference (Language Learning), Language Development, \*Language Instruction, Language Research, Language Tests, \*Linguistic Theory, Neurolinguistics, Psycholinguistics, Second Language Learning, \*Sociolinguistics, Speech Handicaps, Teaching Methods

This collection of 52 papers in the field of applied linguistics presents ideas of diversified topics. General and specific topics in sociolinguistics, psycholinguistics, neurolinguistics, and language instruction are covered. Testing, teaching methods, speech problems, and the use of computers, language laboratories, radio, and television are discussed. Papers range from such theoretical topics as "Distinctive Features and Phonetic Dimensions" and "Static and Dynamic Lexical Systems" to topics in the practical realm such as "Where Has All the Money Gone? The Need for Cost-Effectiveness Studies in the Teaching of Foreign Language" and "Language Development Programs for Southern American Negroes." Several papers are in French. Conference participants are listed. (VM)

ED 066 986 FL 003 515

Asher, James J.

Differential Prediction of Student Success in Intensive Language Training. Final Report.

San Jose State Coll., California. Dept. of Psychology.

Spons Agency—Defense Language Inst., Monterey, Calif.

Pub Date—[72]

Note—37p.; Amended final report

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Aptitude Tests, Arabic, \*Educational Research, French, German, \*Intensive Language Courses, Korean, Language Instruction, Learning Theories, Mandarin Chinese, \*Objective Tests, Russian, Second Language Learning, Semitic Languages, Spanish, Student Evaluation, \*Success Factors, Turkish, Vietnamese

This report summarizes the results from the first year of a proposed two-year study into ability patterns for learning a second language in intensive training. The language samples were Arabic, Mandarin Chinese, German, French, Korean, Russian, Spanish, Turkish, and Vietnamese. Before training, the students were administered these predictive measures: the Modern Language Aptitude Test, the Pimsleur Language Aptitude Battery, the Army Language Test, the Horne Assessment of Basic Linguistic Abilities, the Al-Haik Foreign Language Auditory Aptitude Test, the Foreign Language Interest Inventory, the Otis-Lennon Quick-Scoring Mental Ability Test, the Need for Social Approval, and the Taylor Manifest Anxiety Scale. In addition, certain biographical items were used as predictors, such as age and education. Some of the students in the sample were also assessed for motivation with the Q by Q interview. Results from preliminary data analysis after six weeks of training suggested that each language may have a unique factor structure with very little overlap between languages. Statistical data are included. (RL)

ED 066 996 FL 003 626

Cordova, Joe E.

English Proficiency and Behavioral Change in Spanish-Speaking Children.

Southern Colorado State Coll., Pueblo.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—23 Aug 72

Grant—OEG-8-71-0023-509

Note—50p.; Final report

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Children, Educational Experiments, Educational Research, Elementary Grades, \*English (Second Language), Family Background, Language Proficiency, Language Role, Language

Usage, Linguistic Competence, Literature Reviews, \*Mexican Americans, Research Methodology, \*Self Concept, Spanish Speaking, Statistical Analysis, Student Behavior, Tables (Data), \*Teaching Techniques, Tests

The purpose of this study was to improve the English competence of Spanish-speaking students, to increase their success in school, and to help them develop stronger self-concepts. Control and experimental groups of students were selected from kindergarten, second, and fourth grades of elementary schools with a predominantly Chicano population. Experimental students were exposed to various techniques designed to strengthen English as a second language (ESL). To accomplish this goal, teachers of the students in the experimental group were trained by the experimenters in techniques to facilitate the acquisition of ESL skills. The control group received no special instruction. Students in both groups were measured on general school progress, English usage, general school behavior, and aptitude prior to and immediately following the administration of the experimental techniques. Details, statistical data, and results of the experiment are presented here along with discussion and recommendations. (Author/VM)

ED 067 951 FL 003 532

Condon, Elaine C. And Others

Project Sell, Title VII: Final Evaluation 1970-1971.

Union City Board of Education, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—P-OE-7-417

Pub Date—71

Note—47p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Objectives, \*Bilingual Education, Cognitive Objectives, Community Involvement, Curriculum Development, Educational Problems, \*Evaluation Methods, Instructional Materials, \*Language Programs, Management, Personnel, \*Program Evaluation, Spanish Speaking, Tables (Data), Teacher Education, Test Construction

This evaluative report consists of two parts. The first is a narrative report which represents a summary by the evaluation team and recommendations regarding project activities; the second part provides a statistical analysis of project achievements. Details are provided on evaluation techniques, staff, management, instructional materials, activities, community involvement, and external problems. The second part involves component analyses and a quantitative study of program achievement. (VM)

ED 068 221 RC 006 496

Estlerling, Ross E. Stevens, Francis A.

Reading Achievement of Lower Socioeconomic Level Mexican American Students.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—Nov 72

Note—19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Bilingual Students, Grade 3, Literature Reviews, \*Mexican Americans, Multiple Regression Analysis, Prediction, \*Predictor Variables, \*Reading Achievement, \*Socioeconomic Status, \*Tests

The purpose of the study was to determine if measures of first grade readiness, scholastic aptitude, and reading achievement were significant predictors of reading achievement at the end of third grade for Mexican American students from 2 lower socioeconomic levels. Students (47 boys and 47 girls) who had completed their third year in the Sustained Primary Program for Bilingual Students in Las Cruces, New Mexico, were placed in 9 subgroups. The predictor variables were the 13 tests from which the prediction of third grade reading achievement was made. The data were analyzed by 2 procedures: (1) a multiple regression analysis to determine the relationship between a combination of the 13 tests utilized for prediction and third grade reading achievement and (2) a stepwise multiple regression analysis which identified the individual contribution of each of the 13 tests to the prediction of third grade reading achievement. Findings indicated that a significant multiple correlation existed between the 13 first grade tests used and third

grade reading achievement at the .05 level of confidence for (1) total sample of boys, (2) total sample of Social Class IV, and (3) total sample of Social Class IV girls. The report reviewed literature dealing with the effects of social class and/or minority group membership upon test performance and the effect of sex differences on school achievement test scores. (NQ)

ED 068 473 TM 001 808

**The Certificate of Secondary Education: Some Suggestions for Teachers and Examiners. Examinations Bulletin No. 1.**

Secondary School Examinations Council, London (England).

Report No.—Exam-Bull-1

Pub Date—63

Note—151p.

Available from—Her Majesty's Stationery Office, York House, Kingsway, London W. C. 2, England (S. O. Code No. 27-364, 10 shillings net)

**Document Not Available from EDRS.**

Descriptors—Bulletins, \*Educational Research, Evaluation Methods, \*Examiners, \*Program Planning, \*Secondary School Students, Second Language Learning, \*Student Evaluation, Teacher Role, Test Construction, Testing, Testing Programs

Identifiers—England, Wales

This bulletin is the first in a series of publications on the Certificate of Secondary Education (CSE) examinations. Suggestions which teachers and examining boards can adopt, modify, or reject are included as well as an explanation of the Councils' adopted policies. Section I - The C. S. E. Examination System discusses the general principles of the nature of the CSE examinations, teacher control, methods of examining, research and development, statistics and information, admission of candidates, and standards. Some problems and techniques of examining are reviewed; Section II - The Subject Examinations discusses the relationship between the new examinations and various subject courses within the secondary school curriculum; and Section III - Welsh and the Certificate of Secondary Education covers the teaching of Welsh, in Wales, as a first-second- and teaching language. Appendices outline the background and scope of the program, and offer suggestions to teachers and examiners. (LS)

ED 068 490 TM 001 826

Ransay, C. A. Wright, E. N.

**An Exploratory Investigation of "Divergent Production" Using Basic Concepts of Mathematics.** Toronto Board of Education (Ontario). Research Dept.

Pub Date—Mar 71

Note—57p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Students, Comparative Analysis, \*Divergent Thinking, Grade 5, Grade 7, Grade 9, \*Mathematical Concepts, Performance, Productive Thinking, \*Test Construction, Testing, Test Interpretation, Test Reliability

The construction of an exploratory test dealing with concepts relevant to mathematics was required as part of the New Canadian Study. The test devised for this purpose has three sections dealing with the sorting of objects. In Sort One, 10 lines are sorted into groups of two; in Sort Two, numbers from 1 to 10 are sorted; and, in Sort Three, triangles are sorted (due to the complexity of this test physical aid was provided for the students). These sorting tasks were designed to explore one possible way of examining divergence in a test situation. The test was administered to 5,000 students in Grades 5, 7, and 9. The tasks were not analyzed or presented as standardized tests. It is felt that they illustrate the kinds of tasks which require students to produce rather than choose an answer within a framework that can be machine recorded. Results are presented for (1) scoring, (2) validity of the acceptable sorts, (3) general grade performance for all three sorting tasks; (4) general performance characteristics of the four student groups by grade (i.e., monolingual and bilingual Canadian-born and non-Canadian-born groups), and (5) general performance characteristics of male and female students by grade. (JS)

ED 069 161 FL 003 419  
**Testing Some English Language Skills: Rationale Development and Description.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date—Mar 69

Note—40p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, Auditory Perception, Educational Experiments English, \*English (Second Language), Evaluation Methods, Intonation, Language Fluency, \*Language Skills, \*Language Tests, Linguistic Competence, Phonology, \*Test Construction, Vocabulary Development

Identifiers—New Canadian Study

This paper describes the development of materials to test English language skills and discusses some of the procedures and rationale which were employed in that development. The materials were designed for use in the New Canadian Study (1967-68), which was concerned primarily with the school success of students who learned English as a second language. This document discusses the theory behind the development of these testing instruments and details of the six-part instrument devised to test aspects of auditory perception and vocabulary. Each part is considered and described. A final chapter presents a preliminary evaluation of the materials. Shortcomings mentioned include a lack of coverage of grammatical structure, the language of the directions, and the idea of time limitations. Future use of the materials is also discussed. (Author/VM)

ED 069 164 FL 003 504

**An Evaluation of the St. John Valley Title VII Bilingual Program, 1970-1971.**

Heuristics, Inc., Dedham, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 71

Note—398p.; Proj-OE-7-436

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—\*Bilingual Education, Community Involvement, \*Educational Objectives, English (Second Language), Evaluation Methods, French, \*Grade 1, Instructional Materials, Kindergarten, Management, Parent Role, \*Program Evaluation, Second Language Learning, Staff Improvement, Standardized Tests, Tables (Data)

Identifiers—St. John Title VII Bilingual Program

The St. John Valley Bilingual Program for 1970-71 was instituted to help overcome the educational problems of French-speaking children in schools where lessons are conducted in English. Basically the program conducts instruction in the student's first language with an increasing use of the second language. This report focuses on the assessment of each objective within each project component: instruction, staff development, community involvement, materials development, and program management. The first part of the report summarizes the status of accomplishment of the first-year program goals for each component. Part 2 discusses the evaluation of each specific program objective and its status at the end of the program. Part 2 also presents the results of additional data gathered on the particular project components and commendations and recommendations for each component. Details on evaluation procedures are included. (Author/VM)

ED 069 166 FL 003 514

Slager, William R., Ed. Madsen, Betty M., Ed.

**Language in American Indian Education: A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior.**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Utah Univ., Salt Lake City.

Pub Date—72

Note—116p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—American Culture, American Indian Culture, \*American Indian Languages, Bibliographies, \*Bilingual Education, Cree, \*Educational Programs, English (Second Language), \*Language Instruction, Language Skills, \*Language Tests, Multiple Choice Tests, Papago, Test Construction, Testing

Identifiers—Sioux

This issue of the 1971-72 series of "Language in American Indian Education" contains articles on bilingual education and the testing of language skills. The first, "The Language of the Sioux," is a

bibliographic essay dealing with the studies that have been made to date of the Sioux language and its dialects. A Title 7 bilingual education project at Loneman Day School in Oglala, South Dakota, and a Title 1 bilingual education program in the Bethel Agency, Juneau Area, Alaska, are reported. Other articles examine means teachers use to evaluate their students' progress in English. They include: (1) "Testing Language Skills," (2) "Common Errors in Constructing Multiple Choice Items," and (3) "The Language of Tests for Young Children." A section on Indian languages contains a story in Papago and a sample of the Cree materials presently being developed by the Title 7 bilingual project on the Rocky Boy reservation in Montana. An information exchange section concerning Indian education is also included. (RL)

ED 069 169 FL 003 585

**Curriculum Guide for Latin, Grades VI-XII.**

Chicago Board of Education, Ill.

Pub Date—72

Note—207p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Advanced Placement, \*Classical Languages, Cultural Education, \*Curriculum Guides, Electronic Classrooms, Greek, \*Instructional Materials, Language Instruction, \*Language Learning Levels, \*Latin, Latin Literature, Resource Materials, Second Languages, Student Evaluation, Testing

This curriculum guide for Latin classes in grades 6 through 12 is intended to assist the teacher in offering the student the linguistic and cultural aspects of the language and to provide a series of techniques, activities, and approaches which will facilitate the learning of the language. Contents include: (1) general objectives, (2) the relevance of classical study, (3) Roman culture, (4) toward a better education, (5) Latin for grades 6, 7, and 8, (6) Latin 1 (grade 9), (7) Latin 2 (grade 10), (8) Latin 3 (grade 11), (9) Latin 4 (grade 12), (10) the advanced placement program, (11) evaluation and testing, (12) the Greek language, (13) Latin and the electronic classroom or language laboratory, (14) suggested activities, and (15) promotional techniques. An appendix contains a series of illustrations suitable for use with an overhead projector. A list of resource materials for the teaching of Latin is included. (RL)

ED 069 170 FL 003 589

Irving, Evelyn Uhrhan

**Testing in the Language Laboratory.**

Pub Date—10 Oct 70

Note—16p.; Paper presented at the Mountain Interstate Foreign Language Conference (Gatlinburg, Tennessee, October 10, 1970)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Methods, Item Analysis, Language Instruction, Language Laboratories, Language Laboratory Equipment, \*Language Laboratory Use, Language Programs, \*Language Tests, \*Modern Languages, \*Student Evaluation, Test Construction, \*Testing, Test Interpretation, Tests

General guidelines for test preparation and use of the language laboratory are developed in this paper. Comparisons between written tests and oral language laboratory tests underscore the importance of clarity in test item preparation. This study examines: (1) test construction, (2) types of questions, (3) test administration, (4) test scoring, (5) student reference sheets, and (6) post-test reviews. (RL)

ED 069 187 FL 003 629

James, Charles J., Comp.

**A Selective Bibliography of Doctoral Dissertations in Modern Language Education.**

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date—72

Note—36p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 (\$2.00)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bibliographies, Bilingual Education, Cultural Education, Curriculum Development, \*Doctoral Theses, English (Second Language), Equipment, Higher Education, Instructional Program Divisions, \*Language Instruction, Language Skills, Linguistics, Literature, \*Modern Languages, \*Second Language Learning, Teacher



## Education. Teaching Methods. Testing

This bibliography of doctoral dissertations completed from July 1961 through June 1971 in modern language education is a study of trends which suggest new directions for further research in foreign language learning and teaching. Some 841 dissertations are listed under these categories: (1) general, (2) linguistics, (3) culture, (4) teaching the foreign literature, (5) curriculum in foreign languages, (6) physiology and psychology of language learning, (7) bilingualism, (8) teacher education in foreign languages, (9) methods in foreign language teaching, (10) teaching English to speakers of other languages, (11) equipment, and (12) testing the foreign language. Dissertations of a strictly literary or linguistic nature are not included in the bibliography. Most of the items pertain to the commonly taught foreign languages; abstracts are not included. (RL)

ED 069 429 PS 006 176

Dennis, Virginia C. Powell, Evan R.  
Nonverbal Communication in Across-Race Dyads.  
Pub Date—Sep 72

Note—8p.; Paper presented at the 80th Annual Convention of the American Psychological Association (Honolulu, Hawaii, September 2-8 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Body Language, \*Communication (Thought Transfer), Data Analysis, Females, \*Hypothesis Testing, \*Interaction Process Analysis, Intermediate Grades, Males, Primary Grades, \*Race Relations, Secondary Grades, Summer Schools

Identifiers—\*Dennis Infracommunication Analysis Device DIAD

This is one of a series of proxemic studies of dyadic communication behavior made by the authors in natural, academic and laboratory settings with the use of the DIAD. Based on the theory of anthropologists Hall (1966) and Birdwhistell (1970) and developed empirically as initial observations of dyadic interaction were made, the Dennis Infracommunication Analysis Device DIAD (Dennis, 1971) is shown to produce interpretable data. Justification for this sort of instrumentation is presented along with the hypothesis that pupils interacting across race with other pupils and their instructors tend to space themselves at a greater interpersonal distance at the junior high age level than at the intermediate or primary age levels. Six were two hundred pupils at primary, intermediate, and junior high levels observed interacting in 910 dyads with each other and their teachers in an unstructured summer school setting. Data support the hypothesis (p.05) for pupil to pupil communication. (Author)

ED 069 450 RC 006 579

Liberty, Paul And Others

Current Status of Laboratory Studies.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—67

Contract—OEC-4-7-062827-3078

Note—44p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*American Indians, Anglo Americans, Class Management, \*Cultural Differences, Curriculum Development, Evaluation, Grade 1, Instructional Materials, \*Language Development, \*Mexican Americans, Reinforcement, \*Social Psychology, Speech, Tests

General information on the studies currently underway by the Southwestern Cooperative Educational Laboratory (SECEL) is presented in this report. Module A is concerned with investigating the relationships between a variety of cultural-psychological factors and language development in grade 1. Testing and home interviews play a major part in this investigation. The purpose of Module B is to investigate the effects of systematic variation of several parameters in the classroom. Module C is concerned with field tryouts of oral language materials for culturally diverse children. Module D is concerned with entry skill development in the area of speech elicitation procedures. Copies of Health, Education, and Welfare Department forms and the instruments used are included for each project in progress. It is noted that some reorganization, shifting, and refocusing are taking place within the Laboratory. The operational structure is moving to a Task Group structure rather than a Task Force

structure. The new emphasis is on small, task groups. A newly-formed body called the Plans, Review, and Evaluation Panel is responsible for the review, evaluation, and directive function. (PS)

ED 069 708 TM 002 160

Ayala, Armando Vatsula, John

Area III Valley Intercultural Report; 1970-71 Final Evaluation Report.

Placer County Office of Education, Auburn, Calif.  
Pub Date—15 Sep 71

Note—36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Bilingual Students, Bilingual Teachers, Evaluation Criteria, Evaluation Methods, Grade 1, Kindergarten, \*Measurement Techniques, Mexican Americans, Program Effectiveness, \*Program Evaluation, \*Spanish Speaking, Test Construction, Testing, \*Tests

Identifiers—Area III Valley Intercultural Program, DRV Bilingual Test, Elementary Secondary Education Act Title VII, ESEA Title VII

Evaluation of a bilingual-bicultural education program indicates that significant progress was made in enabling all students to function equally well in both Spanish and English, in providing basic coping skills, and in developing the basis for a pluralistic society. The program included 210 kindergarten and first-grade children consisting of equal numbers of Anglo and Mexican-American children. A bilingual testing instrument was developed in English and in Spanish to assess progress. Five instructional objectives measured indicated that growth was greater for Spanish-surnamed in all categories. Recommendations suggested in-service training for teachers in teaching Spanish concepts in Spanish, hiring a Spanish model resource teacher, review of art work for the portion of the test matching men and animals to environments and review of performance objectives. A copy of the test is included in the appendix. (DJ)

ED 069 968 AC 014 022

Certificates in Adult Education.

Deutscher Volkshochschul-Verband, Frankfurt

Pub Date—[72]

Note—4p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, \*Adult Education Programs, \*English (Second Language), \*Grading, Objective Tests, \*Special Degree Programs, \*Testing

Certificates are awarded to adult candidates who satisfy the examiners that their standard of ability in everyday English is adequate for them to express themselves in writing and to take an active part in conversations about everyday topics. The examination, which makes use of the techniques of objective testing, is set by a central Examining Body and conducted under identical conditions in each of the participating countries (West Germany, Austria, Switzerland, France, Belgium, and Great Britain) in accordance with the principles agreed on by the Adult Education Associations of Austria, Germany, and Switzerland. The following grades are given: very good, good, fairly good, satisfactory, poor, and unsatisfactory. Certificates are only awarded if the grade in both the written and oral examinations is at least satisfactory. (Author/DB)

ED 070 055 CS 000 255

Richards, Lucille Washington

A Study of the Effect of Systematic Practice of Standard English Sentence Patterns on Reading Achievement, Attitudes Toward Reading and Oral Responses of Fifth Graders.

Pub Date—72

Note—196p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,208, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Grade 5, Inner City, \*Language Skills, \*Pattern Drills (Language), \*Reading Achievement, \*Reading Comprehension, Reading Tests, Standard Spoken Usage, Student Attitudes, Teaching Methods

To assess the effect of pattern practice (a method commonly associated with foreign language teaching) on reading achievement, attitudes toward reading, and oral language responses, fifth graders from a Philadelphia elementary school were divided into two groups, one of which received pattern practice

through a series of forty lessons. It was believed that reading comprehension and attitudes toward reading would improve as skill increased and that oral command of standard English would be strengthened through this systematic structured experience. Tests used for collecting the data included the Iowa Tests of Basic Skills, the Stanford Diagnostic Reading Test, an Informal Reading Inventory, a Picture Test, and the Northeastern Reading Attitude Scale. Findings and conclusions indicated that pattern practice did not significantly affect scores in reading achievement and oral language response since both groups tended to show approximately the same gain in these respects; however, the experimental group excelled on the attitude scale. (Author/HS)

ED 070 327 FL 003 536

Springer, Hisami K., Comp.

100 Books for Teachers of English as a Second Language: An Annotated Bibliography.

Hawaii Univ., Honolulu.

Pub Date—Jun 71

Note—20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Annotated Bibliographies, Bibliographies, \*English (Second Language), \*Instructional Materials, Language Tests, Material Development, \*Resource Materials, Teacher Education, Teaching Methods

This annotated bibliography includes materials for English as a second language published after 1960 which are available at the University of Hawaii libraries. Part 1 lists general works on methodology, testing, preparation and analysis of materials, and works for teacher training. Part 2 includes materials which concentrate on specific geographical areas. Part 3 covers textbooks and Part 4 lists miscellaneous selected titles relevant to the field. Not included are reference sources such as guides to the literature, encyclopedias, bibliographies, printed library catalogues, dictionaries, indexing and abstracting services, current awareness services, and serial publications. (Author)

ED 070 345 L 003 662

Morrison, Frances Crook

Evaluation of an Experimental Intensive French Programme for Grade Eight Students.

Ottawa Board of Education, Ontario. Research Centre.

Pub Date—31 May 72

Note—26p.; Paper presented at the Joint Annual Conference of CADE-CAPE-CAPE-CCRE-CERA-CIESC, McGill University, Montreal, Canada, May 31, 1972

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Educational Experiments, \*French, Grade 8, Instructional Program Divisions, \*Intensive Language Courses, Language Instruction, \*Language Skills, \*Learning Motivation, Listening Tests, Second Language Learning, Speech Skills, Student Attitudes, Student Evaluation, Student Motivation, Student Testing, \*Teaching Methods

Identifiers—Canada, Ottawa

This interim report on an experimental program to increase student motivation to learn French at the Cultural Centre of Intensive French (CCIF) examines objectives, evaluation procedures, and results of the experiment. Part 1 contains sections on: (1) French achievement in Ottawa, Canada, grade 8 classes, (2) Pimsleur listening comprehension test, (3) Pimsleur speaking test, (4) CCIF pre-test and post-test, and (5) a student questionnaire. Part 2 includes: (1) the effect of the CCIF experience, (2) comparison between CCIF students and others, (3) a concluding statement, and (4) changes in CCIF students. (RL)

ED 070 350 FL 003 696

von Elek, Tibor Oskarsson, Mats

Teaching Foreign Language Grammar to Adults: A Comparative Study.

Gothenburg School of Education (Sweden). Dept. of Educational Research; Gothenburg Univ. (Sweden). Dept. of English.

Spons Agency—Committee for Educational Research and Development in the Swedish Folk High Schools, Stockholm; National Swedish Board of Education, Stockholm.

Report No.—R-Bull-10

Pub Date—May 72

Note—337p.

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Adult Education, \*Adults, Audiolingual Methods, Audiovisual Instruction, Basic Skills, Cognitive Processes, Cognitive Tests, \*Educational Experiments, \*English (Second Language), \*Grammar, Language Skills, Learning Theories, Linguistic Competence, Modern Languages, \*Teaching Methods, Traditional Grammar, Transformation Theory (Language)

Identifiers—Gothenburg, GUME Adults Project, Methods of Teaching English, Sweden

This study presents the procedures and results of an experiment conducted in Sweden to assess the relative effectiveness of two methods of teaching the grammatical structures of English as a foreign language to adults. The main objective of the study is to find indications as to which of the two theories (the audiolingual habit theory or the cognitive code-learning theory) provides a better basis for teaching foreign language grammar to adults. Chapters examine experimental objectives, existing research, teaching methods, comparative studies, experimental design, evaluation instruments, and project results. Appendices contain sample instructional materials, charts illustrating distribution of lesson time, evaluation instruments, and information about the Swedish school system. Lists of tables and figures are provided. (RL)

ED 071 051 CS 000 310

Fagan, William T.

The Relationship between Reading Difficulty and the Number and Type of Sentence Transformations.

Pub Date—Apr 71

Note—24p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, New Jersey, April, 1971)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Reading, \*Cloze Procedure, Grade 4, Grade 5, Grade 6, \*Reading Comprehension, \*Reading Difficulty, Reading Research, \*Sentence Structure, Structural Analysis, Syntax, \*Transformation Generative Grammar, Transformation Theory (Language)

Sentence patterns are often crucial to the degree of understanding a child derives from the printed page, and if he is to fully understand what he reads, he must be able to analyze the written language patterns in which the information is conveyed. This study analyzed selected passages from three grade 4 basal reader series to determine which transformational generative rules were used in the derivation of the sentences. Reading comprehension was tested by means of cloze tests. Transformations were grouped into five categories—embedding, conjoining, deletion, simple, and position shift. Findings indicated (1) that there is a high degree of similarity between the occurrence of different types of transformations in each of the three series and among the types of transformations that were most difficult across grade levels; (2) written language was generally more difficult when embedding and deletion transformations were present; (3) the difficulty of the majority of transformations (except deletion) correlated significantly with the difficulty of the sentence and passage; (4) the number of transformations per sentence was not a good indicator of sentence difficulty except for those added in the middle of the story; and (5) significant differences occurred when students were grouped by sex. Pedagogical implications are then considered. (HS)

ED 071 459 FL 001 956

Barrutia, Richard

Language Learning and Machine Teaching. Language and the Teacher: A Series in Applied Linguistics, Volume 5.

Center for Curriculum Development, Inc., Philadelphia, Pa.

Pub Date—69

Note—119p.; Originally published as "Linguistic Theory of Language: Learning as Related to Machine Teaching"

Available from—Center for Curriculum Development, Inc., 401 Walnut Street, Philadelphia, Pa. 19106 (#2556, \$1.50)

Document Not Available from EDRS.

Descriptors—Audioinstructions Aids, Behavioral Objectives, \*Branching, \*Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Individualized Instruction, Language Instruction, Learning Theories, Linguistic Theory, Multimedia Instruction, Programmed Instruction, Programmed Materials, Second Language Learning, \*Spanish, \*Teaching

**Machines, Teaching Methods, \*Testing**

This study, illustrating how branch programming is conceived within the framework of linguistic theory, gives some insights on programming language material, specifying terminal objectives, and identifying the behavior by which achievement is measured. The model program described is an audio and motion film program with the main terminal objective of target language comprehension. The study examines preparation of behavioral analyses and selection of facts, skills, attitudes, and concepts relevant to the attainment of Spanish comprehension. As a necessary adjunct, it also shows how to construct frames appropriate to the nature of the level of language being taught and the type of learning involved, including discrimination, recognition, comprehension, and memorization. It discusses how to conduct and prepare tests both for individual use and for language laboratory use. Finally, it shows how to revise frames according to error rate, interference considerations, and student results of tests based on terminal objectives. (Author/RL)

ED 071 474 FL 003 530

Ahmann, J. Stanley Lambert, B. Geraldine

An Evaluation of a Bilingual Education Program: Annual Report 1970-71.

Saint Martin Parish School Board, St. Martinville, La.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education. Report No.—P-OE-7-321

Pub Date—15 Jun 71

Note—36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Black Youth, \*Elementary Schools, English, Evaluation Methods, \*French, \*Performance Criteria, \*Program Evaluation, Standardized Tests

This annual report of an ongoing bilingual education program being conducted at St. Martin Parish evaluates data gathered between February and May 1971. A large segment of both the control and experimental groups is French dominant or black. Achievement of performance objectives by kindergarten and first grade students was evaluated by both teachers and monitors. A series of standardized tests, including the Stanford Achievement Test, was administered and results of the tests are discussed. Twenty-two tables of data are included. (RL)

ED 071 515 FL 003 768

Atlanta Public Schools French Guide.

Atlanta Public Schools, Ga.

Pub Date—71

Note—174p.; Revised edition

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Articulation (Program), \*Cultural Education, Educational Objectives, Educational Resources, \*French, Instructional Program Divisions, \*Language Instruction, Language Skills, Language Tests, \*Modern Languages, Program Development, Resource Materials, Secondary Schools, \*Teaching Guides, Teaching Methods

This teacher's guide specifies language skills and related areas of knowledge needed for communicating in the target language. Discussion of the philosophy governing the Atlanta language program includes an examination of student eligibility, program articulation, teaching methods, testing, teaching materials, resources, and equipment for use in the classroom. An outline for integrating Afro-French literature and culture in the high school curriculum is included, and course offerings are described. Sections concerning cultural information focus on (1) the arts in France today, (2) teenage life in France today, (3) French politics and professions, (4) the "new" France, (5) the French approach to life, (6) France: a film introduction, (7) French in review, (8) highlights of French literature, (9) history of France, (10) family life in Africa, (11) life in the West Indies, and (12) the African today. A list of resource materials is provided. (RL)

ED 071 747 PS 006 288

Potts, Marion

A Technique for Measuring Language Production in Three, Four & Five Year Olds.

Note—10p.; F-3454

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, \*Language Development, Lower Class, Measurement Instruments, \*Measurement Techniques, Middle Class, Morphemes, \*Preschool Children, Speech, \*Speech Evaluation, Syntax, \*Tests, Verbs

The technique to be described here was developed

to meet the need for a language production measure. It samples a variety of morphemic and syntactic patterns, and avoids the problems of imitation and of free speech analysis. The production test is administered in a sentence-completion format. A very brief incomplete story is told by the examiner in a form designed to elicit a particular target syntax. The test as developed contains 47 items covering 28 different structures, including present and past tense, auxiliary, possessives, negation, indirect object, conditional, relative clause, passive, and subjunctive. The final instrument was administered to 310 middle class children, and 163 lower class youngsters, all within the age range of 3/0 through 5/11. All children were individually tested by one of five white female examiners in rooms separate from the regular classroom. Data analyses were done by the three twelve-month groups of threes, fours, fives, as well as by six-month subgroups for the middle class. Data may indicate that acquisition of standard English patterns is not simply a bigger problem, but a different kind of problem for lower class children. (CK)

ED 071 795 RC 006 680

Harrison, Helene W.

Evaluation Report of the Bilingual Education Program. Harlandale Independent School District, San Marcos Independent School District, Southwest Texas State University. 1971-72.

Harlandale Independent School District, San Antonio, Tex.; San Marcos Independent School District, Tex.; Southwest Texas State Coll., San Marcos.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education. Pub Date—72

Grant—OEG-0-9-530014-3480(280)

Note—125p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, \*Bilingual Education, \*Elementary Grades, English (Second Language), \*Language Development, \*Mexican Americans, Program Evaluation, Reading Ability, Socioeconomic Background, Statistical Data, Student Testing, \*Tables (Data), Teacher Aides

Identifiers—\*Texas

Bilingual classes in grades K-5 in the San Marcos and Harlandale (Texas) school districts comprise this bilingual education program. Most of the pupils come from Spanish-speaking homes with low socioeconomic-educational background; however, a certain proportion of the San Marcos pupils are Anglo. Program objectives include preventing educational retardation in the Mexican American child by teaching him in Spanish while competence in English is being developed to the point where it is sufficient to carry the educational burden, endowing him with literacy in 2 languages, and instilling in him knowledge of and pride in his heritage. Objectives for the Anglo child include broadening his outlook and developing in him an appreciation of multicultural contributions to our society. The evaluation design includes use of the Peabody Picture Vocabulary Test (Spanish and English version), the Metropolitan Achievement Tests, and the Spanish Serie Interamericana Reading Tests, as well as local tests of behavioral objectives stated in the curriculum guides. The test results are presented in tabular form. Teacher and teacher-aide evaluation measures include pretests and posttests for preservice and inservice training, verbal interaction analyses, and rating forms completed by coordinators, principals, and teachers. Eighteen recommendations are specified at the end of this report. The appendix consists of samples of the evaluation forms used. Related documents are ED 023 508 and ED 026 158. (NQ)

ED 072 077 TM 002 316

Milwaukee Bilingual Education Program, 1971-1972. Evaluation Report.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date—72

Note—185p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, \*Behavioral Objectives, \*Bilingual Education, \*Comparative Analysis, \*Curriculum Design, Educational Research, Elementary Grades, English, Evaluation Methods, Item Analysis, Kindergarten, Measurement Instruments, Parent Attitudes, \*Program Evaluation, Questionnaires, Secondary Grades, Second Language Learning, Spanish, Student Attitudes, Student Evaluation, Teacher Attitudes,

Team Teaching, Technical Reports, Test Results, Tests

Identifiers \*Milwaukee, Wisconsin

The Milwaukee Bilingual Education Program has been guided by behavioral objectives related to desired pupil, staff, management, parent and community outcomes. The objectives were developed and based mainly by curriculum supervisors. Frequent references are made to two publications, "Milwaukee Public Schools Bilingual Elementary Program K-4," and "Performance Objectives for Bilingual Education Offerings at the Secondary Level," which define the totality of the behavioral objectives and contain the test item pools of expected pupil behaviors. Of the several objectives in each subject content area, supervisory and/or testing staff members selected two to be evaluated for each component in 1971-1972. Some behavioral objectives were analyzed in terms of percent of pupil achievement by language dominance. Tests of significance have been included for comparisons of pre/post scores and comparison of Bilingual Program groups with other groups. The report of pupil outcomes is divided into three sections: kindergarten, primary, and secondary. Each section is subdivided into curriculum areas. Under each curriculum area, there are statements of goals, objectives measured, classroom procedure, evaluation procedure, findings, and conclusion. A summary concludes each section. (Author/CK)

ED 072 078

TM 002 317

Test of Comprehension and Use of Oral Spanish.

Appendix A.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date—72

Note—9p.

Available from—Not available separately; see TM 002 316

Document Not Available from EDRS.

Descriptors—Evaluation Methods, Language Skills, \*Magnetic Tape Cassette Recorders, Rating Scales, \*Spanish Speech Communication, Student Evaluation, \*Test Construction, \*Tests, \*Verbal Tests

This test utilizes individual cassette tape recorders and 10 pictures about which the student is questioned in Spanish and replies in Spanish. The tape recorder is kept running during the entire test period so that general conversation can enter into the rating of the pupil's language skills. Two sample questions, instructions to the rater, and the rating sheet are provided. (DB)

ED 072 675

FL 003 656

Lang. Dale L. Comp.

1971 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages.

American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date—May 72

Note—8p.; Reprint, Foreign Language Annals, v5 n4 p485-567 May 1972

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Applied Linguistics, \*Bibliographies, \*Classical Languages, Cross Cultural Training, Curriculum Planning, Curriculum Problems, Greek, \*Language Instruction, Language Laboratory Equipment, Language Teachers, Language Tests, Latin, Learning Processes, Literature, \*Modern Languages, Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Machines, Teaching Methods

Compiled from a master list of about 300 journals and various book sources, this fifth annual selective bibliography published by the American Council on the Teaching of Foreign Languages (ACTFL) lists 2,061 items concerned with pedagogy in modern foreign languages, Latin, Greek, English as a second language, and applied linguistics. The 1971 listing provides continuity with the Birkmaier-Lange "Selective Bibliography on the Teaching of Foreign Languages 1920-1966" and the ACTFL bibliographies of 1967, 1968, 1969, and 1970. Sections include (1) Linguistics, (2) Culture, (3) Teaching the Foreign Language, (4) Curriculum Problems and Developments, (5) Physiology of Language Teaching, (6) Teacher Education and Certification, (7) Methods, (8) Equipment, and (9) Testing. An author index is included. For related documents, see ED 021 152, ED 024 293, EJ 025 988, ED 029

158, ED 040 625, and ED 050 651. (CM)

ED 072 685

FL 003 715

Kunihira, Shirou

Phonetic Symbolism: Its Stability and Effects on Verbal Learning.

Note—7p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English, Experiments, Guessing (Tests), Japanese, Language Patterns, Language Research, Language Universals, \*Learning Processes, Linguistic Theory, \*Phonetics, \*Second Language Learning, Semantics, \*Symbolism, \*Verbal Learning, Vocabulary

Phonetic symbolism implies that there are intrinsic relationships between sounds employed in words and the meanings of the words. Research in phonetic symbolism and how it operates has implications for foreign language learning. Such research seeks to determine whether one's capacity for correctly guessing the meanings of words in another language (made possible by phonetic symbolism) is an enduring characteristic or something temporary, and whether one's capacity to guess the meanings of words in another language influences one's facility in learning those words. Experiments reported here seek answers to these questions and apply the answers to the subject of vocabulary selection in elementary foreign language textbooks. (VM)

ED 072 705

FL 004 039

Orvik, James M.

A Study of English Vocabulary Comparing Eskimo and Caucasian Children. Final Report.

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Pub Date—Jan 73

Contract—OEC-X-72-0024-357

Note—9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, \*Caucasians, Children, Cognitive Processes, \*Comparative Testing, \*Cultural Factors, Educational Experiments, Educational Research, English, English (Second Language), \*Eskimos, Evaluation Criteria, Evaluation Methods, Grade 1, Kindergarten, Nonverbal Ability, Vocabulary, \*Vocabulary Development

The purpose of this study is to assess the English vocabulary of Eskimo pupils entering a bilingual education program by establishing a normative criterion based on the vocabulary levels of children whose first language is English. The tests used, "Raven's Coloured Progressive Matrices" and "English Receptive Vocabulary," bear out the anticipated differences; a norm is established for Eskimo children although there is considerable difference between the two language groups. The discussion of results raises the possibility that cultural factors in test-taking behavior influence score differences in non-verbal domains of intellectual functioning. (Auth r/VM)

ED 072 706

FL 004 084

Stafford, Kenneth R.

Types of Bilingualism and Performance of Navaho Children in School, Phase II. Final Report.

Arizona State Univ., Tempe. Dept. of Educational Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—Aug 72

Contract—CEC-9-71-0022-057

Note—24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, American Indian Languages, \*Bilingualism, Cognitive Ability, Curriculum Development, \*English, English Instruction, Intelligence Differences, Intelligence Tests, \*Language Proficiency, Language Skills, Learning Processes, \*Monolingualism, \*Navaho, Predictor Variables, Research, Second Language Learning

This study is one of a series on cognitive behavior related to bilingual types among Navaho children. The present work has aimed at gaining additional descriptive data regarding the effects of bilingual types (compound bilinguals, English-speaking monolinguals, and Navaho-speaking monolinguals) on school achievement as measured by the Metropolitan Achievement Tests. Additionally, information was gained about (1) IQ score discrepancies resulting from the use of different types of tests, (2)

the best predictors of school success, and (3) the effects of early English instruction. The following recommendations were made: (1) suitable, specific instruction in English should be provided Navaho children unfamiliar with the English language and culture preliminary to other school instruction; (2) in evaluating intelligence and learning ability of these children, measures should be used which motivate and accurately reflect ability or potential achievement; and (3) a curriculum for the early school years should be developed which incorporates the Navaho culture and heritage and involves wide use of Navaho teachers. The study includes some 14 tables for the presentation of statistical data and a list of references. For report of Phase I, see ED 044 702. (Author/SK)

ED 073

TM 002 362

Steinke, Elizabeth

Standardiz.

Language Testing in the

U.S.A.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-Pap-191

Pub Date—Aug 72

Note—41p.; Paper presented at the International Congress of Applied Linguistics (Third, Copenhagen, Denmark, August 21-26, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Advanced Placement, \*College Entrance Examinations, English, French, German, Graduate Study, Higher Education, \*Language Tests, Measurement Instruments, \*National Competency Tests, Secondary Grades, Second Language Learning, \*Standardized Tests, Teacher Qualifications, \*Test Construction, Tests

Identifiers—College Entrance Examination Board, Graduate School Foreign Language Test

Seven foreign language tests for the secondary school level, published by Educational Testing Service, Princeton, N.J., are described and discussed. These tests are: (1) Foreign Language Achievement Tests—offered by the College Entrance Examination Board for high school students in French, German, Russian, and Spanish, with emphasis on the new composite listening-reading tests offered since May 1971, and older type reading tests; (2) The Advanced Placement Test—in French Language offered by the College Entrance Examination Board to high school students who wish to enter colleges and universities with advanced placement credits for French; (3) The Test of English as a Foreign Language—offered by the College Entrance Examination Board to students of high school age or older whose native language is not English; (4) The Undergraduate Program for Counseling and Evaluation (ETS), German Test (UP Program) for the college level; (5) The Graduate Record Examinations Advanced German Test, Graduate Record Examinations Board (GRE Program) for the college level; (6) The National Teacher Examinations (ETS), French Test (NTE Program); and (7) The Graduate School Foreign Language Testing Program, Graduate Record Examinations Board, French Test (GSFLT Program). The area examination in French of the NTE program and the GSFLT (Graduate School Foreign Language Test) are also briefly discussed. An appendix provides sample test questions. (DB)

ED 073 710

FL 003 736

Monka, Carolyn. Comp.

ERIC Documents on the Teaching of Foreign Languages: List Number 9.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date—Oct 72

Note—23p.; Reprinted from Foreign Language Annals, v6 n1 p123-143 Oct 1972

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, \*Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Files, International Education, \*Language Instruction, Language Laboratories, Language Tests, Microfiche, \*Modern Languages, Programed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques

This ninth in a series of such catalogs lists 449 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from

November 1971 through April 1972. Entries are organized alphabetically, and a 15-subject user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproduction, ERIC document numbers, and availability information. For previous such catalogs, see ED 026 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056 600, and ED 062 889. (RL)

ED 073 712 FL 003 769

Atlanta Public Schools Spanish Guide.

Atlanta Public Schools, Ga.

Pub Date—71

Note—138p.; Revised edition

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Articulation (Program), Course Content, Course Objectives, Cultural Education, \*Curriculum Guides, Electronic Equipment, Language Guides, \*Language Instruction, Language Skills, Language Tests, Modern Languages, \*Secondary Schools, \*Spanish, Student Evaluation, \*Teaching Guides, Teaching Methods

This guide for teachers of Spanish outlines course objectives and general educational goals. Contents include information on (1) philosophy and long-range goals, (2) student recruitment, (3) program counseling, (4) English in the classroom, (5) grammar, (6) articulation, (7) independent study, (8) grouping for student-centered work, (9) reading in the second-year class, (10) suggestions for out-of-class activities, (11) rapport building, (12) use of electronic classrooms, (13) evaluation of student performance, (14) some "do's" and "don'ts" in testing, (15) suggestions on how to use a film, (16) accountability and foreign language teaching, (17) progressive development of the four skills, (18) flow chart of Spanish courses, (19) suggested content for quarter courses, (20) materials, resources, and equipment for each Spanish classroom and department, (21) teaching methods for use with "Entender y Hablar" and "En las Americas", (22) specific course outlines, and (23) cultural education. Appendixes contain suggestions for resource materials. (RL)

ED 073 713 FL 003 770

Gaines, Billie Davis And Others

Atlanta Public Schools Russian Guide.

Atlanta Public Schools, Ga.

Pub Date—71

Note—86p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Articulation (Program), Course Content, Course Objectives, Cultural Education, \*Curriculum Guides, Electronic Equipment, Language Guides, \*Language Instruction, Language Skills, Language Tests, Modern Languages, \*Russian, \*Secondary Schools, Student Evaluation, \*Teaching Guides, Teaching Methods

This guide for teachers of Russian outlines course objectives and general educational goals. Contents include information on: (1) philosophy and long-range goals, (2) student recruitment, (3) program counseling, (4) English in the classroom, (5) grammar, (6) articulation, (7) independent study, (8) grouping for student-centered work, (9) reading in the second-year class, (10) suggestions for out-of-class activities, (11) rapport building, (12) use of electronic classrooms, (13) evaluation of student performance, (14) some "do's" and "don'ts" in testing, (15) suggestions on how to use a film, (16) accountability and foreign language teaching, (17) progressive development of the four skills, (18) flow chart of Russian courses, (19) suggested content for quarter courses, (20) materials, resources, and equipment for each Russian classroom and department, and (21) several course descriptions. An appendix contains a list of resources and materials. (RL)

ED 073 714 FL 003 771

Bolen, Helen And Others

Atlanta Public Schools German Guide.

Atlanta Public Schools, Ga.

Pub Date—71

Note—154p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Articulation (Program), Course Content, Course Objectives, Cultural Education, \*Curriculum Guides, Electronic Equipment, \*German, Language Guides, \*Language Instruction, Language Skills, Language Tests, Modern Languages, \*Secondary Schools, Student Evaluation, \*Teaching Guides, Teaching Methods

This guide for teachers of German emphasizes the primacy of listening and speaking skills at all levels

of instruction. Contents include information on: (1) philosophy and ultimate goals, (2) student recruitment, (3) program sequence, (4) English in the classroom, (5) grammar, (6) articulation, (7) independent study, (8) grouping for student-centered work, (9) reading in the second-year class, (10) suggestions for out-of-class activities, (11) rapport building, (12) use of electronic classrooms, (13) evaluation of student performance, (14) some "do's" and "don'ts" in testing, (15) how to use a film, (16) accountability, (17) professional organizations, (18) progressive development of the four skills, (19) flow chart of German courses, (20) suggested general activities, (21) suggested procedures for using "Verstehen und Sprechen", (22) materials, resources, and equipment for each German classroom and department, and (23) general linguistic and cultural objectives of introductory German. (RL)

ED 073 885 RC 006 851

Jackson, Stephan L. McCallon, Earl

The Cross-Cultural Attitude Inventory: A Report on Item Analysis and Stability.

Pub Date—73

Note—14p.; Paper presented at American Educational Research Association meeting (New Orleans, Louisiana, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, \*Attitude Tests, Bilingual Education, \*Cross Cultural Studies, Group Tests, \*Item Analysis, \*Mexican Americans, Minority Group Children, Statistical Analysis, Tables (Data)

Identifiers—\*Cross Cultural Attitude Inventory

The "Cross-Cultural Attitude Inventory" was constructed to measure 1 of the objectives of the bilingual education project of Region XIII Education Service Center in Austin, Texas, serving children aged 6 to 10 years. The educational objective which needed to be measured was whether "the children are taught the history and cultural heritage which reflect the value systems of speakers of both languages." The Elementary and Secondary Act, Title VII project sites chosen for testing included the Artesia, New Mexico; the Alice, Texas; and the Los Nietos a Collier County, California, project sites. Data for item analysis were collected through the testing of 313 primary grade children. Graphic symbols of the Anglo and Mexican American cultures were employed in the Inventory, which was constructed to evaluate attitude. The results indicated that the Inventory may be assumed to provide a gross measure of acculturation suitable for use with groups. The mean score for the Mexican American culture subtest was significantly lower than the score for the Anglo-culture subtest. Among the Mexican items, the Mexican flag, the Spanish word "si," the pinata, the bowl of menudo and the Mexican hat possessed the highest item-test correlation. Among the United States items, the American flag, the cowboy hat, the piece of bread, and the pickle possessed the highest item-test correlations. (Author/HBC)

ED 074 202 TM 002 402

Offenberg, Robert M.

Evolution of a Bilingual Evaluation.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Feb 73

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association, February, 1973

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Criterion Referenced Tests, Elementary Grades, \*Evaluation Methods, Forced Choice Technique, Formative Evaluation, Interviews, Program Descriptions, \*Program Evaluation, Research Design, Speeches, Standardized Tests, Summative Evaluation

Evaluation of ongoing educational programs must necessarily differ from the basic research design; it must change to meet the changes of the program and its environment. Over the three years of the operation of the Philadelphia "Let's Be Amigos" bilingual program, the kinds of data generated in the program evaluation have evolved in response to the demands of project management, community and intra-school-system relations and the Office of Education. The evaluation of process aspects and product aspects of the program have evolved in opposite directions. (1) evaluation of the pupil performance program outcomes has tended to evolve from informal, criterion-referent approaches to more rigorous

experimental designs; and (2) evaluation of processes has tended to evolve from formal methods (observational checklists, forced-choice questionnaires) to less rigorous methods (open-ended questionnaires, interviews, etc.). In the first operational years, assessment of pupils' reading was primarily criterion-referent, involving a word-calling test. The assessment of reading skills was modified after first-year evaluation, first passing through a phase in which an attempt was made to prepare materials-derived, criterion-referent tests to assess more complex skills, and from there to standardized tests. Evaluation of curriculum development has evolved from use of a formal checklist to use of an interview structure with open-ended questions. (KM)

ED 074 480 CS 000 474

Green, Richard T., Comp.

Comprehension in Reading. An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date—71

Note—23p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$0.75 non-member, \$0.50 member)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Cloze Procedure, Cognitive Processes, \*Comprehension, Creative Reading, \*Critical Reading, Language Ability, Readability, \*Reading Comprehension, Reading Processes, Reading Research, Reading Skills, Thought Processes

The fact that comprehension is a topic that ranges across many fields is shown by the variety of subjects and areas that are considered in this bibliography. Entries are arranged under the following eight sections: Cloze, Critical Reading and Creativity, Factors, Language, Readability, Skills, Theory, and Thinking. A few of the many articles published on the cloze technique, which now has a variety of applications in testing, in teaching, with the spoken word, and in linguistics among other fields, are referenced. The relatively vast literature on critical reading and creative reading is selectively sampled. The section on factors includes references to such factors as word analysis skills, interest, rate time intervals, materials, and evaluation and their relationship to comprehension. The depths of reading comprehension are explored and probed in the references contained under the section entitled Theory. Some of the references cited in the section Thinking deal with concept attainment, cognitive functioning, and problem solving as they are related to reading comprehension. References to listening comprehension are excluded because of extensive bibliographies already published. (This document previously announced as ED 049 897.) (Author/DH)

ED 074 794 FL 003 410

Ramsey, Craig A. Wright, E. N.

The "Graduate" Study.

Toronto Board of Education (Ontario). Research Dept.

Pub Date—May 69

Note—44p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, \*Comparative Education, Comparative Testing, \*English (Second Language), Ethnic Groups, Intensive Language Courses, Minority Groups, \*Non English Speaking, \*Program Descriptions, Program Evaluation, Secondary Schools, \*Second Language Learning Teaching Methods

Identifiers—\*Canada

This report compares several educational programs for non-English-speaking students in Toronto, Canada. The Main Street program, initiated in 1965, is a full-time program of "cultural immersion" for students 12 years of age and older. The Givens Public School presented a similar program at the same time within a regular school. This program, referred to as a "reception center," and the "cultural immersion" program are contrasted with the "withdrawal programs" in operation throughout the city. Comparisons of results of the programs are made between students who had been in any of the programs and then graduated to a regular class. Results are assessed both in terms of test performance and teachers' assessments of the students. Subjects in this study represent a predominant language groups including Chinese, Greek Italian, Polish, Portuguese, and Yugoslavian. Statistical data are illustrated by several charts and graphs. A sample questionnaire, "The New Canadi-

ana," is included. (RL)

ED 074 796 FL 003 27

*Ortgaard, Jacques, Ed. And Others*  
International Congress of Applied Linguistics:  
Congress Abstracts (3rd, Copenhagen, August  
21-26, 1972).

Association Internationale de Linguistique Ap-  
pliquee, Stuttgart (West Germany).

Pub Date—72

Note—259p.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Abstracts, \*Applied Linguistics,  
Bilingualism, Child Language, \*Conference Re-  
ports, Contrastive Linguistics, Cross Cultural Stud-  
ies, Curriculum Research, Grammar, \*Language  
Instruction, Language Planning, Language Tests,  
Phonetics, Programed Instruction, Psycholinguis-  
tics, Sociolinguistics, Speech, Syntax, Teacher  
Education, \*Teaching Methods, Translation

This volume contains abstracts of the 239 papers  
given at the Third International Congress of Ap-  
plied Linguistics. The volume contains a topical and  
author index arranged alphabetically. Topics in-  
clude applied linguistics, quantitative linguistics,  
contrastive linguistics, application of grammar mod-  
els, the syntax of spoken language, applied phonet-  
ics, language for special purposes, lexicography  
(including terminology), translation, curriculum re-  
search, tests and testing, language teaching strategy,  
criteria for the choice of texts in language teaching,  
programed instruction (including self-instructional  
material), instructional media, modern language  
teaching for adults, teacher training, psycholinguis-  
tics, child language, bilingualism, sociolinguistics,  
communication theory and language teaching, lan-  
guage instruction for the handicapped, and language  
planning. (RL)

ED 074 800 FL 003 699

*French for Travelers—Spanish for Travelers:*  
Nonsequential Semesters Courses in the Foreign  
Language Area. Guidelines and Handbook.

Prince George's County Board of Education, Upper  
Marlboro, Md.

Pub Date—72

Note—83p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Course Objectives, French, Grading,  
\*Guidelines, \*Instructional Materials, \*Language  
Instruction, Language Tests, Modern Languages,  
\*Secondary Schools, Spanish, Teaching Methods,  
Tourism, \*Travel

Guidelines for nonsequential, one-semester  
courses in French and Spanish for travelers, offered  
at the secondary level of instruction, are presented  
in this study. The courses are intended for those  
who wish a brief introduction to the language focus-  
ing primarily on selected phrases and expressions  
often used by travelers. The categories of phrases for  
the courses include (1) making friends, (2) time and  
numbers, (3) leaving the United States and arriving  
in the foreign country, (4) accommodations, (5) driv-  
ing, (6) traveling around, (7) sightseeing, (8) shops,  
(9) shopping, (10) services, (11) car information and  
driving, (12) expressions from the foreign language  
used in English, (13) expressions and mannerisms to  
avoid, and (14) expressions referring to holidays  
and festivals. A section on methodology includes  
suggested procedures for testing and grading. (RL)

ED 074 810 FL 003 744

*Collins, K. E., Ed.*  
Bureau for International Language Coordination  
(BILC) Bulletin No. 5.

Bureau of International Language Coordination,  
London (England).

Pub Date—Dec 71

Note—66p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Armed Forces, Educational Objec-  
tives, German, \*International Education, \*Lang-  
uage Instruction, Military Service, \*Military  
Training, \*Modern Languages, Phonetics, Second  
Language Learning, \*Teaching Methods, Tests

This is the fifth in a continuing series of bulletins  
dealing with international approaches and problems  
in language instruction in the military. Articles con-  
tained in this volume include: (1) "Connaissez-vous  
Milivox?"/"Do You Know about Milivox?," (2)  
"L'Audiomil Francais," (3) "An Attempt at the  
Construction of a Phonetic Discrimination Test for  
Foreign Learners of German," (4) "L'Elaboration  
du test de langue francaise pour les Forces Armees  
Italiennes d'apres une theorie nouvelle de la syl-  
labe," and (5) "Communication for Command and  
Community"/"Communiquer: Necessite vitale

pour le commandement et la comprehension entre  
les hommes." Articles 1 and 5 are in both French and  
English; Articles 2 and 4 are in French with  
English summaries; and Article 3 is in English with  
a French summary. (RL)

ED 074 812 FL 003 766

*Burgess, Thomas C. Greis, Naguib A. F.*  
English Language Proficiency and Academic  
Achievement among Students of English as a  
Second Language at the College Level.

Pub Date—[70]

Note—8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, College  
Students, Comparative Analysis, Educational Ex-  
periments, \*English (Second Language), Evalua-  
tion Methods, Evaluation Methods, \*Foreign  
Students, \*Language Proficiency, Language  
Skills, Reading Skills, Research Methodology,  
Statistical Analysis, Student Evaluation, Tables  
(Data), \*Test Reliability, Test Validity, Writing  
Skills

The study reported here deals with the problem of  
determining what testing device can best indicate a  
foreign student's readiness for satisfactory perfor-  
mance at the college level, especially in courses re-  
quiring a good command of reading and writing  
skills in English. The study considers several stand-  
ard proficiency tests and devises a formula that  
compares the relationship of performance results on  
those tests with students' performance in college  
courses. Details of the study methodology as well as  
of comparison results are provided along with con-  
clusions concerning the suitability of particular  
tests. (VM)

ED 074 813 FL 003 775

*Rivers, Wilfrid M., Ed. And Others*  
Changing Patterns in Foreign Language Programs:  
Report of the Illinois Conference on Foreign  
Languages in Junior and Community Colleges,  
1972.

Pub Date—72

Note—341p.

Available from—Newbury House Publishers, Inc.,  
68 Middle Road, Rowley, Mass. 01969 (\$5.50)

Document Not Available from EDRS.

Descriptors—Articulation (Program), \*Community  
Colleges, \*Conference Reports, Conversational  
Language Courses, Curriculum Development,  
Educational Technology, English (Second Lan-  
guage), Individualized Instruction, Junior Col-  
leges, \*Language Instruction, \*Modern  
Languages, Sequential Programs, Student Atti-  
tudes, Student Needs, Study Abroad, Teacher  
Education, \*Teaching Methods, Terminal Stu-  
dents, Testing

This collection of articles on foreign language in-  
struction in junior and community colleges focuses  
on four principal areas: the junior community col-  
lege, the "Proceedings of the Illinois Conference on  
Foreign Languages in Junior and Community Col-  
leges," factual information, and action reports. The  
articles discuss pluralism and the community col-  
lege, community colleges in the 1980's, conserva-  
tion and innovation, curriculum development,  
application of technology to teaching foreign lan-  
guages, preparation of foreign language teachers for  
the junior community college, junior-senior articu-  
lation problems, status of foreign languages in the  
two-year college, English as a second language, stu-  
dent attitudes toward French, conversational  
French, the terminal student, career Spanish, self-  
paced introductory French, a bibliography on in-  
dividualized instruction in foreign languages,  
sequencing of course content, substitute and suppl-  
imentary German language courses, beginning Ger-  
man, diversifying introductory courses, French  
cooking, the active classroom, testing, foreign lan-  
guage requirements, a French camp and related cost  
factors, study and training abroad, and a short-term  
overseas study-travel program. A list of participants  
is included. (RL)

ED 074 852 FL 003 974

*Ehrlich, Alan, Comp.*  
Tests in Spanish and Other Languages: Nonver-  
bal Tests for Children in Bilingual Programs: An  
Annotated B.E.A.R.U. Bibliography.

City Univ. of New York, N.Y. Hunter Coll. Bilin-  
gual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Div. of Bilingual Education.

Pub Date—Jan 73

Note—24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Bilin-  
gual Education, English, French, German, Group  
Tests, Individual Tests, Intelligence Tests, Lan-  
guage Proficiency, \*Nonverbal Tests, \*Spanish,  
Test Reviews, Tests, Test Selection, \*Verbal Tests  
Identifiers—\*Project BEST

This bibliography contains an annotated listing of  
21 verbal and nonverbal tests for children in bilin-  
gual programs. Included are tests of intelligence,  
general ability, and language proficiency. The lan-  
guages covered are Spanish, English, French, and  
German. There is a brief description of each test,  
including information concerning its grade range  
and the time required for administration. Included  
are further sources of information on tests for bilin-  
gual programs. Attached is a prospectus announcing  
an analytical bibliography of language tests by Jean-  
Guy Suvard and an article on the Educational Test-  
ing Service of San Juan, Puerto Rico. (SK)

ED 074 855 FL 004 029

*Paquette, F. Andre Tollinger, Suzanne*  
A Handbook on the MLA Foreign Language Profi-  
ciency Tests for Teachers and Advanced Stu-  
dents: Their Nature, Uses and Limitations.

Modern Language Association of America, New  
York, N.Y.

Spons Agency—Institute of International Studies  
(DHEW/OE), Washington, D.C.

Pub Date—Jun 68

Contract—OEC-i-6-062619-1876

Note—177p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Achievement Tests, Advanced Stu-  
dents, Certification, Cognitive Tests, Evaluation  
Methods, Language Instruction, \*Language Profi-  
ciency, Language Teachers, \*Language Tests,  
Measurement Instruments, \*Modern Languages,  
National Competency Tests, Norm Referenced  
Tests, Objective Tests, Standardized Tests,  
Teacher Certification, \*Teacher Qualifications,  
Test Construction, Verbal Tests

This handbook describes the nature, uses, and  
limitations of the Modern Language Association of  
America (MLA) language proficiency tests for  
teachers and advanced students. The proficiency  
tests are examined in seven areas of language teach-  
ing competence: listening comprehension, speaking,  
reading, writing, applied linguistics, civilization and  
culture, and professional preparation. Several arti-  
cles examine the validity of the tests and discuss  
related research. The final section focuses on the  
potential and limitation of the tests. Appendixes  
contain information concerning the MLA teacher  
qualifications, test scores and NDEA Institute rat-  
ings, MLA Proficiency and MLA Cooperative  
Tests, Foreign Service Institute rating scale, com-  
parative test scores of Institute and native speakers,  
and NDEA Institute norms for the MLA Profi-  
ciency Tests, 1961-67. (RL)

ED 075 081 PS 006 416

*Whitehurst, Grover J.*  
Laboratory Studies of Imitation and Language  
Acquisition: Is there an Interface with the Nor-  
mal Environment?

State Univ. of New York, Stony Brook.

Spons Agency—National Institutes of Health  
(DHEW), Bethesda, Md.

Pub Date—Mar 73

Note—19p.; Paper presented at the biennial meet-  
ing of the Society for Research in Child Develop-  
ment (Philadelphia, Pennsylvania, March 29 -  
April 1, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, Environmental In-  
fluences, Hypothesis Testing, \*Imitation,  
Laboratories, \*Language Development, Linguis-  
tic Patterns, Literature Reviews, \*Parent Influ-  
ence, \*Reinforcement, \*Speech Habits

Data are presented to show that reinforcement and  
exact repetition of adult speech are beneficial  
but not necessary components of a modeling proce-  
dure which results in production of novel linguistic  
forms by children. Laboratory studies suggest the  
need for a re-evaluation of current hypotheses about  
the limited role of imitation in language acquisition.  
(Author/CK)

ED 076 613 TM 002 595

Greene, John F. Zirkel, Perry A.  
Revising the Attitude Toward Bilingual Scale for Use in the Northeast.

Pub Date—Feb 73

Note—8p.; Paper presented at Annual Meeting of the National Council of Measurement in Education (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitude Tests, \*Bilingualism, Discriminatory Attitudes (Social), Elementary Grades, Interviews, Measurement Techniques, \*Parent Attitudes, Social Attitudes, \*Sociolinguistics, Technical Reports

An instrument to determine attitudes of Anglo- and Mexican-American parents toward Spanish-English bilingualism has been developed. This study examines the feasibility of revising this instrument to measure attitudes toward Puerto Rican bilingualism. Ninety-two Puerto Rican, 39 black, and 34 white parents with children in elementary schools in Connecticut were interviewed. Bilingual parents had a more positive and restricted range of scores than monolingual ones. A larger number of poor responses to items came from the bilingual parents. Each ethnic group showed a relatively positive attitude toward bilingualism and the attitudes of blacks and whites were similar. (RS)

ED 076 711 TM 002 720

Zimmerman, Irla Lee Steiner, Violette G.  
Validity and Evaluation of the Preschool Language Scale.

Pub Date—Apr 70

Note—9p.; Paper presented at the Western Psychological Association Convention (Los Angeles, California, April 15-18, 1970)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compensatory Education Programs, \*Language Development, \*Language Tests, Listening Comprehension, \*Preschool Education, Reading Readiness, Speech Communication, Tables (Data), Technical Reports, \*Test Validity Identifiers—Caldwell Preschool Scale, Peabody Picture Vocabulary Test, \*Preschool Language Scale

The results of the administration of the Preschool Language Scale to two succeeding classes of Head Start children (N 174) in a large, heterogeneous school district are reported. The scale is an individually administered instrument divided into receptive and expressive language areas. All children were administered the Preschool Language Scale, Peabody Picture Vocabulary Test, and Caldwell Preschool Scale at the beginning of the school year, while retest results are available for the initial class. On entry into the Head Start program, the children scored on the average at the dull normal level on all three measures. While the Preschool Language Scale gives much more useful detail than do the others the comparable mean scores indicate that these children are similar to typical Head Start children and that the new scale is a suitable measure. Means, standard deviations, correlations, and item analyses, which provide validity information for those considering the adoption of this scale, are presented. (Author/KM)

ED 077 267 FL 003 809

Spolsky, Bernard  
The Navajo Reading Study: An Illustration of the Scope and Nature of Educational Linguistics.

Pub Date—Aug 72

Note—20p.; Paper presented at the Third International Congress of Applied Linguistics, Copenhagen, Denmark, August 21-26, 1972

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Applied Linguistics, Bilingual Education, Child Language, Diglossia, \*Educational Planning, \*Educational Policy, Language Instruction, Language Planning, \*Language Research, \*Language Role, Language Tests, Language Usage, Linguistic Competence, Navaho, Reading Instruction, Second Language Learning, Sociolinguistics, Standard Spoken Usage, Teacher Education

It is the task of educational linguistics to describe and analyze language education in all aspects. With respect to the Navajo Reading Study, it is within the realm of educational linguistics to develop and make available information that will permit the Navaho people, working through their own institutions, to make informed decisions about educational language policy. Two main questions are posed in planning educational policy for Navaho language

education: (1) What is the communicative competence of children entering schools? and (2) What is the nature of the language used by children? From consideration of these and related questions, language education planning can be conducted. (VM)

ED 077 270 FL 003 849

Cherrier, Roy, Ed.  
English Language Testing. Report of the RELC Fifth Regional Seminar, Bangkok, 25-30 May, 1970.

Regional English Center (Singapore).

Pub Date—71

Note—232p.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Admission Criteria, Conference Reports, Educational Improvement, \*English (Second Language), Error Patterns, \*Language Proficiency, \*Language Skills, Language Tests, Predictive Ability (Testing), Second Language Learning, \*Seminars, Test Construction, \*Testing, Test Reliability

The primary objective of the Regional English Language Center (RELC) is the improvement of standards of teaching and learning English as a second or foreign language in the countries of Southeast Asia: Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam. This report on the RELC seminar on English language testing contains the papers presented at the plenary sessions of the meeting as well as summaries of the discussion from each session; also included are supplementary papers and reports from the workshops held during the meeting. Topics include a variety of issues in English language testing from general subjects, such as the present status of language testing in the member countries and the role of contrastive analysis in English language testing, to more specific remarks on English language testing, university entrance requirements, and papers on the testing of particular language skills. (VM)

ED 077 273 FL 003 923

Ewton, Ralph W., Jr. Ed. Ornstein, Jacob, Ed.  
Studies in Language and Linguistics, 1972-73.

Pub Date—72

Note—252p.

Available from—Texas Western Press, The University of Texas at El Paso, El Paso, Texas 79968 (\$5.00)

Document Not Available from EDRS.

Descriptors—\*Applied Linguistics, Biculturalism, \*Bilingualism, \*Descriptive Linguistics, Essays, \*Language Instruction, Language Tests, Linguistic Theory, Multilingualism, Second Language Learning, \*Sociolinguistics, Syntax

This collection of essays includes topics from several areas of linguistics with special attention paid to the issue of language diversity, especially as confronted in the multilingual and multicultural southwestern United States. The first section contains essays on various topics ranging from the value of abstract syntax to "Homophones and the English Spelling System." The second section seeks to define the term "applied linguistics." The third section deals with pedagogy and classroom problems within the field of applied linguistics; issues include Spanish idioms, English adjective compounds, and new trends in language testing. The final section on sociolinguistics deals, for the most part, with language diversity especially as experienced in the Southwest United States. (VM)

ED 077 274 FL 003 939

Mackey, William Francis  
Bilingual Education in a Binational School: A Study of Equal Language Maintenance through Free Alternation.

Pub Date—72

Note—185p.

Available from—Newbury House Publishers, 68 Middle Rd., Rowley, Mass. 01969 (\$7.95)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Bilingualism, \*Bilingual Schools, Bilingual Teacher Aides, \*Bilingual Teachers, \*Curriculum Development, \*English, \*German, Language Instruction, Language Skills, Language Tests, Media Selection, Student Grouping, Study Abroad, Teacher Education, Teacher Selection, Textbooks

This book describes the John F. Kennedy School in Berlin, which serves a community composed of families using German and English. It talks of the objectives and curriculum of the bilingual school, the manner of teacher selection and training, and the selection and preparation of materials. Included

are appendixes which develop a typology of bilingual education and provide a framework of reference for teachers, administrators, and students. The book has many descriptive, statistical tables covering such areas as training and experience of teachers, size of classes, and degrees of comprehension. (SK)

ED 077 279 FL 003 975

Ehrlich, Alan  
Bilingual Teaching and Beginning School Success.

Pub Date—May 71

Note—51p.; Paper submitted to the City University of New York

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, Control Groups, English, Experimental Groups, \*Field Studies, Minority Groups, \*Reading Achievement, Reading Tests, Research Design, Research Problems, \*Research Projects, Spanish, \*Spanish Speaking, Statistical Analysis

The purpose of this study was to measure the effectiveness of a monolingual versus a bilingual approach to the education of second-grade, Spanish-speaking children in New York City. The results were determined by measuring achievement in reading, which showed that the bilingual approach was indeed the more effective. The report includes an introduction, a review of procedure and results, a discussion and interpretation, and a summary. Tables are used to help interpret statistical data, and a bibliography and appendixes are included. (SK)

ED 077 287 FL 004 100

Pack, Alice C., Ed.  
TESL Reporter, Vol. 6, No. 1.

Church Coll. of Hawaii, Laie, English Language Inst.

Pub Date—72

Note—16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Body Language, Classroom Games, Cloze Procedure, Cognitive Processes, Composition Skills (Literary), Cultural Differences, Educational Games, \*English (Second Language), Language Instruction, Language Skills, Learning Activities, \*Newletters, Nominals, \*Paralinguistics, Problem Solving, Reading Comprehension, \*Reading Tests, Second Language Learning, Sentence Structure, \*Teaching Methods

This quarterly newsletter includes a variety of articles on the teaching of English as a second language. The first article discusses the use of the enquiry method and problem solving as classroom procedures. This approach involves the development of four cognitive processes: framing questions, imposing order on data, making extrapolations, and making syntheses. The second article considers cloze testing for reading comprehension. The third article is the first part of a three-part report on the relationship of body movement to culture, language, and language teaching. The fourth article concerns teaching composition skills to students of English as a second language. This issue also includes two brief articles on the use of educational games in the classroom, a teacher's class-handout chart on the construction of the English noun phrase, two educational songs for English-as-a-second-language students on the elementary level, and several book reviews. (VM)

ED 077 288 FL 004 101

Pack, Alice C., Ed.  
TESL Reporter, Vol. 6, No. 2.

Church Coll. of Hawaii, Laie, English Language Inst.

Pub Date—73

Note—12p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Body Language, Classroom Games, Cloze Procedure, Cultural Differences, Educational Games, \*English (Second Language), Language Instruction, Language Patterns, Language Skills, Learning Activities, Lesson Plans, \*Newletters, \*Paralinguistics, Pattern Drills (Language), Reading Ability, \*Reading Tests, Redundancy, Second Language Learning, Substitution Drills, \*Teaching Methods

This quarterly newsletter contains articles on a variety of subjects relevant to teaching English as a second language. The first article concerns cloze procedures to test reading ability; the article includes a list of procedures in non-technical terms for teachers to follow. The second article discusses the use of games in teaching English as a second language; a lesson plan demonstrating how games may

be used to teach verb inflections is included. The third article discusses how drills may be used in the classroom to replace the element of redundancy which is found in the language learning of native speakers. The final article is the second part of a three-part report on the relationship of body movement to culture, language, and language teaching. (VM)

ED 077 296

FL 004 170

Ornsteln, Jacob

Report on a Project to Apply Sociolinguistic Research Findings to Educational Needs of Mexican American Bilingual/Bicultural.

Pub Date—25 Nov 72

Note—29p.; Paper delivered at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Ga., November 25, 1972

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Biculturalism, Bilingual Education, \*Bilingualism, Data Bases, English, Hypothesis Testing, \*Language Skills, Mexican Americans, Minority Groups, Questionnaires, Research, \*Sociolinguistics, \*Spanish Speaking, Taxonomy

According to this report, the accomplishments of the Sociolinguistics Studies on Southwest Bilingualism have been to (1) elicit a corpus of the speech (Spanish, English, and Mixed) of several hundred young adults and set up taxonomies of leading variables in both languages; (2) devise and apply a Sociolinguistic Background Questionnaire with over 90 demographic, attitudinal, and language usage items; (3) established working hypotheses for correlating such data with school performance records; and (4) develop a tentative working model (rational bilingualism) to correlate social and educational factors with language skills. Applications of the growing data bank are anticipated in programs aimed at curricular change for culturally and linguistically divergent pupils and students, special texts and programs intended for bilinguals in both Spanish and English, and attitudinal profiles of bilinguals/biculturals useful in understanding and coping with the special problems of this population and related ones (Puerto Rican, Cuban, and other Spanish-English speakers). (Author/SK)

ED 077 305

FL 004 424

Clausing, Gerhard And Others

Individualized German Instruction at the College Level—A Second Evaluation.

Pub Date—73

Note—33p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Tests, Aptitude Tests, Curriculum Development, Diagrams, Enrollment Influences, Enrollment Rate, \*German, \*Individualized Instruction, Instructional Innovation, \*Language Instruction, Language Learning Levels, Pretesting, Reading Skills, Speech Skills, \*Statistical Data, Student Evaluation, Tables (Data), Test Results, Universities, Writing Skills Identifiers—Berkeley, University of California

This follow-up report to 'Individualized German Instruction at the College Level—A First Appraisal,' by Gerhard Clausing et al in "Foreign Language Annals," October 1972, employs a more rigorous analysis of pretest and posttest data than the first study and focuses specifically on test results involving the individualized and basic courses during the second quarter of the second year of the program. The evaluation of student achievement shows significantly better performance by individualized instruction students in reading and writing and equal oral performance compared with the basic course students. The findings confirm the conclusions of the first study and substantiate them with more rigorous statistical evidence. The data gathered over two years from a substantial student population are proposed as a demonstration of the basic soundness of individualized foreign language instruction. (Author/RS)

ED 077 617

RC 007 043

Trevino, Robert E.

Is Bilingual Education Shortchanging the Chicano?

Pub Date—14 Apr 73

Note—26p.; Paper prepared for Symposium on the Education of Mexican Americans, Society for Applied Anthropology meeting, Tucson, Ariz., April 12-14, 1973

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, Achievement, \*Biculturalism, \*Bilingual Education, Cultural Differences, \*Educationally Disadvantaged, Educational Programs, English (Second Language), Intelligence Tests, Linguistics, \*Mexican Americans, Parent Participation, Self Concept, \*Spanish Speaking, Teacher Education

Investigating non-linguistic factors which may have contributed significantly to Chicanos' educational problems, the study determined that the major objective of bilingual education should be to correct the Chicano child's negative self-image. Fatalism, a legacy of poverty, dropouts caused by language and culture conflicts, low achievement on English-based IQ tests, and acculturation demands that negate native cultures were cited as factors that deter the progress of bilingual education. Bilingual education often merely taught children to "parrot" English, instead of supporting bilingual-bicultural opportunities. One program that has incorporated 2 languages and 2 separate cultural systems is the Bilingual/Bicultural Follow-Through Model for Grades K-12 at the University of California, Riverside. This program included parent involvement, Spanish as a second language for teachers, community participation, home teaching and heritage curriculum development, and culture-matching teaching strategies. (KM)

ED 077 977

TM 002 787

Bernardoni, Louis C.

The Testirs of Bicultural Children.

Arizona State Dept. of Public Instruction, Phoenix, Div. of Indian Education.

Note—6p.; Sharing Ideas; v4 n2

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, American Indians, \*Bilingual Students, \*Cultural Differences, Guides, \*Intelligence Tests, \*Student Testing, Test Selection

Identifiers—Arthur Performance Scale, Goodenough Draw A Man Test

Some of the problems involved in the use of intelligence and achievement tests with bicultural students are discussed. Some tests are "fair" to bicultural groups. The Arthur Performance Scale and the Goodenough Draw-A-Man-Test are fair to certain Hopi and Navajo Indian Groups. The use of these tests has been limited because they have not correlated highly with the academic achievement of these groups. The following guidelines are given for the testing of the intelligence of bicultural children: (1) it is unrealistic to expect an intelligence test to be magically "fair" to all cultures and accurately predict behavior when the values affecting the definition of intelligent behavior vary drastically; (2) tests which may be "fair" for one bicultural group may not correlate with achievement and hence be of limited value to educators; (3) intelligence tests should not be given to bicultural students simply because it is routinely given to the other students; (4) individual tests should be given when feasible so that test-taking behavior may be better controlled; (5) a test which separates verbal and non-verbal scores may be more descriptive of the relative ability of upper grade bicultural students; (6) test results for bicultural students should be used with a great deal of reservation by people who are familiar with testing bicultural students; and (7) it is imperative that other sources of information be used in conjunction with read test scores. Achievement tests can be used as a measure of bicultural children's success in school, with reservations relating to language and cultural factors. (DB)

ED 078 071

TM 002 89C

Ramirez, A. R. And Others

An Evaluative Study of the ROCK English as a Second Language Program in Spanish-English Bilingual Projects.

Note—5p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Communication Skills, Elementary School Students, \*English (Second Language), \*Mexican Americans, Phonology, Preschool Children, \*Program Evaluation, Pronunciation, Second Language Learning, Spanish Speaking, Syntax, Teaching Techniques, Technical Reports, Test Results, Vocabulary

Bilingual education programs for Mexican-American preschool and elementary grade pupils almost invariably include instruction in English as a second language (ESL). While usual ESL programs for young Spanish-speaking children emphasize

pronunciation drill (minimal-pair drills: pit-bit, choose-shoes), an alternative approach deemphasizes phonological drill while concentrating on teaching of word order (syntactic structure). Results of several studies from bilingual projects in Lower Rio Grande Valley replicate findings that Experimental Groups perform no better than Control (no formal ESL instruction) Groups on Pronunciation, Vocabulary, and Communication but score significantly higher on structure. Formal syntactical drill to learn new word order may be more important than phonological analyses in ESL instruction. (Author)

ED 078 420

CS 200 479

Lundsteen, Sara W.

Listening: Its Impact on Reading and the Other Language Arts.

National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 71

Note—145p.; NCTE/ERIC Studies in the Teaching of English

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 50517, \$2.00 non-member, \$1.85 member)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Auditory Perception, Behavioral Objectives, \*Instructional Materials, \*Language Arts, \*Listening Skills, Models, Reading, School Role, \*Teaching Techniques, \*Test Reviews Identifiers—Thinking Improvement Project, TIP

One of a series of state-of-the-art papers, this monograph focuses upon the reasons for stressing listening in a language arts program. Listening is defined according to six approaches: comparative, ostensive, classificational, structural, operational, and synonymic. Some past and current ideas concerning a taxonomy of listening skills are discussed as to the dimensions of these skills, their prerequisites, ways of classifying them, and a method for formulating skills into learner objectives and arranging them into tentative hierarchies. Examinations are made of criticisms and rationales for listening tests in general, standardized tests, unpublished tests, publishers' informal assessments which accompany their instructional materials, and informal devices such as coding sheets, standards, and checklists. Selected published and unpublished materials designed for various types of instruction, goals, and populations, starting with the young child, are reviewed, and studies and ideas on various teaching techniques are presented. Research references, annotated when appropriate, are given at the end of the report for all chapters. An appendix gives some sample listening lessons from the Thinking Improvement Project (TIP). Figures and other illustrations are given throughout the text. (This document previously announced as ED 057 030.) (CK)

ED 078 711

FL 004 314

A Teacher's Notebook: Spanish.

National Association of Independent Schools, Boston, Mass.

Pub Date—Feb 73

Note—46p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109 (\$1.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, \*Instructional Aids, \*Instructional Materials, Instructional Program Divisions, Language Learning Levels, Language Programs, Language Tests, \*Modern Languages, \*Spanish, \*Teaching Guides, Testing

This pamphlet is designed to provide general guidelines for beginning teachers who are interested in establishing a Spanish program. Contents include suggested outlines and materials for basic and advanced courses. Sections on testing, teaching aids, and library materials for teachers of Spanish are included. (RL)

ED 078 712 FL 004 315

**A Teacher's Notebook: German.**  
National Association of Independent Schools, Boston, Mass.

Pub Date—Mar 73  
Note—65p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109 (\$1.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids, \*German, Instructional Materials, \*Instructional Program Divisions, \*Language Instruction, Language Tests, \*Modern Languages, Secondary Schools, Second Language Learning, Student Motivation, \*Teaching Guides, Textbooks

This guide for teachers of German at independent schools is a result of a collective effort of a number of experienced German teachers during the year 1973. It is directed mainly toward the new teacher as a quick source of reference for all aspects of instruction of German at the secondary level. Contents include: (1) "Why Study German?," (2) particular issues involved in the teaching of German, (3) realia and audio-visual aids, (4) standardized tests, (5) textbooks and publishers, (6) basic library for teachers of German, (7) professional organizations, journals, and conferences, (8) testing, (9) curriculum at the basic, intermediate, and advanced levels, (10) the challenge of keeping in touch with the living language, and (11) ideas for the new teacher. (RL)

ED 078 713 FL 004 374

**Ehrlich, Alan, Comp.**  
**Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs. An Annotated B.E.A.R.U. Bibliography.**

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date—May 73

Note—23p.; Revised version

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Annotated Bibliographies, Bibliographies, \*Bilingual Education, English, French, German, \*Nonverbal Tests, \*Spanish, Testing, Test Reviews, \*Tests, Test Selection

This annotated bibliography contains a list of tests in Spanish and other languages and nonverbal tests for children in bilingual programs. Included are an alphabetical list of tests showing language and grade range, and further sources of information on assessment for bilingual programs. Attached to the bibliography is an announcement pertaining to an analytical bibliography of language tests prepared by Jean-Guy Savard of Laval University in Quebec, Canada. For the earlier edition of this bibliography, see ED 074 852. (SK)

ED 079 432 TM 003 037

**Carroll, John B.**  
**Foreign Language Testing: Will the Persistent Problems Persist?**

Educational Testing Service, Princeton, N.J.

Pub Date—Jun 73

Note—20p.; Paper presented at the ATE SOL Conference (Dublin, Ireland, June 26-29, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Feedback, Language Instruction, Language Tests, \*Second Language Learning, Test Construction, \*Testing, \*Testing Problems, \*Test Validity

The persistent problems in foreign language testing are considered under four headings: (1) validity, (2) scope, (3) efficiency, and (4) the problem of how tests relate to the wider context of instruction. The first consists of insuring that the measurements and assessments obtained reflect what they are intended to reflect. The problem of scope consists of insuring that all the varied components of foreign language competence and skill are measured. The problem of efficiency encompasses the obtaining of the best assessments possible within the limits of time and resources available for the construction and administration of the assessments. An example of how tests relate to the wider context of instruction is the degree to which testing either enhances instruction or distorts it through undesirable feedback effects from the tests. It is concluded that, with continual attention to the criteria for good test construction and to the need for new research on testing procedures, it should be possible to effect a gradual net improvement in the quality and effectiveness of

foreign language tests. (Author/CK)

ED 080 015 FL 004 515

**Ehrlich, Roselin Shore, Marietta Saravia**  
**St. Martin Parish Bilingual Program. Content Analysis Schedules for Bilingual Education Programs.**

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date—May 72

Note—60p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Biculturalism, \*Bilingualism, Cognitive Development, \*Content Analysis, Curriculum Design, Educational Finance, \*English, \*French, Kindergarten Children, Learning Theories, Program Costs, Self Esteem, Sociolinguistics, Student Grouping, Tests, Tutoring

Identifiers—Louisiana, \*Project BEST, St. Martinville

This content analysis schedule for the St. Martin Parish Bilingual Program of St. Martinville, Louisiana, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts included in this schedule, which has been modified, are an evaluation design and information on instructional program, such as tests to determine French/English dominance. (SK)

ED 080 241 RC 007 161

**Study of Modified School Programs for Migrant Children.**

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Texas Education Agency, Austin. Migrant and Preschool Programs.

Pub Date—15 Apr 69

Note—104p.

Available from—Southwest Educational Development Lab., 800 Brazos Street, Austin, Texas 78701 (Free)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Achievement Tests, Bilingual Education, Community Involvement, \*Educational Programs, \*Evaluation, \*Mexican Americans, \*Migrant Children, Socio-economic Status, Standardized Tests

Identifiers—\*Texas Migrant Educational Development Center

The findings, implications, and recommendations of a Texas migrant education study were presented in this report. Objectives were to determine how educational achievement of migrant students in 6-month programs compares with that of students in 9-month modified programs for migrants and with other students in the community, the effects of differences in resources, and the comparison of achievement of migrant pupils enrolled in out-of-state schools while in transit with those not enrolled in out-of-state schools. It was found that none of the programs were making an adequate change in the performance of migrant children and that for all 3 groups the Stanford Achievement Test performance was substantially below national norms. An evaluation of the 6-month extended day migrant school program showed that it required a thorough and constructive review. The major implication was that an in-depth study of migrant education is necessary if adequate solutions are to be developed. (PS)

ED 080 547 TM 003 052

**Documenting Educational Change: The Annual Western Regional Conference on Testing Problems (14th, San Francisco, California, May 7, 1965).**

Educational Testing Service, Princeton, N.J.

Pub Date 7 May 65

Note 64p.

Available from: Educational Testing Service, Princeton, New Jersey 08540 (\$1.50)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Achievement Tests, College Credits, \*Conference Reports, \*Educational Change, Equivalency Tests, Language Instruction, Mathematics Education, National Competency Tests, Norms, \*Testing Problems

The 1965 meeting of the Western Regional Conference on Testing Problems dealt with change in education. The following speeches were presented: (1) "The Winds of Change in Mathematics Education with a Discussion of Some of the Stronger Gusts" by Sheldon S. Myers; (2) "Articulation Problems in California Foreign Language Instruction" by Kai-yu Hsu; (3) "External Examinations and Continuity" by Jack N. Arbolino; (4) "What's in a Norm—Testing What We Really Teach" by E. L. Keezel; and (5) "New Directions in Assessing Achievement" by Robert J. Solomon. (KM)

ED 080 566 TM 003 072

**Changes in Education and Measurement Since Sputnik. Annual Western Regional Conference on Testing Problems (10th, Los Angeles, California, May 5, 1961).**

Educational Testing Service, Princeton, N.J.

Pub Date—5 May 61

Note—90p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Conference Reports, \*Educational Change, English Instruction, Language Instruction, Language Tests, Mathematics Instruction, \*Measurement, Science Curriculum, Science Tests, \*Testing Problems

The 1961 meeting of the Western Regional Conference on Testing Problems dealt with changes in education and measurement since Sputnik. The following papers were presented: (1) "Who's Testing Whom and for What?" by Daniel D. Feder; (2) "Recent Development and Problems in the Teaching of English" by Alfred H. Grommon; (3) "The New Foreign Language Teaching and the Need for Tests in All the Skills" by George Scherer; (4) "The Teaching of Modern Mathematics" by John L. Kelley; and (5) "Some New Science Curricula and their Measurement" by Frederick L. Ferris, Jr. A list of conference participants concludes the report. (KM)

ED 081 003 CS 200 656

**Dieterich, Daniel J.**

**Bibliography of Research in the Teaching of English: July 1, 1972 to December 31, 1972.**

Pub Date—73

Note—37p.

Journal Cit—Research in the Teaching of English; v7 n1 p14-40 Spring 1973

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Annotated Bibliographies, Bilingualism, Composition (Literary), \*Educational Research, Educational Testing, English Curriculum, \*English Education, Humanities, Language Development, \*Language Research, Literature, \*Literature Reviews, Mass Media, Speech Communication

Identifiers—Bidialectalism

This bibliography of 144 annotated citations covers research in the teaching of English from July 1 through December 31, 1972. Subject categories include literature, humanities and the media, written and oral communication, language and verbal learning, bilingual and bidialectal programs, general English curriculum, and testing and evaluation. Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, college and adult, special education, and teacher training. (HOD)

ED 081 020 CS 200 683

**Dieterich, Daniel J.**

**Annotated Bibliography of Research in the Teaching of English: January 1, 1973 to June 30, 1973.**

National Council of Teachers of English, Urbana, Ill.

Pub Date—Jun 73

Note—47p.

Journal Cit—Research in the Teaching of English; v7 n3 Winter 1973

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Annotated Bibliographies, Bilingual Education, \*Educational Research, Educational Testing, English Curriculum, \*English Education, \*Language Arts, \*Language Development, Literature, Mass Media, Research Reviews (Publications), Speech Communication, Teaching Methods, Written Language

Identifiers—Status Surveys

This 180-item annotated bibliography covers research in the teaching of English, published between



January 1, 1973, and June 30, 1973. Subject headings include "Literature, Humanities, and Media," "Written and Oral Communication," "Language Instruction, and Media," "Written and Oral Communication," "Language and Verbal Learning," "Bilingual and Bidialectal Programs," "General English Curriculum," and "Testing and Evaluation." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, college and adult, special education, and teacher training. (RB)

ED 081 258 FL 004 310

Booth, Venita

Guidelines for Implementing Individualized Instruction in Foreign Languages.

Corpus Christi Independent School District, Tex.

Pub Date—May 73

Note—68p.

EDRS Price MF01/PC03 Plus Postage.

Descriptors—\*Educational Objectives, \*Individualized Instruction, \*Instructional Program Divisions, \*Language Instruction, \*Language Tests, \*Learning Activities, \*Modern Languages, \*Second Language Learning, \*Teaching Guides, \*Teaching Methods, \*Testing

This guide is intended for teachers of modern languages planning to individualize their instruction. Materials include suggestions for classroom management, and the role of the teacher and the responsibility of the student for the success of his learning program are defined. A format for creating learning activity packets will assist the teacher who wants to write programs for personalized instruction. Appendixes contain: (1) a rationale, (2) examples of testing, (3) optional activities, (4) charts, and (5) examples of behavioral objectives. A bibliography is included. (RL)

ED 081 297 FL 004 787

Monroe, James H.

Measuring the Syntactic Development of American Students of French.

Pub Date—30 Mar 73

Note—14p.; Paper presented Florida Chapter Meeting of the American Association of Teachers of French, Jacksonville, Florida, March 30, 1973

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*French, \*Language Instruction, \*Language Research, \*Language Usage, \*Morphology (Languages), \*Student Evaluation, \*Syntax, \*Tests, \*Vocabulary Development

The purpose of this study was to develop and test a rewriting instrument in French that would be a valid indicator of the level of syntactic development of American students in French. Vocabulary is limited to those words found in the first level of "Ecouter et Parler;" only the present tense was used in the tests. The theory on which the tests are based is derived from Dr. Kellogg Hunt's work in "syntactic maturity" in English tests developed for American school children. Sample tests and results from an experimental evaluation are included. (RL)

ED 081 475 PS 006 710

Askins, Billy E. Alford, Gay

Evaluation of Effects of the Clovis - Portales Bilingual Early Childhood Program: Final Report, 1972-73.

Adobe Educational Services, Lubbock, Tex.; Clovis Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—May 73

Grant—OEG-0-72-5239(280)

Note—49p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, \*Demonstration Programs, \*Disadvantaged Youth, \*Evaluation, \*Home Visits, \*Intervention, \*Language Ability, \*Parent Participation, \*Post Testing, \*Preschool Education, \*Pretests, \*Readiness, \*Self Concept, \*Spanish Americans

Identifiers—\*Bilingual Early Childhood Program, \*Elementary Secondary Education Act Title VII, \*ESEA Title VII, \*New Mexico, \*Responsive Environment Program

Initiated in 1972, the Bilingual Early Childhood Program (BCEP) serves as early intervention for 3- and 4-year-old children in Clovis and Portales, New Mexico (40 children at each site). Target group children were predominantly from Spanish-speaking backgrounds and were selected as participants using guideline requirements of language, background, income of parents, and residence. The goal of the

BCEP is to demonstrate that early childhood bilingual education intervention will facilitate the learning of two languages (English and Spanish) simultaneously in a responsive environment designed to enhance the child's cognitive, affective, and psychomotor development. Specific objectives were developed for the program components: instruction, staff development, materials development, and community-parental involvement. The evaluation design for the instructional component was within a framework of a pretest-posttest design without a control group. Abilities measured were: language development in English and Spanish, school readiness, and subjective evaluation of self-concept. Findings indicated that the students made significant gains in language ability in English and in Spanish, and in general school readiness. The children developed and maintained a positive self-image and developed substantially in various dimensions of personality growth. It was concluded that BCEP functioned as planned for the target group. (Author/ST)

ED 081 528 RC 007 235

McCracken, Wanda

Final Report of Outcome of Southeastern New Mexico Bilingual Program.

Artesia Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—15 Jun 73

Grant—OEG-0-9-410028-3443(280)

Note—17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, \*Comparative Analysis, \*Elementary Grades, \*Grade 3, \*Grade 4, \*Language Arts, \*Program Evaluation, \*Self Concept, \*Social Development, \*Spanish Americans, \*Tables (Data), \*Testing

Identifiers—Artesia, \*Southeastern New Mexico Bilingual Program

The Southeastern New Mexico Bilingual Program's final report analyzed performance objectives to determine the outcome of the goals set for academic growth in the standard curriculum, as well as in the English and Spanish language arts, and growth in social development of students. The random sample consisted of 20 third and fourth graders from the standard program and 20 bilingual third and fourth graders. Groups were matched by chronological and mental age, IQ, family income, family situation (both parents, only father, or only mother), number of children in family, parents' education and occupation, and home language. The evaluation instruments were the California Test of Basic Skills, the Self-Image Test, the Spanish Language Arts Criterion Reference Test, the Otis-Lennon Mental Ability, and the Metropolitan Achievement Test. The findings showed: (1) Spanish speaking students profit richly from a systematic study of their first language and (2) non-dominant Spanish children attain a second language facility in Spanish when taught through systematic language arts curricula. Notations of staff development, acquisition of materials, parent/community involvement, and management are also given. (NQ)

ED 081 529 RC 007 236

Lampman, Henry P.

Southeastern New Mexico Bilingual Program. Final Report.

Artesia Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date [73]

Grant—OEG-0-9-410028-3443(280)

Note 25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Anglo Americans, \*Bilingual Education, \*Comparative Analysis, \*Grade 2, \*Program Evaluation, \*Self Concept, \*Social Behavior, \*Spanish Americans, \*Testing

Identifiers—Artesia, \*Southeastern New Mexico Bilingual Program

Academic growth and personal-social growth of 20 second grade children in the Southeastern New Mexico Bilingual Program at Artesia are compared to 20 second grade children in the standard program. The groups were matched by chronological and mental age, IQ, family income, family situation (both parents, only father, or only mother), number of children in family, parents' education and occupation, and home language. The academic growth

was measured using the Peabody Picture Vocabulary Test in both English and Spanish, the Stanford Achievement Test, and an English and a Spanish test in sentence completion format measuring responsiveness. The effects of the bilingual program on the self-image and social interaction of the child were evaluated by self-rating scales administered orally and recorded by the teacher side on a pretest and posttest basis. Findings showed that the children in the bilingual program made greater progress; both groups of children had a high self-esteem at the beginning of the year but as they grew older their self-concept lowered; there was no significant difference in their social interaction; and the bilingual group responded more rapidly in both English and Spanish. (NQ)

ED 081 555 RC 007 266

Harrison, Helene W.

Evaluation Report of the Harlandale Independent School District's Bilingual Education Program.

Harlandale Independent School District, San Antonio, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—73

Grant—OEG-0-9-530014-3480(280)

Note—107p.; Oversized pages, actual page count 90

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Achievement Tests, \*Bilingual Education, \*Elementary Grades, \*Federal Programs, \*Mexican Americans, \*Minority Group Children, \*Program Evaluation, \*Spanish Speaking, \*Tables (Data)

Identifiers—Harlandale, \*Texas

The 1973 report evaluates the Bilingual Education Program of Harlandale Independent School District. The bilingual program is designed for Spanish speaking pupils in grades K-5 (1,517 children in 8 of the district's 15 elementary schools) who have limited English-speaking ability. The 1972-73 project involved (1) development and revision of curriculum materials; (2) bilingual instruction in K-5; (3) preservice and inservice training of bilingual teachers and aides; (4) supervision of bilingual student teachers and student interns; (5) involvement of bilingual parents in their children's education; (6) increased community support for bilingual education; and (7) coordination of the cooperative efforts of 2 school districts and a teacher-training institution—Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University. The 31 tables give results of tests used to evaluate the bilingual program—e.g., Peabody Picture Vocabulary Tests, Metropolitan Achievement Test, Prueba de Lectura, BEP Test in Social Studies and Science, Allocation of Time in Language Teaching (English and Spanish), and Inferred Self-Concept Scores. Eight recommendations are also included—e.g., the coordinator should emphasize to teachers the need to develop both English and Spanish reading comprehension. (For related documents, see RC 007 267, 268.) (FF)

ED 081 846 TM 003 207

Scott, Norval C., Jr.

Zip Test.

Butte County Superintendent of Schools, Oroville, Calif.; California State Dept. of Education, Sacramento. Bureau of Community Services and Migration Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Note—24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, \*Diagnostic Tests, \*Elementary Grades, \*Elementary School Mathematics, \*Grouping (Instructional Purposes), \*Language Fluency, \*Language Skills, \*Language Tests, \*Migrant Child Education, \*Migrant Children, \*Reading Diagnosis, \*Reading Level

A copy of the Zip Test, designed to determine quickly the grade placement of a migrant child in reading and math and to assess his English language facility, is presented. The purpose of the test is to locate the instructional level at which the child can effectively use mathematics and reading books and to indicate his ability to conceptualize verbally in English. The test is not intended for use in chronological grade placement. The test consists of a group of pictures of objects and activities, a series of simple words, six brief stories (each consisting of only a few sentences), a series of multiple-choice word

opposites, a group of shapes and numbers, and a series of arithmetic problems. Two forms for use in recording the child's performance on the test and placement level are also presented. (KM)

ED 081 866 UD 013 755

Lawton, Susan Harvin

**The Comparison of One Teacher's Oral Language Assessment and a Panel of Experts' Oral Language Assessment of Ten Blacks.**

Pub Date—Aug 73

Note—97p.; Thesis, degree of Master of Education, Univ. of Texas at Austin, Texas, 1973

EDRS Price - MF01/PC04 Plus Postage.

Descriptor: \*Audiolingual Skills, Black Dialects, Educational Diagnosis, \*Language Skills, \*Language Tests, \*Listening Skills, \*Negro Students, Oral English, Reading Instruction, Reading Readiness, Standard Spoken Usage, Student Teacher Relationship, Testing Problems, Test Interpretation

Identifiers—Gloria and David Beginning English Test

Numerous investigations of the relationship of oral language skills to the acquisition of reading show that the nonstandard language of the child accounts, at least in part, for classroom failure. Even a teacher who is well informed about the nature of nonstandard language and its relationship to reading and academic success requires a valid oral language test instrument to evaluate his students and plan accordingly. One test which has been used successfully with over 1,500 students from different cultural and ethnic background throughout the United States is the "Gloria and David Beginning English Test Six." This sentence repetition test has been found highly reliable for evaluating language in terms of language dominance (Standard English, Negro Nonstandard English, or Spanish); and Standard American English comprehension, production, phonology, inflections and syntax. The purpose of this study was to determine if 50 tapes are required to adequately train someone to use the test. The research design involved evaluating the oral language performance of ten black children at three different times and correlating these ratings with the mean ratings of 15 linguistic experts. Since the author of the test felt 50 tapes would be required to train one teacher, the study was constructed around this number. (Author/JM)

ED 082 184 CS 200 607

Martinez-Bernal, Janet Ayers

**Children's Acquisition of Spanish and English Morphological Systems and Noun Phrases.**

Pub Date—72

Note—314p.; Ph.D. Dissertation, Georgetown University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-34,186, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Bilingual Students, Children, English, \*English (Second Language), Language Research, Language Skills, \*Language Tests, Monolingualism, Morphology (Languages), Nominals, Psycholinguistics, \*Second Language Learning, Sociolinguistics, \*Spanish Speaking

Identifiers—\*Language Acquisition

In this experimental study for developing a bilingual diagnostic language test, findings in English and Spanish about monolingual language acquisition were used in designing materials to investigate the bilingual language acquisition (English and Spanish) of children five to eight years old in Tucson, Arizona. Attention was focused on acquisition of the morphological systems and of noun phrases of varying degrees of length and complexity. Results indicated that both the linguistic content and the testing techniques were appropriate for children of this age, and that errors could be classified with a combination of data about native language acquisition and contrastive analysis. The research materials show that it is feasible to use psycholinguistic research techniques to study language development of bilingual children in a school setting. The subjects appear to be acquiring both English and Spanish in substantially the same way as children who are monolingual in each language. Neither language seems to be a "second" language for these subjects. (Author/DI)

ED 082 498 EM 011 468

Stanford, Monty Carlis

**On Predicting the Effects of a Bilingual Children's Educational Television Program.**

Texas Univ., Austin.

Pub Date—30 Jul 73

Note—145p.; Ph.D. Dissertation, University of Texas at Austin

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, \*Bilingual Education, Bilingual Students, Criterion Referenced Tests, Doctoral Theses, Early Childhood Education, \*Educational Television, Grade 1, Grade 2, Kindergarten, \*Mathematical Models, \*Media Research, Mexican Americans, Multiple Regression Analysis, Prediction, \*Predictive Measurement, Predictor Variables

Identifiers—Carrascolendas

Research sought to develop a quantitative model for the prediction of learning effects of a bilingual children's educational television program. The stimulus program series consisted of 30 sessions of Carrascolendas, a Spanish-English series which was based on specified behavioral objectives and aimed at students through grade 2. Learning effects were measured with criterion referenced tests administered to 408 Mexican-American children. Data were collected on the independent variables of communication stimuli, individual characteristics, and contextual traits; the predictive models were based upon linear multiple regression analysis. Results showed that learning effects can be predicted with relatively high degrees of reliability and accuracy. From this it was concluded that policy decisions regarding educational television must account for contextual characteristics, as well as program content and objectives, and that a communications stimulus, such as a television series, functions as one of many stimuli in producing learning effects. More detailed measures of these independent variables are needed and contracts for the evaluation of program series should require that measurement involve linear models. (LB)

ED 082 541 FL 003 779

**Symposium on Intensive Courses for Modern Language Teachers: Report.**

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Pub Date—20 Jun 72

Note—53p.; Symposium on Intensive Courses for Modern Language Teachers at York, England, December 13-19, 1971

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiovisual Instruction, \*Educational Objectives, \*Employment Projections, Instructional Program Divisions, \*Intensive Language Courses, \*Language Instruction, Language Tests, \*Modern Languages, Second Language Learning, Student Evaluation, Symposia

Reports of lectures and discussions held at the symposium reflect several primary themes including: (1) examination of the aims, forms, and content of intensive courses for modern language teachers; (2) discussion of reasons for the shortage of modern language teachers; (3) identification of problems which arise with regard to use of audio-visual methods in intensive courses; and (4) examination of the use of tests and award of certificates in connection with intensive courses. (RL)

ED 082 560 FL 004 160

Gardocki, Henry A.

**Adventure in Language through Latin: Workbook and Tests for Unit I. Radio-TV Edition.**

Pub Date—67

Note—87p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Audiolingual Methods, Audiovisual Aids, Basic Skills, Grammar, Independent Study, \*Language Instruction, Language Patterns, Language Skills, \*Latin, Pictorial Stimuli, \*Programmed Instruction, Reinforcement, Tests, Vocabulary Development, \*Workbooks

This programmed workbook and test booklet is designed for use with the Unit I reader for the beginning audiolingual Latin course. The workbook allows the student to work without direct teacher aid, to work and review at his own speed, to correct answers immediately, and to pursue good independent study habits. Like the reader, the workbook is structured by "frames," each frame being a separate step in the learning process, and each requiring a written response. Each lesson in the workbook corresponds to one in the reader. A series of reinforcement tests follows the workbook lessons. For related

material, see FL 004 156-9 and FL 004 163. (DD)

ED 082 561 FL 004 163

Gardocki, Henry A.

**Adventure in Language through Latin: Tests for Workbook, Introduction. Radio-TV Edition.**

Pub Date—65

Note—15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Audiolingual Methods, Basic Skills, Grammar, Independent Study, \*Language Instruction, Language Patterns, Language Skills, \*Language Tests, \*Latin, Reinforcement, Vocabulary Development, Workbooks

This test booklet is designed for use with the workbook for the Introductory Unit of the beginning audiolingual Latin course. The tests review syllable division in Latin, Latin cognates, sentence structure, verbs, adjective agreement, and case. The tests correspond to workbook lessons. For related material, see FL 004 156-60. (DD)

ED 082 567 FL 004 308

Zirkel, Perry Alan

**A Method for Determining and Depicting Language Dominance.**

Pub Date—12 May 73

Note—17p.; Paper presented at the 7th Annual TESOL Convention, San Juan, Puerto Rico, May 12, 1973; In error this document was also input as ED 086 028

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, \*Bilingualism, Language Fluency, \*Language Proficiency, \*Language Research, Language Tests, \*Listening Comprehension, Listening Skills, Research Criteria, Research Design, Research Methodology, \*Research Problems, Scientific Research, Speech Skills, Statistical Analysis

This article suggests a method for determining and depicting language dominance through the use of parallel tests of aural ability in two languages. In addition, the use of a two-dimensional graph consisting of the proficiency levels within each language appears fruitful as a means of depicting such dominance scores in the initial placement of pupils into instructional groupings. However, the complexity of human behavior across a dual language matrix as well as the limitations of brief group testing preclude anything more than a tentative judgment with respect to any pupil's language dominance, which should be verified by subsequent diagnostic testing and prescriptive teaching. Given the restricted resources of the typical educational setting, the circumspect use of such a method offers a simple and systematic starting point for pupil placement and programmatic progress. (Author/SK)

ED 082 576 FL 004 595

O Raifeartaigh, T.

**Presidential Address. First International Conference of the Association of Teachers of English to Speakers of Other Languages, University College, Dublin, Ireland, June 27, 1973.**

Pub Date—27 Jun 73

Note—18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English (Second Language), Language Instruction, \*Learning Difficulties, Learning Motivation, \*Second Language Learning, \*Speeches, \*Student Teacher Relationship, \*Testing

Identifiers—Ireland

This conference address touches on a variety of issues in second language learning and underlines points that the speaker considers areas for thought and discussion. Initial remarks concern second language learning in Ireland. In his statements concerning second language learning in general, the speaker emphasizes the importance of contact between teacher and pupil and the greater significance of subject matter over method. The speaker discusses the special obstacles which the modern age places in the way of second language learners and cites the sudden mass movement of pupils into secondary schools of various kinds as posing one of the greatest problems. Much of the speech concerns the role of examinations in general and in second language learning in particular. (VM)

ED 082 930

RC 007 407

Kemery, Carmen

Testing the Cognitive Motor Ability of Indian Students, Using an I. T. P. A. Subtest.

Pub Date—Aug 70

Note—27p.; Master's Project Paper, Northern State College, Aberdeen, South Dakota  
Available from—Inter-library Loan, Northern State College, Aberdeen, South Dakota

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*American Indians, \*Cognitive Measurement, \*Cognitive Tests, Grade 1, Grade 2, Grade 3, Grade 4, \*Intelligence Tests, \*Language Skills, Nonverbal Tests, Tables (Data), Verbal Tests, Visual Measures

Identifiers—\*Illinois Test of Psycholinguistic Abilities

The purpose of this project was to administer the Motor Encoding Subtest of the Illinois Test of Psycholinguistic Abilities (IPTA) to a population of 50 American Indian students, and compare their scores with the established norms of the IPTA. Indian students with chronological ages 5-9 enrolled in the first 4 grades at the Fort Thompson Elementary Indian School were tested. The majority of the children failed to carry out the objective designed by the authors of the IPTA for the Motor Encoding Subtest. All of the students were able to demonstrate the functions of a toy hammer, a toy pitcher, a toy gun. It was only when they had to do the same with pictures that they had difficulty. Indian children are often bashful with strangers, and in a situation where they are asked to perform in front of a stranger, this bashfulness may be more pronounced. Three recommendations are presented—e.g., if the IPTA is going to be used as a tool to diagnose language disabilities, it is necessary to administer the whole test. One subtest can only provide minor information in this area. (FF)

ED 083 281

TM 003 243

Angoff, William H. Modu, Christopher C.

Equating the Scales of the Prueba de Aptitud Academica and the Scholastic Aptitude Test.

College Entrance Examination Board, New York, N.Y.

Report No.—CEEB-RR-3

Pub Date—73

Note—44p.

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, N.J. 08540 (\$1.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Aptitude Tests, \*Comparative Statistics, Cultural Differences, English, \*Equated Scores, Language Role, Mathematical Models, \*Mathematics, Spanish, Statistical Analysis, Student Testing, Tables (Data), Technical Reports, Test Results, \*Verbal Tests

Identifiers—PAA, Prueba de Aptitud Academica, SAT, Scholastic Aptitude Test

The purpose of this study was to establish score equivalencies between the College Board Scholastic Aptitude Test (SAT) and its Spanish-language equivalent, the College Board Prueba de Aptitud Academica (PAA). The method of the study involved two phases: the selection of test items equally appropriate for Spanish- and English-speaking students for use in equating the two tests; and the equating analysis itself. The method of the first phase was to choose two sets of items, one originally appearing in Spanish, the other originally appearing in English; to translate each set into the other language; and to administer both sets in the appropriate language mode for pretest purposes to both types of students. These administrations were conducted in the Fall of 1970 with samples of candidates taking the PAA or the SAT at regularly scheduled administrations. They provided data regarding the difficulty and discrimination power of each item for each of the two groups, and an index of appropriateness of each item for both groups. On the basis of the analyses of these data, two sets of items, one verbal and the other mathematical, were chosen and assembled as "common items" to be used for equating. In the second phase of the study, these "common items," appearing in Spanish and in English, were administered in the appropriate language along with the operational form of the PAA in November 1971 and with the operational form of the SAT in January 1972. The data resulting from the administrations of these "common items" were used to calibrate for differences in the abilities of the two groups and permitted both linear and equipercentile equating of the two tests. Conversion tables are provided. (Author/DB)

thor/DB)

ED 083 306

TM 003 271

Offenberg, Robert M. Wolowec, Wolodimir

Title VII Bilingual Project, Let's Be Amigos: Evaluation of the Third Year, 1971-1972.

Philadelphia School District, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—Jan 73

Grant—OEG-09-480-089-5303

Note—186p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Bilingual Education, Elementary Grades, English (Second Language), \*Formative Evaluation, Intermediate Grades, Interviews, Preschool Education, \*Program Evaluation, Questionnaires, Secondary Grades, \*Spanish Speaking, Student Testing, \*Summative Evaluation, Tables (Data), Teacher Attitudes, Test Results

Identifiers—\*Project Lets Be Amigos

The 12 studies that constituted the 1971-1972 evaluation of the Let's Be Amigos program are presented together with the evaluation findings. The three components of the Bilingual Program, serving 1,813 students by the end of the third year, were the Model A program (prekindergarten to grade 3) with teams of English- and Spanish-speaking teachers working with the students; the Model B program (grades 1 and 2) in which teachers worked with students who were dominant in the teacher's mother tongue; and the ARRIBA program (elementary, junior high, and senior high schools) serving primarily Latino pupils who could benefit from instruction in their mother tongue. The evaluation studies were categorized as to Process Evaluation Studies (four studies) and Product Evaluation Studies (eight studies). The Process Evaluation Studies were: General Process Evaluation of the Third Year of the Bilingual Program; Perceptions of Principals, Teachers, and Parents Regarding the Bilingual Program; Curriculum Development, Distribution, and Tryout in the ARRIBA Program; and Follow-up of Elementary-Level ARRIBA Pupils Who Moved into Regular English Language Classes. The Product Evaluation Studies were: Log of Pupil Performance in the Model A and Model B Programs; Criterion-Referent Testing of Second- and Third-Grade Arithmetic Skills in the Model School Program; Exploratory Testing of ARRIBA Junior High School Students; and Replication of Findings Assessing the ARRIBA Component's Impact on Elementary School Pupils' Attendance and High School Pupils' Dropout Rate. (DB)

ED 083 310

TM 003 275

Jackson, Steve Klinger, Ron

Cross Cultural Attitude Inventory [and] Test Manual.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Note—64p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Anglo Americans, \*Attitude Tests, \*Cultural Factors, Elementary School Students, Ethnic Groups, \*Language Role, Manuals, Mexican Americans, Preschool Tests, Scoring, Secondary School Students, \*Student Testing, \*Test Construction, Tests

Identifiers—\*Cross Cultural Attitude Inventory

The Cross-Cultural Attitude Inventory provides a means for measuring the degree of positive or negative feeling which Mexican-American and Anglo students (ages 3 to 18) have for the two cultures. Present test validity is based on face validity and the rationale behind the item selection and construction procedures. The inventory also provides a springboard from which other ideas may come. The inventory is comprised of 24 test items that relate to language, facial characteristics, foods, games, clothing, sports, and flags. The use of five faces beneath each item seems to work well with children in a wide range of age, sex, and ethnic categories. The test provides a score based on an equal number of items representative of each culture. It is a relatively quick instrument to administer (20-30 minutes), and is easy for both test administrator and subjects to understand. The age range of subjects who can be expected to understand and relate to the test is from 3 to 12 years, although older subjects have been used; the test should be administered individually to those of junior-high age or older. Administration of

the test is discussed as to time considerations, physical facilities, materials, language considerations, special considerations by age group, and instructions to students (ages 3 through 8 and ages 9 and above) and terms to be used for test items. The test is scored by assigning a value of 1 to 5. A copy of the Test Data Recording Form is provided. (Author/DB)

ED 083 318

TM 003 319

Rosen, Pamela, Ed.

Tests For Educationally Disadvantaged Adults.

Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date—Jul 73

Note—12p.

Available from—Test Collection, Educational Testing Service, Rosedale Road, Princeton, N. J. 08540

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, \*Adult Basic Education, Adults, \*Annotated Bibliographies, Aptitude Tests, \*Dropouts, \*Educationally Disadvantaged, English (Second Language), \*Tests

Sixty-five instruments, published between 1925 and 1972, are described in this annotated bibliography. The devices are intended for adults who have received only an elementary education, and adults who have completed high school but whose education was impaired due to learning disabilities or other educational handicaps. Both achievement and aptitude measures are included, covering such areas as intelligence, ability, learning skills, non-verbal reasoning, vocabulary, reading, and mathematics. The Spanish editions of several tests in English as a second language are presented. The publisher's name and address is provided for each instrument. (NE)

ED 083 838

FL 003 483

Bowen, J. Donald And Others

Workpapers; Teaching English as a Second Language, Volume VI.

California Univ., Los Angeles. Dept. of English.

Pub Date—Jun 72

Note—109p.

Available from—Clifford H. Prator, Vice-Chairman, Dept. of English, Univ. of California, Los Angeles, CA 90024

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Education, Contrastive Linguistics, \*Curriculum Development, \*English (Second Language), Film Production, \*Instructional Materials, Instructional Program Divisions, Language Planning, Language Tests, Linguistics, \*Masters Theses, Second Languages, Syntax, \*Teaching Methods, Testing

Twelve workpapers on the teaching of English as a second language presented during the 1971-72 school year on the University of California at Los Angeles campus are compiled in this booklet. They include: (1) "The Designs for Intermediate and Advanced Second-Language Classes," (2) "The Universalist Hypothesis: Some Implications for Contrastive Syntax and Language Teaching," (3) "British and American Intelligibility for Non-Native Students of English," (4) "Language Allocation and Language Planning in a Developing Nation," (5) "Some Studies in Language LEARNING," (6) "Produced by People: An Experiment in Film Making," (7) "Controversies in Linguistics and Language Teaching," (8) "Walter Mitty: The All-American Hero," (9) "Objectives in TELF/TESL," (10) "Integrative and Discrete-Point Tests at UCLA," (11) "A Schema for Pedagogical Insights," and (12) "Bilingual Education in Culver City." The final section contains abstracts of 39 degree theses focusing on the teaching of English as a second language. (RL)

ED 083 862

FL 004 405

McGuire, Helen Rae, Susan

English as a Second Language; Achievement Tests, Level 1.

Milwaukee Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—38p.

EDRS Price - MF01/PC02 Plus Postage

Descriptors—\*Achievement Tests, Diagnostic Tests, Elementary Grades, \*English (Second Language), Grade Equivalent Scales, High Schools, Kindergarten, Language Learning Levels, \*Language Skills, \*Language Tests, Listening Skills, Reading Skills, Scoring Formulas, Sequential

Learning, Speech Skills, \*Test Interpretation, Writing Skills

This achievement test booklet is designed to assist the teacher in determining the length of time pupils should spend in Level 1 of English as a second language, and to test proficiency in the skills of listening, speaking, reading, and writing. Listening and speaking tests may be used in kindergarten through grade 12, reading and writing tests in grades 6 through 12 (in 4th and 5th grades at the discretion of the teacher). Tests are based on "English as a Second Language Guide for Teachers" of the Milwaukee Public Schools. Instructions for administering and scoring tests are included. (Author/DD)

ED 083 863 FL 004 406

Griem, Peggy Wilson, Margaret

English as a Second Language: Unit on Prepositions.

Milwaukee Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—29p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, Elementary Grades, \*English (Second Language), \*Function Words, \*Instructional Materials, Language Ability, \*Language Tests, Language Usage, Listening Comprehension, Sentence Structure, Sequential Learning, Speech Skills, \*Teaching Techniques, Textbooks, Vocabulary Development, Writing Skills

This unit is intended to help teach and test the prepositions outlined in the "English as a Second Language Guide" of the Milwaukee Public Schools. The text is sequenced to develop listening and understanding skills first, then speaking and writing skills, and finally reading comprehension without visual clues. Review and testing sections are included. (DD)

ED 083 865 FL 004 495

Lange, Dale L. Comp. And Others

1972 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages.

American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research and Development Resources.

Pub Date—May 73

Note—126p.; Offprint from "Foreign Language Annals," v6 n4 May 1973

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Applied Linguistics, \*Bibliographies, \*Classical Languages, Cross Cultural Training, Curriculum Planning, Curriculum Problems, Greek, \*Language Instruction, Language Laboratory Equipment, Language Teachers, Language Tests, Latin, Learning Processes, Literature, \*Modern Languages, Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Machines, Teaching Methods

Compiled from a master list of about 300 journals and various book sources, this sixth annual selective bibliography published by the American Council on the Teaching of Foreign Language (ACTFL) lists 3,632 items concerned with pedagogy in modern foreign languages, Latin, Greek, English as a second language, and applied linguistics. The 1972 listing provides continuity with the Birkmaier-Lange "Selective Bibliography on the Teaching of Foreign Languages 1920-66" and the ACTFL bibliographies of 1967, 1968, 1969, 1970, and 1971. Sections include (1) Linguistics, (2) Culture, (3) Teaching the Foreign Literature, (4) Curriculum Problems and Development, (5) Materials (6) Physiology and Psychology of Language Learning, (7) Teacher Education and Certification, (8) Methods, (9) Equipment, and (10) Testing. An author index is included. For related documents, see ED 021 152, ED 024 293, ED 025 988, ED 029 158, ED 040 625, ED 050 651, and ED 072 675. (HW)

ED 083 867 FL 004 626

Advanced Spanish Part 1, Foreign Language: 7506.31.

Dade County Public Schools, Miami, Fla.

Pub Date—72

Note—30p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Advanced Students, \*Audiolingual Methods, Course Content, \*Course Descriptions, Course Objectives, Cultural Context, Instructional Materials, \*Language Instruction, Language Tests, Nominals, Reading Instruction, Second Language Learning, Short Stories, \*Spanish, Spanish Literature, Teaching Techniques, Verbs, Vocabulary Development, Word Study Skills

Identifiers—\*Quinmester Program

This course outline for advanced students of Spanish is based on Units 24 and 25 of "A-LM Spanish," first edition, with numerous materials added. The multiple skills of language are enhanced with continued emphasis on guided discussion and free conversation. Nominalization with the definite, indefinite, and neuter articles is among the structures included. The readings center around such dissimilar figures as Pio Baroja and Miguel de Unamuno, both well-known writers of this century, and Isabel de Castilla and El Cid, who lived centuries ago. However, a main idea pervades all the readings, giving them unity—that of patriotic love and concern for Spain's unity, grandeur, and freedom. The outline contains a statement of the broad goals and performance objectives of the course, a detailed description of course content, suggestions for the expansion of materials, suggested classroom procedures, and sample evaluations. (Author/HW)

ED 083 869 FL 004 628

Advanced French Refresher: 7524.14.

Dade County Public Schools, Miami, Fla.

Pub Date—71

Note—27p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Advanced Students, \*College Entrance Examinations, College Placement, Course Content, \*Course Descriptions, Course Objectives, \*French, Language Instruction, Language Tests, Reading Comprehension, \*Review (Reexamination), Second Language Learning, Structural Grammar, Student Evaluation, Teaching Techniques, Verbs, Vocabulary Development, Writing Skills

Identifiers—\*Quinmester Program

This course is designed to meet the needs of any student, either concurrently or previously enrolled in third- or fourth-year French, who desires to review the essentials of French grammar and to increase his vocabulary. It is, however, specifically planned for those who want to take the College Board Achievement Test in French. For that reason, the course deals largely with the development of the reading and writing skills, but the use of French as the language of the classroom is strongly recommended. Few textbooks are planned for a nine-week course, but several suggestions are made in the list of materials. From these the teacher will select what seems best for the particular class, according to the course outline. The relative amount of time allotted to the skills emphasized will be suggested but will, of necessity, be independent upon the level of achievement of the students enrolled. Also included here are a statement of the broad goals and performance objectives of the course, a detailed description of course content, suggested classroom procedures, and sample evaluations. (Author)

ED 083 870 FL 004 630

Le Français dans le Monde, Foreign Language: 7526.14.

Dade County Public Schools, Miami, Fla.

Pub Date—72

Note—32p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—African Culture, \*Area Studies, Course Content, \*Course Descriptions, Course Objectives, Cultural Awareness, Cultural Context, Cultural Differences, Filmstrips, \*Foreign Culture, Foreign Language Films, \*French, Language Instruction, Measurement Goals, Measurement Instruments, Performance Criteria, \*Secondary Grades, Student Evaluation, Tape Recordings, Teaching Techniques

Identifiers—Canada, Polynesia, \*Quinmester Program, Southeast Asia

This course is designed to familiarize students with the various countries throughout the world in which French is the official language or is widely used. It includes such culturally distinct areas as Canada, Haiti, Africa, Polynesia, and Southeast

Asia. Students choose an area which interests them for intensive study. Class discussion is conducted in French; extensive use is made of films, filmstrips, and tapes. Included in the course description booklet are a detailed listing of the broad goals and performance objectives, an outline of course content, suggested procedures for the classroom, and sample evaluations. (Author/HW)

ED 083 871 FL 004 631

Les Français Contemporains: 7526.15.

Dade County Public Schools, Miami, Fla.

Pub Date—73

Note—30p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Advanced Students, Course Content, \*Course Descriptions, Course Objectives, Cultural Awareness, \*Cultural Context, Cultural Education, Cultural Images, \*French, Independent Study, Language Instruction, Language Skills, Measurement Goals, Measurement Instruments, Performance Criteria, \*Personality Studies, Resource Materials, Student Evaluation, Teaching Techniques

Identifiers—Quinmester Program

This course is designed to appeal to advanced classes whose teachers and students would like an alternative to the more formal, regular classroom situation and who have some interest in learning more about France and its people. The purpose is to present a cross-section of contemporary France through the profiles of personalities who have made important contributions in the arts, sciences, and humanities. Emphasis is on the development in the student of a greater awareness of and familiarity with 20th century France while, at the same time, continuing to improve language skills in all areas. Included in the course description booklet are a detailed listing of broad goals and performance objectives, an outline of course content, suggested procedures for the classroom, and sample evaluations. (Author/HW)

ED 083 880 FL 004 771

Reyes, Donald J.

The Relative Development of Spanish and English as Abstract and Conceptual Languages in Bilinguals.

Pub Date—20 Jun 73

Note—10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, \*English, \*Junior High School Students, Language Arts, Language Proficiency, Language Research, Language Skills, Secondary Education, \*Spanish, Testing, \*Testing Problems, Testing Programs, Test Results, Verbal Ability, Vocabulary

The ability of bilingual students to profit educationally when Spanish is the vehicle of instruction was inferred from a qualitative analysis of their responses to matched Spanish-English vocabulary tests. The responses of 53 bilingual junior high school students with strong Spanish language histories were classified as qualitatively higher or lower definitions. Higher level definitions were considered more abstract and conceptual in nature. No significant differences were found between the proportion of higher level definitions given in Spanish and those given in English, nor for the same proportions when the sample was grouped by sex and by Spanish language history. It was inferred that students could profit equally well from instruction that used Spanish or English as the vehicle of communication. (Author/SK)

ED 083 881 FL 004 797

Specialised Bibliography 1. Foreign Language Testing.

Centre for Information on Language Teaching, London (England).

Pub Date—May 71

Note—15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, \*Bibliographies, \*Language Proficiency, \*Language Tests, Listening Tests, Objective Tests, Prognostic Tests, Reading Tests, Standardized Tests, \*Student Testing, Test Construction, Testing Problems, Test Interpretation, Test Results, \*Test Selection, Test Validity, Test Wiseness Verbal Tests

This bibliography includes most publications on the theory and practice of foreign language testing which have appeared since 1950. It does not include those referring to testing in the mother tongue. Parts

1 and 2 include other bibliographies on testing and a short selection of published tests which embody recent techniques. Part 3—the main section—covers published books and periodical articles. The entries are not annotated. (Author/HW)

ED 084 505 CS 000 836

Ruddell, Robert B. E.I. And Others  
Resources in Reading-Language Instruction.  
Pub Date—74

Note—422p.

Available from—Prentice-Hall, Inc., Publishers,  
Englewood Cliffs, N.J. 07632 (\$12.95 cloth, \$6.97  
paper)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, Decoding (Reading), \*Language Arts, \*Language Skills, Linguistics, Nonstandard Dialects, Reading, Reading Achievement, Reading Comprehension, \*Reading Development, Reading Improvement, \*Reading Instruction, Reading Materials, \*Reading Processes, Reading Programs, Reading Research, Reading Tests

This collection of articles by experts in reading and in language arts contains nine sections: "Educational Change: New Trends and Directions" discusses humanizing teacher education, accountability and the school volunteer; "Instructional Implications from the Disciplines" discusses the reading process, Piaget and reading instruction, and the teacher's task; "Reading-Language Achievement: Socio-Ethnic Variation" looks at dialect barriers to reading comprehension, sources of reading problems and Negro speakers of nonstandard English; "Instructional Programs: An Overview" covers humanism in teaching reading, new dimensions in basal readers, new alphabet approaches, and individual reading; "Enhancing Oral and Written Language Growth" discusses oral communication, oral language activities, and children's writing; "Decoding Instruction" looks at linguistics and phonics, teaching vowels, and the use of context clues; "Comprehension and Thinking Strategies" discusses listening, reading as thinking, and reading instruction; "The Reading Program Gains Purpose through Literature" discusses folklore and literature in the elementary school; "Evaluation Diagnosis and Remediation of Reading Difficulties" discusses achievement tests, criterion-referenced tests, and individual inventory. (WR)

ED 084 547 CS 200 843

Dieterich, Daniel J.  
Annotated Bibliography of Research in the Teaching of English: July 1, 1973 to December 31, 1973.

National Council of Teachers of English, Urbana, Ill.

Pub Date—Dec 73

Note—32p.

Journal Cit—Research in the Teaching of English; v8 n1 Spring 1974

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Annotated Bibliographies, Bilingual Education, \*Educational Research, Educational Testing, English Curriculum, \*English Education, \*Language Arts, \*Language Development, Literature, Mass Media, Research Reviews (Publications), Speech Communication, Teaching Methods, Written Language

Identifiers—Status Surveys

This 114-item annotated bibliography covers research in the teaching of English published between July 1, 1973, and December 31, 1973. Subject headings include "Bilingual and Bidialectal Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," and "General English Curriculum." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, college and adult, special education, and teacher training. (WR)

ED 084 574 CS 500 457

Erway, Ella Anderson

Listening: The Second Speaker.

Southern Connecticut State Coll., New Haven.  
Dept. of Speech.

Pub Date—72

Note—6p.

Journal Cit—Speech Journal; v10 p22-27 1972

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Instructional Innovation, Language Arts, \*Listening, \*Listening Skills, \*Listening Tests, Models, Receptive Language, \*Speech Curriculum, \*Speech Habits

Scholars agree that listening is an active rather than a passive process. The listening which makes people achieve higher scores on current listening tests is "second speaker" listening or active participation in the encoding of the message. Most of the instructional suggestions in listening curriculum guides are based on this concept. In terms of a communication model, instead of a process in which one member of a system passively decodes the message while the other encodes, "second speaker" listening refers to both members encoding the same message at the same time. Thus, the process of effective listening has been properly called decoding. Becoming the "second speaker" requires background information about the subject listened to, motivation to listen, and organizational skill. A direct approach to teaching decoding has not yet been developed, although instruction in several dimensions of decoding has proved helpful. Improvement in listening instruction requires innovative strategies and rigorous research for results. Until these developments occur, listening will continue as a neglected area of the communication curriculum. (EE)

ED 084 917 FL 004 604

Rodriguez Mungia, Juan C. Pereira, Ildeberto

List of Testing Materials in English as a Second Language and Spanish.

Massachusetts State Dept. of Education, Boston.  
Bureau of Transitional Bilingual Education.

Pub Date—Nov 72

Note—24p.; Oversized documents; Actual page count is 12 pages

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, \*Bilingual Education, \*Bilingualism, Diagnostic Tests, \*English (Second Language), Individual Tests, Language Ability, Language Proficiency, Language Programs, Language Skills, \*Language Tests, \*Spanish, Standardized Tests, Test Reviews, Test Selection, Verbal Ability, Verbal Tests

This booklet presents a list of testing materials in English as a second language and Spanish. Among the information included are the name and description of each test, the test level, the address of the publisher, and the known uses. Forty-three tests are discussed. (SK)

ED 084 921 FL 004 633

Thompson, Nancy A. Marx, Thomas F.

Continuation of Special Approach to Spanish.  
Final Report.

Portland Public Schools, Maine.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—25 Jul 73

Contract—OEC-0-72-0239

Note—64p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Control Groups, Diagnostic Tests, Experimental Groups, Individualized Curriculum, \*Individualized Instruction, Individualized Programs, Language Instruction, Language Skills, Language Tests, \*Multimedia Instruction, Programmed Materials, Program Evaluation, \*Secondary Grades, Second Language Learning, \*Spanish, Student Attitudes, Student Evaluation, \*Teaching Methods

As a continuation of previous research, this project was designed to test the efficacy of a multimedia individualized program in Spanish. Spanish 2 students were divided into three groups, two experimental and one control group. One experimental group utilized the individualized approach in Spanish 1 and Spanish 2. The other studied traditional Spanish 1 and entered an individualized Spanish 2 class. The control group completed Spanish 1 and Spanish 2 by the traditional method. Pre-tests indicated that there was no significant difference in achievement among the groups. Post-test results showed that the students whose initial experience with the individualized approach began at level 2 made less progress than did the other two groups in listening and writing. It is concluded that orientation difficulties noted in the first year's research are more severe when they are experienced at level 2. Students with two years of individualized instruction make progress similar to the traditionally taught group. Their attitude is more positive and, regardless of level of achievement, more of them continue learning Spanish than do those in the control group. For the previous report, see ED 066 100. (Author)

ED 084 929 FL 004 750

Ellson, Douglas G. And Others

The Tech Programme: A Self-Instructional Programme for English Listening Comprehension.  
Final Report.

Southeast Asian Ministers of Education Organization (Singapore). Regional Center for Educational Innovation and Technology.

Pub Date—May 73

Note—45p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication (Thought Transfer), Comprehension Development, \*English (Second Language), \*Higher Education, Individual Study, Language Tests, \*Listening Comprehension, Listening Habits, Listening Skills, Listening Tests, Oral English, \*Programmed Materials, \*Program Evaluation, Questioning Techniques, Tape Recordings, Technical Education

Identifiers—Innotech, Regional Ctr for Ed Innovation & Technology, Seameo, South East Asian Ministers of Ed Organisation

The Regional Center for Educational Innovation and Technology (INNOTECH) of the South East Asian Ministers of Education Organization (SEAMBO) evaluates its self-instructional program for English listening comprehension in this final report. The program was designed for students whose English language proficiency does not enable them to follow courses at INNOTECH, which are conducted in English, and it was intended both to develop their listening skills in technical English and to expose them to part of the actual INNOTECH curriculum. The course consists of 50 units recorded on cassettes, each with an oral passage of 200-800 words lasting from two to eight minutes. The tapes are supplemented by printed material which includes questions, answer keys, transcriptions of the texts, and step-by-step instructions for the program. The course was found to be effective in improving the aural comprehension of technical English at least as much as the former program which involved five months of classroom instruction. In addition, the report emphasizes its economical aspects; programmed materials and cassettes are used rather than teacher time and more expensive recording equipment. Included with the report are two appendices; one gives the introduction and instructions from the program material and the other gives samples of the printed program material. (HW)

ED 084 930 FL 004 772

Jacquette, Charles

English as a Second Language.

Sahuaria High School District 130, Ariz.

Pub Date—[73]

Note—150p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Bilingualism, Educational Objectives, \*English (Second Language), \*High School Curriculum, Individualized Instruction, Morphology (Languages), Pattern Drills (Language), Second Language Learning, Sentence Structure, \*Spanish Speaking, Teacher Guidance, Testing, \*Textbooks, \*Workbooks

This textbook for ESL contains ten lessons, plus a preface lesson to introduce the format. It is designed for use by Spanish-speaking high school students. All directions are given in both languages. Each lesson contains a statement of rationale and learning objectives, a pre-test, a list of sources of information to aid in learning the lesson (e.g., textbooks, teachers, students aides), numerous workbook and drill activities in grammar and the structure, a final evaluation test, and additional activities. The text is semi self-instructional and self-paced; teacher guidance and reinforcement are necessary. (DD)

ED 085 742 CS 200 918

Ryan, Michael G.

Language and Social Attitudes.

Pub Date—Apr 72

Note—13p.; Modified version of paper presented at the convention of the International Communication Association (Atlanta, Apr. 19-22, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Anxiety, \*Attitude Tests, \*Community Attitudes, \*Cultural Differences, Cultural Factors, Hostility, \*Language Research, \*Power Structure, Social Attitudes, Sociolinguistics

Identifiers—Canada, English Canadians, French Canadians

Approximately six hundred respondents drawn from a population of undergraduate summer school

students in the Montreal area were used to test two hypotheses: (1) French Canadians will hold attitudes of greater hostility toward authority than English Canadians; and (2) English speaking Canadians will hold attitudes of greater anxiety toward authority than will French Canadians. Each respondent completed a 24-item Likert type scale in his native language which measured four affective dimensions of attitudes toward authority: hostility, acceptance, anxiety, and neutrality. Ninety respondents were also given two sets of developmental questionnaires. The results of the study supported the hypotheses. There were no significant differences between French and English Canadians on attitudes of neutrality toward authority. It was concluded that language may serve as a tag to identify attitudes between cultural groups. (HOD)

ED 085 995 FL 004 407

*Paquette, F. Andre*

**A Continuing Survey of Foreign Language Resources of the Country through Professional Leadership in the Development and Use of Foreign Language Tests.**

Modern Language Association of America, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Jun 68

Note—21p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Advanced Students, College Placement, French, German, Italian, \*Language Proficiency, Language Teachers, \*Language Tests, \*Modern Languages, Russian, Spanish, Standardized Tests, \*Student Placement, \*Surveys, Test Construction, Test Interpretation, Test Results, Test Validity, Test Wisdom

The survey of foreign language testing described in this paper resulted in the issuing of three handbooks and a special validation report, encompassing the results of research, consultation with professional committees, and significant position statements in four major areas of foreign language testing: placement of incoming students in foreign languages at the college level, the use of standardized achievement tests in foreign languages and the preparation of teacher made tests, interpretation of the results of the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students, and validation of the Proficiency Tests in terms of the native speaker. The paper includes a detailed outline of the objectives of the survey, the background of the survey, the methods and procedures used, and the results, findings, and conclusions. (Author/HW)

ED 085 996 FL 004 415

*Chwany, Catherine V.*

**The Uses of the Language Laboratory in Teaching Intermediate and Advanced Russian.**

Pub Date—27 Dec 72

Note—7p.; Paper presented at the Annual Meeting of the American Association of Teachers of Slavic and East European Languages, New York, N.Y., December 27, 1972

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advanced Students, Answer Keys, Dialogue, Individualized Instruction, \*Language Instruction, \*Language Laboratories, \*Language Laboratory Use, Language Tests, Listening Comprehension, Programed Instruction, Programed Materials, Pronunciation Instruction, Remedial Instruction, Review (Reexamination), \*Russian, Short Stories, Speaking Activities, Story Telling, \*Teaching Techniques, Translation

The language laboratory can be effective as an extension of the intermediate or advanced classroom in Russian provided that the techniques used save the students enough time and improve their performance enough to justify making the trip to the lab. Six devices that have proven successful are (1) Review and warm up via dialogues, (2) remedial exercises in pronunciation, (3) keys to translation exercises to help the student before he hands his paper in, (4) reading tapes for comprehension and conversation stimulus in the classroom, (5) examinations, and (6) stories on tape for re-telling or plot reproduction in written form. Pattern drills are not recommended, as they represent drudgery and "the lonely lab is no place for drudgery." The more successful uses of the lab at this level are those which help the student to get through interesting material faster and help toward fusing the four basic language skills. (Author/HW)

ED 086 003 FL 004 624

*Rivers, Wilga M.*

**Testing and Student Learning.**

Pub Date—29 Jun 73

Note—21p.; Paper presented at the First International Conference of the Association of Teachers of English to Speakers of Other Languages, Dublin, Ireland, June 29, 1973

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, \*Criterion Referenced Tests, Educational Objectives, Independent Study, Individualized Instruction, \*Language Instruction, Learning Modalities, Learning Processes, Morphology (Languages), Pacing, Peer Teaching, Phonology, \*Second Language Learning, Small Group Instruction, Student Interests, Syntax, Teaching Methods, \*Test Construction, \*Testing

Test design and content and course design and content are mutually influential. In accordance with changing trends in foreign language instruction—individualized learning, independent study, small group instruction, peer teaching—testing should likewise be revamped to reinforce and inform the learning process. Tests must take into account student interests, student ability, performance objectives, preferences among various learning modalities, and willingness to devote time and effort to achieving a particular goal. Criterion referenced tests at their best would incorporate all of these features. (DD)

ED 086 007 FL 004 699

*EK, J. A. van*

**The Threshold-Level in a Unit/Credit System.**

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date—4 Jun 73

Note—10p.; Paper presented at a symposium on "A Unit/Credit System for Modern Languages in Adult Education," St. Wolfgang, Austria, June 17 through 28, 1973

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, Adult Students, Course Content, Course Objectives, Credits, Evaluation Criteria, \*Language Learning Levels, \*Language Proficiency, Language Tests, \*Modern Languages, \*Performance Criteria, Profile Evaluation, Relevance (Education), Standardized Tests, Student Evaluation, Student Motivation, Symposia, Units of Study

This paper examines the possibility of establishing a threshold level for the projected European units/credits system for modern languages in adult education. By threshold level is understood "a basic level of foreign language proficiency the level below which no further levels could be usefully distinguished." It is concluded that the height of the threshold level cannot be determined on the basis of minimum language needs, because there is no such thing as a more or less definable minimum. The criterion ultimately chosen was that of estimated average study time. The threshold level defined is, in fact, the general proficiency level which the average European adult learner is expected to be able to reach in a year's time, given the availability of adequate language learning facilities. The criterion for the content of this level was based on the estimated usefulness for the majority of adult language learners in the majority of everyday situations. A more appropriate name for the level thus described (rather than threshold level) might be "first general proficiency level." (Author)

ED 086 020 FL 004 839

*Nickel, Gerhard*

**Variables in a Hierarchy of Difficulty.**

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date—Apr 71

Note—10p.; Paper presented at the Pacific Conference on Contrastive Linguistics and Language Universals (Honolulu, Hawaii, January 11-16, 1971)

Journal Cit—Working Papers in Linguistics; v3 n4 p185-194 Apr 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, \*Contrastive Linguistics, Curriculum Planning, Error Patterns, Grammar, Instructional Materials, \*Interference (Language Learning), \*Language Learning Levels, Language Skills, Language Tests, \*Learning Difficulties, Learning Processes, Learning Theories, Phonetics, Phonology, \*Second Language Learning, Semantics, Sequential Learning, Student Motivation, Syntax

This paper is an attempt to show what parameters

come into play when dealing with the problem of difficulty in foreign language learning. After subjecting the hierarchy of difficulty set up by R.P. Stockwell and J.D. Bowen to a critical examination, the author discusses various parameters such as individual and national difficulties, the chronological factor and its effects on interstructural and intrastructural interference, and the type of learner concerned. He comes to the conclusion that the setting up of scales of difficulty requires the cooperation of linguists as well as of pedagogues, psychologists, and representatives of other disciplines. (Author)

ED 086 028 FL 004 954

*Zirkel, Perry Alan*

**A Method for Determining and Depicting Language Dominance.**

Pub Date—12 May 73

Note—17p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (7th, San Juan, P.R., May 12, 1973); In error this document was also input as ED 082 567

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, Bilingual Students, \*Child Language, English, Language Ability, Language Instruction, Language Learning Levels, \*Language Proficiency, \*Language Research, Language Skills, \*Language Tests, Second Language Learning, Spanish, Verbal Ability

The purpose of this paper is to present a practical model for determining and depicting language dominance, given the general nature and needs of bilingual education programs in the United States. The author proposes the use of parallel tests of oral ability to indicate initially the language dominance of children who, for example, are otherwise commonly classified as "Spanish-speaking" or "bilingual" based upon surname. It is shown how the results can be organized for placement or programmatic purposes into a continuum, ranging for example, from "Spanish-to-English dominance. Several possible linguistic and grammatical patterns are discussed; tables and illustrations are included. (Author/SK)

ED 086 030 FL 004 959

*Harrison, Grant Von Wilkinson, John C.*

**The Use of Bilingual Student Tutors in Teaching English as a Second Language.**

Pub Date—13 May 73

Note—13p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (7th, San Juan, P.R., May 13, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indians, \*Bilingual Education, Bilingual Students, Bilingual Teacher Aides, Bilingual Teachers, Child Responsibility, Diagnostic Tests, \*Elementary Grades, \*English (Second Language), Instructional Materials, Language Instruction, Program Improvement, Review (Reexamination), Second Language Learning, Supervisors, \*Tutorial Programs, Vocabulary

Bilingual education, as an approach to the problem of preparing the American Indian child for entry into American public schools, has not proven satisfactory due to a lack of properly certified teachers and a tendency to thrust too much upon the child too fast. In response to this problem, a tutorial system has been devised in which bilingual, upper-grade elementary Indian children are used as tutors for kindergarten and first grade Indian children. Procedures to establish this system are: Phase I—to identify the critical vocabulary to meet students' needs; Phase II—to devise diagnostic tests based on the critical vocabulary to indicate individual student requirements; Phase III—to develop training materials, audio-visual materials, and home study materials for the students' tutors and to select and train adult tutor supervisors; Phase IV—to select and train bilingual student tutors and to conduct student diagnostic testing; Phase V—to assign bilingual tutors to individual students and implement instruction; and Phase VI—to conduct a post-assessment of the structured tutoring learning process, to revise the specific tutoring model for use with Navajo children, and to revise the general tutoring model to optimize it for use in second language instruction. (Author/HW)

ED 086 724

TM 003 374

Poczik, Robert

English as a Second Language Tests.

New York State Education Dept., Albany: Bureau of Basic Continuing Education.

Pub Date—[73]

Note—15p

Available from—Robert Poczik, New York State Education Department, The University of the State of New York, Albany, N.Y. 12224

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, \*Adult Basic Education, \*Diagnostic Tests, \*English (Second Language), \*Language Tests, \*Student Placement, \*Student Testing

Identifiers—Oral Placement Test, Oral Production Tests

Four tests, the Oral Placement Test, and Oral Production Test Levels I, II and III are designed to measure auditory comprehension, oral production, the ability to ask questions and conversational skills. The instruments are appropriate for use in adult basic education programs. The placement test can be used to place students at various class levels solely on the basis of oral language abilities. The oral production tests can be used to determine whether a student has mastered the oral language skills in a level and is ready to proceed to the next level. The achievement tests can be used diagnostically if the student's errors are noted on his test as it is scored. The test can be administered in 5 to 10 minutes. Copies of the tests, scoring keys, and directions for administering are provided. No technical data is reported. (NE)

ED 087 818

TM 003 445

Hamilton, Don

Evaluation Instruments for Bilingual Education. A Revision of Tests in Use in Title VII Bilingual Education Projects.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education

Pub Date—72

Note—95p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.50)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Biculturalism, \*Bilingual Education, \*Elementary School Students, \*Secondary School Students, \*Spanish Speaking, \*Standardized Tests, \*Testing, \*Tests

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, \*Test Bibliographies

This document contains a listing of tests which can be used in bilingual bicultural education projects. The evaluation instruments are listed alphabetically and are annotated. Included in the description of each test is information about title, acronym, author, publisher, source, date, pages, price, age, grade, time, language, group or individual, skills, special requirements, and score. The appendixes contain a listing of acronyms, a publishers' directory and index, and a directory and index of projects and educational facilities. A bibliography and subject index is also included. It is noted that neither the inclusion nor the exclusion of any tests in the booklet implies a judgment by the editors about the adequacy, appropriateness or usefulness of the test. For a related article see ED 050 886. (MLP)

ED 088 284

FL 004 971

Zelson, Sidney N. J.

Measurement and Evaluation of Speaking Skill in a Second Language.

Pub Date—[72]

Note—10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, \*Audiolingual Skills, \*Language Instruction, \*Language Tests, \*Listening Tests, \*Modern Languages, \*Phonology, \*Speech Skills, \*Student Evaluation, \*Syntax Test Construction, \*Test Validity, \*Vocabulary

A theoretical discussion of problems encountered in the measurement and evaluation of speaking skill in a second language is developed in this paper. The primary test to be evaluated are identified and described, including phonology, syntax, morphology, and vocabulary. A delimited and graduated method of evaluation using numerical scores is outlined in each of the target areas. (RL)

ED 088 784

SO 007 250

Commissioned Research Work by National Board of Education 1971-73. Information Bulletin.

Finnish National Board of Education, Helsinki: Research and Development Bureau.

Pub Date—May '73

Note—70p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Abstracts, \*Achievement Tests, \*Classroom Research, \*Comparative Education, \*Educational Objectives, \*Educational Research, \*Foreign Countries, \*Foreign Students, \*Information Utilization, \*Language Arts, \*Language Instruction, \*Languages, \*Mathematics, \*Preschool Education, \*Program Effectiveness, \*Research Utilization, \*School Surveys, \*Social Factors, \*Student Promotion, \*Teaching Methods

Identifiers—\*Finland

English abstracts of fifty-five research projects commissioned by the National Board of Education in Finland between 1971 and 1973 are cataloged in this bulletin. The research reports are available from ten different centers listed in the front of the bulletin. The reports are listed consecutively based on an internal numbering system; abstracts follow in the same order. Among the wide variety of research topics are social influences on student performance, efficacy of mathematics texts, various aspects of foreign language instruction, goals and objectives in curricula, preschool instruction, teaching methods, language arts, achievement tests, and promotion. (JH)

ED 088 904

TM 003 455

Goldman, Roy D. Richards, Regina

The SAT Prediction of Grades for Mexican-American Versus Anglo-American Students at the University of California, Riverside.

Pub Date—[72]

Note—9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anglo Americans, \*Bilingual Students, \*College Admission, \*College Freshmen, \*Grade Point Average, \*Grade Prediction, \*Mexican Americans, \*Multiple Regression Analysis, \*Predictive Ability (Testing), \*Predictive Validity, \*Racial Differences

Identifiers—\*Scholastic Aptitude Test (SAT)

The predictive validity of the Scholastic Aptitude Test (SAT) for Mexican-Americans is investigated. Forty-two Mexican-American freshmen students who entered the University of California, Riverside, in the Fall 1971 participated in the study. Analyses of variance concerning ethnic groups on GPA (grade point average) and SAT verbal (SATV) and math scores (SATM) were performed indicating higher Anglo-American scores on all measures. The hypothesis that both groups can be described by the same regression plane can be rejected. When the Anglo-American regression equation was used to predict the grades of Mexican-American students, substantial overprediction resulted. If separate equations are calculated for each subgroup, the SAT is almost as predictively valid for Mexican-American students as it is for Anglo-American students. It would appear that the pattern of standardized regression rates for GPA and SATM (since Mexican-American students score higher on math probably due to bilingualism, in which vocabulary might be more affected than mathematical reasoning) does not maximize grade success for the ability profiles of Mexican-American students as a group. (RC)

ED 088 938

TM 003 499

Seibert, Warren F.

A Compilation of Existing Motion Picture Tests.

Pub Date—Nov 71

Note—8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Abstract Reasoning, \*Annotated Bibliographies, \*Attention Span, \*Films, \*Language Tests, \*Measurement Techniques, \*Memory, \*Perception Tests, \*Tests, \*Visual Measures

Identifiers—\*Test Bibliographies

Sixty-four existing motion picture tests are listed and briefly described. Included are tests of perception, memory, abstract reasoning, attention span, and language. (RC)

ED 089 387

CS 500 653

Lowry, Dennis T. Marr, Lindore J.

A Two-Culture Validation Study of Clozestropy as a Measure of Intercultural Communication Comprehension.

Pub Date—Apr 74

Note—32p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cloze Procedure, \*Communication (Thought Transfer), \*Comprehension, \*Cross Cultural Studies, \*Information Theory, \*Intercultural Communication, \*Language Research, \*Mutual Intelligibility, \*Reading Comprehension

Clozestropy procedure is a method whereby researchers pretest messages to determine their levels of comprehensibility among given audience members. It is often used to measure the English language proficiency of foreign students. The procedure utilizes a passage of prose from which words are deleted on either a random or systematic basis and replaced with blanks. Subjects fill in the blanks with what they feel are the words the author used, and their responses are compared with those agreed upon by a standard criterion. In one experiment the subjects were Filipinos with both low-level and high-level education and both low and high degrees of familiarity with the subject of the message. The content variables were difficulty level and idiosyncrasy level. Results indicated that the level of education accounted for more variance in comprehension than did the idiosyncrasy level. Results of the study support the premise that the clozestropy procedure is a valid and sensitive method of measuring communication comprehension. (RN)

ED 090 335

UD 014 151

Anderson, Gordon V. Anderson, H. T.

Comparison of Performance on a Mental Ability Test of English Speaking and Spanish Speaking Children in Grades Two and Three.

Pub Date—70

Note—10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Ability Identification, \*Aptitude Tests, \*Basic Vocabulary, \*Bilingual Students, \*Caucasian Students, \*Classification, \*Cognitive Ability, \*Elementary School Students, \*Family Influence, \*Intelligence Differences, \*Number Concepts, \*Socioeconomic Status, \*Spanish Speaking

Identifiers—\*California, \*InterAmerican Tests of General Ability

The study reported here compares the performance on a mental ability test of children in grades two and three from homes in which English is the language spoken with those from homes in which Spanish is the language used. During the Spring semester, the InterAmerican Tests of General Ability, Level Two, and their Spanish parallel, were administered in a number of central and southern California elementary schools. The research design provided that pupils be selected for the tests "to represent fairly (1) the entire population of school children from homes in which English is the major language (English speaking), and (2) the entire population of children from homes in which Spanish is the major language (Spanish speaking)," with about an equal number of boys and girls. Socioeconomic levels of the subjects were to be reported on the basis of parents' occupation. The students were selected from the schools or classes which represented the three socioeconomic levels, by systematic choice from an alphabetical list. The InterAmerican Tests of General Ability at Level Two comprise four subtests: Oral Vocabulary, Number, Classification, and Analogies. No reading is required of the testees; all items are in pictorial, figural, or numerical form. At both grades two and three, it was found that English-speaking children attained higher scores than Spanish-speaking children for total score as well as for each of the subtests. When the subtests are compared it becomes evident that the superiority of the English-speaking children is most marked on the Vocabulary and Number subtests. (Author/JM)

ED 090 794

FL 005 723

Savignon, Sandra J.

Talking with My Son: An Example of Communicative Competence.

Pub Date—Apr 74

Note—20p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 1974)

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Child Language, Communication Skills, \*French, Habit Formation, Language Development, \*Language Instruction, Language Teachers, Language Tests, \*Linguistic Competence, \*Second Language Learning

A conversation with the author's 7-year-old son who is just beginning to learn French serves to illustrate the concept of communicative competence and its implications for second-language teaching and testing. Communicative competence is defined as the ability to engage in spontaneous, interpersonal transactions, in contrast to linguistic competence, which is achieved mainly through habit formation. The various errors the young informant makes and possible reasons for them are noted, together with the semantic richness of his French as contrasted with its structural simplicity and the wide range of his comprehension as compared to the level of production. The following conclusions are drawn: (1) Teachers should provide for semantic richness in early stages by giving the student the words he needs, rather than stressing the importance of learning structure first. (2) Grammatical errors should be expected and viewed as the natural consequences of learning. (3) Listening experiences must be stressed. (4) Everything done in the classroom must be done in a meaningful context that involves the feelings and concerns of the students. The author further emphasizes that classroom tests must measure progress toward an ability to successfully engage in spontaneous, creative conversation, not context-devoid points of pronunciation and grammar. (Author/PM)

ED 091 108

RC 007 869

Harrison, Helene W.

**Final Evaluation Report of the Harlandale Independent School District's Bilingual Education Program.**

Harlandale Independent School District, San Antonio, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DE/EW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—74

Grant—OEG-0-9-530014-3480(280)

Note—89p.; Oversized pages, actual count 71p. Certain pages of the evaluation instrument may not reproduce well. Related document is ED 081 556

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—Biculturalism, \*Bilingual Education, Community Involvement, Cooperative Programs, Curriculum Development, \*Elementary Schools, English (Second Language), \*Mexican Americans, \*Program Evaluation, \*Spanish Speaking, Staff Improvement, Tables (Data), Teacher Education, Team Teaching, Test Wiseness

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII, \*Harlandale, Texas

The program covers two Texas public-school districts, Harlandale and San Marcos, and Southwest Texas State University. This report, however, deals only with the Harlandale Bilingual Education Program, which provides bilingual education for pupils in grades K-5 who have limited English speaking ability. Objectives are: to reduce their educational deficit by instructing them in Spanish while their command of English is being developed; to enhance their understanding and cognitive development in both languages; to give them the advantage of becoming literate in both languages; and to instill a knowledge of and pride in their bicultural heritage. The project embodies several components: (1) development of and revision of curriculum materials for bilingual classes; (2) bilingual instruction in grades K-5; (3) staff development; (4) parental and community involvement; and (5) coordination of the cooperative efforts of the two school districts and the teacher training institution. In the 58 classrooms in the program, there are 1,700 children in grades K-5 in 7 of the district's 15 elementary schools. A majority of these children (99%) have Spanish surnames. The eight recommendations cover such things as transferring pupils, team-teaching with monolingual and bilingual teachers; and test administration. Much of the data are presented in Spanish and English tests and tables. (KM)

ED 091 411

TM 003 623

Bernal, Ernest M., Jr.

**Gifted Mexican American Children: An Ethnic-Scientific Perspective.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[Mar 74]

Contract—OEC-4-7-062113-307

Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

Pub Type—Speeches/Meeting Posters (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Behavior Patterns, Behavior Rating Scales, Bilingual Students, \*Community Involvement, Disadvantaged Youth, \*Educational Diagnosis, Educational Needs, Educational Strategies, \*Gifted, \*Identification, Individual Characteristics, \*Mexican Americans, Minority Group Children, Social Behavior, Test Construction, Testing Problems

Results and descriptions of an exploratory study designed to develop an instrument to identify gifted Mexican-American children who would not ordinarily be identified with traditional techniques are presented. The Mexican American community was used to develop a cultural-community based definition of giftedness and to develop a measure for identifying Mexican American gifted children using behavior statements. These behaviors were then used to produce an adjectival rating scale and a behavior rating scale which were administered to the parents of the fifty four bilingual children in the sample. These children were administered five diverse tests of intellectual ability. Thirty four children across grade levels were selected into the gifted category on at least one of the five tests. Nine children were selected into the gifted category on more than one instrument. Of these thirty four gifted children, twenty two were among those for whom behavior and adjectival ratings had been collected. From the data it appeared that gifted children were seen as having a better sense of humor, greater intelligence, more self-confidence, as being more creative, more ambitious, more truthful, more independent, more curious, as having better judgment and being more expressive than non-gifted children. (RC)

ED 091 716

CS 201 321

Mantell, Arlene

**Test of Language Judgment.**

Pub Date—71

Note—6p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Educational Research, \*English (Second Language), Intermediate Grades, Language Arts, \*Language Development, Language Usage, \*Measurement Instruments, Research Tools, Resource Materials

**Identifiers**—\*The Research Instruments Project, TRIP

Designed to measure ability to choose rules of Standard English and Black English as they are appropriate to a situational context, the test consists of twenty items. It is an untimed group test, with reading assistance available if necessary from the examiner. Thirteen of the items present a situational context, requiring the subject to choose the more appropriate of two possible sentences; five items ask the subject to reply to a situational context; and two other items present a sentence and ask the subject to make an appropriate response. Of the twenty items, twelve require a response in Standard English and eight require a response in Black English. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language or Dialect), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 718

CS 201 323

Koziol, Stephen M., Jr.

**Gifted Plural Development Test.**

Pub Date—70

Note—340p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC14 Plus Postage.**

**Descriptors**—Early Childhood Education, \*Educational Research, Elementary Education, Language Arts, \*Language Development, Language Skills, \*Measurement Instruments, \*Nominals, \*Plurals, Research Tools, Resource Materials

**Identifiers**—\*The Research Instruments Project, TRIP

Designed to assess the ability to produce and recognize selected regular and irregular noun plural forms, researchers may infer from the results the extent to which children have internalized the rules governing pluralization patterns. Noun pluralization in English is divided into rules for "regular" nouns and learned forms for "irregular" nouns. Fourteen noun pluralization patterns are included. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date, and age range (preschool, primary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 719

CS 201 324

Stennett, R. G. And Others

**Stennett, R. G. And Others: Test Development and Administration; Developmental Patterns in Elements' Reading Skills.**

London Board of Education (Ontario). Educational Research Services.

Pub Date—Jul 73

Note—188p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC08 Plus Postage.**

**Descriptors**—\*Beginning Reading, \*Educational Research, Elementary Education, Language Arts, \*Measurement Instruments, Reading Instruction, \*Reading Skills, \*Reading Tests, Research Tools, Resource Materials

**Identifiers**—\*The Research Instruments Project, TRIP

Designed to measure the normal development of several of the elemental skills which children must acquire if they are to become skilled readers, this study involved the design and testing of batteries of tests to measure the various reading subskills identified. The battery consists of the following tests: visual, auditory, audiovisual, visual-motor, language background factors, test behavior and attitude, instructional exposure, and mastery. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, authors, date, and age range (preschool, primary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 721

CS 201 326

Smith, Vernon H.

**Composition Rating Scale.**

Pub Date—56

Note 19p.; Reprinted from "Research in the Teaching of English," Fall, 1969, See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Composition (Literary), \*Educational Research, English Instruction, \*Evaluation Methods, Higher Education, Language Arts, \*Measurement Instruments, Research Tools, Resource Materials

**Identifiers**—Composition Rating Scale, \*The Research Instruments Project, TRIP

Designed to assess consistency in teacher judgment of student essays and to assess conformity of teacher judgment with expert judgment, the Composition Rating Scale (CRS) requires the taker to



rank-order five brief compositions. Requiring twenty minutes to complete, the scale can be used to evaluate the consistency of teacher judgments of compositions, to screen lay-composition readers, or to prepare student teachers. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Teacher Competency), title, author, and date, and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 722 CS 201 327

Calvert, Kenneth H.  
K-Ratio [Kernel Structure] Index.  
Pub Date—71

Note—23p.; From "An Investigation of Relationships Between the Syntactic Maturity of Oral Language and Reading Comprehension Scores", Author's Ph.D. Dissertation, University of Alabama; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Research, Intermediate Grades, Language Arts, \*Language Development, \*Measurement Instruments, \*Oral English, \*Reading Comprehension, Research Tools, Resource Materials

Identifiers—\*The Research Instruments Project, TRIP

Designed to measure the syntactic maturity of oral speech, the K-Ratio Index was devised for use in an investigation of the relationships between certain measures of syntactic maturity of oral languages and silent reading comprehension scores. Preparation for computing the ratio was accomplished by transcribing oral speech samples, excluding syntactically irrelevant matter, dividing into T-units, placing each T-unit at the top of its own data sheet, and counting the number of kernel structures imbedded in each T-unit. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee of Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 727 CS 201 332

Simons, Herbert D.  
Deep Structure Recovery Test (D. S. R. T.).  
Pub Date—69

Note—9p.; For related documents see CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Deep Structure, \*Educational Research, Intermediate Grades, Language Arts, \*Measurement Instruments, \*Reading Skills, \*Reading Tests, Research Tools, Resource Materials

Identifiers—The Research Instruments Project, TRIP

Designed to measure children's skill at recovering the deep structure relationships of sentences, the test contains twenty-five groups of three sentences and directs the children to circle the sentence which has a different meaning within each group. Means and standard deviations are listed by sex, and content validity is established for the test by stating six assumptions on which the ability to recover deep structure rests and by discussing each assumption with regard to the test. Reliability was established by the Kuder-Richardson 20, which resulted in a coefficient of .7964. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts," to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and

describes the instrument's purpose and physical characteristics.] (RB)

ED 091 728 CS 201 333

Sigelman, Carol K.  
Giving and Taking Directions.  
Pub Date—72

Note—61p.; From author's Ph.D. Dissertation, "Giving and Taking Directions: Subcultural Communication Barriers and Evaluative Reactions to Speech"; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Black Diolcts, Communication Problems, \*Educational Research, Evaluation, Intercommunication, Language Arts, \*Listening, \*Measurement Instruments, Research Tools, Resource Materials, Secondary Education, Socioeconomic Influences, Socioeconomic Status, \*Standard Spoken Usage

Identifiers—\*The Research Instruments Project, TRIP

Designed (1) to determine both the communication barriers arising among high school students of divergent subcultural backgrounds, and how low socioeconomic status black and middle socioeconomic status white listeners evaluate members of their own and different subculture groups as well as speakers of Network English as persons and (2) to examine communication barriers, this test consists of four maps. Each map contains two sets of directions—one set produced by a black dialect speaker and read by a black dialect speaker and a Network English speaker, and one set produced by a Standard English speaker and read by a Standard English speaker and a Network English speaker. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Listening), title, author, date, and age range (secondary), and describes the instrument's purpose and physical characteristics.] (IM)

ED 091 731 CS 201 336

Robertson, Jean E.  
Connectives Reading Test.

Pub Date—66  
Note—35p.; From author's Ph.D. Dissertation, University of Alberta, 1966; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Research, Intermediate Grades, Language Arts, \*Measurement Instruments, \*Reading Skills, \*Reading Tests, Research, Resource Materials, \*Written Language

Identifiers—\*The Research Instruments Project, TRIP  
Designed to investigate the understanding of the linguistic form that connects a clause to another clause or another word, the test contains four sections. The students are instructed to read the first part of a sentence and then choose the answer which best completes that sentence. Each multiple choice item contains the correct answer and three alternative answers. Content validity was established and reliability coefficients ranged from 0.962 to 0.974 for grades 4, 5, and 6, and for these grades combined. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts," to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 732 CS 201 337

Rystrom, Richard  
Rystrom Reading Comprehension Test.  
Pub Date—Jun 69

Note—8p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Research, Intermediate Grades, \*Language Arts, \*Measurement Instruments, \*Reading Comprehension, \*Reading Tests, Research Tools, Resource Materials

Identifiers—\*The Research Instruments Project, TRIP

Designed to measure specific dimensions of reading comprehension, the items for this test are based on a comprehension model which suggests that comprehension can be defined as six different skill areas: vocabulary, syntax, item recall, item sequence, interpretation, and evaluation. The test is divided into sections to correspond to each of the skill areas. Reliability coefficients for the various groups ranged from .70 to .98 with a mean of .84, and correlation coefficients between the California Reading Test and the Rystrom Reading Comprehension Test were calculated for four of the groups and ranged from .84 to .91. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 733 CS 201 338

A Scale for Evaluation of High School Student Essays.

California Association of Teachers of English, Redlands.; National Council of Teachers of English, Champaign, Ill.

Pub Date—60

Note—33p.; Prepared for the California State Articulation Conference under the Joint Subcommittee on Composition; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Composition (Literary), \*Educational Research, \*Evaluation Methods, \*Expository Writing, Language Arts, \*Measurement Instruments, Research Tools, Resource Materials, Secondary Education

Identifiers—\*The Research Instruments Project, TRIP

Designed to provide a scale for assessing the quality of short expository essays, this material includes a group of six expository essays about 250-300 words in length arranged in order of quality. Each essay is followed by critical comments and a general discussion of the characteristics of essays at that level of quality. No validity or reliability data are reported, but thirty-seven of forty college students in advanced composition courses were able to arrange the six essays in the order established in the scale. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (high school), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 741 CS 201 346

Golub, Lester S.  
Syntactic Density Score (SDS) with Some Aids for Tabulating.

Pub Date—73

Note—9p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Composition (Literary), \*Educational Research, High School Students, Intermediate Grades, Language Arts, \*Measurement Instruments, Primary Grades, Reading Skills, Research Tools, Resource Materials, \*Syntax

Identifiers—\*The Research Instruments Project, TRIP

The Syntactic Density Score (SDS) is designed to determine the syntactic density of the oral and written discourse of students in grades 1-14, as well as that of reading materials selected for students. The SDS can be hand tabulated; however, a computer

program is available which can determine the score from any corpus of material typed into the computer. Factors that affect readability, and therefore increase the syntactic density score of a piece of writing, include higher frequencies of complex sentences, long subordinate clauses, prepositional phrases, expanded verbs, possessives, and adverbs of time—all in addition to the usual considerations of vocabulary and sentence length. Practice exercises plus aids for tabulation are available from the author. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading/Writing), title, author, date, and age range (primary, intermediate, junior high, senior high postsecondary), and describes the instrument's purpose and physical characteristics.] (WR)

ED 091 745 CS 201 350

*Evanochko, Peter O.*

**Semantics Features Test.**

Pub Date—70

Note—28p.; For related documents see CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Research, Intermediate Grades, Language Arts, \*Measurement Instruments, \*Reading, Research Tools, Resource Materials, \*Semantics

Identifiers—\*The Research Instruments Project, TRIP

Designed to index the kinds of meaning relationships that children perceive to exist between words and their references, this test consists of 276 pairs comprising 24 categories. For each item of the test, the subjects were asked to rank each pair of statements depending on how well they thought the words on the left were described. Content validity for the test was established by devising five logical groupings of categories and by having five judges place 120 items in the appropriate category. The extent of agreement among judges and between judges ranged from .80 to .95. The range in correlations between tests was .67 to .82, with a mean of .73. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its title, author, date, and age range (intermediate, junior high), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 746 CS 201 351

*Fisher, Carol J.*

**Linguistic Structures Repetition Test with Directions for Scoring.**

Pub Date—72

Note—8p.; For related documents see CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Research, Language Arts, \*Language Development, \*Linguistic Patterns, \*Measurement Instruments, Primary Grades, Research Tools, Resource Materials

Identifiers—\*The Research Instruments Project, TRIP

Designed to measure the acquisition of syntactic structures in kindergarten, first, and second graders, this test examines specific linguistic structures which appear to be acquired during the early elementary school years. Thirty-six sentences of equal length, consisting of words from a first-grade word list, are used to examine fifteen structures. Content validity rests with the instrument's derivation in psycholinguistic research and its reflection of an expected developmental trend. Mean scores for kindergarten (N=132) were 15.88, for first grade (N=113) 20.02, and for second grade (N=140) 22.55. Multivariate analysis of variance revealed significant differences between grade levels at the .001 level. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the

Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date and age range (primary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 747 CS 201 352

*Dupuis, Mary M.*

**Transformational Analysis of Compositions.**

Pub Date—72

Note—37p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Composition (Literary), \*Educational Research, Intermediate Grades, \*Measurement Instruments, Post Secondary Education, Research Tools, Resource Materials, Secondary Education, \*Transformations (Language), \*Writing Skills

Identifiers—\*The Research Instruments Project, TRIP

Designed to analyze and describe the transformational operations in sentences in written compositions, this test contains a list of 27 possible transformations, all variations of four basic transformational operations: addition, deletion, reordering, and combining. The developer reports an interrater reliability coefficient of .94. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (intermediate-postsecondary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 748 CS 201 353

*Dixon, Edward*

**Indexes of Syntactic Maturity (Dixon-Hunt-Christensen).**

Pub Date—70

Note—14p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Composition (Literary), \*Educational Research, Elementary Grades, Language Arts, \*Measurement Instruments, Research Tools, Resource Materials, Secondary Grades, \*Syntax

Identifiers—\*The Research Instruments Project, TRIP

These indexes, a set of measures of growth in syntactic fluency, are derived from the research in written syntax of Hunt and Christensen. They are a means of linguistic analysis of each T-unit (independent clause and its modifiers) in a writing sample. The indexes include: mean T-unit length; number of words in free modifiers, final position only; number of instances of words in intra T-unit coordination; number of instances of intra T-unit coordinations; total number of words in free modifiers, all positions; and total number of instances of free modifiers, all positions. The "all positions" designation includes free modifiers in the initial, medial, and final position within the T-unit. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (writing), title, author, date, and age range (elementary-postsecondary), and describes the instrument's purpose and physical characteristics.] (WR)

ED 091 750 CS 201 355

*Diederich, Paul B.*

**Cooperative Preparation and Rating of Essay Tests.**

Pub Date 66

Note 17p.; Reprinted from "English Journal," April 1967. Paper presented at the Houston meeting of the National Council of Teachers of English. See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Composition (Literary), \*Educational Research, \*Evaluation Methods, Intermediate Grades, Language Arts, \*Measurement Instruments, Post Secondary Education, Research Tools, Resource Materials, Written Language

Identifiers—\*The Research Instruments Project, TRIP

To evaluate the quality of written compositions, researchers at Educational Testing Service developed the Composition Evaluation Scales (CES), after factor-analytic studies of the reasons teachers gave for their judgments of compositions. This is a set of eight scales: ideas, organization, wording, flavor, usage, punctuation, spelling, and handwriting. Each scale is marked on a five-point line with the scales of ideas and organization receiving double weight—yielding a total score of 50. The CES is most appropriately used with expository papers on a set topic. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, authors, date, and age range (intermediate-postsecondary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 753 CS 201 358

*Brengeman, Frederick H. Manning, John C.*

**Linguistic Capacity Index.**

Pub Date—64

Note—18p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Research, \*English (Second Language), \*Language Instruction, Linguistic Performance, \*Measurement Instruments, Primary Grades, Research Tools, Resource Materials, \*Spanish Speaking, Vocabulary Development

Identifiers—\*The Research Instruments Project, TRIP

Designed to be used as a measure of English language readiness to assist the classroom teacher in grouping native Spanish-speaking pupils for English language instruction, the index may also be used to assess pupil achievement in learning English as a foreign language. Based on a contrastive analysis of English and Spanish grammar and phonology, the Linguistic Capacity Index consists of three 20-item sections on vocabulary recognition, contrastive phonology, and contrastive development. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (English as a Second Language), title, authors, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 756 CS 201 361

*Zais, Robert S.*

**Sophistication of Reading Interests Scale.**

Pub Date—68

Note—28p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Research, Language Arts, Literary Analysis, \*Literature Appreciation, \*Measurement Instruments, \*Reading Interests, Research Tools, Resource Materials, \*Secondary School Students

Identifiers—\*The Research Instruments Project, TRIP

Designed to measure maturity of reading interests, the Sophistication of Reading Interests Scale consists of 29 pairs of fictitious story synopses, one of the pair more sophisticated than the other. Three indicators of level of maturity, defined in order of sophistication, are the importance of plot, the importance of characters, and the importance of ideas or theme. Content validity was established by asking 20 secondary teachers to judge the sophistica-

tion criteria and the level of sophistication of each synopsis in each dyad. Construct validity was established in part by comparing scores on the scale by younger and older students. The mean for 25 high ability seventh graders was 58.1 and for 21 high ability twelfth graders 67.7, a difference of 9.6 points, significant at .001. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Literature), title, author, date, and age range (junior high, senior high), and describes the instrument's purpose and physical characteristics.] (JM)

**ED 091 757** CS 201 362

*Dauterman, Fritz P.*  
**Syntactic Maturity Test for Narrative Writing.**  
Pub Date—69

Note—22p.; From author's Ph.D. Dissertation, Ohio State University, "Syntactic Structures Employed in Samples of Narrative Writing by Secondary School Students"; For related documents see CS 201 320-375

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Composition (Literary), \*Educational Research, High School Students, Intermediate Grades, Language Arts, \*Measurement Instruments, Research Tools, Resource Materials, \*Syntax  
Identifiers—\*The Research Instruments Project, TRIP

Designed to measure syntactic fluency or maturity in narrative writing, the Syntactic Maturity Test for Narrative Writing (SMTNW) is in two parts: (1) the test itself, a group of seventy-six kernel sentences making a coherent narrative, and (2) a means of syntactic analysis of the written samples that result when respondents rewrite the narrative, combining the kernel sentences. The test is based on a synopsis of a portion of "The Adventures of Huckleberry Finn," and the seventy-six kernel sentences are arranged in five separate sections. Combining kernel sentences in as many ways as they can, respondents work through the sections in order. The resulting narratives are then given a grammatical analysis to determine the level of syntactic maturity. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (intermediate-postsecondary), and describes the instrument's purpose and physical characteristics.] (WR)

**ED 091 759** CS 201 364

*Rystrom, Richard*  
**Rystrom Dialect Test, and Testing Negro-Standard English Dialect Differences.**

Pub Date—69

Note—17p.; Reprinted from "Reading Research Quarterly," Summer 1969; For related documents see CS 201 320-375

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Black Dialects, \*Discriminant Analysis, \*Educational Research, Language Arts, \*Measurement Instruments, Preschool Children, Primary Grades, Research Tools, Resource Materials, \*Standard Spoken Usage  
Identifiers—\*The Research Instruments Project, TRIP

Designed to discriminate Negro dialect speech from standard English, the Rystrom Dialect Test seeks to overcome three problems encountered in research about Negro speech; determining what stable elements distinguish Negro dialect from standard English, constructing a test easily administered to a young child and capable of measuring the differences in dialect, and finding unbiased and simple methods of evaluating test results. The test consists of 24 pairs of sentences which the student hears and repeats twice, once with the features under study occurring in the sentence and once without the feature. Speakers on the test tapes are white, an Illinois female, a Georgia male, and a Georgia female. Re-

sults of the test administered to 120 Negro and 100 white children in Georgia indicate a significant mean difference. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language or Dialect), title, author, date, and age range (preschool, primary), and describes the instrument's purpose and physical characteristics.] (JM)

**ED 091 760** CS 201 365

*Schroeder, Thomas S.*  
**Schroeder Composition Scale.**

Pub Date—73

Note—12p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Composition (Literary), \*Educational Research, Elementary School Students, Junior High School Students, Language Arts, \*Measurement Instruments, \*Prose, Research Tools, Resource Materials

Identifiers—\*The Research Instruments Project, TRIP

Designed to describe the writing behaviors of elementary and junior high school children, the Schroeder Composition Scale is an analytic scale. For eleven of the criteria in the scale, the scoring is simply "yes" or "no" indicating whether the writing does or does not have the characteristic. Five other items identify percentages of communication units with specific characteristics, and two final items concern total word count and words per communication unit. The agreement between two trained raters on each of the separate items in the scale ranged from 67 percent to 100 percent. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (primary-junior high), and describes the instrument's purpose and physical characteristics.] (JM)

**ED 091 761** CS 201 366

*Bowdidge, John S.*  
**Cloze Listening Test (Form Lisbon and Form Waco).**

Pub Date—67

Note—21p.; See related documents CS 201 320-375

Available from—Dr. John S. Bowdidge, Drury College, Springfield, Missouri 65802 (\$1.50 per form. Tests for administering forms \$25.00 per set, Form Lisbon, Form Waco)

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Cloze Procedure, \*Educational Research, Language Arts, \*Listening Comprehension, \*Listening Skills, \*Measurement Instruments, \*Recall (Psychological), Research Tools, Resource Materials, Secondary Education  
Identifiers—\*The Research Instruments Project, TRIP

Designed to measure recall of specific information, ability to grasp the thought of a passage as a whole, and ability to apply various contextual clues while listening to a passage of aural communication, each of the alternate forms of the cloze listening test consists of an audio tape recording of approximately twenty minutes duration and a four-page response form containing numbered lines on which responses are to be written. Validity, reliability, and normative data are included. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Listening), title, author, date, and age range (secondary), and describes the instrument's purpose and physical characteristics.] (JM)

tics.] (RB)

**ED 091 762** CS 201 367

*Reich, Carol*  
**Novel Reading Maturity Scale.**

Pub Date—73

Note—8p.; Reprinted from "Journal of Reading," December 1973; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Research, Fiction, Junior High School Students, Language Arts, \*Literature Appreciation, Maturation, \*Measurement Instruments, \*Novels, Post Secondary Education, Research Tools, Resource Materials, Secondary Education

Identifiers—\*The Research Instruments Project, TRIP

Designed to assess the maturity level of the novels which students read, the Novel Reading Maturity Scale (NRMS) is based on the notion that fiction of high quality is characterized by a number of themes or topics. The list of 22 topics in NRMS came from a survey of several guides on books for teenagers. To explore the reliability of the scale, five groups of students, with over 400 in each group, were asked to use the scale on a different novel each member of the group had recently read in school. The average agreement over all themes ranged from 70 to 84 percent. Additional reliability data came from small groups of English teachers who used the scale on the same five novels on which the students had reported. Teachers and students agreed on the presence or absence of 17 to 22 of the 22 themes. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Literature), title, author, date, and age range (junior high-postsecondary), and describes the instrument's purpose and physical characteristics.] (JM)

**ED 091 763** CS 201 368

*Glazer, Joan*  
**Glazer Narrative Composition Scale.**

Pub Date—71

Note—33p.; From author's Ph.D. Dissertation, Ohio State University, "The Development of the Glazer Narrative Composition Scale; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Characterization, \*Composition (Literary), \*Composition Skills (Literary), \*Educational Research, \*Elementary Education, Junior High School Students, Language Arts, \*Measurement Instruments, Research Tools, Resource Materials, Sentence Structure, Vocabulary  
Identifiers—\*The Research Instruments Project, TRIP

Designed to assess the quality of children's narrative compositions, the Glazer Narrative Composition Scale (GNCS) consists of eighteen scales outlined under plot, theme, setting, characterization, and style. Each scale is scored 1, 2, or 3, depending on how much of the scale element is present in the narrative, with the highest possible score being 54. Scales were selected on the basis of a review of literary theory and criticism and previous research in children's writing, an examination of previous composition scales, and an analysis of a large number of children's narratives from grades 4 through 6. Concurrent validity was provided by the correlation of narrative scores by three judges using a quick-impression Q-sort and three different judges using GNCS, resulting in a correlation coefficient of .80. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (elementary, junior high), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 764 CS 201 369

*Kretschmer, Joseph C.***Experimental Test of Piagetian Concrete Operations in a Reading Format.**

Pub Date—72

Note—11p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Research, Intermediate Grades, Language Arts, \*Measurement Instruments, Primary Grades, \*Reading, Research Tools, Resource Materials

Identifiers—Piaget (Jean), \*The Research Instruments Project, TRIP

Designed to assess the ability of subjects to apply concrete operations to data in a reading format, and to determine if there is any difference with regard to type of paragraph or type of question, this test consists of four short paragraphs, each of which established one of the following operations: an additive classification, a multiplicative classification, an additive series, and a multiplicative series. Conformity for the paragraphs was insured in several ways, and the readability level measured at grade 4 by the Dale-Chall Readability Formula. The questions are divided into dichotomous categories: easy intension-based, easy extension-based, hard intension-based, and hard extension-based. [This document is one of those reviewed in The Research Instrument Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary, intermediate), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 766 CS 201 371

*Fryburg, Estelle L.***The Test of Cognition with Scoring Guide, Literature Review, and Description of Data Analyses in Progress.**

Pub Date—72

Note—82p.; See related documents CS 201 320-375

Available from—Dr. Estelle L. Fryburg, Manhattan College, Manhattan College Parkway, Bronx, New York 10471 (Revised form of the test; Write author for price)

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Research, Language Arts, \*Language Development, \*Language Skills, \*Measurement Instruments, Primary Grades, \*Reading Achievement, Reading Diagnosis, Reading Tests, Research Tools, Resource Materials

Identifiers—\*The Research Instruments Project, TRIP

Designed to evaluate a child's receptive and expressive language ability, the instrument will contribute to present knowledge concerning the language development of both standard and non-standard English speakers, explore the relationships of language development to reading achievement, provide a description of the language-reading relationship, and serve as a diagnostic procedure to detect and prevent reading difficulties. The test is individually administered in approximately thirty minutes, and a separate sitting is recommended for each of the four subtests related to auditory perception, visual perception, syntactic patterning, and drawing. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (RB)

ED 091 767 CS 201 372

*Casens, Grace V.***Cloze Tests for Deletion Produced Structures.**

Pub Date—72

Note—24p.; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, \*Educational Research, Language Arts, \*Measurement Instruments, Primary Grades, \*Reading, Research Tools, Resource Materials, Sentence Structure Identifiers—\*The Research Instruments Project, TRIP

Designed to measure comprehension of intact and deleted sentence structures corresponding to selected deletion transformation rules, this test is intended to be used with primary age children. Eight test passages were constructed at each of the first reader and high second reader levels from stories in the Ginn Basic Reader so that each passage contained test sentences for 12 deletion retransformations (WH deletion, BE deletion, WH and BE deletion, that and subject as object, performative deletion, imperative deletion, preposition deletion, verb phrase deletion, noun phrase deletion, noun phrase and auxiliary deletion, noun phrase and verb and other elements in the verb phrase deletion, and comparative deletion), half in the deleted form and the other half intact. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (WR)

ED 091 768 CS 201 373

*Miller, Larry A.***Tests of Anaphoric Reference—Multiple Choice Format (TAR-MC) and Tests of Anaphoric Reference—Cloze Format (TAR-C).**

Pub Date—73

Note—33p.; From author's Ph.D. Dissertation, University of Alberta, 1974; see related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Research, Language Arts, \*Measurement Instruments, Primary Grades, \*Reading, Reading Skills, Research Tools, Resource Materials

Identifiers—\*The Research Instruments Project, TRIP

Designed to investigate how the beginning reader understands the antecedent/anaphora relationship in written discourse, this test contains four stories which were drawn from basal readers and modified so that the categories of pronouns were represented in proportion to their occurrence in the basal readers. Stories were further modified so that two stories contained two antecedents and two stories contained four antecedents. Antecedents were divided equally by sex. Two passages are tested by means of multiple choice items and are referred to as the TAR-MC, Form 1 and 2. There are 48 multiple-choice items, with each item containing four choices. The two passages of cloze or TAR-C tests contain 50 deleted words, and a number of items test words other than pronouns for the purpose of avoiding set. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (WR)

ED 091 770 CS 201 375

*Beardsmore, H. Baetens Renkin, A.***A Test of Spoken English.**

Pub Date—71

Note—16p.; Reprint from "International Review of Applied Linguistics in Language Teaching," Volume 9, 1971; See related documents CS 201 320-375

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Diagnostic Tests, \*Educational Research, \*English (Second Language), \*Measurement Instruments, Post Secondary Education, Research Tools, Resource Materials, \*Standard Spoken Usage Identifiers—\*The Research Instruments Project, TRIP

Designed to test the degree of accuracy, fluency, and intelligibility of the subjects in a manner which will produce information similar to that which could be obtained by an interview technique, the test is based on the idea of fictitious dialogue. The test items were selected in order to leave little scope for variations in the answers so as to establish the individual's ability to manipulate spoken language in an active way. The degree of difficulty and discriminatory power of each item was estimated and expressed on a linear scale, and the distribution of total scores was normal with a mean of 14.96 and a standard deviation of 5.89. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language or Dialect), title, authors, date, and age range (postsecondary, adult), and describes the instrument's purpose and physical characteristics.] (RB)

ED 093 159 FL 005 395

**English for Speakers of Other Languages. A Bibliography.**

British Council, London (England). English-Teaching Information Centre.

Pub Date—Nov 73

Note—58p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Annotated Bibliographies, Course Descriptions, Diachronic Linguistics, \*English (Second Language), English Literature, Grammar, History, Instructional Materials, \*Language Instruction, Language Tests, Linguistics, Phonetics, \*Second Language Learning

Identifiers—England

This annotated bibliography is divided into fourteen sections: (1) reference books and dictionaries, (2) linguistics, (3) English grammar, (4) vocabulary, (5) language learning and teaching, (6) aids to learning, (7) testing, (8) spoken English, (9) reading, (10) writing, (11) general courses, (12) English for special purposes, (13) literature, and (14) background studies. Prices are given in British currency for all items. Most of the entries focus primarily on British English, particularly those in the section on phonetics. The section describing general courses is extensive, each annotation indicating the student population for which the particular course was designed. Section 12 deals primarily with materials for teaching scientific English, and the final section consists mainly of entries concerning British history and English language history. (PM)

ED 093 163 FL 005 782

**1974 TESOL Convention of Teachers of English to Speakers of Other Languages, Denver, Colorado, March 5-10, 1974. Final Report of 1973 Defense Language Institute Master Lecture Series on TESOL.**

Pub Date—Mar 74

Note—9p.; Complete versions of lecture series papers appear in December 1973 "TESOL Quarterly"

Pub Type - Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, \*Conference Reports, Dictionaries, \*English (Second Language), Language Tests, Linguistics, Psycholinguistics, Reading Instruction, \*Second Language Learning, Structural Analysis, \*Teaching Methods

Six lectures presented by TESOL experts for the 1973 Annual Defense Language Institute are summarized and discussed here. The first paper, by John B. Carroll, "Some Suggestions from a Psycholinguist," concerns the relationship between learning and memory. Albert H. Marckwardt, in "The Dictionary as an English Teaching Resource," recommends the dictionary as a teacher resource for providing information about language. Archibald A. Hill, in "A Hierarchy of Drills," reconsiders some of the major structuralist assumptions about language, providing some additional techniques for the teacher. Muriel Saville-Troike, in "Reading and the Audio-Lingual Method," points out that the audio-lingual method did not easily lend itself to the teaching of reading, and because reading cannot be separated from second language learning, extensive suggestions for the teaching of reading are provided. Rebecca M. Valette, in "Developing and Evaluating Communication Skills in the Classroom," clarifies the relation of testing to instructional objectives by exploring the ways of teaching and testing communication skills in the four modes—speaking, writing, listening, and reading. Betty Wallace Robinett, in "The Application of Linguistics to TESOL: Once More," recommends and demonstrates a rapprochement between linguistics and TESOL in which the teacher is the middleman, whose primary resource is the knowledge of how English functions. (LG)

ED 093 175 FL 006 150

*Pimsleur, Paul And Others*

Modality Endowment in Foreign Language Learning. Final Report.

State Univ. of New York, Albany.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Jun 74

Contract—OEC-0-713633(823)

Note—69p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Tests, \*Audiolingual Methods, \*Audiovisual Instruction, \*Language Instruction, \*Language Tests, Secondary Grades, Second Language Learning, Student Attitudes, Teaching Methods

This project was designed to develop a test of modality (eye/ear) endowment and to determine the significance of this factor in foreign language instruction. Subjects were junior and senior high school students enrolled in French and Spanish classes. In phases 1 and 2 the Modality Endowment Battery of tests (MEB) was constructed and shown to have high reliability. Phase 3 was designed to determine its concurrent and predictive validity. Results were interpreted as generally supportive in the concurrent validity study. The predictive validity study was intended to determine whether auditory students (as measured by the MEB) learn better in classes where the teacher uses auditory methods, and visual students in classes where visual methods are used. Since no teachers were found who used highly visual methods, no such comparison was made. In the 13 classes tested, in all of which highly auditory or mixed audiovisual methods were used, no significant connection was found between students' modality endowment and their foreign language achievement. Phase 4 tested modality endowment in relation to various indicators of the attitude and achievement of foreign language learners. Several hypotheses were tested, and little relationship was found to exist. The conclusion made was that, despite many students' belief that they learn better through one modality or the other, this factor is not a significant influence in foreign language learning. (Author/PM)

ED 093 178 FL 006 201

*Oskarsson, Mats*

Monolingual and Bilingual Vocabulary Learning: An Empirical Investigation.

Pub Date—Apr 74

Note—7p.; Paper presented at the Joint T.I.T.—IATEFL Conference (Budapest, Hungary, April 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, \*Bilingual Education, Educational Experiments, \*English (Second Language), \*Glossaries, Language Instruction, \*Language Research, Second Language Learning, Tables (Data), Teaching Methods, Test Results, \*Vocabulary Development

An investigation which attempted to determine

the relative effectiveness of monolingual and bilingual glossaries in teaching foreign language vocabulary to adults is described. Eight matched groups of students (four each in two separate experiments) were taught new English words according to two different principles. In half the groups, the meaning of the words was explained in the target language, English (monolingual glossaries), while the other groups were taught the meaning of the words by using the native language equivalents (bilingual glossaries). Two sessions were conducted for each group. Half the groups were taught monolingually in the first session and bilingually in the second; the other half received the reverse treatment. The only variables in the experiments were the glossaries. The results proved to be consistently in favor of the bilingual treatment and are presented in detail by means of several tables. The present work also includes a summary of previous research on vocabulary learning. (PM)

ED 093 948 TM 003 766

*Heil, Donald K. Aleamoni, Lawrence M.*

Assessment of the Proficiency in the Use and Understanding of English by Foreign Students as Measured by the Test of English as a Foreign Language.

Illinois Univ., Urbana. Office of Instructional Resources.

Report No.—RR-350

Pub Date—Mar 74

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*English (Second Language), \*Foreign Students, Graduate Students, Language Ability, \*Language Tests, \*Predictive Ability (Testing), \*Predictive Validity, Test Validity

Identifiers—English Placement Examination (EPE), Test of English as a Foreign Language, TOEFL

The grades which foreign students receive are not always based on the same criteria as the grades assigned to native American students. The use of standardized test scores provides a common data base from which to evaluate the relative proficiency level of foreign students. This study examines the Test of English as a Foreign Language (TOEFL) and the English Placement Examination (EPE), the two tests most frequently used to place foreign students. The objectives of this study are as follows: (1) to determine the predictive ability of the TOEFL and the EPE using first and second semester graduate grade point average and also using a grade in a remedial English course as the criterion, (2) to assess the concurrent validity of the TOEFL and the EPE, and (3) to estimate the magnitude of the change in the TOEFL scores after the subjects have lived in an English speaking country and taken a remedial English course for one semester. (BB)

ED 094 185 CE 001 705

The Teaching of Reading in ABE [Adult Basic Education]: Survey Report 1973.

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—73

Note—66p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adult Basic Education, \*Adult Reading Programs, Data Analysis, Data Collection, Disadvantaged Groups, Educationally Disadvantaged, English (Second Language), Models, Questionnaires, Reading, Reading Comprehension, Reading Instruction, Reading Level, Reading Skills, Reading Tests, Remedial Reading, \*State Surveys

Identifiers—\*Nebraska

The teaching of reading is an important aspect of the total Adult Basic Education (ABE) program. The basic problem was: How is the teaching of reading in Nebraska being carried out? In trying to answer this question the document lays the groundwork by opening with a review of related literature and then discusses in detail the type of data collection used in the survey. Two variables remained constant: the size of the ABE programs and the students enrolled (one group mainly English speaking and a second group who used English as a second language). The data gathered is presented in 28 tables and discussed together with the general findings on reading material used, techniques and methods, medium and equipment, measurement

and evaluation of reading progress, comprehension, and retention. The author concludes that previous 1970-71 findings have been replicated, that a clearinghouse on information is needed, and that there is congruency in procedures and materials used in regard to the size and population of the program. Included are three appendices (a research questionnaire, a bibliography, and a selected source list). (BP)

ED 094 405 CS 201 461

*Anastasiow, Nicholas J. Hanes, Michael L.*

Sentence Repetition Task.

Pub Date—Apr 74

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 15-19, 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Diagnostic Tests, Dialects, Kindergarten Children, \*Language Development, \*Non-standard Dialects, Preschool Children, Regional Dialects, \*Retarded Speech Development, \*Sentences, Social Dialects, Socioeconomic Influences, Structural Analysis, Verbal Development

Designed as a diagnostic tool for assisting early childhood and kindergarten teachers, the Sentence Repetition Task seeks to distinguish children who speak a different dialect and are normal in language development from children who speak a different dialect and are developmentally delayed. This technique is based on the work of Meryuk (1964), Slobin (1967), and Baratz (1969). The instrument focuses on whether a child is repeating abstract terms (Function Words Correct), is developmentally delayed (Function Word Omission), or is reconstructing (word is changed to an equivalent form in poverty vernacular). Sentences were designed to yield two scores, the Reconstruction Score and the Function Word Omission Score. Included in this document are discussions of previous research, explanation of procedures for administering the instrument, mean scores derived from studies of a sample of low socioeconomic status children in New York City, sentences, lists of function and reconstruction words, scoring rules and key, and references. (JM)

ED 094 556 FL 005 205

*Astacio, Ramon E. Andrade, Magdalena*

Learning Achievement Packages in Language Arts—Spanish.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—Jan 73

Note—70p.; Publication of the Dissemination Center for Bilingual Bicultural Education

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Alphabets, Bilingual Education, \*Curriculum Guides, Grammar, High School Curriculum, \*Language Arts, \*Language Instruction, Language Programs, Language Tests, Punctuation, Sentence Structure, \*Spanish, Syntax, Written Language

Identifiers—\*Calexico Intercultural Design, Elementary Secondary Education Act Title VII, ESEA Title VII

This publication presents four suggested language arts curriculum units designed to be used with high school students in first- or second-year Spanish classes who are native speakers of the language. The first unit, which deals with the Spanish alphabet, is meant to be used as an introduction to the Spanish language. The second and third units, which concern gender and number, are designed to help students improve their syntax in writing. The final unit deals with punctuation and is intended for students who are developing writing competence. Each unit includes explanatory information and objectives for the teacher, exercises, and tests. (PM)

ED 094 578 FL 006 265

*Prikop, Manfred*

Differences Between Attitudes of French-American and German-Canadian Speakers Toward the Foreign Culture.

Pub Date—[74]

Note—8p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Achievement Rating, \*Attitudes, Attitude Tests, Bilingualism, Cultural Awareness, \*Cultural Background, Ethnocentrism, French, German, Language Proficiency, Monolingualism, Questionnaires, Second Language Learning, Sociolinguistics

Identifiers—America, \*Canada

The hypothesis that monolingual and bilingual German-Canadian speakers differ in their attitudes toward German language and culture and in their achievement in the study of German was tested. The results were compared to those obtained by Gardner and Lambert in their French-American studies, in which it was found that home language background is the distinctive criterion which permits discrimination between the attitudes of monolinguals and bilinguals with respect to a foreign culture. For the questionnaire used in this study, seven attitude scales found in the work of L.A. Jacobovits were rewritten to fit the context of German language study. The questionnaire was administered in October, 1972, to 50 students in Beginning and Intermediate German at the University of Alberta, Canada. The results demonstrated that the home language background effect on student attitudes was not operative in the German-Canadian investigation. It was also shown that those students who, regardless of their home language background, held favorable attitudes toward German language and culture had the highest achievement in German. (PM)

**ED 095 143 SP 008 321**

Hernandez, Alberto Melnick, Susan L.

Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.5 Testing. Teacher Corps Bilingual Project.

Hartford Univ., West Hartford, Conn. Coll. of Education.

Note—13p.; For related documents, see SP 008 306-320

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English (Second Language), \*Performance Based Teacher Education, \*Second Language Learning, \*Teacher Education, Test Construction, \*Testing, Test Reliability, Tests, Test Selection, Test Validity

Identifiers—\*Learning Modules

This unit of work is designed to provide the participant with an overview of the purposes, methods, and techniques for testing English as a Second Language (ESL) and practical classroom applications. Given the series of learning alternatives on testing that are presented in this module, the participant should be able to: (a) demonstrate knowledge of basic testing principles and concerns and (b) apply knowledge of principles to test evaluation and construction. Exercises are provided to serve as both pre- and post-assessments of the participant's mastery of the terminal objectives of the module. Learning alternatives are presented in outline form. The alternatives include various readings and the evaluation of 29 specific tests in terms of the needs of a particular group of second-language learners. (JA)

**ED 095 556 CS 201 508**

Dieterich, Daniel J. Comp.

Annotated Bibliography of Research in the Teaching of English, January 1, 1974 to June 30, 1974. ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—74

Note—32p.; In fall 1974 Research in the Teaching of English

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Bilingual Education, \*Educational Research, \*English Education, \*Evaluation, Humanities, Language Arts, Literature, Mass Media, Research Reviews (Publications), Speech Communication, Teacher Education, Teaching Methods, Tests, Verbal Learning, Written Language

Identifiers—Status Surveys

This 129-item annotated bibliography covers research in the teaching of English published between January 1, 1974, and June 30, 1974. Subject headings include research in "Language and Verbal Learning," "Literature, Humanities, and Media," "Bilingual and Bidialectal Studies," "Teacher Education," "Testing and Evaluation," and "Written and Oral Communication." Subject categories are further divided according to reviews of research,

status surveys, preschool and elementary, secondary, and college and adult. (SW)

**ED 095 569 CS 201 531**

Chance, Larry Lynn

The Development of an Objective Composition Test for Non-Native Speakers of English.

Pub Date—73

Note—133p.; Ph.D. Dissertation, University of Kansas

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-12,538, MFilm \$4.00, Xerography \$10.00)

Pub Type—Dissertations/Theses (040)

Document Not Available from EDRS.

Descriptors—\*Composition (Literary), Doctoral Theses, \*Educational Research, \*English (Second Language), Higher Education, Language Skills, \*Objective Tests, \*Writing Skills, Written Language

The purposes of this study were to see if an objective composition test could be constructed that would correlate positively with grades on written compositions and to investigate the effects of native language background and total language proficiency on written composition skills. The objective composition test that was constructed consisted of 16 items and was administered to 93 students. The correlation of .73 between the objective composition test and written composition grades was significant at the .01 level. Conclusions were that skill in composition appears to be a function of total language proficiency; the scores of the objective composition test and the subtests indicate that the objective composition test measured grammatical correctness and vocabulary in addition to some measures of reading; objective composition tests can be constructed for diagnostic purposes and still correlate positively with actual composition grades; and an objective composition test may be a time saver when the number of students being tested is so large that neither time nor grading assistance makes it possible to have the students write a composition. (Author/RB)

**ED 095 576 CS 201 539**

Lowry, Dennis T. Marr, Theodore J.

Clozentrropy as a Measure of International Communication Comprehension.

Pub Date—Aug 74

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiences, \*Cloze Procedure, \*Communication (Thought Transfer), \*Comprehension, English, Higher Education, International Relations, Language Skills, \*Monolingualism, \*Research

Identifiers—\*Clozentrropy

This study was designed to test the validity of Darnell's clozentrropy procedure as a measure of monolingual international communication comprehension. The study investigated two major subject (audience) variables, "educational level" and "prior familiarity level" with one specialized (idiosyncratic) content with which the subjects were presented, and one major content variable, "idiosyncratic level." One 500-word passage was selected from each of two different international radio programs produced in America, by Americans, primarily for Americans, but also broadcast to audiences in other parts of the English speaking world. Four groups of Filipino subjects with known group characteristics were tested. The criterion group consisted of American subjects with known group characteristics. Seven a priori hypotheses concerning international communication comprehension were tested using multiple linear regression. The overall results of the study strongly supported the position that the clozentrropy procedure is both a sensitive and a valid measure of international communication comprehension, and pointed out the importance to the international communicator of studying his various international audience subpopulations, even when the audiences are monolingual. (Author/RB)

**ED 096 033**

RC 008 060

Valencia, Atillano A.

The Cognitive and Affective Development of Elementary School Children in a Bilingual-Bicultural Learning Environment. A Study of the Grants Bilingual-Bicultural Education Program, Grants, New Mexico.

Grants Municipal Schools, N. Mex.

Pub Date—Jun 74

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, American Indians, Anglo Americans, Biculturalism, \*Bilingual Education, \*Cognitive Development, \*Elementary School Students, Learning, \*Program Evaluation, \*Spanish Americans, Statistical Data, Testing

Identifiers—\*New Mexico

Providing relevant data, analyses, and observations, with particular reference to the cognitive and affective development of bilingual children, the 1973-74 Grants Bilingual-Bicultural Program evaluation determined the personnel's attitudes and perceptions about program components and operations and the children's responses to bilingual-bicultural instruction. Native American, Anglo, and Spanish surnamed children from 9 classroom groups (6 program and 3 non-program) in grades 1, 3, and 5 comprised the sample. Tests administered in Spanish and English, a 30 item questionnaire, and classroom observations were used. Due to the lack of tests in Native American dialects, reference to observations of Native American cultural features in the program was made rather than to cognitive achievement based on the tests. Tests included the Inter-American Series' Tests of Reading, the General Ability Test (Spanish version), and the Science Research Associates, Inc. (SRA) Achievement Series, Form E/Blue Level and the Primary Edition, Form E, Primary I and II. Some findings were: students gained significantly in oral vocabulary, numbers, general concepts, and cognitive processes based on verbal and pictorial stimuli in Spanish; 3rd grade students measured at or beyond grade level on the SRA Test; and the personnel felt the program was well coordinated, sufficiently supplied with materials and equipment, and effective in developing the children's bilingual ability and cognitive skills. (NQ)

**ED 096 330**

TM 003 920

Dalton, Starlette J.

Evaluating Foreign Language Placement: An Alternate Approach. Indiana Studies in Prediction No. 25.

Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.

Pub Date—74

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, French, German, Grading, \*Language Tests, \*Predictive Validity, Second Language Learning, Spanish, \*Student Opinion, \*Student Placement, Test Validity

Identifiers—College Entrance Examination Board

A new validation procedure was developed for the College Entrance Examination Board (CEEB) foreign language placement tests. The procedure recommended by CEEB determines if individuals with high and low scores (1) in the same course and (2) from courses at various levels, score differentially on the CEEB tests. If both these differences are statistically significant, high predictive validity can be inferred. An alternate procedure involves no such inference, but rather asks the student directly if he was correctly placed and, if not, whether he was placed too high or too low. Subjects in this study were taking Spanish, French, and German. Results of the new procedure showed 80 percent were correctly placed by the CEEB tests. A second alternative to the CEEB procedure was also tried. Scholastic aptitude indicators and foreign language background variables were obtained from the students' permanent records and used in a regression equation to determine student placement. This equation placed 62 percent of the students correctly. Placement by the CEEB tests was about equally accurate in all languages, and was significantly better than placement by the regression equation. It is argued that the new validation procedure is a valuable alternative to the CEEB procedure because it does not rely on grades and provides different information. (Author)

ED 096 829 FL 006 439

**A Teacher's Notebook: French.**

National Association of Independent Schools, Boston, Mass.

Pub Date—Sep 74

Note—53p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.00)

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Curriculum Planning, \*French, Instructional Materials, \*Language Instruction, Language Programs, \*Language Teachers, Professional Associations, Second Language Learning, Study Abroad, Teacher Workshops, \*Teaching Guides, Teaching Methods, Testing

This guide for French teachers was prepared with the help of teaching professionals who responded to a questionnaire administered in April 1973. It gives suggestions and information on: (1) curriculum planning, achievement levels, and sample programs; (2) teaching materials; (3) testing; (4) teacher aids such as workshops, professional organizations, foreign study and travel programs; and (5) new ideas in language teaching methodology. A list of addresses of publishers, manufacturers, and French cultural organizations concludes the notebook. (PP)

ED 096 830 FL 006 440

**A Teacher's Notebook: Latin.**

National Association of Independent Schools, Boston, Mass.

Pub Date—Sep 74

Note—85p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.00)

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids, \*Language Instruction, \*Language Teachers, \*Latin, Professional Associations, Second Language Learning, \*Teaching Guides, Teaching Methods, Testing, Textbooks

This notebook was designed to provide general guidelines for beginning teachers who are establishing a Latin program. Prepared by Latin teachers in independent schools, the notebook offers suggestions and information on the following: (1) reasons for studying Latin, (2) the age for beginning Latin study, (3) methodology, (4) testing, (5) textbooks, (6) audiovisual aids, (7) recommended books for a teacher's library, and (8) professional organizations and their publications. (Author/PP)

ED 096 838 FL 006 485

**Rammuny, Raji M. May. Darlene**

Arabic Proficiency Test (For College Level), Manual and Report.

Michigan Univ., Ann Arbor.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of International Education.

Pub Date—74

Contract—OEC-0-74-3186

Note—24p.

Available from—Assistant to the Chairman, Department of Near Eastern Studies, University of Michigan, 3074 Frieze Building, Ann Arbor, Michigan 48104

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Arabic, \*College Language Programs, Equivalency Tests, Evaluation Criteria, Grammar, Language Instruction, Language Learning Levels, \*Language Proficiency, \*Language Tests, Listening Comprehension, Reading Comprehension, \*Second Language Learning, Standardized Tests, Vocabulary, Writing Skills

Identifiers—NDEFA Title VI

The new Arabic Proficiency Test for College Level is designed to serve the field of Arabic instruction in a number of ways. First, it will provide data on students' proficiency in Arabic. Second, it will aid in evaluating Arabic programs in American and Canadian higher institutions. Third, the results obtained from the users of the test will form the basis for developing norms of proficiency in Arabic against which the scores of succeeding students of Arabic may be interpreted. Finally, the answer sheet of the test is designed to retrieve information, which in turn will provide the basis for development

of a scale to determine the reliability and validity of the test itself. The test consists of five content areas: (1) listening comprehension, (2) vocabulary, (3) grammar, (4) reading comprehension, and (5) writing. It is accompanied by a manual, a tape recording of utterances included in the listening comprehension section, student answer sheets, and two hand-scoring keys. The manual of the test contains a general description of the test, administration and scoring instructions, and sample questions and answers. A final report on the test accompanies the manual. (Author/LG)

ED 097 177 RC 008 185

**Falcon, Carlos And Others**

Quality Educational Services to Michigan's Spanish Speaking Community. (Report by the La Raza Citizens Advisory Committee to the Michigan State Board of Education.)

Michigan State Board of Education, Lansing.

Pub Date—Jan 74

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advisory Committees, \*Bilingual Education, \*Educational Assessment, \*Educational Quality, Financial Support, Higher Education, Instructional Materials, \*Migrant Education, Sensitivity Training, \*Spanish Speaking, Testing

Identifiers—\*Michigan

La Raza Advisory Committee, created in September 1971, was to recommend to the State Board of Education the means by which the quality of educational services to Michigan's Spanish speaking community could be improved. A problem was encountered in obtaining the necessary data to evaluate the current services offered the Spanish speaking community. The major educational problems identified by the committee as facing the more than 31,000 Spanish speaking students in Michigan were: (1) too few bilingual-bicultural staff at all educational levels; (2) too few relevant curriculum, textbooks, teacher training, and instructional materials; (3) relatively little commitment by local school districts in accepting the financial responsibility for bilingual education programs; (4) lack of response by the school districts to the needs of the migrant child; (5) disproportionate financial assistance for these students in higher education; and (6) inadequate testing instruments, tracking systems, and academic counseling. Among the committee's recommendations to the State Board of Education were: (1) mandate that colleges and universities establish a curriculum leading to a degree and teacher certification in bilingual education; (2) continue La Raza Advisory Committee to advise the State Department of Education; and (3) investigate the extent testing instruments contribute to the "tracking" of these students into special education and other compensatory programs. (NQ)

ED 097 373 TM 004 010

**Molina, Huberto**

The SWRL English Language and Concepts Program for Spanish-Speaking Children: 1971-1972 Tryout. Technical Report No. 46.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 73

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendance, Elementary School Students, \*English (Second Language), Formative Evaluation, \*Program Evaluation, \*Spanish Speaking, \*Student Evaluation, Test Construction, \*Test Results

The Southwest Regional Laboratory English Language and Concepts Program for Spanish Speaking Children (LCS) is designed to help Spanish speaking children produce and comprehend English language skills required in early elementary grades. The tryout exercised, under standard school conditions, the materials and procedures of the LCS instructional system and of the accompanying teacher training system. Pupil test results, teacher comments, and pupil attendance records were used to measure system effectiveness. The report includes a description of the tryout scope and the procedures used for teacher training, the measure of the assessment, and entry and end of program test pattern types and sampling data. An analysis of the program shows that all classes attained a high level of proficiency on

the end-of-program test. The report concludes by tracking student progress through the program. (SE)

ED 097 743 CS 500 845

**Boyd, John A.**

The Measurement of Language Change.

Pub Date—Apr 74

Note—11p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, Communication (Thought Transfer), Higher Education, Language Patterns, \*Language Research, \*Language Usage, \*Measurement, \*Social Change, Social Relations

Identifiers—\*Clozentropy

The purpose of this study was to determine whether clozentropy would reveal the amount and rate of language change in a specific social group. Students in four basic interpersonal communication classes at the University of Wyoming were selected at the beginning of the semester to serve as subjects for this study. Two major conclusions were reached in this study: the degree of language change in the four independent classrooms changed significantly over the semester, with the change in the direction of higher clozentropy scores, and the rate of change was situationally dependent. (RB)

ED 097 808 FL 006 565

**Davies, Norman F. Ed. Allen, John R. Ed.**

System. A Newsletter for Educational Technology and Language Learning Systems. Vol. 2, No. 3. Linköping Univ. (Sweden). Dept. of Language and Literature.

Pub Date—Oct 74

Note—93p.

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingualism, \*Educational Technology, Group Instruction, \*Language Laboratories, Language Tests, \*Newsletters, \*Second Language Learning, Teaching Techniques

This issue begins with an editorial comment on the journal's areas of interest. The articles are concerned with the following topics: (1) English composition and the use of the computer (Peter Zoller); (2) the teacher and the language laboratory (L. Ross and B. D. Sadler); (3) language aptitude tests in the language laboratory (in German, Peter Nubold); (4) cooperative learning in the language laboratory (Udo Jung); (5) a group-work French teaching project (J. Hare); (6) language aptitude tests for the Japanese (Ken Murakami); (7) group work in the language classroom in Finland (Kalevi Vainioranta and David Bullivant); (8) standardized tests in German as a foreign language (in German, Alfred Tumat); (9) bilingualism in Wales (Jac L. Williams); (10) the linguistic, personal, and social development of immigrant children in Sweden (B. I. Stockfelt-Hoatson). Comments from the readers, a calendar of international conferences, and an index to Volume 2, 1974, are included. (LG)

ED 098 513 CS 001 423

**Motta, Janice And Others**

Reading Evaluation for Adult Non-English Students.

Bristol Community Coll., Fall River, Mass.

Pub Date—74

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English (Second Language), \*Informal Reading Inventory, Reading, \*Reading Ability, \*Reading Diagnosis, Reading Skills, \*Reading Tests

This paper discusses several evaluative methods that are available for use in a reading program that is aimed at English as a Second Language (ESL) students. The contents include: "Evaluation," which discusses the role of evaluation in reading; "Teacher Observation," which looks at how the teacher can evaluate the reading progress of students through observation; "Standardized Tests," which discusses the use of standardized tests, the validity of standardized tests, and the inappropriateness of standardized tests for ESL students; "Informal Reading Inventories," which discusses the difference between group Informal Reading Inventories (IRI) and individual IRIs the reading levels identified by an IRI, an IRI recording key, and the criteria for establishing reading levels; and "Variables of Performance," which discusses additional

variables, such as IQ, socioeconomic background, and conditions under which the student was evaluated. (WR)

ED 098 808 FL 006 582

Logan, Gerald E.

Preparing and Using Self-Teaching Units for Foreign Languages.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date—Dec 74

Note—17p.

Pub Type—Books (010)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Autoinstructional Aids, \*Autoinstructional Methods, Autoinstructional Programs, Behavioral Objectives, Independent Study, Individualized Instruction, Instructional Materials, \*Language Instruction, Language Tests, Learning Activities, \*Second Language Learning, \*Teacher Developed Materials

Each self-teaching unit is designed to teach a specific concept or skill. A unit consists of: (1) a stated performance or behavioral objective, (2) activities to enable the student to achieve the objective, and (3) a test to determine whether or not he has succeeded. This booklet begins with a description of the performance objective, and several sample objectives are presented. Section 2 contains suggestions on the selection and presentation of learning activities. In section 3, suggestions are made concerning ways in which self-teaching units can be used. Part 4 is devoted to the construction of a self-teaching unit. A self-instructional lesson is presented as a sample, and the booklet concludes with recommendations concerning the teacher's choice of learning medium and effective evaluation procedures. (PMP)

ED 099 853 CS 201 730

Dieterich, Daniel J.

Annotated Bibliography of Research in the Teaching of English, July 1, 1974 to December 31, 1974.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—75

Note—35p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Educational Research, Educational Testing, \*English, \*Language Arts, \*Language Development, Literature, Literature Reviews, Mass Media, Speech Communication, Written Language

This annotated bibliography covers research in the teaching of English published between July 1, 1974, and December 31, 1974. Subject headings include "Bilingual and Bidialectal Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," "Written and Oral Communication," and a new section on "Research Instruments" which has been added to this semi-annual bibliography. Subject categories are further divided under the headings: reviews of research, status surveys, preschool and elementary, secondary, college and adult, and special education. (RB)

ED 099 892 CS 201 779

Maier, Milton H.

Effects of English Language Training on Aptitude Test Performance of Insular Puerto Ricans.

Behavior and Systems Research Lab. (Army), Arlington, Va.

Report No.—RI-72-1

Pub Date—Aug 72

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, \*Aptitude Tests, Armed Forces, English, \*English (Second Language), Language Instruction, \*Literacy Education, \*Performance Factors, \*Puerto Ricans

This study sought to determine whether insular Puerto Ricans given English language training prior to taking the tests of the Army Classification Battery (ACB) show higher measured potential than those who take the tests before receiving the special English language training. ACB test scores were obtained on two samples of insular Puerto Ricans, one (100 men) tested before a six-week course of English language training and the other (153 men) tested on completion of English language training. No men were tested both before and after language

training. Results indicate that the six-week language training program yielded only modest increases in the literacy skills of insular Puerto Ricans and that more definite research would be required to determine the effectiveness of English language training. (Two tables of findings are included.) (JM)

ED 100 143 FL 005 924

Pialosi, Frank Paul

The Production and Recognition of Grammatical and Ungrammatical English Word Sequences by Bilingual Children.

Pub Date—Mar 74

Note—21p.; Paper presented at the Annual Meeting of TESOL (8th, Denver, Colorado, March 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingual Students, \*Elementary Education, \*English (Second Language), Grammar, Interference (Language Learning), Language Programs, Language Research, Language Tests, Linguistic Competence, Linguistic Performance, Second Language Learning, \*Spanish Speaking, Syntax

The present paper reports on a study conducted in 1973, designed to measure the English competence and performance of bilingual fourth graders in selected schools in southern Arizona and the extent to which the first language (Spanish) interfered with the second (English). The study also attempted to determine which patterns might yet be unlearned by both native English speakers and nonnative English speakers. A test of basic English sentence types for bilingual children was constructed and administered to 90 native Spanish-speaking fourth graders who had participated for three or more years in any of three bilingual programs of any of two nonbilingual programs. The groups were further classified as urban and border. In addition, part 1 of the test was given to 20 native English speakers at the fourth grade level. It was concluded that: (1) the native English speakers had less difficulty in identifying the correct sentence types than the bilingual groups had; (2) the native Spanish-speaking groups showed no significant differences in their production performances; (3) the nonbilingual program groups seem to have an advantage in their ability to identify correct English sequences. Appended to the report are the personal data sheet completed by the students, test designs, and parts 1 and 2 of the test. (Author/PMP)

ED 100 186 FL 006 643

Forbes, Margaret

A Syllabus for an Inservice Course in the Teaching of Latin.

Texas Education Agency, Austin, Div. of Program Development.

Pub Date—Jun 69

Note—249p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Applied Linguistics, \*Curriculum Guides, Grammar, Homework, Inservice Courses, \*Inservice Teacher Education, \*Language Instruction, Language Tests, \*Latin, Listening Comprehension, Listening Skills, Literary Analysis, Pattern Drills (Language), Poetry, Pronunciation Instruction, Reading Instruction, Secondary Education, Syntax, \*Teaching Methods, Vocabulary

This syllabus was designed to acquaint Latin teachers in Texas with some of the practical measures being undertaken to revitalize the learning of Latin in secondary schools. Particular emphasis is placed on the development of comprehension through reading Latin aloud, listening to it, and manipulating it orally. The material is divided into six sessions. Reading instruction is stressed throughout, and the following other topics are covered: listening comprehension, grammar, pattern drills, vocabulary, composition, methodology, testing and literature interpretation. Suggestions for supplementary reading and home assignments are given in each part of the syllabus. (PMP)

ED 100 496 PS 007 584

Ekyrom, Ruth B.

Teacher Aptitude and Cognitive Style: Their Relation to Pupil Performance.

Pub Date—Aug 74

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Aptitude Tests, Cognitive Ability, Cognitive Measurement, \*Elementary School Teachers, Factor Analysis, Interaction Process Analysis, Knowledge Level, Language Skills, Standardized Tests, \*Student Teacher Relationship, Teacher Attitudes, \*Teacher Characteristics, \*Teaching Styles, Verbal Ability

This conference paper suggests a promising model, based on a study of elementary school teachers in California, to investigate the relationship between the cognitive characteristics of teachers, their teaching behavior, and the academic success of their pupils. In the research model, two major components which affect student achievement were measured: (1) Teacher Knowledge (knowledge of subject being taught and knowledge of teaching); and (2) Teacher Aptitude (verbal, numerical, reasoning, memory, and kinds of divergent production aptitude). It is hypothesized that certain matches between teacher and pupil knowledge, skill, aptitude, and cognitive style tend to facilitate pupil learning. A preliminary factor analysis of the above components indicates that the Teacher Test Battery developed in conjunction with this research model was actually able to measure these structures. (CS)

ED 100 980 TM 004 099

Gallagher, Rosina M. Balasubramanian, K.

Developmental Characteristics in the Bilingual-Bicultural Preschooler as Measured by the "Minnesota Child Development Inventory."

Pub Date—[Apr 74]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biculturalism, \*Bilingual Education, Bilingual Students, Family Characteristics, Metropolitan Areas, Norms, Preschool Children, \*Preschool Education, \*Program Evaluation, Socioeconomic Influences, \*Spanish Speaking, Statistical Analysis, \*Tests

Identifiers—\*Minnesota Child Development Inventory

Three major purposes of this investigation were: (1) to identify, evaluate, and adapt a standardized instrument that may be used in the evaluation of Spanish-English bilingual preschool programs; (2) to compare the norms based on the standardization sample with those on a local sample; and (3) to identify an index of general development for the target group in terms of both local and original Minnesota Child Development Inventory (MCDI) norms. The sample included 364 preschoolers of lower middle socioeconomic, Spanish-speaking families in a large metropolitan area in the Midwest. The results of the study indicate that, while the comprehensive nature of the MCDI warrants its use in similar programs, local norms especially suited to the specific population should be developed. The desirability of alternate administration techniques is also evident. (Author)

ED 101 119 CE 002 865

Johnson, Robert S.

English as a Second Language for Job Training and Employment: Special Demonstration Project.

San Diego Community Coll., Calif. Div. of Adult Education.

Spons Agency—California State Dept. of Education, Sacramento; Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date—10 Apr 72

Note—379p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Programs, Bilingual Education, Course Objectives, \*Curriculum Guides, \*Demonstration Projects, \*English (Second Language), English for Special Purposes, Instructional Materials, Language Instruction, Language Programs, Language Skills, Lesson Plans, Performance Criteria, \*Spanish Speaking, Student Evaluation, Teaching Methods, Testing, Vocational Development

The San Diego demonstration project provides occupationally oriented English as a Second Language (ESL) materials aimed at preparing students for job training, on-the-job training, or entry-level employment, mainly in semi-skilled occupations. The job-readiness curriculum is planned to bring the monolingual Spanish speaking adult student to a proficiency level in English in approximately 1,000



hours of instruction. Presented in terms of performance objectives, the course curriculum is divided into three phases: survival English, English for the world of work and selected occupational clusters, and English pattern usage. The daily lesson plans, student evaluations, and tests presented in the report are all cross-referenced to a list of these basic performance objectives. The first section of the document provides: (1) specific performance objectives, (2) student information and profiles, (3) student evaluations, (4) written and oral tests utilized, (5) materials and aids, (6) reference materials and audiovisual equipment, and (8) evaluation and recommendations. Section 2, making up the bulk of the document, offers dated lesson plans organized according to: (1) subject matter, (2) performance objective code number, (3) materials and aids, (4) material code, (5) approaches, (6) English or Spanish instruction, and (7) activities. (MW)

ED 101 297 CS 001 587

Lichtman, Marilym

New Methods and Interpretations of the Assessment of Literacy Among Young Adults.

Pub Date—Nov 74

Note—24p.; Paper presented at the Annual Meeting of the College Reading Association (18th, Bethesda, Maryland, October 31-Nov. 2, 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Disadvantaged Youth, Educational Research, \*Learning Modalities, \*Literacy Education, \*Reading Tests, Second Language Learning, Sex Differences, \*Testing

Three facets of literacy measurement were examined in this study: the assessment of functional literacy with an instrument designed to reflect practical reading tasks; the effect of mode of test administration on literacy; and the relationship of literacy to sex, schooling, and traditional measures of reading. Subjects were 626 young adults enrolled in four Job Corps residential centers. R/EAL (Reading/Everyday Activities in Life), a new test of functional literacy, was administered to subjects under one of three conditions: English-taped, English-printed, or Spanish-taped. Results indicated that under each of the conditions, R/EAL proved to be a reliable and valid measure of literacy. Significant relationships were found between literacy performance and number of years of school completed and between literacy and traditional reading for each condition. No significant relationships were found between sex or length of stay in program and literacy. Conclusions are that literacy measurement on practical reading tasks can be accomplished, that test administration conditions do not significantly affect test performance for groups at comparable reading levels, and that a number of factors appear to be associated with such measurement. (Author/TO)

ED 101 548 FL 005 906

New York City Foreign Language Program for Secondary Schools: Chinese Levels 1. and 2.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date—73

Note—174p.

Available from—Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$ 00, checks payable to Auditor, Board of Education)

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advanced Placement Program, Audiolingual Skills, \*Audiovisual Aids, \*Chinese, Chinese Culture, Curriculum Design, \*Curriculum Guides, Evaluation Methods, Homework, \*Language Instruction, Language Laboratories, Language Skills, Language Tests, Pattern Drills (Language), Programed Instruction, Reading Instruction, Team Teaching, Textbooks, Writing Skills

This curriculum bulletin is intended to serve as a guide to teachers and supervisors in teaching the fundamental Chinese language skills, in using audiolingual techniques, and in developing an understanding of China, its people and its civilization. Information and guidelines are presented for the following areas: (1) aims, content, and scope of levels 1 and 2; (2) developing the four basic language skills; (3) writing and using pattern drills; (4) textbooks and textbook adaptation; (5) use of the tape recorder; (6) homework; (7) the teaching of culture; (8) audiovisual resources; (9) the language labora-

tory; (10) tests and evaluation, (11) the advanced placement program; (12) team teaching; and (13) programmed instruction. A extensive bibliography and a list of audiovisual materials for use in Chinese classes are also provided. (Author/PMP)

ED 101 579 FL 006 659

DiBianco, Guy N. Sullivan, Richard E.

Providence Title VII Bilingual Education Program. Final Evaluation Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Providence School Dept., R.I.

Pub Date—30 Sep 71

Note—120p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Bilingual Education, Bilingual Teachers, Curriculum Development, \*English (Second Language), Instructional Materials, Language Instruction, Management, \*Portuguese, Program Descriptions, \*Program Evaluation, Reports, Second Language Learning, Teacher Education, Testing

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This is the final report on instructional and management evaluation of the Providence Bilingual Project at Fox Point High School for 1971. Part 1 states the hypotheses which underlie the data analysis, describes testing methods and results, and outlines recommendations which resulted from the evaluation. A section on process evaluation indicates that the instruction process seemed to be going very well, with competent teachers using teaching aides and audiovisual materials effectively. A teacher questionnaire indicates satisfaction with the Brown Institute, but stresses the need for curriculum development and for a uniform program of literacy teaching. The lack of native speaker fluency among teachers is noted. The administering of a personality test and an intelligence test is described, along with special problems, score analysis, and recommendations. Part 2, management analysis, discusses the planning, installing, operating, communicating, and evaluation aspects of the project and deals with the general impact on parents, community, teachers, students, and other participating institutions. An appendix contains a monitoring system which defines management responsibility, bi-weekly project activity reports, as well as other illustrative materials. (AM)

ED 101 581 FL 006 661

Purnell, Richard F.

Portuguese-English Bilingual Test Development (Providence, Rhode Island, FY 1973). Final Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Providence School Dept., R.I.

Pub Date—30 Jun 73

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Data Analysis, Data Collection, \*English (Second Language), Evaluation, Language Instruction, \*Language Tests, \*Portuguese, Predictive Validity Protocol, Materials, Teacher Developed Materials, Teacher Education, \*Testing, Test Reliability

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This report discusses the work accomplished during fiscal year 1973 by the Providence Portuguese-English Bilingual Test Development Project, the purpose of which was to develop a series of ability tests useful to Portuguese-English programs. English as a second language (ESL) and Portuguese as a second language (PSL) achievement test videotapes were revised and produced in final form. Procedures for providing empirical information about the reliability and validity of the achievement tests were established and implemented. Four activities for fiscal year 1974 were recommended: (1) improved versions of the aptitude tests and a user's are to be prepared; (2) teachers are to be trained in the use of the tests; (3) a training tape is to be produced for the administering of the aptitude tests and for the collecting of the second-stage data; and (4) reporting of the analyses of the data should be incorporated into the manuals. An appendix contains sample items from the ESL and PSL aptitude and achievement tests. (AM)

ED 101 582 FL 006 662

Sullivan, Richard E.

Providence Title VII Bilingual Education Program (Providence, Rhode Island, July 1973). Final Evaluation Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Providence School Dept., R.I.

Pub Date—15 Jul 73

Note—184p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Bilingual Education, Curriculum Development, \*English (Second Language), Evaluation Methods, Instructional Staff, \*Language Instruction, Management, \*Portuguese, Program Attitudes, Program Descriptions, \*Program Evaluation, Second Language Learning, Student Attitudes, Teacher Developed Materials, Team Teaching, Testing

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This report is the last in a series on the four-year Providence Bilingual Project at Fox Point School. The evaluation is provided by the Curriculum Research and Development Center, University of Rhode Island, and follows guidelines established by the Office of Education. Part I deals with instructional evaluation. The project objective, the mastery of both English and Portuguese speaking, listening, reading, and writing skills by all students, is stated, followed by a description of the ethnic background of the participants. Pretesting and posttesting procedures are described as well as their results. A test of self-concepts and attitudes showed generally positive attitudes. Process evaluation produced changes such as articulation of intermedial objectives and the implementation of a kindergarten program. These changes are dealt with in the section on instructional recommendations. A teacher survey focused on team teaching and Portuguese curriculum needs. A section on staff development discusses the use of the Brown University inservice program and the Rhode Island College Portuguese Curriculum Materials Center. Part 2 management evaluation, deals with planning and operating the project, its impact on the participants, objectives for the current year, management, and bi-weekly reports. A parent questionnaire indicates positive attitudes toward the program. The report is fully illustrated with tables and appendixes. (AM)

ED 101 586 FL 006 721

Kunkle, John F. Ed. Cipriani, Anita A., Ed. Foreign Language Teaching Techniques in FLES and Bilingual Settings.

American Association of Teachers of French.

Pub Date—Dec 73

Note—195p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Bilingual Education, Elementary Education, \*Fles, Language Ability, \*Language Instruction, Language Programs, Language Tests, Second Language Learning, \*Teaching Methods

This report begins with a list of the publications of the national FLES Committee and an introduction in which T. Andersson describes how FLES programs can adopt bilingual education practices. Seventeen papers are included in the report. R. Bennett and M. Lala discuss how FLES programs can be individualized. Specific teaching techniques are suggested in articles by H. Barnett, J. Trahan, A. Jaffa, S. Louviere, and S. Schaps. Some recent articles regarding foreign language teaching are summarized by Y. Herbert, and R. Dominique reviews opinions about the necessity of a prereading period for FLES students. Ways in which FLES programs can be developed are discussed by M. Stelly, and C. P. Thomme, O. Domourelle, and L. Chary write about bilingual education and its relationship to FLES. L. Blumenthal gives details of the FLES program at his elementary school, and R. Authement discusses testing in FLES. Recent literature on ability levels and second language learning is reviewed by E. Broussard. (PMF)

ED 101 590 FL 006 726

Gorman, T. P., Ed.

Workpapers in Teaching English as a Second Language. Vol. 7.

California Univ., Los Angeles. Dept. of English.

Pub Date—Jun 73

Note—126p.

Pub Type—Miscellaneous (999)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*English (Second Language), \*Language Instruction, Language Programs, Language Tests, Masters Theses, Phonotape Recordings, Reading Instruction, \*Second Language Learning, Spanish, Student Placement, Teacher Exchange Programs, \*Teaching Methods

This is the seventh volume in a continuing series of working papers on teaching English as a second language. The 13 papers included here represent work in progress and cover a wide variety of subjects. In the first paper, E. Hatch summarizes research on reading a second language. S. J. A. Garcia discusses some of the areas of controversy in the study of Black English. Three papers, by M. Celce-Murcia, T. P. Gorman, and J. Povey present specific ESL teaching techniques. C. H. Prator's "The Dimensions of English Instruction in Jordan" was prepared as an introductory chapter for the report of the English Language Policy Survey of Jordan conducted during the summer of 1972. The first two years of the Culver City, California, Spanish Immersion Program are described in detail by A. D. Cohen, V. Fier, and M. S. Flores. Dr. Cohen also gives a report on the UCLA English Language Placement Examination, and J. Oller and E. Rand comment on some of the research work done on the effectiveness of the examination. J. D. Bowen writes about the Russian teacher exchange program at UCLA. Some recommendations for improving English education in Japan are given in the paper by K. Suzuki, and in the final paper J. D. Green discusses how to make better tape recordings. Abstracts of recent UCLA Master of Arts TESL theses are appended to the volume. (P 4P)

ED 101 591

FL 006 727

Gorman, T. P., Ed.

Workpapers in Teaching English as a Second Language. Vol. 8.

California Univ., Los Angeles. Dept. of English.

Pub Date—Jun 74

Note—200p.

Pub Type—Miscellaneous (999)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Bilingual Education, Bilingualism, Developing Nations, Educational Policy, \*English (Second Language), Higher Education, Interference (Language Learning), \*Language Instruction, Language Planning, \*Language Programs, \*Language Research, \*Language Tests, \*Second Language Learning, Teacher Education, Teaching Methods

This is the eighth volume in a continuing series of papers on the teaching of English as a second language. The 14 papers included here represent work in progress and cover a wide range of topics. In the first paper, E. Hatch summarizes recent studies in language switching and mixing. Specific ESL teaching techniques are suggested in articles by M. Celce-Murcia, J. Povey, L. McIntosh, and J. Heaton. J. D. Bowen discusses ways of measuring language dominance in bilinguals. The first three years of the Culver City, California, Spanish Immersion Program are described by A. D. Cohen and S. M. Lebach, and R. D. Wilson writes about teacher attitudes toward minority students. Some evidence for the predictive validity of the UCLA English as a Second Language Placement Examination is provided by E. Rand. Training programs for ESL teachers are described in papers by R. N. Campbell and Y. A. El-Ezabi. T. P. Gorman uses the UCLA English Language Policy Survey of Jordan as a basis for discussing a variety of approaches to the study of educational language policy in developing nations. The achievements and long-term goals of the English Language Institute of the American University in Cairo are discussed by C. H. Prator. The final paper, by Y. Akai, deals with problems in college-level English instruction in Japan. (PMP)

ED 102 181

TM 004 150

IEA Six-Subject Survey Instruments: English as a Foreign Language Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—123p. For related documents, see TM 004 138-163 and ED 034 290 and 300

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, \*English (Second Language), Grade 12, High School Students, Junior High Schools, Junior High School Students, Language Fluency, Listening Comprehension, Listening Tests, Oral Reading, Reading Comprehension, Reading Tests, Secondary Education, Speaking, \*Tests, Writing

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are nine tests of English as a Foreign Language measuring listening comprehension, reading comprehension, writing, speaking (Structural Control), speaking (oral reading), and speaking (fluency) for student populations I, IV. Population I consists of students aged 14 to 15 years; population IV, students enrolled in the final year of pre-university training. (RC)

ED 102 184

TM 004 153

IEA Six-Subject Survey Instruments: French as a Foreign Language Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—155p. For related documents, see TM 004 138-163 and ED 034 290 and 300

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Academic Achievement, College Bound Students, \*Comparative Education, Composition (Literary), \*Cross Cultural Studies, Elementary Education, Elementary School Students, \*French, Grade 12, High School Students, Junior High Schools, Junior High School Students, Language Fluency, Listening Tests, Oral Reading, Pronunciation, Reading Tests, Secondary Education, Speaking, Specialists \*Tests, Writing

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are 18 tests of French as a Foreign Language measuring the following areas for the following student populations: listening (population I, II, IV, IVS); reading (populations I, II, IV, IVS); writing (sentence completion) (populations II, IV); writing (composition) (populations II, IV); speaking (pronunciation) (populations I, II, IV); speaking (structural control) (populations I, II, IV); speaking (oral reading) (populations II, IV); and speaking (fluency) (populations I, II, IV). Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; population IV, students enrolled in the final year of pre-university training; and population IVS, those in population IV specializing in French. (RC)

ED 102 817

FL 005 903

Offenberg, Robert M. And Others

Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Fourth Year, 1972-73.

Philadelphia School District, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 73

Grant—OEG-0-9-480089-3503

Note—104p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, \*Biculturalism, \*Bilingual Education, \*Bilingual Schools, \*Bilingual Students, Curriculum Evaluation, Educational Assessment, English (Second Language), Evaluation Methods, \*Program Evaluation, Teaching Procedures, Testing

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, Philadelphia

This is a report on the fourth year of the Let's Be Amigos bilingual project. The project consists of three components: Model A provides bilingual/bicultural education to English-dominant and Spanish-dominant pupils in prekindergarten through fourth grade; Model B provides bilingual/bicultural education to Spanish-dominant pupils, first through third grade; Arriba provides Spanish-language instruction with English taught as a second language, grades three through twelve. Part 1 examines program processes and includes: general evaluation; curriculum reorganization and evaluation; and evaluations of Model B by principals of participating schools. Part 2 studies pupil performance and includes: pupil performance evaluation; description of standardized testing; and a study of the effect of participation in the Arriba program on graduation prevalence. Data analyses and samples of materials illustrate the report, and a bibliography is appended. (AM)

ED 102 831

FL 006 468

Olson, Margareta

A Study of Errors: Frequency, Origin and Effects. Gothenburg School of Education (Sweden). Dept. of Educational Research.

Pub Date—Aug 74

Note—140p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Academic Achievement, \*English (Second Language), \*Error Patterns, Language Development, Language Instruction, Language Proficiency, \*Language Tests, Secondary Education, \*Test Results, Verbs

Identifiers—\*Sweden

The report describes an analysis of errors yielded by a written test in English given to 424 Swedish 14-year-olds from 24 different classes in the comprehensive school. The analysis discusses the difference in attainment between pupils of high and low proficiency, frequencies and types of errors for regular and irregular verbs, and the occurrence of systematic and non-systematic errors. It also tries to trace the errors back to the influence of the pupils' first language, to mechanisms regulating the acquisition of skills in general, and to unsatisfactory teaching strategies and teaching material. The investigation is part of a large-scale project trying to establish frequencies and types of errors in oral as well as written production by the age group in question. Informant tests based on the most frequent errors are to be administered in England in order to lay down the communicative value of the errors. (Author)

ED 102 832

FL 006 484

Ramirez, Arnulfo G. Politzer, Robert L.

A Revised Spanish/English Grammar Test. Research and Development Memorandum No. 127. Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 74

Contract—NIE-C-74-0049

Note—39p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Bilingual Education, \*Bilingual Students, Elementary Education, \*Grammar, Language Proficiency, \*Language Tests, Linguistic Performance, \*Spanish Speaking, Speech Communication, \*Test Results

Spanish and English versions of a 38-item grammar test were administered to 40 Spanish-surnamed pupils equally divided by sex at grade levels K, 1, 3, and 5 (10 subjects per grade) in a bilingual education program. The test was a revision of part of an earlier test for oral proficiency in Spanish and English. The reliability of the new test was .95 for the Spanish version and .96 for the English version; but many items failed to elicit the expected grammatical constructions. English scores increased significantly with grade level, while Spanish scores varied only slightly among grade levels. Balance between mean scores on the English and Spanish versions was

reached at grade 3. Test subjects were also questioned about language use and preference. The relationships between reported language use and test results appeared to indicate that Spanish proficiency was determined by use of the language in the home. English proficiency showed some relationship to use with the peer group. There were no significant correlations between the English and Spanish version scores and only very slight relationships among the factors influencing them. Achievement in English thus appeared to be unrelated to the maintenance of Spanish for bilingual children. (Author)

ED 102 853 FL 006 706

Hagemeyer, Eva V.

Teaching in Europe—A Change and a Challenge. Pacific Northwest Conference on Foreign Languages, Portland, Oreg.

Pub Date—74

Note—8p.; For related documents, see FL 006 790 and FL 006 690-716; Paper presented at the Annual Meeting of the PNCFL (25th, Spokane, Washington, 1974)

Available from—Not Available Separately; See FL 006 790

Pub Type—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Curriculum Development, \*Employment Opportunities, Employment Qualifications, Enrollment, Language Instruction, Speeches, Student Role, Teacher Role, \*Teaching, \*Teaching Assignment, Teaching Methods, Testing

Identifiers—\*Europe

This paper focuses on the problems and challenges facing the American teacher working in Europe. The discussion is divided into 16 main topics: (1) the limited teaching opportunities in Europe, (2) standardized procedures for employment, (3) the teaching contract, (4) assignment at different levels, (5) teaching benefits, (6) daily changes in the curriculum, (7) centralized education, (8) testing, (9) polarization between students and teachers, (10) free secondary education, (11) conflicting role of the student, (12) forms of student aggression, (13) political climate, (14) enrollment limitations, (15) professional requirements, and (16) differences in work habits. (PMP)

ED 102 864 FL 006 717

Dannerbeck, Francis J. And Others

Self-Pacing at the University of South Carolina.

Pub Date—75

Note—19p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Autoinstructional Aids, \*Autoinstructional Programs, \*College Language Programs, Independent Study, \*Language Instruction, Language Laboratory Use, Learning Activities, Modern Languages, Programed Instruction, \*Second Language Learning, Testing

This paper describes the University of South Carolina's self-paced FL program, which was designed to help overcome language program weaknesses relating chiefly to college textbooks. This program uses conventional college texts accompanied by special learning activities packets. Three self-paced programs, in Spanish, German, and French, are described, including learning activities, requirements, and testing and grading procedures, by way of providing a model for other possible self-paced programs. (AM)

ED 102 872 FL 006 757

Crymes, Ruth, Ed. Norris, William, Ed.

On TESOL 74.

Teachers of English to Speakers of Other Languages.

Pub Date—75

Note—206p.; Selected papers from the Annual TESOL Convention (8th, Denver, Colorado, March 5-10, 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Bilingual Education, Class Activities, Conference Reports, Cultural Background, \*English (Second Language), Instructional Materials, \*Language Instruction, \*Language Programs, \*Language Teachers, \*Language Tests, Second Language Learning, Teacher Education, Teaching Methods

The 23 papers in this volume are classified into the following seven areas: (1) the profession, (2) the teacher, (3) the learner, (4) programs, (5) the organization of materials, (6) testing, and (7) the classroom. The papers appear here just as they were prepared for presentation at the 1974 TESOL Con-

vention. The three papers in part 1 look at changes in English language teaching practices, the differences between British and American approaches to teaching English, and the social, cultural, and political dimensions of English language instruction. In part 2 emphasis is placed on training programs for ESL teachers. The four papers in the "focus on the learner" section stress the need for a deeper understanding of the cultural and social, as well as linguistic, background of the language learner. In "focus on programs," two papers deal with bilingual education in the U.S. and one with a short-term program for Japanese teachers visiting the U.S. The papers in part 5 deal with selecting and sequencing materials for instruction. Part 6 provides information for the test writer, the teacher, and the test-writing teacher. The final section presents three papers detailing specific classroom activities and teaching techniques. The papers by M. Finocchiaro and B. K. Taska have already been entered into the ERIC system as ED 091 948 and ED 096 812, respectively. (PMP)

ED 102 890 FL 006 776

Ramirez, Arnulfo G. Polltzer, Robert L.

A Revised Spanish/English Oral Proficiency Test, 1974 Field Test Results. Research and Development Memorandum No. 134.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Report No.—SCRDT-RDM-134

Pub Date—Feb 75

Note—45p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, \*Bilingualism, Elementary Education, English, Grammar, Junior High Schools, \*Language Proficiency, \*Language Tests, Linguistic Performance, \*Spanish, Spanish Speaking, \*Speech Communication, Test Interpretation, Test Reliability, Test Results, Vocabulary

A revised Spanish/English oral-proficiency test battery was administered to 40 Spanish-surnamed pupils equally divided by sex at grade levels 1, 3, 5, and 7. The test battery included parallel Spanish and English versions of: (1) a 12-item vocabulary pretest, (2) a 32-item vocabulary-by-domain test consisting of four sections—home, neighborhood, church, and school—of eight items each, and (3) a 32-item grammar production test requiring 10 different grammatical operations. The pupils' performance was similar (balanced) in both languages on the home and neighborhood domains in all grades; Spanish was dominant on the church domain in grades 1 and 3, balance not being achieved until grade 7. English was dominant only on the school domain in grade 5. Spanish was dominant on the grammar test through grade 5, with balance achieved in grade 7. The general tendency was for test scores to improve with grade level or years in school. The amount of variance in the test scores that could be reliably attributed to language use (i.e., language spoken with father, mother, friends, etc.) or demographic variables appeared small. Information about the reliability of test items and about correlations between the Spanish and English versions is given here, and the complete vocabulary and grammar tests are provided in appendixes. (Author/PMP)

ED 103 462 TM 004 295

Findley, Warren G.

Language: Friend or Foe?

Pub Date—Apr 74

Note—12p.; Discussion of papers at NCME symposium on "The International Educational Achievement Study", Methodological Issues and Selected Results (Chicago, Illinois, April 1974)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Comparative Education, \*Cultural Factors, Culture Free Tests, Educational Accountability, Educational Assessment, Foreign Students, Language, Language Handicaps, Multiple Choice Tests, Reading Comprehension, Test Bias, Test Construction, \*Testing, \*Testing Problems

Identifiers—International Evaluation Educational Achievement

The role of testing has received a great deal of criticism over the years. Some steps have been taken to develop more universal items into the test. One innovation was the introduction of the multiple choice exam. Yet even with this type of aptitude test, the majority of questions and plausible answers have become quite involved and intense. All this

requires a great deal of concentration for the reader to comprehend the question as well as the four to five plausible answers all within a certain amount of time. The persons who risk the most in these situations are those to whom the language of the test is a secondary one. By citing some of the research findings that were carried out by members of NCME, the author tries to achieve an analytical and interpretative reply to these findings. The author also makes some proposals which might remedy the errors of the testing instrument especially within the area of international studies. (DEP)

ED 104 136 FL 006 722

Kellerman, Eric

Elicitation, Lateralisation and Error Analysis.

York Papers in Linguistics, No. 4.

York Univ. (England). Dept. of Language.

Pub Date—Mar 74

Note—27p.

Pub Type—Journal Articles (01 J)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Contrastive Linguistics, \*Educational Diagnosis, \*Error Patterns, \*Interference (Language Learning), Learning Difficulties, Learning Processes, Learning Theories, \*Psycholinguistics, \*Second Language Learning, Student Role, Testing

Identifiers—Elicitation Techniques, \*Error Analysis

This paper proposes a broader and more rigorous approach to the analysis of errors produced by second language learners. As a supplement to longitudinal studies, a procedure called "lateralisation" is advocated as a way of providing the researcher with more data than is normally available through examination of learner text alone. In this procedure a preliminary analysis of learner texts is used to draw preliminary hypotheses, which can then be tested by giving the learner reconstructed errors for his approval or rejection. From this, an abstract characterization of errors can be made. The elicitation of linguistic and metalinguistic statements from the learner on his errors is the stage that should considerably increase the amount of specific data the researcher can obtain. However, since the learner's language is in a state of flux, it is important to use the elicitation techniques very soon after the initial learner texts have been developed. Although this work is limited to linguistic analysis, the help of social psychology is also indicated as important. Several examples of elicitation are given, including a case study that illustrates the use of elicitation in error analysis. (AM)

ED 104 137 FL 006 744

Mazon, M. Reyes, McRae, Susan C.

Bilingual Education: Oral Language Assessment as a Prerequisite.

San Diego State Univ., Calif. Inst. for Cultural Pluralism.

Spons Agency—Pueblo School District 60, Colo.

Pub Date—Jan 75

Note—51p.; Page 55 of the original document is copyrighted and not available. It is not included in the publication

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Biculturalism, \*Bilingual Education, Bilingualism, \*Diagnostic Teaching, Diagnostic Tests, Elementary Education, English, \*Inservice Teacher Education, Language Development, Language Instruction, Language Proficiency, Language Skills, Language Tests, \*Program Evaluation, Second Language Learning, \*Spanish, Speech Communication

This is an interim report on the first year of a five-year Spanish/English, bilingual/bicultural education program in Pueblo, Colorado, for grades K-4. The program is based on the premise that realistic language instruction begins with an assessment of each student's oral proficiency in both languages. The teacher should then develop this proficiency, before reading instruction begins, to bridge the gap between the informal spoken language of the child's home and the formal language of school. To do this, teachers must understand the process of language learning, the differences between oral and written language, and language varieties and functions. The "Gloria and David Oral Language Assessment, Spanish/English Version" was administered to determine oral language dominance and to profile each student's language skills for use as a basis for individualized instruction. The report includes statistics on program enrollment; language assessment materials and data; outlines of inservice workshops;

an evaluation of the program to date; and recommendations for instruction, development of objectives, relative emphasis on the first and second languages, community involvement, program coordination, and staff needs. (CK)

**ED 104 145** FL 006 791

*Garcia-Zamor, Marie Krowitz, Mary J.*  
Contextual Testing and Communicative Competence. (Preliminary Version.)  
Pub Date—28 Dec 74

Note—23p.; Paper presented at the Linguistic Society of America Meeting (49th, New York, December 28, 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Applied Linguistics, Audiolingual Methods, \*English (Second Language), English for Special Purposes, Language Development, \*Language Instruction, Language Proficiency, \*Language Tests, Linguistic Theory, \*Performance Based Education, Performance Criteria, \*Second Language Learning, Speech Communication, Surface Structure, Task Performance, Testing, Transformation Generative Grammar Identifiers—\*Communicative Competence

It is believed that, by focusing on the problems of advanced learners of English as a second language, implications can be drawn for issues in second language teaching and testing in general. Considerations are offered on the influence of structural linguistics and transformational generative linguistics as well as language acquisition theories on teaching and testing methodology. Tests which are a result of these ideas are criticized as overlooking considerations of validity, efficiency, scope, and meaningfulness. Wilkins' "notional syllabus" is suggested as a model of language testing whereby communicative tasks form the basis of what is termed "functional language analysis." For the employee who needs to use English in his job, language performance objectives should be based on job tasks, which require varying levels of language proficiency. A hierarchy of communicative functions adapted from Fine and Wiley, is drawn up as a basis for further investigation into the nature of functional foreign language proficiency. (AM)

**ED 104 154** FL 006 808

*Oller, John W., Jr.*  
Research with Cloze Procedure in Measuring the Proficiency of Non-Native Speakers of English: An Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 13.  
ERIC Clearinghouse on Languages and Linguistics, Arlington Va.

Pub Date—Apr 75

Note—32p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Cloze Procedure, English (Second Language), Instructional Materials, \*Language Instruction, \*Language Proficiency, Language Research, Language Skills, Language Tests, Linguistic Competence, \*Second Language Learning

The entries in this annotated bibliography are divided into four major sections. The first includes some of the arguments pro and con on the cloze procedure and a few research studies along with some articles that give "how-to" recommendations. The second major section includes five subsections: the first deals with basic research concerning the validity and reliability of the cloze procedure as a device for assessing second language proficiency; the second includes a few references to cloze in the teaching of languages; the third is concerned with cloze as a measure of readability for ESL/EFL materials; the fourth treats cloze as an elicitation procedure for interlanguage data; and the fifth discusses oral/aural cloze research. The third major section includes references on cloze tests applied in languages other than English and also to social varieties of English. The last major section includes a subsection on general reviews of cloze research, followed by a subsection on reviews of cloze research applied to second language proficiency measurement. (Author/PMP)

**ED 104 162** FL 006 820

*Eddy, Peter A., Comp.*  
ERIC Documents on Foreign Language Teaching and Linguistics: List Number 13.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.  
Pub Date—May 75

Note—39p.; For related documents, see ED 029 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056 600, ED 062 889, ED 072 710, FL 004 288, ED 100 135, FL 006 772

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bibliographies, Bilingual Education, Bilingualism, Career Opportunities, Clearinghouses, Culture, \*Educational Resources, English (Second Language), Indexes (Locators), Instructional Materials, International Education, Language Handicaps, \*Language Instruction, Language Tests, \*Linguistics, Modern Languages, Psycholinguistics, \*Second Language Learning, Sociolinguistics, Statistical Studies, Teacher Education, Teaching Methods, Uncommonly Taught Languages

This is the 13th in a series of catalogues of ERIC documents of interest to teachers and researchers in foreign languages and linguistics. This list consists of documents processed into the ERIC system by the various clearinghouses from October 1973 through March 1974 and is divided into categories adapted from the American Council on the Teaching of Foreign Languages (ACTFL) Bibliography. Cross-references by subcategories are also provided. The format of the 377 entries is that used in the ERIC system, excluding descriptors and resumes. (Author/PMP)

**ED 104 167** FL 006 829

*Zaetta, Robert*  
Guidelines for Bilingual/Bicultural Education.

Pub Date—[75]

Note—10p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Biculturalism, \*Bilingual Education, Bilingualism, Community Resources, Curriculum Development, \*Educational Programs, \*English (Second Language), \*Guidelines, Instructional Materials, Language Instruction, Language Programs, Second Language Learning, Testing

These guidelines were developed for administrators and teachers involved in bilingual/bicultural programs for children of limited English-speaking ability. They are designed to assist those developing such programs in the regular school curriculum as well as in summer programs. Though they follow the federal guidelines for Title VII bilingual/bicultural education, the guidelines presented here are also based on the latest research in bilingual/bicultural education and on actual observation of such programs. The following topics are covered by the guidelines: (1) curriculum, (2) staffing, (3) instructional materials, (4) student assignment and testing and (5) community involvement. (Author/PMP)

**ED 104 172** FL 006 844

*Kennedy, Dora F., Comp.*  
German for Travelers. Guidelines and Handbook. (Nonsequential Semester Course in the Foreign Language Area.)

Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date—75

Note—72p.; For related document, see ED 074 800

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Activities, Course Content, Course Descriptions, Culture, \*Curriculum Guides, \*German, Instructional Materials, \*Language Instruction, Language Programs, Language Tests, \*Secondary Education, Second Language Learning, Teaching Methods, \*Travel

This guide is a documentation of the curricular components which evolved during a two-year pilot course in one of the senior high schools of Prince George's County, Maryland. It is a one-semester, nonsequential course intended for students desiring an introduction to the language without in-depth exposure. The objectives of such a course involve the learning of a limited, specific linguistic and culture content. The guide includes the specific language material to be presented, related cultural components, suggested methods and materials, and

evaluative techniques with actual sample tests. Numerous activities, minipacs, and projects are suggested. (Author/PMP)

**ED 104 535** PS 007 757

*Ben-Zeev, Sandra*  
The Influence of Bilingualism on Cognitive Development and Cognitive Strategy.

Pub Date—10 Jun 72

Note—20p.; Thesis (University of Chicago)

Pub Type—Dissertations/Theses (040)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American English, \*Bilingualism, \*Children, \*Cognitive Development, \*Cognitive Processes, Cognitive Tests, Concept Formation, Hebrew, \*Language Development, Semantics, Structural Linguistics, Syntax, Translation

This dissertation abstract summarizes a research study which investigated the hypothesis that bilingualism in children would result in: (1) increased ability to analyze syntax; (2) acceleration in the time of arrival of the stage of concrete operational thinking; and (3) an increase in cognitive flexibility or ability to mentally shuffle material. Subjects were two groups of Hebrew-English speaking bilingual children; one group was tested in the United States and the other group was tested in Israel. Corresponding monolingual groups were also employed as controls. The mean age of the subjects was just under seven years. All subjects were given tests to measure vocabulary, intelligence, verbal transformation ability, paradigmatic association ability, knowledge of grammatical categories in the native language, symbol substitution ability, and transposition. It was concluded that only the third hypothesis was clearly supported and that the other two hypotheses required restatement since results indicated the situation was more complex than originally conceived. Two characteristics of the thinking of the bilingual child which were found in the research are also discussed. (SDH)

**ED 104 595** RC 008 437

*Willey, Darrell S. And Others*  
Bilingualism: A Review of the Literature Relevant to Preparation of Teachers for Southwestern Spanish-Speaking Children and Youth.

New Mexico State Univ., Las Cruces. Bureau of Educational Research.

Pub Date—Nov 74

Note—10p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographic Citations, \*Bilingualism, Educational Legislation, Elementary School Teachers, \*Literature Reviews, Program Development, Research, \*Review (Reexamination), Secondary School Teachers, \*Spanish Speaking, Stereotypes, \*Teacher Education, Testing Identifiers—Chicanos, \*Southwest

Fifty-eight literature citations relevant to preparation of teachers for Southwestern Spanish-speaking children and youth are reviewed in this paper. The citations include journal articles, monographs, research reports, and synthesis papers published between 1920 and 1974. Topics covered are bilingual teaching strategies, stereotyping, problems and issues of teaching Chicano pupils and youth, testing, standardized psychometrics and mental measurements, reform legislation, criteria for bilingual programs, and quality teacher preparation program design. (NQ)

**ED 104 983** UD 014 944

*Herrera, Diane*  
Puerto Ricans in the United States: A Review of the Literature.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 73

Note—395p.; Dissemination Center for Bilingual Bicultural Education, Education Service Center, Region 13, 6504 Tracor Lane, Austin, Texas 78721

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—American History, Biculturalism, \*Bilingual Education, Bilingual Students, Cognitive Processes, Economic Factors, Educational Anthropology, Educational Testing, Ethnic Groups, \*Literature Reviews, \*Minority Group Children, \*Non English Speaking, \*Puerto Ricans, Social Factors, Teacher Education

This document was developed by the New York Component of the Multilingual Assessment Program and disseminated by a federally funded project under Title VII of the Elementary and Secondary Act of 1965, as amended. Intended for educators, this document is an extensively annotated resource book, providing up-to-date information on current advances of bilingual education as well as information on the historical, economic, sociological, and anthropological aspects of the Puerto Ricans, Mexican Americans, Blacks, Cubans, American Indians, Jews and other minority groups. Emphasis is on testing, cognitive style, and teacher training. The original purpose of this project was to review all the available literature on the educational experience of Puerto Rican children on the mainland, with an emphasis on educational testing, cognitive style, and teacher training. Subsequently it was decided to expand the scope of the study to include materials which have historical, economic, sociological, and anthropological relevance to the Puerto Rican experience as a whole. Among the sources used in preparation of this bibliography are Research in Education, Current Index to Journals in Education, Education Index, Exceptional Child Abstracts, Psychological Abstracts, and Dissertation Abstracts International. Entries are complete through December 1972. (Author/JM)

ED 105 723 FL 006 471

*Sharp, Derrick And Others*  
Attitudes to Welsh and English in the Schools of Wales.

Pub Date—73  
Note—350p.; Schools Council Research Studies Available from—Macmillan Education Ltd., c/o Little Essex Street, London WC2, England  
Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Attitudes, Attitude Surveys, English, Instructional Materials, Language Instruction, Learning Motivation, Questionnaires, Research Projects, Secondary Education, Second Language Learning, Student Attitudes, Tables (Data), Teacher Attitudes, Teaching Methods

Identifiers—Wales, Welsh

This is the complete report of the Schools Council Research and Development Project on Attitudes to and Motivation for the Learning of Welsh and English in Wales, based at the Department of Education, University College of Swansea. The project began in October 1967 and was completed in August 1971. Its chief aims were the following: (1) to establish patterns of attitude toward Welsh and English in three age groups in schools throughout Wales, (2) to determine whether there is a significant relationship between attitude toward each language and attainment in it, (3) to examine some of the other factors in the language learning situation in Wales, (4) to consider methods and materials used in the teaching of the two languages. This report includes description of the sampling procedure, attitude scales, and tests, background information, and a summary of the main findings. The appendices are in Welsh and English and contain the tests and questionnaires used in the study and tables summarizing results. (PMP)

ED 105 732 FL 006 753

*Evard, Beth L. McGrady, Harold J.*  
Development of Local Language Norms for Papago Indians, Mexican-Americans, Blacks, and Anglos.

Pub Date—74  
Note—15p.; Paper presented at the Annual Meeting of the American Speech and Hearing Association (Las Vegas, Nevada, 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—American English, American Indians, Child Language, Cultural Factors, Ethnic Groups, Language Ability, Language Handicapped, Language Tests, Language Variation, Mexican Americans, Negroes, Nonstandard Dialects, Norms, Psycholinguistics, Standardized Tests, Testing, Test Validity

The development of local norms using the Illinois Test of Psycholinguistic Abilities was part of a larger study, the purpose of which was to identify the percentage of Arizona school children having a handicap. The first step in this part of the project, which involved screening for communication disorders, was the selection of tests to identify language disorders. Step 2, the development of criteria for identifying the disorder, raised the question of when such

a disorder should be considered pathological and when it should be considered an identifying feature of some dialect of English. The main question, however, was whether a test developed for one population is valid when administered to another. The Auditory Association and Grammatical Closure subtests of the ITPA were administered to a random selection of subjects representing the Arizona public school population. Subgroups differences appeared chiefly across ethnic boundaries. From this it is concluded that a test is valid for a specific group only if relevant norms have been developed for that group. The local norms and other statistics on the study are tabulated at the end of the report. (AM)

ED 105 768 FL 006 862

*Briere, Eugene J.*  
TOPESL Interpretive Manual.  
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date—[74]  
Note—66p.

Pub Type—Guides—General (050)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—American Indians, Bilingual Education, Educational Diagnosis, English (Second Language), Language Proficiency, Language Tests, Manuals, Measurement Techniques, Norm Referenced Tests, Raw Scores, Standardized Tests, Test Interpretation, Test Results, Test Selection, Test Validity

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, TOPESL

This is an interpretive manual designed to accompany the Test of Proficiency in English as a Second Language, a comprehensive test assessing production and perception skills in written and spoken English and intended for use in Grades 4-6 in Bureau of Indian Affairs schools. The manual is divided into three sections. Section one discusses English proficiency and the ways in which information from test results is best incorporated into decisions affecting individuals and groups. Section two contains the information about TOPESL, TOPESL scores, and the norms population necessary for interpretation of scores and differences between scores. Section three contains detailed information about the development of TOPESL, and about the development of statistical information for TOPESL. Statistical data are presented in tables, and appendices list participating schools. (Author/AM)

ED 105 777 FL 006 876

*Park, Jung Ho*  
A Study of the Relationship of English Comprehension Level and Academic Performance of Foreign Students in the Naval Postgraduate School.

Report No.—AD-005-462  
Pub Date—Dec 74  
Note—54p.; Master's Thesis, Naval Postgraduate School

Available from—National Technical Information Service, Springfield, Virginia 22161 (AD-005-462, MF \$2.25, PC \$4.25)

Pub Type—Dissertations/Theses (040)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Comparative Statistics, Comprehension, English (Second Language), Equated Scores, Foreign Students, Grades (Scholastic), Graduate Students, Language Ability, Language Learning Levels, Military Personnel, Statistical Analysis, Test Results

A statistical analysis was conducted to investigate and evaluate the relationship of English comprehension levels of foreign students with their graduate academic performances at the Naval Postgraduate School. In this study, English comprehension level test scores of foreign students were correlated with the final academic grades received at the school. The results obtained revealed a positive, but marginally useful, relationship between the two variables. The results were also analyzed by curricula subgroups and by military rank. (NTIS)

ED 105 961 PS 007 679

*Honig, Alice Sterling, Comp.*  
Language Learning, Language Development: A Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Syracuse Univ., N.Y.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 75  
Note—72p.

Available from—Publications Office/ERIC, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Ill 61801 (Catalog

No. 126, \$3.50)  
Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Bibliographies, Child Language, Cognitive Processes, Curriculum Development, Early Childhood, Environmental Influences, Expressive Language, Family Influence, Infancy, Language Development, Language Patterns, Language Programs, Language Research, Language Tests, Receptive Language

This bibliography contains references to materials relating to language learning and development in the young child, specifically, speaking and understanding language. Receptive, communicative and expressive language as well as particular facets of language imitation and production are topics included. Reference materials are listed in four major sections. Section I provides a foundation of readings in language development, learning, and competencies. Included are the works of major theorists on how syntactic and semantic competencies are acquired and the developmental achievements which index and illuminate this acquisition. Section II provides resources and ideas for oral language curricula for infants, preschoolers, and young school-age children. Such references should be particularly useful for those who are responsible for promoting language-enriching experiences for young children either individually or in groups. Section III contains references to resources concerning the social interaction patterns, particularly the language milieu of the family in which the child is reared. Research reports are included which correlate language development with specific kinds of family experiences and parental language inputs. Section IV is devoted to measures of early language functioning. (Author/CS)

ED 106 003 PS 007 998

*Raizen, Senta And Others*  
Appendixes to Design for a National Evaluation of Social Competence in Head Start Children.

Report No. R-1557-HEW.  
Rand Corp., Santa Monica, Calif.  
Spons Agency—Office of Child Development (DHEW), Washington, D.C.  
Report No.—R-1557-HEW  
Pub Date—Nov 74

Note—216p.; For the complete Rand report, see PS 007 880; Pages 15 through 83 have been filmed from best available copy

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Black Attitudes, Classroom Environment, Cognitive Development, Curriculum, Ethnic Groups, Guidelines, Interpersonal Competence, Language Development, Minority Groups, Preschool Education, Preschool Evaluation, Research Design, Social Development, Spanish Americans, Spanish Speaking, Standardized Tests, Teacher Background, Test Validity

Identifiers—Project Head Start

This document contains appendixes to the Rand report which include: (1) recommendations for program evaluation and research made by a panel of 12 black professionals, (2) reaction papers by three black professionals and three Spanish-surnamed professionals, and (3) an expanded discussion of the technical measures proposed in the main report. Major recommendations and reactions focus on the definition of the term "social competence" and the independent variables involved, research design problems, projected outcome validity, and implications for black and Spanish-speaking children. A survey of literature concerning intelligence measurement and linguistic competence in Mexican-American populations is included. Technical information is given on tests used to measure perceptual-motor/cognitive/language skills. Information is included which supplements the discussions of social competence in Chapter 5 of the main report, particularly focusing on instrument recommendations in the area of direct observation, evaluative responses from others, measures collected from subjects, and measures restricted to subsample studies. Also included are a literature survey on the independent variables, categorization of counties according to metropolitan/sparseness dimension, and an approximation of costs for basic battery testing per site. (ED)

ED 106 239 SP 009 148

Zirkel, Perry A.

**Modular Sequence: Teaching Reading to Bilingual Learners.** TTP 002.02; Techniques for Determining Language Dominance. Teacher Corps Bilingual Project.

Hartford Univ., West Hartford, Conn. Coll. of Education.

Pub Date—74

Note—41p.; For related documents, see ED 095 128-143, SP 008 975 987, and SP 009 146, 147, 149-163; Text printed on yellow paper and may not reproduce sharply

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Elementary School Students, \*Language Ability, Learning Activities, \*Spanish Speaking, \*Teacher Education, \*Testing

Identifiers—\*Learning Modules

This teaching module offers participants the requisite skills and professional perspective to determine the language dominance of Spanish-language-origin students. Upon completion of this module, participants should be able to (a) identify and describe an example of at least three techniques for determining the language dominance of Spanish-language-origin students, (b) list at least one important disadvantage and one important advantage for each of the three techniques selected, and (c) appropriately administer and interpret the results for each of the selected techniques so as to effectively and efficiently determine the language dominance of Spanish-language-origin students in the primary grades. Participants complete a preassessment test, choose tasks from a list of learning activities, and conclude the module with a postassessment test. (An excerpt from "TESOL Quarterly" entitled "A Method for Determining and Depicting Language Dominance," an article entitled "The Why's and Ways of Testing Bilinguality before Teaching Bilingually," and a bibliography are included.) (PB)

ED 106 480 CE 003 645

Brilliant, Nancy, Ed.

**Teaching English to Speakers of Other Languages: A Selected Bibliography.**

Pub Date—Feb 71

Note—15p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, \*Bibliographies, \*English (Second Language), \*Instructional Materials, Language Aids, \*Language Instruction, Language Skills, Linguistics, Periodicals, Publications, Reference Materials, Secondary Education, \*Second Language Learning, Tests

The bibliography, containing nearly 200 entries, begins with a listing of background materials grouped under the headings (1) linguistics (general, contrastive studies, and English language), (2) reference books for teacher and student, (3) language learning—theory and practice, (4) testing, (5) bibliographies, and (6) periodicals. An occasional entry lacks complete bibliographic data. An additional page contains names and addresses of agencies, organizations, and publishers. A second section lists and annotates briefly adult and secondary level materials for classroom use: multi-skill texts for beginner to intermediate levels; non-book materials for beginner to intermediate levels, multi-skill and structure texts for intermediate to advanced levels, readers for intermediate to advanced levels, composition texts for intermediate to advanced levels, pronunciation texts for all levels, and general texts for elementary and secondary levels. (MDW)

ED 106 867 CS 202 075

Brown, Dwight An., Others

**Developmental Aspects of Pupil Performance on Bilingual Tests. Research and Development Memorandum No. 137.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRDT-RDM-137

Pub Date—May 75

Contract—NIE-C-74-0049

Note—53p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Research, Elementary Education, Elementary School Students, Kindergarten Children, Language Development, \*Language Skills, Measurement Instruments, \*Negro Students, \*Nonstandard Dialects, \*Standard Spoken Usage

Identifiers—\*Bidialectalism

The purposes of this study were to redefine, through further experimentation, previously developed instruments measuring bidialectal proficiency; to measure any possible developmental trends in bidialectal proficiency; and to establish the relation of proficiency in black standard English (BSE) and black nonstandard English (BNSE) to other measurements of reading and/or language ability. In order to assess developmental trends, the experiment was conducted with kindergarteners (20 subjects), first graders (23 subjects), third graders (24 subjects), and sixth graders (24 subjects). The results of the study are presented in both narrative and table form. (RB)

ED 107 098 FL 005 067

Boyd-Bowman, Peter

**Self-Instructional Language Programs. A Handbook for Faculty and Students.** Occasional Publication No. 20.

New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 73

Note—62p.

Available from—State Education Department, Council for Intercultural Studies and Programs, Albany, New York 12224 (\$1.50)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Guides, Autoinstructional Aids, \*College Language Programs, Examiners, Higher Education, \*Independent Study, Instructional Materials, \*Language Instruction, Native Speakers, Program Planning, Second Language Learning, Testing, \*Uncommonly Taught Languages

This handbook is intended as a guide for the development of self-instructional programs in languages not generally taught in colleges and universities. Guidelines are offered for the choice of languages, the ordering of materials, and recruitment of students, native speakers, and examiners. Approximate cost per language is indicated. Appendices contain a bibliography and instructions for drilling, tutoring, testing, and obtaining materials. (AM)

ED 107 104 FL 005 111

De Landshere, Gilbert

**Le test de cloze: mesure de la lisibilité et de la compréhension (Cloze Test: Measure of Readability and Comprehension).**

Pub Date—25 May 73

Note—125p.; in French

Available from—Labor, rue Royale, 342, B-1030 Brussels, Belgium

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—\*Cloze Procedure, Content Reading, \*Context Clues, Language Skills, \*Measurement Techniques, Reading Ability, \*Reading Comprehension, Reading Diagnosis, \*Reading Tests, Testing, Validity, Writing Skills

This book describes the cloze test, an instructional tool that has been used in the United States for the past 15 years but has not yet been extensively researched in francophone countries. The first section presents a synthesis of the most important American studies and outlines a theoretical framework for researchers and teachers of French who do not yet use cloze tests. This section includes a definition and history of the cloze test; a description of the test as a comprehension measure, as a diagnostic measure, and as an instrument of linguistic research and instruction; a discussion of the validity of the technique from the theoretical and experimental point of view; and examples of its application. Section 2 reports on exploratory research with Belgian populations ranging in age from 9 to 18. A final section reports that this study confirmed conclusions of American research, i.e., that the cloze test is an economical instrument which provides a valid direct measure of readability and comprehension; and that the test is an important diagnostic, research, and instructional tool. Appendices include the texts chosen for the test and a test sample. A bibliography completes the volume. (Author/AM)

ED 107 108 FL 006 019

Bartz, Walter H. Schulz, Renate A.

**Approaches to the Testing of Communicative Competence.**

Pub Date—Apr 74

Note—22p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, \*Language Instruction, Language Skills, \*Language Tests, Linguistic Competence, \*Linguistic Performance, Listening Comprehension, Scoring, \*Testing, Testing Problems, \*Verbal Communication

Identifiers—\*Communicative Competence

While most foreign language programs list communicative language use as a primary goal, classroom tests seldom reflect this objective but rather focus on discrete-point linguistic competence. The authors present a model of the communication process and point to the main task in constructing tests of communicative competence: devising simulated communicative situations in which the student can send or receive an extended message to fulfill a situational task requirement within his limited range of the target language vocabulary and structures. Examples of items for testing listening comprehension, reading, writing, speaking, as well as integrative skill use are given, and problems of administering and scoring tests of communicative competence are discussed. The paper concludes by summarizing student reactions to tests of communicative competence actually administered in a classroom situation. (Author)

ED 107 122 FL 006 812

Hagiwara, M. P.

**A Triple-Track Program in the Second-Year French Courses: A Pilot Study**

Pub Date—[70]

Note—73p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Language Programs, Curriculum Design, Curriculum Development, \*French, Higher Education, Instructional Materials, \*Language Instruction, Measurement Instruments, \*Pilot Projects, \*Program Descriptions, Second Language Learning, Tables (Data), Teaching Methods

This is a report of a pilot study conducted by the Department of Romance Languages of the University of Michigan to assess the feasibility of a multiple-track foreign language program for second-year language students. The multiple-track system was used during the winter semester of 1969. Three types of French classes were offered. One type was engaged in the "normal" language teaching activities of the second-year courses. The other two emphasized oral French and reading respectively while de-emphasizing the other language skills. This report describes the procedures and materials used in the pilot experiment, measurement techniques, and teacher and student selection. Results of the study are summarized, and recommendations are made concerning program materials and teaching methods. In general, the results of the pilot experiment were viewed as encouraging in that the posttest performance of students indicated no significant differences among the three tracks. The experimental courses were well received by most students who participated, and the multiple-track French program seemed to create needed curricular flexibility in second-year courses. Extensive statistical data are appended. (PMP)

ED 107 133 FL 006 897

**Technical Report: Tests of General Ability and Tests of Reading, Inter-American Series, Forms CE, DE, CEa, DEa.**

Guidance Testing Associates, Austin, Tex.

Pub Date—67

Note—71p.

Available from—Guidance Testing Associates, 6516 Shirley Avenue, Austin, Texas 78752 (\$1.25)

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Achievement Tests, \*Aptitude Tests, Biculturalism, Bilingualism, Comparative Testing, Correlation, English (Second Language), Grade Equivalent Scores, Norm Referenced Tests, \*Reading Tests, \*Spanish Speaking, \*Standardized Tests, \*Statistical Data, Test Construction, Testing, Test Reliability

Identifiers—\*Inter American Series, Interlanguage Tests

The purpose of this technical report is to describe the Tests of General Ability and Tests of Reading of the Inter-American Series, to give a brief account of their construction, and to present related statistical data. Norms and suggestions on the use and interpretation of the tests are published separately. The Inter-American Series discussed in this report consists of the following parallel tests in English and Spanish: General Ability (Preschool Level, Level 1, Level 1 Pretest, abbreviated Level 1, and Levels 2-5) and Reading (Levels 1-5). The following topics are dealt with: test content and construction, inter-correlation within test, reliability, correlation of tests at adjacent levels, correlation of Inter-American tests with other tests, correlation with teachers' marks and tests of achievement, equivalent scores, and norms. (Author/AM)

ED 107 144 FL 006 910

Oller, John W., Jr.

Cloze, Discourse, and Approximations to English.

Pub Date—[75]

Note—29p.

Available from—Department of Linguistics, University of New Mexico, Albuquerque, New Mexico 87131 (\$3.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cloze Procedure, \*Connected Discourse, \*Context Clues, Language Ability, Language Patterns, Pattern Recognition, Prose, Reading Comprehension, \*Reading Skills, \*Reading Tests, Semantics, Testing

Five orders of approximation to normal English prose were constructed; 5th, 10th, 25th, 50th, and 100th plus. Five cloze tests were then constructed by inserting blanks for deleted words in 5 word segments (5th order), 10 word segments (10th), 25 word segments (25th), 50 word segments (50th), and 100 word segments of five different passages of prose (100th plus). By a counterbalanced design to neutralize differences between groups and passages, it was demonstrated that the longer the surrounding context, the easier the cloze items; the beneficial effect of increasing amount of context extends beyond the 50 word mark. This suggests that the cloze procedure is a viable device for measuring effects (or knowledge) of discourse constraints extending well beyond the limits of 5-10 words of surrounding context. (Author)

ED 107 159 FL 006 938

Modifying English as a Second Language Materials (for Instructing ABE Students).

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date—[74]

Note—129p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Students, Autoinstructional Aids, Determiners (Languages), Dialogue, Educational Objectives, \*English (Second Language), \*Instructional Materials, Language Instruction, Language Tests, Linguistic Theory, \*Material Development, Nominals, Pattern Drills (Language), Reading Level, Sentence Structure, Structural Analysis, \*Teaching Guides, Verbs, Vocabulary

This manual is designed to assist teachers of adult education in the task of modifying commercially available ESL materials as a means of providing their students with sufficient, meaningful practice. The manual is divided into two parts. Part 1 is an introduction to the basic principles underlying sentence structure. This theory is considered essential for teaching the language effectively. Part 2 presupposes a working knowledge of the theory presented in Part 1, and provides practice in the application of the theories to the process of modifying typical ESL materials. A companion publication, "Placement Guide to Accompany Modifying English as a Second Language Materials," contains objectives for the manual, quizzes to measure the degree to which objectives have been realized, and means of locating the reader's appropriate point of entry into the course of study. It also allows the package to be used as a programmed self-study course. (Author/AM)

ED 107 161 FL 006 940

Jones, Randall L., Ed. Spolsky, Bernard, Ed.

Testing Language Proficiency.

Center for Applied Linguistics, Arlington, Va.

Pub Date—75

Note—152p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$7.95)

Pub Type—Books (010)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Conference Reports, Curriculum Guides, Language Ability, Language Fluency, \*Language Proficiency, \*Language Skills, \*Language Tests, Linguistic Performance, Listening Comprehension, Listening Tests, Reading Comprehension, Reading Tests, Speech Communication, Test Construction, \*Testing, Testing Problems, Test Validity

This publication is a compilation of the papers presented at the 1974 Washington Language Testing Symposium. The volume also includes much of the discussion that followed each paper. The participants were an international group of language testing specialists from academic institutions, research centers, and government agencies. The primary focus of the symposium was language proficiency testing, especially as it relates to the use of foreign languages on the job. The papers are organized under four headings: (1) Testing Speaking Proficiency—"Testing Language Proficiency in the United States Government," R. L. Jones; "Theoretical and Technical Considerations in Oral Proficiency Testing," J. L. D. Clark; "The Oral Interview Test," C. P. Wilds; (2) Testing Listening Comprehension—"Testing Communicative Competence in Listening Comprehension," P. J. M. Groot; "Reduced Redundancy Testing: A Progress Report," H. L. Gradman and B. Spolsky; "Dictation: A Test of Grammar Based Expectancies," J. W. Oller, Jr. and V. Streiff; (3) Testing Reading Comprehension—"Contextual Testing," J. Bondaruk, J. Child, and E. Tetrault; "Some Theoretical Problems and Practical Solutions in Proficiency Test Validity," C. R. Petersen and F. A. Cartier; "Two Tests of Speeded Reading," A. Davies; (4) Other Considerations—"Problems of Syllabus, Curriculum, and Testing in Connection with Modern Language Programmes for Adult Europe," G. Nickel. The concluding statement, by B. Spolsky, and a list of contributors to the conference are also provided. (Author/AM)

ED 107 918 CE 004 036

Testing Guidelines for Adult Basic Education and High School Equivalency Programs.

New Jersey State Dept. of Education, Trenton. Office of Adult Basic Education.

Pub Date—73

Note—187p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Achievement Tests, \*Adult Basic Education, Adult Education Programs, Adult Students, Diagnostic Tests, Educational Improvement, \*Educational Testing, English (Second Language), Guides, \*High School Equivalency Programs, Program Improvement, Screening Tests, \*Standardized Tests, Student Testing, Test Interpretation, Test Reliability, Test Reviews, \*Test Selection, Test Validity

The document is a handbook, designed to assist directors, teachers, and counselors in adult basic education (ABE) and high school equivalency programs to plan an overall testing program by offering how-to-do-it ideas in layman terms. It was developed by a group of experienced ABE practitioners to improve testing efforts in adult education programs in New Jersey. Part One, "Testing," offers three areas of basic information: (1) improving educational programs through the use of standardized tests; (2) designing an effective testing program; and (3) testing English as a Second Language (ESL) students. Part Two, "Test Reviews," provides a condensation of pertinent information and suggests specific tests for identifiable purposes. Twenty specific tests of four types are reviewed: screening, achievement, diagnostic, and ESL. The test review format is intended to provide a structure for examining and evaluating tests which may be published in the future. The narrative section of the book was also constructed to be of value in the future, with the expectation that testing may be constantly changing as better instruments are developed. (Author/AJ)

ED 108 181 CS 001 971

Babcock, Natalie

Cloze Procedure and the Affective Domain.

Pub Date—Mar 75

Note—12p.; Paper presented at the Annual Conference of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, Junior Colleges, \*Language Skills, \*Measurement Instruments, \*Reading Comprehension, Reading Instruction, Reading Skills, \*Reading Tests, Secondary Education

Assessing students' knowledge of the sequential nature of language and the extent to which they are able to relate one sentence or concept to another (preceding or following) is a task rarely measured by reading tests, despite the fact that such information would help to meet individual reading needs. One instrument which may prove useful toward this end is the cloze test, an informal reading comprehension measurement in which a message is mutilated by deleting certain words and substituting underlined black spaces of constant length. The main thesis of this paper is that cloze analysis of individual student responses on such a test may yield more precise information than current procedures provide for secondary and community college instructors about the strengths and weaknesses of students in specific language skills areas as well as their attitudes toward the subject matter. The paper discusses the use of the cloze test and provides examples and statistics to support the main thesis. (RB)

ED 108 436 EC 073 160

Budoff, Milton And Others

An Educational Test of Learning Potential Assessment with Spanish Speaking Youth. Vol. 4, No. 71.

Research Inst. for Educational Problems, Cambridge, Mass.

Pub Date—74

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingualism, \*Culture Free Tests, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, \*Ethnic Groups, Exceptional Child Research, \*Intelligence Tests, \*Predictive Measurement, \*Spanish Speaking, Testing Problems

Identifiers—Raven Progressive Matrices, Wechsler Intelligence Scale for Children

Compared was the relative predictive power of learning potential (LP) and IQ measures for 54 low-income Spanish-speaking students (grades 2 through 6) in a transitional bilingual urban school. Ss were administered the Raven LP procedure, the Semantic Test of Intelligence, the Wechsler Intelligence Scale for Children (WISC) in Spanish, and the WISC Vocabulary Subtest in Spanish and English. Before and after participation in an electricity science curriculum unit taught in Spanish, Ss also took an electricity unity evaluation instrument. Results indicated that posttraining Raven LP scores significantly predicted performance on the minimally verbal symbolic level of the electricity instrument, that IQ scores were not positively related to postteaching electricity scores, and that the LP procedures resulted in increased performance levels on a reasoning task. (LH)

ED 108 460 FL 006 028

Politzer, Robert L. McKay, Maryann

A Pilot Study Concerning the Development of a Spanish/English Oral Proficiency Test. Research and Development Memorandum No. 120.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 74

Contract NIE-C-74-0049

Note 48p.

Pub Type Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors \*Bilingual Students, Diagnostic Tests, Grammar, Interference (Language Learning), Language Ability, Language Proficiency, \*Language Tests, \*Material Development, Second Languages, \*Spanish Speaking, \*Test Construction, Testing, Test Validity, Vocabulary

This study represents several years' work on devising tests to measure children's relative proficiency in two languages or speech varieties. A

preliminary oral proficiency test in English and Spanish was administered to 45 bilingual students, of whom 41 took both versions. On the basis of difficulty and significant tendencies, 32 items were selected as the revised version of the vocabulary test and 16 items as the revised version of the grammar test. Five independent variables (grade, sex, years of schooling in the United States, place of birth, and reported language use with family) were used in a univariate analysis of test scores in order to determine whether they contributed significantly to the variance in those scores. In most cases the significant contribution of the independent variables were in the expected direction (e.g., performance in English increased with grade). Modification of the grammar test is required in order to focus students' responses on the intended grammatical structures. Administration of both parts of the proficiency test on grammar to larger and different samples of pupils, and the correlation of test results with other independent variables, are needed to establish the validity of the test. (Author/AM)

**ED 108 470** FL 006 871

*Rodgers, Judy Herring, Lynda*  
**An Experiment in Team Teaching.**  
Pub Date—[74]  
Note—26p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Conversational Language Courses, Cultural Education, \*Educational Experiments, Grammar, Independent Study, \*Language Instruction, Learning Activities, Pattern Drills (Language), Secondary Education, \*Spanish, Student Evaluation, Student Motivation, \*Teaching Methods, \*Team Teaching, Testing, Vocabulary

This paper describes an experiment in team teaching involving 25 students in a Spanish language class on the high school level. Team teaching was found to be particularly suited to vocabulary presentation, testing, culture teaching, grammar explanations, dramatization of stories and fables, pronunciation drills, and classroom conversation. It was also found that both teachers and students benefitted from team teaching in a variety of ways. Ideas, tasks, grading, and planning were shared; and teachers were motivated by peer cooperation to strive for greater excellence in teaching. Students were more highly motivated and preferred team teaching over the traditional approach. Finally, team teaching made possible more individual attention, greater variety of activities, and a more informal classroom atmosphere. The following project materials are provided: a room plan; lesson plans; independent study project topics, and student evaluation questionnaires. (Author/AM)

**ED 108 488** FL 006 951

*Herrera, Diane*  
**Puerto Ricans in the United States: A Review of the Literature.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 73

Note—400p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$4.60)

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors—Anthropology, \*Bibliographies, Biculturalism, \*Bilingual Education, Cognitive Development, Cultural Differences, Educational Experience, Language Ability, Language Programs, Mexican Americans, Migration Patterns, \*Minority Groups, Non English Speaking, \*Puerto Ricans, \*Resource Materials, Socio-cultural Patterns, Socioeconomic Influences, Spanish Speaking, Teacher Education, Testing

Identifiers—Cognitive Style, Elementary Secondary Education Act Title VII, ESEA Title VII

This bibliography of 2,155 items is a resource book intended for educators. It provides up-to-date information on current advances in bilingual education as well as information on the historical, economic, sociological and anthropological aspects of Puerto Ricans, Mexican Americans and other minority groups. Emphasis is on testing, cognitive style and teacher training. Many of the entries are annotated. Part I is a listing of other bibliographies. The entries in part 2 are concerned with the Puerto Rican child in the American educational system.

This section deals with the child's socioeconomic and sociocultural characteristics, intelligence and cognitive development; measurement of the child's self-concept, socialization, language competence and scholastic achievement; special educational programs for Puerto Ricans and other non-English speakers; educational materials for teachers; and teacher training and attitudes. The entries in part 3 deal with the Puerto Rican experience on the mainland. The topics covered here include demographic studies and migration patterns, the psychological adjustment of migrants, sociological and anthropological studies of communities, and the group's experience as it is portrayed in Anglo and Puerto Rican literature. Part 4 is a bibliography of unpublished materials. (Author/AM)

**ED 108 493** FL 006 957

**Planning the Program with the Home Tutor.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—155p.; For related documents, see FL006947, FL006972 and FL006978

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.90)

Pub Type—Guides - General (050)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Audiovisual Aids, Bibliographies, \*Bilingual Education, Criterion Referenced Tests, Diagnostic Tests, Educational Games, Home Instruction, Home Programs, Individual Instruction, Instructional Materials, Language Instruction, Measurement Instruments, \*Preschool Education, Program Descriptions, Programmed Tutoring, Program Guides, Program Planning, \*Resource Materials, \*Spanish, Testing, \*Tutorial Programs, Tutoring

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This guide is intended as a basic resource for preschool Spanish/English bilingual home training. It presents an overview of the bilingual project of which it is an outgrowth, and offers guidelines for setting up similar programs. The guidelines cover such topics as: (1) tutor selection, training, and evaluation; (2) recommended materials for preservice and inservice training (consisting of an extensive list of U.S. Government Reports, bilingual education resource guides, and films); (3) suggested distributors of educational materials in Spanish; and (4) evaluation instruments (including diagnostic and criterion-referenced tests; vocabulary, grammar, and concept tests; and child information reports). In addition, parent involvement is discussed, and suggestions are given regarding the setting up of a bilingual program. Lists contain recommended supplementary books, audiovisual aids, and educational games, to be used with the Daily Curriculum Guide and ESL Curricula which this guide is designed to accompany. (Author/AM)

**ED 108 512** FL 006 983

*Zollinger, Ruth Harold*

**The Psychological Reality of Information Focus for the Reader.**

Pub Date—Jun 74

Note—84p.; Ph.D. Thesis, Case Western Reserve University

Available from—Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (\$11.00 softbound, \$13.50 hardbound, \$5.00 microfiche)

Pub Type—Journal Articles (080)

Document Not Available from EDRS.

Descriptors—Cognitive Development, \*Decoding (Reading), Eye Voice Span, Intonation, Language Development, Language Patterns, Language Research, Linguistic Theory, Oral Reading, Phrase Structure, \*Psycholinguistics, Reading Tests, \*Semantics, \*Sentence Structure, Suprasegmentals

Identifiers—\*Information Focus  
This study explores the effect of information focus on the size of the unit decoded by a reader. Sixty students chosen at random from average reading groups in fourth, fifth, and sixth grade levels were studied. Each subject read orally 36 thematic sentence frames presented in random order. Each frame contained a point at which the visual display would disappear. The student was asked to report as many words as he could recall beyond the word he was reading. The eye-voice span was measured at

the three developmental levels and within four different conditions of information focus: subject, verb, complement, and the final lexical item. Results strongly suggest that subjects at these grade levels have developed certain expectancies about normal intonation patterns and are affected by the change in underlying meaning resulting from a shift in information focus. Furthermore they are sensitive to constraints about the placement of new information, expecting it to occur most often in the predicate and most generally in final lexical position. It may be assumed, therefore, that intonation patterns and their corresponding presuppositions play a major role in the linguistic process. (Author/AM)

**ED 108 519** FL 006 991

*Robson, Barbara, Comp. Sutherland, Kenton, Comp.*

**A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese. Vietnamese Refugee Education Series, No. 4.**

Center for Applied Linguistics, Arlington, Va.

Pub Date—Aug 75

Note—68p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia, 22209 (\$1.50)

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Basic Education, Adult Education, \*Annotated Bibliographies, Audiovisual Aids, Bilingual Education, Cultural Background, Elementary Secondary Education, \*English (Second Language), English for Special Purposes, Higher Education, \*Instructional Materials, Language Instruction, Language Tests, Non English Speaking, Reading Materials, Reference Materials, \*Resource Materials, Testing, Textbooks, \*Vietnamese

This annotated bibliography represents a selection of materials which are of most immediate practical relevance and utility to those concerned with the English language education at all levels of refugees from Indochina, particularly Vietnamese. An effort was made to include a basic and up-to-date selection of professional materials for those with little prior preparation in this area. Availability was another criterion in selecting the materials. Materials on Vietnamese language and culture are also included, because it is felt that English instruction should be carried out in a context sensitive to the cultural shock of the refugee, and because it is felt that a bilingual or a bilingual support program is in the long run the best approach to the instruction of the refugee. Materials are listed under the following headings: materials for children, including audiovisual aids; materials for adults; dictionaries and reference materials; vocational English; adult basic literacy materials; testing materials; linguistic and cultural reference materials; and references for teachers. (Author/AM)

**ED 108 523** FL 007 006

*Rammuny, Raji M.*

**Handbook for Graduate Teaching Assistants and Instructional Assistants.**

Michigan Univ., Ann Arbor. Dept. of Near Eastern Studies.

Pub Date—73

Note—77p.

Pub Type—Guides - General (050)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Bibliographies, \*College Language Programs, College Teachers, \*Language Instruction, Language Teachers, Lesson Plans, Modern Languages, Program Guides, Student Teaching, Teacher Aides, \*Teacher Education, Teacher Evaluation, Teacher Qualifications, \*Teaching Guides, \*Teaching Methods, Tests

Identifiers—Near Eastern Studies

This handbook is primarily designed for Graduate Teaching Assistants (GTAs), Instructional Assistants (IAs) and Teacher Trainees (TTs) in the Department of Near Eastern Studies (NES), Formerly Department of Near Eastern Languages and Literatures, at the University of Michigan. The contents of the Handbook, however, can be of service to all teacher training programs in the United States and abroad. The Handbook consists of two parts. Part I contains policies and regulations relating to the appointments and responsibilities of GTAs and IAs and the relationships between them and supervising course instructors. Part II provides useful information needed for basic orientation and training of prospective language teachers, regardless of their



language specialization. Of special interest are: outlines of NES Methods Course; sample lesson plans, based on actual classroom teaching, demonstrating various teaching techniques; sample tests; samples of GTA evaluation report and NES course evaluation; some observations derived from NES Teacher Training Seminars and video-tape demonstrations for prospective language teachers. At the end of Part II, a reading list, arranged alphabetically by author and subject matter and relating to language learning and teaching, is provided. (Author)

ED 108 529 FL 007 014

DeGeorge, George P.

Guidelines for Selecting Tests for Use in Bilingual/Bicultural Education Programs.

Pub Date—75

Note—5p.; Presented at the MATSOL Spring Conference (1975)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biculturalism, \*Bilingual Education, Cultural Factors, Diagnostic Tests, Language Tests, Program Evaluation, Scoring, Standardized Tests, \*Test Bias, \*Testing, \*Testing Problems, Test Reliability, \*Test Selection, Test Validity

This guide is a compilation of factors considered important in the selection of tests for bilingual/bicultural programs. It is intended for use by test selectors or teachers in bilingual education, and does not presume to be exhaustive or authoritative. Basically the guide consists of questions the test selector or teacher should ask when selecting tests. Questions concern the purpose of the test, the relation of the test to the student, test validity, and practical considerations such as financial factors and ease of scoring. (Author/AM)

ED 109 215 TM 004 674

Shutt, Darold L. Hannon, Thomas

The Psychological Evaluation of Bilingual Pupils Utilizing the Hiskey-Nebraska Test of Learning Aptitudes. A Validation Study.

Pub Date—1 Apr 73

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aptitude Tests, \*Bilingual Students, Comparative Analysis, Educational Diagnosis, Elementary Secondary Education, English (Second Language), Intelligence Tests, Mexican Americans, Navaho, Psychological Evaluation, \*Special Education, \*Student Placement, Test Bias, Testing Problems, \*Test Validity

Identifiers—\*Hiskey Nebraska Test of Learning Aptitude, Wechsler Intelligence Scale for Children

Controversies centering around the accuracy of the estimates made of bilingual children's intellectual functioning and the effectiveness of prescriptive programs recommended for their subsequent development have resulted in the investigation and assessment of different instruments used for student placement in special education classes. The three major tasks undertaken in this study were: (1) to compare results obtained using the Hiskey-Nebraska Test of Learning Aptitude (HNTLA), a test developed for use with deaf children, with those recorded using the Wechsler Intelligence Scale for Children (WISC) Performance Scale; (2) to determine the validity and usability of the HNTLA for bilingual school children, and (3) to re-evaluate a sample of Mexican American and Navajo children previously assigned to special education classes. Study results point up important differences between the correlations obtained for the Mexican Americans and the Navajo on both the test scores and the ratings by teachers, parents and subjects. The I.Q. levels on the HNTLA correlated with WISC I.Q.'s significantly better for the Navajo sample than for the Mexican American; the same was true when the HNTLA median Learning Age was compared with the WISC median Test Age. Since the standardization samples for both tests did not contain suitable numbers of either Mexican Americans or Navajos, neither instrument furnishes appropriate norms for these minority groups. (Author/BJG)

ED 109 216 TM 004 675

Gimon, Alexander T. And Others

Applicability of Learning Potential Measurement with Spanish-Speaking Youth as an Alternative to IQ. Final Report.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-1-72-0020(509)

Note—269p.; Not available in hard copy due to marginal legibility of original document

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Academic Aptitude, Bilingual Students, Elementary Education, Elementary School Students, Intelligence Quotient, \*Intelligence Tests, Low Income Groups, \*Predictive Ability (Testing), \*Spanish Speaking, Standardized Tests, Student Motivation, Test Bias, Testing, Test Results, Test Validity

Identifiers—Escala de Inteligencia Wechsler para Niños, Inter-American General Abilities Series, Picture Motivator Scale, Raven Progressive Matrices, Series Learning Potential Test

The learning potential (LP) procedure represents an alternative method of measuring ability of Spanish-speaking students who tend to score low on traditional IQ tests. This study sought to determine the relative predictive power of LP and IQ measures on achievement of 188 first through sixth grade Spanish-speaking students. Subjects participated in the Raven and Series LP procedures and were administered the WISC Performance Scale in Spanish and the WISC vocabulary subtest, Picture Motivator Scale, and IAGAS numeric, nonverbal, and verbal subtests in Spanish and English. Numeric and non-verbal achievement in both Spanish and English were significantly related to posttraining Series LP scores, WISC performance IQ, and age. WISC vocabulary scores were related only to verbal achievement in the same language. The LP procedure resulted in increased levels of performance on a reasoning task and provided a better predictor of achievement than verbal IQ for these students. Included in the appendices are the instruments used in the study. (Author/DEP)

ED 109 878 FL 003 778

Modern Language Learning in Adult Education.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date -21 Nov 71

Note—62p.; Best copy available

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adult Education, Adult Learning, Applied Linguistics, Credit Courses, \*Credits, Educational Planning, Individualized Instruction, Instructional Innovation, International Programs, \*Language Instruction, \*Language Programs, Language Tests, Language Usage, Modern Languages, Psycholinguistics, \*Second Language Learning, Teaching Methods, Units of Study (Subject Fields)

Identifiers—Linguistic Content, \*Unit Credit System

This publication contains a summary of the discussions and conclusions of a Council of Europe symposium on the organization of modern language teaching/learning in the form of a unit/credit system, in order to allow for an approach based on the individual motivations and capacities of the adult learner. Principal discussion topics include: new forms of organization of the linguistic content; types of evaluation within a unit/credit system; and means of implementing a unit/credit system in the teaching/learning of modern languages in adult education. Conclusions include practical suggestions and recommendations for instructional organization and research. Appendices contain a list of participants and a schematic inventory of language roles, activities and uses, entitled "Toward a Situational Definition of Language Contents in Foreign Languages." (AM)

ED 109 889 FL 006 644

Kohonen, Viljo, Ed.

Inter-University Student Selection for English 1974: A Joint Entrance Test Project of the Universities of Joensuu, Jyväskylä and Turku.

Jyväskylä Univ. (Finland).

Report No.—ISBN-951-677-388-5

Pub Date—74

Note—83p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Admission Criteria, Competitive Selection, \*English (Second Language), \*Higher Education, \*Language Tests, Statistical Analysis, Student Attitudes, Student Evaluation, \*Test Construction, Test Results

Identifiers—\*Finland

The report gives the results of the 1974 joint student selection entrance test for English, administered simultaneously at the universities of Joensuu, Jyväskylä and Turku. The test battery comprised 309 multiple-choice items and was completed by 843 candidates. Hirvonen's paper examines problems of student selection and theoretical aspects of language testing. Kohonen gives a brief account of the planning and administration of the examination and provides the main results of a statistical analysis of the tests. Jarrett examines the translation analysis test, and Hughes and May analyze the listening tests. Roininen's paper is a sociological study of the candidates' opinions about the selection procedures and the tests. In each paper, some suggestions have been offered for the further development of student selection. The research was carried out under a grant from the Ministry of Education. (Author)

ED 109 891 FL 006 801

Robinson, Gail L.

Foreign Language Study in New South Wales, State of the Art, 1973.

New South Wales Dept. of Education, Sydney (Australia). Centre for Research in Measurement and Evaluation.

Pub Date—Jul 73

Note—115p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Admission Criteria, Educational Administration, \*Educational Policy, Enrollment, \*Language Instruction, \*Second Language Learning, Tests

Identifiers—\*Australia, New South Wales

This paper argues that an elitist concept regarding foreign language study and absolute criteria for such study have made foreign language study insensitive to the needs of an increasingly larger proportion of the student population in New South Wales, including even the most able students. In discussing this viewpoint, the paper examines: (1) the historical origin of foreign language (FL) elitism and its effects on current FL study, (2) the consequences of FL elitism, the decline of FL study, and (3) the direction of change. In the three appendices that conclude the report, tables illustrate: (1) the selection of foreign language students, (2) the trends of FL study as compared to the trends for the general student population, and (3) the trends of FL study in absolute terms, without comparison to the trends for the general student population. (Author/PMP)

ED 109 922 FL 007 021

Aitken, Kenneth G. Comp.

TESL Applications of the Cloze Procedure: An Annotated Bibliography.

Pub Date—28 Mar 75

Note—16p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Cloze Procedure, \*English (Second Language), \*Language Tests, \*Reading Comprehension, Reading Tests, Test Construction, Testing, Test Interpretation, Test Selection

This bibliography is intended to provide a selective list of references on the cloze procedure and its application to teaching English as a second language. Part one of the bibliography includes seven general references on the cloze procedure in general, i.e., research reviews and bibliographies. These were chosen because they provide extensive bibliographies. Part two contains thirty-one annotated items, which treat specific problems in the application of the cloze procedure to ESL. Items are mostly MA and Ph.D. theses and published journal articles. (Author/AM)

ED 109 931 FL 007 051

David, Jacques

**French in Africa: A Guide to the Teaching of French as a Foreign Language.** Unesco Source Books on Curricula and Methods.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—75

Note—246p.; English adaptation, by Penelope M. Sewell

Available from—Unipub, Inc., P.O. Box 433, New York, N.Y. 10016 (\$9.25)

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, Course Content, Course Descriptions, Curriculum Development, \*Curriculum Evaluation, Educational Administration, Educational Assessment, Educational Experience, Educational Objectives, \*Educational Planning, Educational Principles, \*French, French Literature, Instructional Materials, \*Language Instruction, Language Learning Levels, Language Programs, Language Skills, Language Teachers, Language Tests, National Surveys, \*Program Evaluation, School Surveys, Secondary Education, Teacher Education, Teaching Methods

This series is designed to provide educators in a number of fields with information based on international experience. The intention is to suggest ways of improving the effectiveness of administrators and the performance of teachers and pupils. This guide was the result of a meeting of educators from organizations supported by UNESCO to teach French in the English-Speaking countries of Africa. The chapters are organized as follows: (1) survey of existing framework—gives the institutions at all educational levels which in some way deal with French, secondary schools receiving the bulk of the attention; (2) general principles—explains the principles on which the organization of the various curricula is founded; (3) stage 1, beginners; (4) stage 2, intermediary; (5) stage 3, advanced; the syllabus for each of the three stages is examined in detail; (6) annotated list of available course books; (7) examinations and tests; and (8) teacher training and keeping up to date. Following the bibliography, an appendix lists addresses of cultural and educational centers and associations dealing with French in English-speaking Africa. (TL)

ED 109 932 FL 007 052

Ulsh, Jack Lee And Others

**Portuguese. Programmatic Course Instructor's Manual, Volume 1.**

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date—75

Note—312p.; For related document, see ED 096 854

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 044-000-01586-2, \$3.70)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Autoinstructional Aids, Dialogue, Grammar, Instructional Materials, Laboratory Manuals, Language Instruction, \*Language Tests, Listening Comprehension, Pattern Drills (Language), \*Portuguese, \*Programed Instruction, Pronunciation, Second Language Learning, \*Teaching Guides

The instructor's manual accompanying the student text "FSI Portuguese Programmatic Course" has two functions: it offers the teacher suggestions as to how to use the student text, and it provides a guide to the recorded portions of the student text. The guide contains a script for all of the Portuguese that has been recorded and does not already appear in print in the student text. The bulk of the text is divided into 25 units, each consisting of a series of self-tests to be carried out by the student. The units cover areas ranging from pronunciation to dialogue practice, from introduction of new grammar and exercises relating to it to exercises testing listening comprehension. Suggestions as to how the teacher should utilize these materials are also outlined. It is also suggested that the teacher be familiar with the material before the session, in order to manipulate it effectively during the sessions by means of choral repetition, individual repetition, role playing or conversation based on the dialogues. (CLK)

ED 109 933 FL 007 053

Offenberg, Robert M. And Others

**Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Fifth Year, 1973-74.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 74

Grant—OEG-0-9-480089-3503

Note—106p.; For related documents, see ED 046 295, ED 069 158, ED 083 306, ED 102 817

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, \*Biculturalism, \*Bilingual Education, \*Bilingual Schools, \*Bilingual Students, Curriculum Evaluation, Educational Assessment, Elementary Secondary Education, English (Second Language), Evaluation Methods, Material Development, Parent Attitudes, Preschool Education, \*Program Evaluation, Readiness, Reading Development, Self Esteem, Spanish Speaking, Surveys, Teaching Procedures, Testing

Identifiers—ESEA Title VII, Philadelphia

In its fifth year of operation, the project served about 2,000 students in the Philadelphia public schools. The three components of the project are: (1) Model A, providing bilingual education from prekindergarten to fifth grade, (2) Model B, parallel in pattern to Model A but serving grades 1-4 and grade 2 at other schools, and (3) Arriba, designed to serve new arrivals to the mainland, mostly Spanish-dominant, in grades 3 through 12 in nine schools. The report describes the needs of the environment, the objectives and organization of the project and the modifications instituted in the fifth year. Testing and management problems are examined. Materials completed in 1973-74 are listed and a financial analysis is given. Statistical tables and graphs reflecting language and reading performance, self-esteem and readiness of pupils, and parental support, with an evaluation for each section, make up the bulk of the report. A cumulative abstract for the five years shows that the "Let's Be Amigos" program has improved performance of both English- and Spanish-dominant pupils in their mother tongues. Growth has occurred in second languages as well but has not been as rapid as anticipated by program planners. A bibliography is appended. (TL)

ED 110 729 CE 004 529

**Operation Breakthrough, 1973-1974. Final Evaluation Report. And: Fourth Quarterly Progress Report for Operation Breakthrough.**

EDCON Associates, Willow Grove, Pa.

Pub Date—[74]

Note—57p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attendance, Business Responsibility, Case Studies, Demonstration Projects, \*English (Second Language), English Instruction, Enrollment Influences, \*Entry Workers, Experimental Programs, Failure Factors, \*Industry, \*Inplant Programs, Organizational Development, Program Evaluation, \*Spanish Speaking, Standardized Tests, Statistical Data, Success Factors, Tables (Data), Test Results

Identifiers—Attendance Influences, \*Operation Breakthrough

The document comprises the final evaluation report and the fourth quarterly progress report of Operation Breakthrough, an experimental demonstration project to upgrade Spanish-speaking workers in entry-level factory jobs. Ten classes at six sites with a total of 133 students were held; 53 attended at least 50 of the total 150 hours. Classes were conducted either prior to or after working hours, although part of the class time overlapped with company time; the companies' support of the program thus involved both teacher and worker compensation. Low attendance rate was a consistent problem, but attendance figures rose the second year, due to the companies' involvement in planning, financing, and monitoring the classes. Three sets of classes operated according to the intentions of the proposal and were found to have few operational problems while three other of the organizations' operations lacked what had been identified as essential elements. Classroom aides (company personnel) were used during the first year, but rarely during the second. They were viewed as important by teachers and administrators, allowing class flexibility and providing a resource for job-related English instruction. Conversational English was

deemed important to the students. The document reports the results of interviews, monitoring visits, and test instruments. A program guide is being developed. (Author/AJ)

ED 111 171

Bordie, John G.

**Direct and Indirect Measures of Language Proficiency.**

Pub Date—1 Jan 73

Note—11p.; Paper presented at the meeting of the Linguistic Association of the Southwest (LASSO) (January 1, 1973); Best copy available

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, Evaluation, \*Language Ability, \*Language Proficiency, Language Skills, \*Language Tests, \*Measurement Instruments, \*Measurement Techniques, Test Reliability, Verbal Ability, Written Language

There is a lack of adequate measurement techniques for testing language proficiency. Researchers compose specific tests for a certain task, but these have only limited general applicability. Often multiple-choice, true-false or fill-in-the-blank tests are used, but these rely heavily on written language and are inadequate for those with poor writing but good verbal skills. Such tests tend to compartmentalize learning into components and neglect the overall view, and they generally reflect academic language rather than current vernacular. Norm-referenced, criterion-referenced and non-formal tests involving listing of words following a language cue may be affected by the individual's attitude toward being tested. Indirect tests may solve some of these problems by examining language produced in a non-test situation. Factors studied are sentence length, structural complexity, lexical choice and type-token ratio. Occurrences of linguistic mazes and cula-de-sac may also be observed. Second-stage indirect measures such as body language may also be useful. It is possible, however, that proficiency may be a mark of social rather than linguistic status. (CHK)

ED 111 175

Day, Richard R. And Others

**A Standard English Performance Measure for Young Children. The Standard English Repetition Test (SERT). Working Papers in Linguistics, Vol. 6, No. 4.**

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date—Jun 74

Note—14p.; Not available in hard copy due to marginal legibility of original document

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American English, American Indians, \*Child Language, Language Development, \*Language Tests, Language Variation, Linguistic Performance, Mexican Americana, \*Non English Speaking, \*Questioning Techniques, Second Language Learning, Spanish Speaking, \*Standard Spoken Usage

Identifiers—\*Hawaii, Pima

In view of the fact that the teaching of Standard English has high educational priority in American schools, and that its use as the medium of instruction makes it a vital skill for nonstandard speakers, the present paper reports on an investigation of the Standard English performance of young children from minority groups in which Standard English is not a primary language. The investigation technique described is that of elicited imitation, whereby the child is simply asked to repeat sentences containing grammatical features observed to show variation. Previous use of this technique and its advantages and disadvantages are discussed. The test itself appears in two forms, each one containing 15 sentences taken from recordings of natural speech. It is administered individually to children whose mean age is 5.5 years, by a adult tester, and recorded. Native speakers of English should perform better on the test, and the scores should improve with age, that is, further exposure to Standard English. The results confirm these predictions, thus demonstrating the validity of the test. Specific results are given for tests given to Mexican-American and Pima children, and to Hawaiian-Creole speaking children, the results from the latter being the most detailed. (CLK)

ED 111 178 FL 006 958

*Cox, Barbara G. And Others***New Approaches to Bilingual, Bicultural Education, No. 8: Self-Assessment Units.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—Aug 74

Grant—OEG-9-72-0154(280)

Note—53p.; For related documents, see FL 006 960, 962 and 965

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$0.90, set of eight manuals \$5.20)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingual Teachers, Instructional Aids, Measurement Instruments, Multiple Choice Tests, \*Programed Materials, \*Self Evaluation, Teacher Education, Teacher Evaluation, \*Teaching Guides, Tests

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

These 21 self-assessment units are intended to accompany the seven teaching manuals in the series "New Approaches to Bilingual, Bicultural Education." The units consist of three self-administered evaluation instruments for each manual. They are designed both as a review and as a means of emphasizing the important concepts found in the teaching manuals. (Author/AM)

ED 111 180 FL 006 962

*Ramirez, Manuel, III And Others***New Approaches to Bilingual Bicultural Education, No. 4: Field Sensitivity and Field Independence in Children.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—Aug 74

Grant—OEG-9-72-0154(280)

Note—20p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$0.60, set of eight manuals \$5.20)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, Bilingual Teachers, Cognitive Development, \*Cognitive Measurement, \*Cognitive Processes, \*Cognitive Tests, Cultural Differences, Learning Characteristics, Measurement Instruments, Observation, Programed Materials, Teacher Education, \*Teaching Guides, Teaching Methods

Identifiers—Child Embedded Figures Test, Elementary Secondary Education Act Title VII, ESEA Title VII, Field Independence, Field Sensitivity, Portable Rod and Frame Test

This teaching manual is the fourth in a series of seven (accompanied by a manual of self-assessment units) that have been designed for use in bilingual/bicultural programs. The components of the series may be used either individually or together. This manual is intended to familiarize teachers with ways of measuring cognitive styles in children. The teacher's objective is to determine whether a particular child is field sensitive, field independent, or "bicultural." Two techniques of measuring cognitive style in children, the Portable Rod and Frame Test and the Child Embedded Figures Test, are described, along with their shortcomings. The major part of the manual describes how teachers can determine cognitive styles by observing children in the school setting, with the aid of "Child Rating Forms." These observations are used in assigning children to one of three instructional groups, and a different teaching strategy is used with each group. (Author/AN)

ED 111 182 FL 007 010

**Evaluation Instruments for Bilingual Education: An Annotated Bibliography.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—Jan 75

Note—125p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.50)

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Achievement Tests, \*Annotated Bibliographies, Biculturalism, \*Bilingual Education, Chinese, Educational Assessment, English (Second Language), \*Evaluation Methods, French, Hebrew, Language Arts, Language Instruction, Language Tests, Mathematics Education, Navaho, Norm Referenced Tests, Portuguese, Program Evaluation, Questionnaires, Science Education, Spanish, \*Standardized Tests, Student Evaluation, Testing, \*Tests

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, Miccosukee

This compendium of over 250 evaluation instruments in use by project sites throughout the U.S. is designed to assist bilingual/bicultural educators in locating, developing, or adapting evaluation instruments suitable to local assessment needs. The titles and descriptions of instruments listed are those provided by staff in bilingual/bicultural programs throughout the country. They include commercial and noncommercial sources as well as ESEA Title VII sources. The main arrangement is by topic, and the index provides cross-referencing by title, author, and publisher. Instruments in seven languages other than English are included. These are: French, Spanish, Portuguese, Hebrew, Navaho, Chinese, and Miccosukee. (Author/AM)

ED 111 219 FL 007 088

**English for Speakers of Other Languages: A Bibliography.**

British Council, London (England). English-Teaching Information Centre.

Pub Date—Dec 74

Note—59p.; For related documents, see ED 093 159, FL 005 394, FL 007 089, and FL 007 090

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Annotated Bibliographies, Booklists, Cultural Background, Dictionaries, \*English (Second Language), English for Special Purposes, Grammar, \*Instructional Materials, \*Language Instruction, Language Skills, Language Tests, Literature Reviews, Second Language Learning

Identifiers—English History

This annotated bibliography lists books useful for teaching or learning English as a second language. Most of the books were published since 1965, and the majority were published in England. Prices are listed. The contents include sections on reference books and dictionaries; linguistics; grammar of English; vocabulary; language learning and teaching; aids to learning; testing; spoken English; reading; writing; general courses; English for special purposes; literature, and background studies of English history and sociology. An alphabetical index of authors is included. (CHK)

ED 111 556 RC 008 737

*Harrison, Helene W.***Final Evaluation Report of the San Marcos Consolidated Independent School District's Bilingual Education Program, 1974-1975.**

San Marcos Independent School District, Tex. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—75

Grant—OEG-0-74-3727

Note—80p.; For related document, see ED 091 107

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, Anglo Americans, \*Bilingual Education, \*Elementary School Students, English (Second Language), Language

Instruction, \*Mexican Americans, \*Program Evaluation, Self Concept, Standardized Tests, Statistical Data, \*Test Results, Vocabulary Development

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, \*Texas (San Marcos)

The program is primarily designed to provide bilingual education for pupils, in grades K-6, with limited English-speaking ability. Due to parental requests, approximately 16 percent monolingual English-speakers have been accepted into the program. Of the 529 children enrolled in the program, 89 percent have Spanish surnames. Objectives for the Mexican American pupils are to: (1) prevent their educational retardation by instructing them in Spanish while developing their command of English; (2) enhance their understanding and cognitive development in both languages; and (3) instill a knowledge of and pride in their bicultural heritage. Objectives for Anglo pupils are to: (1) give them the opportunity to become bilingual and literate in 2 languages and (2) broaden their outlook and enhance their understanding of other peoples. Program components are: development of and revision of curriculum materials for bilingual classes, bilingual instruction in grades K-6, staff development, and parental and community involvement. This 1974-75 evaluation report deals only with the instructional component. Discussed are the results from the: Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, Comprehensive Test of Basic Skills, Prueba de Lectura (Spanish reading test), Bilingual Education Program Test in Social Studies and Science (given in the appendix), and Projected Self-Concept Inventory. (NQ)

ED 111 557 RC 008 738

*Harrison, Helene W.***Final Evaluation Report of the Harlandale Independent School District's Bilingual Education Program, 1974-75.**

Harlandale Independent School District, San Antonio, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—75

Grant—OEG-0-9-530014-4810

Note—82p.; For related document, see ED 091 108

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, \*Bilingual Education, \*Elementary School Students, English (Second Language), Junior High School Students, Language Instruction, \*Mexican Americans, \*Program Evaluation, Reading Achievement, Self Concept, Standardized Tests, Statistical Data, \*Test Results, Vocabulary Development

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, \*Texas (Harlandale)

Comprised of pre-K-6 and LLD (Language Learning Disability) classrooms, the program is designed to provide bilingual education for pupils who have limited English speaking ability. There are 1,612 pupils from 7 elementary schools and 1 junior high school. Program objectives are to: (1) prevent their educational retardation by instructing them in Spanish while developing their command of English; (2) enhance their understanding and cognitive development in both languages; (3) give them the advantage of becoming literate in both languages; and (4) instill a knowledge of and pride in their bicultural heritage. Project components are: development of and revision of curriculum materials for bilingual classes, bilingual instruction in grades pre-K-6 and LLD, staff development, and parental and community involvement. However, this report deals with the instructional component. This 1974-75 evaluation report discusses the test results from the: Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, School Readiness Survey, Comprehensive Test of Basic Skills, Prueba de Lectura (Spanish reading test), Bilingual Education Program Test in Social Studies and Science (a copy included in the appendix), Projected Self-Concept Inventory, and Wide Range Achievement Test. These tests were administered on a pre- and posttest basis; both English and Spanish versions were administered. (NQ)

ED 112 108 CE 004 879

*Douthett, Dorothy B. Lung, Juliana*  
**Samoan Demonstration Program. Final Report for FY 74-75; Volume 1.**

Hawaii Univ., Honolulu. Honolulu Community Coll. Kalihi-Palama Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[75]

Grant—OEG-9-73-0091

Note—60p.; For Volume 2, see CE 004 880

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adult Basic Education, Bilingual Education, Curriculum Development, \*Demonstration Programs, \*Disadvantaged Groups, Information Dissemination, Material Development, Participant Characteristics, Program Descriptions, Tables (Data), \*Teaching Methods, Test Results, \*Vocational Education

Identifiers—Hawaii, \*Samoan Americans

Third year project activities, aimed at disadvantaged Samoans living in Hawaii, 20 Years of age or older, unemployed or underemployed, and unable to effectively compete for or maintain jobs, are summarized in the document. Third year's aims included: (1) providing basic education to 75 adult Samoans through vocational interest areas, (2) using innovative curriculum, including peer instruction, and (3) disseminating project materials and information. Basic education was taught in conjunction with sewing, auto mechanics, and consumer education classes, with the vocational involvement of the students motivating their learning of basic educational skills. Teacher evaluation of curriculum, a survey of instructional concepts developed over a three year period, the responsibilities assumed by peer tutors, and pre- and post-test results are provided. Dissemination efforts are discussed. The implementation of bilingual/bicultural teachers, advisory board members, and staff is seen to be a contributing factor to the success of the program, along with efforts to incorporate a concern for the total family unit into teaching methods. Descriptions of instructional materials used and developed, a list of those in contact with the program, reports on various dissemination projects, and a description of the Adult Basic Education tests used are appended. (LH)

ED 112 412 CS 202 266

*Marzano, Robert J.*

**On the Validity of Analytic Ratings.**

Pub Date—75

Note—7p.; Unpublished study prepared at the Univ. of Colorado at Denver

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Composition (Literary), Educational Research, English Instruction, \*Evaluation Methods, Higher Education, \*Test Reliability, \*Test Validity, Writing Skills, Written Language

The purpose of this study was to examine the reliability of the analytical method of grading essays in relation to the holistic method. It was hypothesized that the use of the analytic method to rate college composition papers produces high rater reliability at the expense of biasing the raters and thus lowering the validity of the grades. Six essays, all on the same topic, were used for the study. It was concluded that the analytic method of rating produces a higher reliability among raters than does the holistic method, but that the analytic method produces a lower validity for the grades on the papers than does the holistic method. On the basis of the study, the hypothesis that the analytic method lowers rater validity by introducing rater bias was logically, but not statistically, accepted. (RB)

ED 112 679 FL 007 149

*Freeman, Sarah McDonough, Jo*

**English for Science at the University of Essex. The Venezuelan Scheme: Materials Development and Methodology. ELT Documents (75/2).**

British Council, London (England). English-Teaching Information Centre.

Pub Date—75

Note—15p.; For related documents, see FL 007 148 and FL 007 150

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, \*College Language Programs, Communication Skills, Course Content, \*Course Descriptions, Course Organization, English (Second Language), \*English for Special Purposes, Language Laboratories, Language Skills, \*Material Development, \*Science Instruction, Scientific Literacy

Identifiers—\*England (Essex), University of Essex, Venezuelans

In January 1975, 31 Venezuelan students of science were admitted to the University of Essex. It was suggested that a pre-first-year period be divided equally between attendance of regular college courses and English courses designed especially for them. This article describes the English course hurriedly prepared to meet this specific situation. The general guidelines were: (1) the English teaching section of the scheme should be heavily, though not totally, oriented to the preparation of materials in English for Special Purposes, and (2) grouping should be according to scientific specialty and not according to proficiency in English. The first term was devoted largely to passive work taught in 5 two-hour sessions each week: (1) kernel lessons intermediate, (2) basic English for Science (BEFS), (3) BEFS, (4) continuation of orientation and social English, and (5) listening/reading materials. The materials and activities used for each of these sessions are described. The cloze procedure was used extensively as was the language laboratory for listening exercises. Reading and writing skills were not tackled systematically until term 2, when the 10 weekly hours were divided as follows: (1) kernel lessons, (2) aural comprehension, (3) BEFS, (4) oral production, and (5) reading comprehension and writing. Students will be evaluated on a pass/fail basis focusing on the study skills needed by a first-year undergraduate in science. (TL)

ED 112 681 FL 007 151

*Pimsleur, Paul*

**Criterion vs. Norm-referenced Testing.**

Pub Date—Sep 75

Note—5p.; Not available in hard copy due to marginal legibility of original document

Journal Cit—Language Association Bulletin; v27 n1 p21-24 Sep 1975

Pub Type—Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Language Programs, \*Criterion Referenced Tests, Evaluation Criteria, \*Evaluation Methods, Formative Evaluation, \*Language Instruction, \*Language Tests, Linguistic Performance, \*Norm Referenced Tests, Second Language Learning, Sociolinguistics, Summative Evaluation, Teaching Methods, Testing

Identifiers—Communicative Competence, \*Criterion Referenced Teaching, Norm Referenced Teaching

A norm-referenced evaluation system, which evaluates the student in comparison to his peers, is rejected in favor of a criterion-referenced system. The latter, which rates the performance of a student on an absolute standard, makes for an individualized approach. Two kinds of tests are distinguished, the formative, administered during the course of learning, and the summative, which evaluates achievement following a given period of instruction. It is suggested that formative tests be of the criterion-referenced type. A specific testing program is outlined whereby an aptitude test is administered before instruction begins. When instruction begins, testing is tied directly to the teaching process. The advantage of this is knowing immediately which items need more work. Criterion-referenced testing also de-emphasizes competition, reduces anxiety about learning, and encourages teachers to set realistic and reachable goals, thus helping the less able students. Future language instruction should place greater emphasis on the teaching and testing of communicative competence. The results of an experiment conducted at the University of Illinois to determine the effectiveness of incorporating competence training into the learning process reinforce the importance of teaching communicative competence. A suggested foreign language testing program follows the article. (CLK)

ED 113 694 CS 002 197

*Powell, William R. And Others*

**Determining the Feasibility of an Annual Commissioner's Report of the Mastery of Basic Skills by Florida Citizens. Basic Literacy and Basic Skills Technical Report No. 1.**

Florida State Dept. of Education, Tallahassee.; Florida Univ., Gainesville. Coll. of Education.

Pub Date—Nov 75

Note—41p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, \*Basic Skills, Criterion Referenced Tests, Elementary Secondary Education, Functional Illiteracy, \*Functional Reading, Language Skills, Listening Skills, \*Literacy, \*Literacy Education, Mathematics, \*Reading Achievement, Reading Instruction, Writing Skills

Identifiers—Florida

This report recommends that an annual report be made to the citizens of Florida about the state of literacy in Florida. The concept of literacy is defined in terms of levels of literacy and basic skills required to achieve the different levels. A review of the literature on literacy is the basis for three suggested levels of literacy: (1) pre-literacy, composed of skills which are still unstable and transient and which allow a person to complete the tasks demanded by society in its elementary schools; (2) basic literacy, composed of stable skills measurable at a grade level of approximately 5.5; and (3) career literacy, composed of occupationally specific skills and functional and survival skills and measurable at a grade level of approximately 7.5. Since work is one of the primary functions of being an independent contributing member of society, career literacy is considered necessary for a person to become minimally literate. The basic skills are those language and computational processes essential for literacy and upon which further learning depends. It is recommended that a statewide criterion assessment device be constructed to identify the essential tasks which need to be accomplished in each skill area. (MKM)

ED 113 951 FL 007 212

**Language Testing, with Special Reference to English as a Foreign Language. Specialized Bibliography B8.**

British Council, London (England). English-Teaching Information Centre.

Pub Date—Apr 74

Note—12p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bibliographies, Educational Testing, \*English (Second Language), Language Instruction, Language Proficiency, \*Language Tests, \*Resource Materials, Second Language Learning, \*Testing

This bibliography is divided into four main sections. The first section cites bibliographies dealing with language testing, while the second and third sections deal with books and articles in the same area. A fourth section lists test distributors' catalogues. Entries include publications from many countries. Most entries have been published since 1965. (CLK)

ED 113 967 FL 007 254

*Keller-Cohen, Deborah*

**The Expression of Time in Language Acquisition.**

Pub Date—74

Note—15p.; Paper presented at the Winter Meeting of the Linguistic Society of America (New York, N.Y., December 1974)

Available from—Deborah Keller-Cohen, English Language Institute, University of Michigan, Ann Arbor, Michigan 48104 (free of charge)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstraction Levels, Abstraction Tests, Child Development, \*Child Language, Cognitive Development, Cognitive Tests, \*Concept Formation, \*Language Development, Language Learning Levels, Language Patterns, Language Proficiency, Language Tests, \*Psycholinguistics, Time Factors (Learning), \*Time Perspective

In order to investigate the hypothesis that the conceptualization of sequence precedes that of simultaneity in child development, and to explore the use of elicited imitation in studying lexical acquisition, 32 subjects between 3 and 5 years of age

were asked to verbally imitate a list of sentences. The constructions combined simple and reverse sequentiality and simultaneity, and responses were ranked by their correctness. The data suggest that children acquire reference to time first by simple sequentiality, then by reversal of event order with the appropriate sentence construction, and last by simultaneity. The use of verbal imitation of some complexity may also be a valuable instrument in the study of child language. Further investigation into the child's use of meanings together with semantic strategies is indicated. (MSE)

ED 114 413 TM 004 904

*O'Neill, Josephina And Others*

**The Effect of Visual Format Upon the Test Performance of Spanish-Speaking Students.**

Pub Date—[Sep 75]

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, Illinois, September 1975)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Students, Comparative Analysis, \*Elementary School Students, Listening Comprehension, Lower Class Students, Multiple Choice Tests, \*Organization, Primary Education, \*Response Mode, \*Spanish Speaking, \*Testing, Testing Problems, Test Results, Visual Measures, Vocabulary

Identifiers—\*Interamerican Tests of General Ability, TOGA Level I OV

The Inter-American Test of General Abilities (TOGA) for bilingual children has parallel Spanish and English forms which have been used to determine language proficiency and dominance. Generally, there has been little emphasis on measuring such physical test features as size, spacing, color, and typeface. The purpose of this study was to determine whether the Oral Vocabulary subtest of TOGA, Level I, significantly affects the test performance of Spanish-speaking youngsters. Results indicate that spacing is a significant factor in the test performance of Spanish-speaking youngsters on this test. It is emphasized that lack of research concerning format factors, particularly at the elementary school level, requires prompt action. (BJG)

ED 115 078 FL 007 035

*Beardsmore, H. Baetens*

**Testing Oral Fluency. Rapport d'Activites de l'Institut de Phonetique, 1971-1972 (Report of the Activities of the Institute of Phonetics).**

Universite Libre de Bruxelles (Belgium). Institut de Phonetique.

Pub Date—Oct 72

Note—14p.; Paper presented at the Annual Meeting of l'Association Belge de Linguistique Appliquee (September 25, 1972)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English (Second Language), \*Language Fluency, \*Language Instruction, Language Skills, \*Language Tests, Scoring, Second Language Learning, Speech Communication, \*Speech Skills, \*Testing

Identifiers—\*Communicative Competence

A description is given of experiments involving the standardization of aspects of oral fluency testing. Oral fluency is understood to imply a "communicative competence" requiring an ability to formulate accurate and appropriate utterances of more than one sentence in length. Throughout the text emphasis is laid on ease of application and relevance. In the quest for greater objectivity in testing procedures, linguistic, methodological and technical aspects are considered, together with tentative criteria for reducing the discrepancy ratio between scorers. (Author)

ED 115 112 FL 007 301

*Jacobson, Rodolfo*

**Semantic Compounding in the Speech of Mexican-American Bilinguals: A Reexamination of the Compound-Coordinate Distinction.**

Pub Date—75

Note—35p.; Paper delivered at a meeting of the Rocky Mountain Modern Language Association (Denver, Colorado, 1975)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, Biculturalism, \*Bilingualism, \*Bilingual Students, Cultural Interrelationships, Deep Structure, English, Interference (Language Learning), \*Language Development, Language Tests, Language Usage, \*Mexican Americans, Second Language Learning, \*Seman-

tics, Social Integration, Sociolinguistics, Spanish Identifiers—Compound Bilinguals, Coordinate Bilinguals, United States (Southwest)

This paper reports on a study done at the University of Texas at San Antonio to examine the extent of compoundness or coordinateness with respect to the language use of Spanish-English speaking bilinguals in the Southwest. The long-range purpose was to delve into the more theoretical issue of the kinds of bilingual functioning. The discussion is divided into the following sections: (1) the compound-coordinate dimension—the history of the study of this concept and the difficulty of defining the distinction between compound bilinguals and coordinate bilinguals; (2) acquisitional and societal patterns—the place and manner of the acquisition of the two languages affects the degree of compoundness or coordinateness; and (3) the description and analysis of the data—the subjects, the instruments used, and the results, which are summarized in tables appended to the report. The experiment suggests that: (1) UTSA Chicanos fall, by and large, into the category of compound bilinguals, (2) their compoundness is a result of a fairly high degree of acculturation into the dominant society, and (3) the diglossic behavior of the older generation is in the process of changing into a more random-bilingual one in the younger generation. (Author/TL)

ED 115 128 FL 007 330

*Thogmartin, Clyde*

**A Bibliography of Empirical Investigations of Certain Aspects of Foreign Language Teaching and Learning, 1925-1975.**

Pub Date—75

Note—67p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Bibliographies, Bilingual Education, Bilingualism, Educational Equipment, \*Educational Research, Error Patterns, Files, Individual Differences, Instructional Materials, Instructional Media, Interference (Language Learning), \*Language Instruction, Language Proficiency, \*Language Research, Language Skills, Language Tests, Psycholinguistics, \*Second Language Learning, Student Attitudes, Teaching Methods, Transfer of Training, Vocabulary Development

This 647-item bibliography is limited to reports on empirical research and discussions of research reports on various aspects of foreign language learning, mostly drawn from American and British journals and Ph.D. dissertations since 1925 and from ERIC documents. Principal topics include content of teaching materials, cognitive effects of bilingualism, measurement of bilingual proficiency, psychological studies of bilinguals, relationships between various language skills, the psycholinguistics of second language learning, transfer and interference, error analysis, vocabulary learning, bilingual education, foreign languages in the elementary schools, individual differences in language learning success, prognosis, teaching methods, equipment, media, testing, language difficulty, and effects of language learning on attitudes, cognition and grades in other courses. The arrangement of topics is similar to that in the ACTFL Annual Bibliography. Cross-references and an author index are included. (Author/KM)

ED 115 621 SP 009 690

*Sullivan, Allen R.*

**Issues in Assessing Multi-Cultured Youth: Its Implications for Teachers.**

Pub Date—Nov 73

Note—19p.; Prepared for the Conference on Competency Based Teacher Education: The Potential for Multi-Cultural Education. Teacher Corps Associates (Madison, Wisconsin, November 1-2, 1973)

Pub Type—Miscellaneous (999)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation \*Bias, \*Bilingual Education, \*Cultural Pluralism, Culture Free Tests, Discriminatory Attitudes (Social), Ethnic Groups, \*Intelligence Tests, \*Test Bias

There has recently been an increasing awareness that the United States is a culturally diverse nation. Many people have seen this diversity as a divisive force and have therefore adhered to the melting pot theory. Everyone comes out of a melting pot the same. Consequently, (1) intelligence tests have been devised that are only relevant to the experiences of nonminority children; (2) schools have refused to

offer bilingual education to Chinese, Mexican, and other children whose first language is not English; (3) courts have only recently considered offering bilingual translation of court proceedings; and (4) teacher training has rarely included anything that would focus a potential teacher's attention on the needs of culturally different children. In fact, many white teachers come to teaching with unfortunate prejudices against nonwhite children, as was shown by a study in which white female undergraduates consistently gave less praise, encouragement, or attention to black junior high students regardless of whether they had been told these students were gifted or nongifted. Intelligence tests are particularly susceptible to cultural bias; furthermore, they are limited in their ability to assess a child's real potential. The Dove Counter Balance Intelligence Test was created to help psychologists and others think about and design tests that recognize varieties of cultural experience and the different usages of language among different ethnic groups. (An excerpt of this test is included.) (CD)

ED 115 663 TM 004 933

*Cruz, Sylvia And Others*

**A Further Examination of the Effects of Administering the Metropolitan Reading Tests in Spanish and English to Spanish-Speaking School Entrants.**

Pub Date—[Apr 75]

Note—12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York City, New York, March 31-April 2, 1975)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Students, Comparative Analysis, Elementary Education, \*Kindergarten Children, Puerto Ricans, \*Reading Tests, \*Spanish Speaking, Standardized Tests, Testing, \*Test Results

Identifiers—\*Metropolitan Reading Test

In a study designed to assess effects of administering the Metropolitan Reading Test (MRT) in Spanish versus English, 100 Puerto Rican kindergarten pupils were randomly split into two groups. The MRT was administered in English to one group and in a Spanish translation to the other group. The group who took the Spanish version significantly surpassed the group who took the English version with respect to total score and all but the two most nonverbal subtests. These differences were particularly evident for, but were not exclusive to, the subsample from the bilingual classes. (Author/DEP)

ED 115 682 TM 004 955

*Breland, Hunter M. And Others*

**Cross-Cultural Stability of Test Items: An Investigation of Response Patterns for Ten Socio-Cultural Groups with Exploration of an Index of Cross-Cultural Stability. Final Report.**

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 73

Grant—NE-G-00-3-0116

Note—306p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Cognitive Tests, \*Cross Cultural Studies, Cultural Differences, \*Ethnic Groups, \*Item Analysis, Language Styles, Longitudinal Studies, Minority Groups, Secondary Education, Seniors, Sociolinguistics, Statistical Analysis, \*Test Bias

Identifiers—National Longitudinal Study High School Class 1972

Over 14,000 high school seniors were studied with respect to sociocultural differences on cognitive test item responses. Six different cognitive tests and ten different groups were analyzed. The tests were: vocabulary, picture-number, reading, letter-groups, mathematics, and mosaic comparisons. The groups were: American Indians, blacks, Mexican-Americans, Puerto Ricans, other Latin-Americans, Oriental-Americans, white Northeastern, white North Central, white Southern, and white Western. Proportions of each group responding correctly to each item of each test were computed and then transformed to equal interval scales of delta-values. The delta-values for the white North Central group were then cross-plotted with each of the other groups to yield an elliptical pattern of points for each comparison. The major axis of the ellipse for each cross-plot was determined and the distance of each item point from it computed. These distances

were used to create a vector index of cross-cultural stability. Items having notable patterns of instability were examined closely for factors which might explain the instabilities. It was concluded that certain vocabulary items were unstable for some Spanish-speaking groups. These vocabulary instabilities were attributed to coincidental cognate influences operating to make some English vocabulary items relatively easier for the Spanish-speaking groups. It was also observed that reading test items containing material relevant to black culture were relatively easier for blacks than were other items in the test battery. (Author/RC)

ED 116 192 CS 202 373

Senior High English: Sequencing and Keying of Language Arts, Scope and Sequence; Test Specifications for Criterion-Referenced Testing; Achievement-Awareness Record.

Shawnee Mission Public Schools, Kans.

Pub Date—Sep 75

Note—71p.; Some pages may have poor reproducibility due to small type

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Composition (Literary), \*Criterion Referenced Tests, Curriculum Guides, English Curriculum, \*English Instruction, Grammar, \*Language Arts, Metaphors, Secondary Education, Sentences, \*Test Construction, Vocabulary Development

This language arts curriculum guide for grades 10-12 begins with a statement of the language arts goals of knowledge, skills, and values to be addressed in each section. The instructional components are sequenced according to objectives, and most of them are keyed to present resources in the Shawnee Mission (Kansas) school district. The following components are covered: sentence organization, paragraph organization, composition organization, parts of speech, sentence analysis, colons and semicolons, capitalization, utilizing language as a means for expanding and ordering, paragraph development, metaphor, revising notes, figurative language, and vocabulary development. Also included in this document are specifications for criterion-referenced testing related to the instructional components. (TS)

ED 116 464 FL 007 332

Schneider, Gerd K.

Undergraduate German Language Program at Middlebury College, Summer 1975. Final Report.

Pub Date—75

Note—41p.; One page of Appendix D is illegible and was removed from the filmed copy; it is not included in the pagination. Appendix C (pages 25-34) is of marginal legibility

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, \*College Language Programs, Cultural Education, \*German, Instructional Materials, \*Intensive Language Courses, \*Language Instruction, Language Tests, Lesson Plans, Modern Language Curriculum, \*Program Descriptions, Second Language Learning, Test Results

Identifiers—\*Immersion Programs

Current publications do not cease to stress the unfortunate fact that language enrollments are declining; this paper is an exception to the prevailing pessimistic trend. Its aim is to describe the success of the first and second year German language courses taught at Middlebury College during the summer of 1975. This was an intensive program with at least four hours of formal instruction per day. It exposed the students to various cultural aspects of contemporary Germany by drawing on the expertise of the regular undergraduate faculty and the visiting faculty members from Europe of the German graduate school, and by showing the students current TV material taped at the University of Mainz as well as using films of the "Guten Tag" and "Guten Tag-wie geht's" series. Because of budget cuts and copyright restrictions, it would be difficult to duplicate the program in all its details at another institution; the following description can, however, serve as an example of a successful total immersion program. (Author)

ED 116 472 FL 007 347

Orrik, James M.

An Overview of Alaska Native Bilingual Education. Topics in Culture Learning, Vol. 2.

Hawaii Univ., Honolulu. East-West Center.

Pub Date—Aug 75

Note—17p.

Available from—The Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (no charge)

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Languages, Athapascan Languages, Biculturalism, \*Bilingual Education, Bilingualism, Educational Policy, \*Eskimo Aleut Languages, Language Classification, \*Language Instruction, Language Skills, Language Tests, Non English Speaking, \*Program Evaluation, Second Language Learning, Standardized Tests, \*Statistical Data, Test Results, Uncommonly Taught Languages

Identifiers—\*Alaska

The purposes of this paper are to: (1) describe the general linguistic situation in Alaska, (2) describe the bilingual education situation, and (3) discuss the effectiveness of the bilingual education programs and give an idea of the potential of bilingual education as a social force in Alaska. Much of the information is summarized in a number of tables. Table 1 is a classification of the 20 distinct Alaskan languages into major linguistic families, with an approximate number of living speakers per language. The basic types of language communities are distinguished (table 2): (1) monolingual native, including fluent native language speakers of all ages; (2) bilingual, having few or no native language speakers under age 10; and (3) monolingual English, with few or no native language speakers under age 30. A short history of the development of bilingual education programs in Alaska is provided, and statistics are presented and discussed concerning the numbers of school-age children receiving bilingual education and the relative proportions of bilingual programming for the three types of communities (tables 3 and 4). Various tools used for evaluating the effectiveness of the program, including assessment of literacy, numerical, and linguistic skills, are discussed and summarized in four additional tables. Children in bilingual programs appear to perform significantly better than children in nonbilingual programs. (CLK)

ED 116 478 FL 007 356

English as a Second Language in Kindergarten—Testing Young Children. Preschool Education Series, No. 3. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

Pub Date—75

Note—4p.; Adapted from "Teaching English as a Second Language in the Kindergarten," by Muriel Saville-Troike; For related documents, see FL 007 354-357

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English (Second Language), Grammar, \*Indochinese, \*Kindergarten, Language Ability, Language Instruction, Language Proficiency, Language Skills, \*Language Tests, Measurement Techniques, Preschool Education, Refugees, Second Language Learning, Student Evaluation, Syntax, Test Bias, Test Construction, \*Testing, Test Validity

This guide first points out the difficulty and the lack of reliability involved in using tests to evaluate the abilities of children from linguistically and culturally diverse backgrounds. Suggestions are then given for using existing evaluation techniques to test the English language proficiency of children at kindergarten level. The following are the main points emphasized: (1) keep tests short, (2) keep them simple, (3) keep them pleasant, (4) test in small groups, and (5) tape record all speech samples. Suggestions for testing the recognition of contrastive sounds, grammatical structures, and sound production in English conclude the guide. (TL)

ED 116 487 FL 007 365

Testing English Language Proficiency. General Information Series, No. 2. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

Pub Date—75

Note—15p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, \*Bibliographies, Cambodian, Cognitive Tests, \*English (Second Language), \*Indochinese, Language Instruction, Language Proficiency, Language Skills, \*Language Tests, Reference Materials, Refugees, Resource Materials, Standardized Tests, Test Construction, \*Testing, Test Selection, Vietnamese

This three-part paper consists of: (1) an annotated bibliography of tests for English as a Second Language and for learning ability, (2) a bibliography about second language testing, and (3) a list of ten principles for test construction and administration for those who wish to write their own tests. The bibliographies are not exhaustive, but the items listed are all readily available. (Author/TL)

ED 116 490 FL 007 368

Testing the Reading Ability of Cambodians. General Information Series, No. 7. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

Pub Date—75

Note—8p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alphabets, \*Cambodian, \*Diagnostic Tests, Indochinese, \*Language Tests, Oral Reading, \*Reading Ability, Reading Materials, Reading Rate, Reading Skills, \*Reading Tests, Refugees, Romanization

Identifiers—\*Khmer

The purpose of this bulletin is to provide the American educator or sponsor with a set of reading passages in Khmer (the language spoken in Cambodia), so that he will have some means of determining whether or not his Cambodian students can read Khmer. Three short passages have been selected, each given in the Khmer alphabet and in its romanized translation: (1) a passage from an elementary school textbook; (2) a passage from a secondary school textbook; and (3) for adults, a passage from a Cambodian newspaper. Instructions, to read the passage slowly out loud, are also given in Khmer. The American educator or sponsor can give the appropriate passage to his Cambodian student or friend, and can follow the transliteration as the Cambodian reads the passage. In this way he can determine whether the Cambodian can read, and also get a rough idea of his speed and fluency. Notes on the Khmer alphabet and on the transliteration are also provided to aid in the use of this guide. (Author/TL)

ED 116 498 FL 007 391

Eddy, Peter A. McLane, Kathleen

ERIC Documents on Foreign Language Teaching and Linguistics: List Number 14. CAL-ERIC/CLL Series on Languages and Linguistics, No. 33.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date—Feb 76

Note—22p.; For related documents, see ED 029 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056 600, ED 062 889, ED 073 711, ED 100 135, ED 100 124, ED 102 816 and ED 104 162

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bibliographies, Bilingual Education, Bilingualism, Career Opportunities, Culture, \*Educational Resources, English (Second Language), Files, Instructional Materials, International Education, Language Handicaps, \*Language Instruction, Language Tests, \*Linguistics, Modern Languages, Psycholinguistics, Second Language Learning, Sociolinguistics, Statistical Studies, Teacher Education, Teaching Methods, Translation, Uncommonly Taught Languages

This is the fourteenth in a series of catalogues of ERIC documents of interest to teachers and researchers in foreign languages and linguistics. The list consists of documents processed into the ERIC system from April 1974 through December 1974, and is divided into categories adapted from the American Council on the Teaching of Foreign Languages (ACTFL) Bibliography. Each entry provides the author's name, the title of the document, its source (wherever applicable), date of publication, length, and ED number. (CLK)

ED 116 812 PS 008 296

*Askins, Billy E. And Others*  
**Clovis-Portales Bilingual Early Childhood Program. Third Year Evaluation Study (1974-75). Final Evaluation Report.**

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—May 75

Grant—OEG-O-72-5239(280)

Note—40p.; For related documents, see ED 081 475 and ED 103 108

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Community Cooperation, Home Visits, Intervention, Language Development, Parent Participation, Personality Development, \*Preschool Education, \*Preschool Programs, \*Program Evaluation, School Readiness Tests, Self Concept, \*Spanish Speaking

Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico (Clovis), New Mexico (Portales)

This report describes an external evaluation study of two of the components (instructional and community-parental involvement) on an on-going bilingual intervention program for 3- and 4-year-old children. The purpose of the intervention program is to facilitate the learning of English and Spanish simultaneously in an environment designed to enhance the child's cognitive, affective, and psychomotor skills. Brief descriptions of the program's background purpose and components, and of the children served are included in the report. Evaluation of the instructional component was based on a pre-posttest design (without a control group) which measured language development in English and Spanish, school readiness, and self-concept and personality development. The community-parental involvement component was subjectively evaluated using observations, records, and self-reports by the staff. Major findings include: (1) students made significant gains in language development in English and Spanish and in general school readiness; (2) students developed and/or maintained a positive self-concept and substantially developed in various dimensions of personality growth; (3) children and parents were involved in a variety of activities through home visits; and (4) parents maintained a positive attitude toward the program. (Author/ED)

ED 117 125 TM 004 977

*Peaker, Gilbert F.*

**An Empirical Study of Education in Twenty-One Countries: A Technical Report. International Studies in Evaluation VIII.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Tri-Centennial Fund, Stockholm (Sweden).

Pub Date—75

Note—230p.; For related documents, see ED 102 169-194 and ED 034 290 and 300

Available from—John Wiley and Sons, Inc., Eastern Distribution Center, 1 Wiley Drive, Somerset, New Jersey 08873 (\$10.00)

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Civics, \*Comparative Education, \*Cross Cultural Studies, Data Processing, Elementary Secondary Education, English (Second Language), French, Literature, \*Mathematical Models, Predictor Variables, Reading Comprehension, Sampling, Sciences, \*Statistical Analysis, Student Testing

Identifiers—International Evaluation Educational Achievement

This is one of nine volumes describing the results of extensive research carried out by the International Association for the Evaluation of Educational Achievement (IEA) over a seven-year period. The overall aim of this extensive empirical study is to relate student competence to instructional, economic, and social factors which account for differences between students, schools, and national systems of education. In this volume, the rationale behind the model used in the analysis of data collected in the IEA Six Subject Survey is provided. A model of causation is advanced to relate the various input measures to achievement in the six subject areas of Science, Reading Comprehension, Literature, English and French as Foreign Languages and Civic Education. The compounding of variables and

their organization into blocks are discussed. The order in which these blocks are introduced to the analysis reflects the belief that earlier events in the life of the individual student have influenced later events in the student's life and schooling. Details of the sampling techniques used in the survey as well as the limits of confidence which can be placed on the statistics are described. The development of the attitudinal scales used is outlined in an Appendix. (Author/BJG)

ED 117 648 CS 002 359

*Wright, E. N. Reich, C. M.*

**Language: A Study of Fundamental Skills. No. 108.** Toronto Board of Education (Ontario). Research Dept.

Pub Date—Sep 72

Note—64p.; Several examples in the appendix may reproduce poorly

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Composition Skills (Literary), Elementary Secondary Education, \*Language Skills, \*Parental Background, Rating Scales, Reading Achievement, \*Reading Habits, Reading Interests, Reading Research, \*Reading Tests

Identifiers—Canada, Ontario (Toronto)

During the school year 1971-72, a study of language skills was conducted in the city of Toronto, Ontario. Scores on the Gates-MacGinitie Reading Test were analyzed for many students in grades four, six, eight, and nine. Students scored at grade level with reference to the United States norms of this test. The vocabulary and reading subsections of the Canadian Tests of Basic Skills were also administered to groups of students in grades four, six, and eight in order to compare the two tests. The relative performance of students on this test was similar to performance on the Gates-MacGinitie; however, the scores were several months lower. A questionnaire was administered to a sample of sixth graders concerning their reading activities and their parents' reading activities. In general, the sixth graders reported that they and their parents engaged in many reading activities. The favorite themes of the children were mystery, adventure, and horror. Analysis of compositions collected from a sample of eighth graders showed that most of the students can write a coherent narrative of acceptable prose. Parents' occupation was found to be related to all three measures of language ability, with higher occupational status being associated with higher scores. (MKM)

ED 117 699 CS 202 441

*Breneman, Beth*

**Reaction: The Cloze and the Composition Process.**

Pub Date—75

Note—6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, \*Composition (Literary), \*Diagnostic Tests, Language Arts, \*Language Handicaps, Language Instruction, \*Language Research, Language Skills, Teaching Methods, Test Construction

This paper describes the value of the cloze procedure for teaching language and composition, classroom diagnosis of language difficulties, and research into the process of composition. Any aspect of language structure, including word order, form class words, connectives, inflectional endings, and function words, could be taught through use of the cloze. Cloze tests could be constructed as diagnostic instruments by first observing the student and then examining his or her writing. Finally, the cloze procedure is a technique which may lend itself to an investigation of the composition process. (LL)

ED 117 724 CS 202 476

*Schippers, Lillian Vogt*

**Using the Aftton Scale of Acceptable Written Expression to Decrease Disparity in Teachers Assigning a Level to Pupils' Written Expression.**

Pub Date—74

Note—218p.; Ph.D. Dissertation, Saint Louis University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,315, MFilm \$7.50, Xerography \$15.00)

Pub Type—Dissertations/Theses (040)

Document Not Available from EDRS.

Descriptors—\*Composition (Literary), Doctoral Theses, Educational Research, Elementary Education, \*Evaluation Methods, Language Skills, \*Measurement Instruments, \*Test Validity, \*Writing Skills, Written Language

Identifiers—\*Aftton Scale

The problem of this study was to find criteria, and a model, for judging written expression at the elementary level which can produce concordance of teacher judgments and be a possible basis for prescriptive teaching. Such a model was developed by the Aftton School District. This study attempts to determine its utility. Twenty-four essays were randomly chosen from levels 4, 5, and 6 and rated by 20 teachers. It was hypothesized that there would be little concordance in the ratings by teachers using no criteria, more concordance using the "Aftton Scale," and still more concordance when the "Scale" and the orientation manual of the "Scale" were used. All three hypotheses were rejected. It was concluded that the "Aftton Scale" is useful if reduction of disparity is not the main objective. The "Aftton Scale" would also be useful in teacher training, instructing students in what must be taught at each level, and what would be acceptable from the good pupil. (Author/RB)

ED 117 934 FL 004 622

*Masciantonio, Rudolph*

**Criterion Referenced Tests to Accompany "Artes Latinae" Level 1, Book 1. Tentative Edition.**

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date—73

Note—41p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Classical Languages, \*Criterion Referenced Tests, \*Language Instruction, \*Language Tests, \*Latin, Objective Tests, Secondary Education, Second Language Learning

These tests are designed to measure the achievement of each pupil at the approximate midpoint of each unit in "Artes Latinae" Level 1, Book 1. They were produced in response to the need expressed by many teachers to provide a means of more frequent evaluation of pupil progress. Tests for 13 units are provided. They supplement the unit tests produced to accompany Artes Latinae by the Encyclopaedia Britannica Education Corporation, and may also be used as classroom exercises. Test questions, which call for written responses, consist mostly of fill-in-the-blanks, questions to be answered in Latin, descriptions to be made, nouns to be declined, syntactic and morphological changes, and English words with Latin roots to be identified. Nearly all questions and exercises are accompanied by drawings to aid in responding. (SCC)

ED 117 956 FL 007 317

**A Review of Problems for Research into Bilingualism and Allied Topics. Pamphlet No. 1.**

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date—53

Note—17p.; For related document, see FL 007 318

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Educational Objectives, Language Attitudes, Language Research, Language Tests, Material Development, Research Coordinating Units, \*Research Design, Research Methodology, \*Research Needs, \*Research Tools, Standardized Tests, Student Placement, Test Construction, \*Welsh

Identifiers—\*Wales

The Faculty of Education of the University College of Wales is responsible for the initiation and coordination of research on the bilingual situation of Wales. This pamphlet outlines a program of work for this research. It is intended to show the individual researcher the overall aims and problems of the program and to suggest specific research topics. The introduction is divided into the following sections: (1) reasons for the research program; (2) the scope of research work; (3) need for realistic, rather than academic, to be researched; (4) special educational problems in a "mixed language" area; (5) standardized tests of intelligence and attainment and quantitative measures of Welsh linguistic background; (6) order of priority; and (7) research by groups of teachers. The main areas of investigation for the program have been divided into three: (1) the

development of tools, for a reliable investigation, e.g., standardized language and intelligence tests; (2) the undertaking of studies using the tools to assess relationships between Welsh linguistic background and educational attainment, assess efficiency of alternate methods of language teaching, and survey general attitudes toward the bilingual situation; and (3) the initiation of projects connected with material development, student placement, national education objectives, reading surveys, and school conditions. (TL)

ED 117 957 FL 007 318

Rees, M. E. Gwenda

A Welsh Linguistic Background Scale. Pamphlet No. 2.

Wales Univ., Aberystwyth. Univ. Coll. of Wales. Pub Date—54

Note—19p.; For related document, see FL 007 317

Pub Type—Books (010)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, \*Bilingual Students, \*Family Background, Job Placement, Language Proficiency, \*Language Tests, Measurement Instruments, Standardized Tests, \*Student Placement, Student Testing, Testing Programs, Test Reliability, Test Validity, \*Welsh

Identifiers—\*Wales, Welsh Linguistic Background Scale

This pamphlet outlines an attempt to provide an instrument by which the linguistic background of Welsh children can be measured. In a group of Welsh-speaking children there are different degrees of Welshness, and it is essential, for educational purposes, that the degrees of Welsh linguistic background be estimated. The two versions of the Welsh Linguistic Background Scale, one in English and one in Welsh, are included, and instructions for their administration are given both in English and Welsh. Instructions for scoring follow. The validity and reliability of the scale have been tested and confirmed. The results from such tests would aid in student placement, later in job placement, and in the standardization of intelligence and attainment tests. Apart from its use as a necessary tool for research, the scale is recommended as a practical guide for teachers and others who are concerned with school organization. (Author/TL)

ED 117 958 FL 007 319

Pinsent, A.

The Construction and Use of Standardized Tests of Intelligence and Attainment. Pamphlet No. 3.

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date—[60]

Note—53p.

Pub Type—Books (010)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, \*Bilingual Education, Educational Policy, English, Intelligence Quotient, Intelligence Tests, Measurement Instruments, \*Secondary Education, \*Standardized Tests, \*Test Construction, Test Results, Tests, \*Welsh

Identifiers—\*Wales

The British Education Act of 1944 stipulated that instruction and training be offered according to the ages, abilities, and aptitudes of pupils. One specific problem concerned the entry to secondary schools of pupils from a variety of primary schools. The resulting problem of determining the different aptitudes and abilities has been partially solved by the use of standardized tests. This pamphlet is designed to provide a brief introduction to the methods of constructing and using standardized tests, and to discuss special difficulties encountered in the construction and use of standardized tests in Wales, a mixed language area. Specifically discussed are the various kinds of standardized tests, what is meant by standardization, what such tests determine, the choice of tests, comparison of the results of various tests, and the concepts of mental age, attainment ages and quotients. (CLK)

ED 117 959 FL 007 320

Morgan, E. K.

Bilingualism and Non-Verbal Intelligence: A Study of Test Results. Pamphlet No. 4.

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date—57

Note—18p.

Pub Type—Books (010)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, Cognitive Development, Cognitive Tests, Cultural Background, Educational Policy, \*Intelligence Tests, Mental Development, Nonverbal Ability, \*Nonverbal Tests, Socioeconomic Background, \*Test Bias, Test Results, \*Welsh

Identifiers—Daniels Figure Reasoning Test, NFER Test 2, Ravens Progressive Matrices, \*Wales, Welsh Linguistic Background Scale

This report discusses the relationship between bilingualism and mental development of bilingual children. After a review of the relevant literature, a specific study is described. The linguistic background of 648 children from 29 schools, age 10 through 12 inclusive, was measured with the Welsh Linguistic Background Scale. General intelligence was assessed with three nonverbal tests: Raven's Progressive Matrices, Daniel's Figure Reasoning Test and the Non-Verbal Test No. 2 of the National Foundation for Educational Research. Objectives were to: (1) determine which of the nonverbal tests was the most independent of linguistic background and hence most suitable for intelligence testing in mixed language areas, and (2) describe the relationship between linguistic background and test scores. Conclusions are that: (1) none of the tests used is completely suitable for evaluating Welsh-speaking children if the results are to be compared with those of English-speaking children; (2) Welsh-dominant bilingual children scored consistently lower than English-dominant children; (3) a correlation exists between test performance and degree of bilingualism; (4) the location of a community accentuates the influence of bilingualism; (5) occupational levels and socioeconomic status must be considered when interpreting test scores; and (6) Raven's Progressive Matrices is the most independent test. (CLK)

ED 117 960 FL 007 321

Brace, J. L.

A Welsh Word Recognition Test. Pamphlet No. 5.

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date—57

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, Educational Policy, Language Skills, \*Language Tests, Reading Ability, Reading Skills, Standardized Tests, \*Test Construction, Testing, Test Reliability, \*Welsh, \*Word Recognition

Identifiers—\*Wales

This pamphlet discusses the need for reliable standardized tests for the selection and classification of Welsh-dominant students in Wales and for the evaluation of their language skills. Because of the correlation in performance, the standardized word-recognition test described here applies to predominantly Welsh-background individuals and not to populations with intermediate degrees of bilingual background. Specifically discussed are: (1) the foundations of reading ability, (2) standardizing the test, (3) the population sample to be tested, (4) the uses of the test, (5) test reliability, (6) test administration procedures and (7) the calculation of reading age. A sample test and sample scoring sheet are provided. (CLK)

ED 117 965 FL 007 385

Burt, Marina K., Ed. Dulay, Heidi C., Ed.

On TESOL '75: New Directions in Second Language Learning, Teaching and Bilingual Education. Selected Papers from the Annual TESOL Convention (9th), Los Angeles, CA, March 4-9, 1975)

Teachers of English to Speakers of Other Languages.

Pub Date—75

Note—298p.; For related documents, see ED 103 882, ED 103 912, ED 105 508, ED 105 750, ED 107 144, and ED 107 156. The papers represented by these numbers have been removed from this volume and are not included in the pagination. Available from—TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (\$6.50)

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Bilingual Education, Classroom Communication, Classroom Games, Creative Writing, Dialects, \*English (Second Language), Grammar, Language Development, \*Language

Instruction, Language Planning, Language Skills, Language Tests, Newspapers, Nonverbal Communication, Numbers, Reading Instruction, Reading Skills, \*Second Language Learning, Sociolinguistics, Spanish Speaking, Syntax, \*Teaching Methods, Television -Commercials, Writing Skills

This volume consists of 35 papers divided into the following 12 sections: (1) organizational policy: a dialogue between TESOL and bilingual education—two papers on compatibility and cooperation; (2) second language acquisition—six papers dealing with language learning and teaching, effect of background on learning, order of acquisition, overgeneralization, error analysis and some future trends; (3) research on teaching behavior and curriculum—two papers dealing with delayed oral practice and teachers' treatment of error; (4) two papers on bilingual education: issues in program planning; (5) regional dialects in bilingual education and ESOL—three papers dealing with the speech of Spanish-speaking Americans, language contact and dialect; (6) two papers on nonverbal communication in the classroom; (7) human relations, affect, and communicative competence—four papers on developing communicative competence through humanism and group work; (8) general ESOL teaching techniques—four papers about communicative starters, games, mini-lessons and television commercials; (9) teaching specific aspects of English—two papers on numbers and passive voice at beginning levels; (10) teaching writing skills—three papers on composition courses, sentence combining and collective story-writing; (11) teaching reading skills—three papers on advanced reading, teaching of literature and reading the news; and (12) new developments in testing—two papers on intercultural reference and the cloze procedure. The cross-referenced ED numbers, above, refer to papers from this collection already in the ERIC system. (TL)

ED 117 980 FL 007 448

Stansfield, Charles W.

Testing Standard Spanish as a Second Dialect.

Pub Date—2 Jul 75

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Language Instruction, \*Language Tests, Language Variation, Morphology (Languages), Native Speakers, \*Nonstandard Dialects, Reading Tests, Regional Dialects, \*Spanish, Spelling, \*Standard Spoken Usage, Suprasegmentals, Syntax, Teaching Methods, Test Construction, Vocabulary

Identifiers—\*Bidialectalism

This discussion begins with a brief description of three approaches to teaching standard Spanish as a second dialect (S.S.S.D.), called the "eradication" approach, the "second dialect" approach, and the "both dialects" approach, which is favored here. Because the teacher of standard Spanish as a second dialect is concerned with developing in the student the ability to switch from the local form to standard Spanish, and not from local to English, S.S.S.D. tests should be bidialectal in nature. Therefore, they will be substantially different from ordinary tests of Spanish as a foreign language. The paper offers examples of numerous discrete item formats for S.S.S.D. testing of various linguistic problems. Subsections are included for stress, vocabulary, spelling, reading, dictation, morphology, and syntax. The rationale for each item is described, and some hints are given for the writing of nonoffensive directions. (Author/KM)

ED 117 982 FL 007 450

Jonz, Jon G.

Can't Language Testing Interface with Language Acquisition?

Pub Date—Mar 75

Note—8p.; Paper presented at the Meeting of the Teachers of English to Speakers of Other Languages (Los Angeles, California, March 1975)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Interference (Language Learning), \*Language Instruction, Language Teachers, \*Language Tests, \*Learning Processes, Psycholinguistics, \*Second Language Learning, \*Teaching Methods, Testing

Behaviorist/structuralist language teachers and theoreticians are beginning to pay attention to contributions from contemporary linguists, psychologists, and educators. This paper draws attention to an obvious, but not often considered, point of inter-



est to all who are engaged in formal language instruction and in related fields. Classroom procedures which run counter to natural acquisition strategies compete for the attention and energies of the language acquirer and may indeed hamper language acquisition. The same holds for language testing procedures. (Author)

ED 117 986 FL 007 467

Beard, Robert Davis, Patricia G.

The Effects of Morphological Systemization on Memory Retention.

Pub Date—75

Note—20p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), (9th, Washington, D.C., November 27-30, 1975)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Language Instruction, Language Tests, Morphemes, \*Morphology (Languages), \*Recall (Psychological), Retention, \*Russian, Second Language Learning, Semantics, Structural Analysis, Suffixes, \*Vocabulary Development, \*Word Recognition

Identifiers—\*Root Theory

There have been several recent works dealing with the Russian "root system." Most of these works operate on the claim that vocabulary-building in advanced Russian classes may be accelerated by a mastery of the systems of derivational morphology. Townsend's "Russian Word Formation," Gribble's "Russian Root List," and Beard's "Dynamic Glossing" (SEEJ 19,49-57) are all predicated on the assumption that knowing the roots, affixes, and rules of combination of Russian derived words will facilitate vocabulary-building. This paper reports on two experiments designed to test the validity of "root theory." In the first test, experimental subjects were given a list of Russian words sectioned into individual morphemes, while the control subjects received a list of the same words unsectioned in lower case type. It was found that the experimental subjects remembered more words on the recall tests. In the second experiment, all subjects were given the same list of new, unfamiliar words but which comprised morphemes occurring in the previous recall experiment. It was found that although the difference was not of statistical significance, the experimental group outperformed the control group in identifying the correct meaning of the new words in a fashion paralleling its performance on the recall test. (Author)

ED 117 991 FL 007 485

Stansfeld, Charles

Teachers' Attitudes toward Publishers' Tests.

Pub Date—22 Apr 76

Note—11p.; Paper presented at the Annual Meeting of the Pacific Northwest Conference on Foreign Languages (27th, Seattle, Washington, April 22, 1976); Occasional light print

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—High Schools, \*Language Instruction, Language Skills, Language Teachers, \*Language Tests, Secondary Education, Second Language Learning, \*Surveys, \*Teacher Attitudes, Test Construction, Test Validity, \*Textbooks

This paper reports on the results of seven questions asked to secondary level department chairmen regarding the unit tests which accompany textbook materials. Nearly 1,500 responses were received from teachers of French, German, and Spanish. The results indicate that most teachers do not use publishers tests when they are available. The questionnaire also investigates attitudes toward objective tests, and the optimum length of unit tests and the final examination, and analyzes differences in attitude among teachers of the three languages. (Author)

ED 119 463 FL 007 286

Ilyin, Donna

Assessing Oral Communication in Adult Program English Second Language Classes.

Pub Date—[76]

Note—19p.; Revised edition of paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (TESOL) (New Orleans, Louisiana, March 3-7, 1971)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, Communication Skills, \*English (Second Language), Interviews, Language Fluency, Language Instruction, Language Proficiency, Language Skills, \*Language

Tests, Second Language Learning, \*Speech Communication, \*Test Construction

Even though modern methods of teaching emphasize listening and speaking, seldom are students of English tested in a standardized way on their ability to communicate through these skills. Many people learn to communicate well enough to conduct daily affairs in a new language, yet are unable to read, write, or speak any educated form of it. They are often required to take tests designed for native speakers or for foreign students entering colleges and universities in the United States. Such tests are inappropriate and too difficult for most students enrolled in adult school ESL (English as a Second Language) courses. These students need tests designed and developed on adult school ESL students. They especially need tests that measure their ability to understand and communicate orally—even if inaccurately. This paper describes the development and field testing of an oral interview designed to assess oral communication in a contextual setting. While the test is easy to administer, examiners must become familiar with its uniqueness. It is hoped that the interview will be useful to ESL programs, basic education programs, industry, and employment agencies in more objectively assessing foreign and second language speakers' oral levels of English proficiency. (Author)

ED 119 473 FL 007 403

Lowe, Pardee, Jr.

The Oral Interview - A Criterion-Referenced Test?

Pub Date—Nov 75

Note—20p.; Paper presented at the meeting of the American Council on the Teaching of Foreign Languages (Washington, D.C., November 27-30, 1975)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Criterion Referenced Tests, Interviews, Language Instruction, Language Proficiency, \*Language Tests, Linguistic Performance, Listening Comprehension, Second Language Learning, \*Second Languages, Speech Communication, Speech Evaluation, \*Speech Skills, \*Speech Tests

Identifiers—\*Oral Interviews

The oral interview may be viewed as a criterion-referenced test for making either/or decisions about functional use of spoken language. Speech production can be tested by either the oral interview or the Valdis (1972) "Performance Objectives for Speaking," and dialogue between the two systems can be profitable. Current literature on criterion-referenced testing and performance objectives suggests that the major problem in previous speaking tests lay in not specifying the test's parameters. A book by Vallette and Disick and the Defense Language Institute's Handbook both suggest specifying what the task is designed to show, the nature of the task, how the task shall be tested, conditions under which the test will be taken, and criteria used to determine performance. The U.S. Government regularly conducts language proficiency tests by means of oral interviews. The Civil Service Proficiency Definitions rank ability in five levels from elementary to native or bilingual Proficiency. At the CIA Language Learning Center, additional guidelines for assigning proficiency levels and language grammar grids are also used. Guidelines cover speaking ability in subject matter and quality, as well as understanding. Oral interview tests are conducted to determine if a candidate communicates well enough in the target language to perform his job abroad, and how his performance compares with that of an educated native speaker. (CHK)

ED 119 487 FL 007 454

Lutz, Marjorie

The Development of Foreign Language Aptitude

Tests: A Review of the Literature.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-TDR-66-4

Pub Date—Sep 67

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Aptitude Tests, \*Language Ability, Language Learning Levels, Language Proficiency, \*Language Tests, \*Literature Reviews, \*Predictive Ability (Testing), Predictive Measurement, Second Language Learning, Test Construction, Test Reliability, Test Reviews

Identifiers—\*Language Aptitude, Modern Language Aptitude Test

Early language aptitude tests were generally tests

of ability in English or work-sample tests in the target language or an artificial language. Recent work has involved various correlational studies and factor analyses to determine what factors correlate most with success in foreign language learning. Approaches include: (1) correlations of several language aptitude tests with the U.S. Air Force Schools English Comprehension Level Tests to study English learning ability in foreign students; (2) a predictor study using the vocabulary and paragraph reading sections of the Pennsylvania State College Academic Aptitude Examination, and (3) a study involving work-sample tests and artificial languages. Factor analytic studies seem of greater relevance now, to analyze and measure abilities constituting language aptitude. A study by Gardner and Lambert analyzed 24 variables of language skills and mental abilities and identified four as indices of second language skills. A study by Pimsleur, Stockwell and Comrey concluded that verbal intelligence and motivation were the main success factors. The Modern Language Aptitude Test consists of five subtests concerning number learning, phonetic script, spelling clues, words in sentences and paired associates. Reviews of the MLAT indicate that it is probably the most effective available, but criticize certain aspects. (CHK)

ED 119 498 FL 007 491

Matluck, Joseph H. Mace-Matluck, Betty

The Multilingual Test Development Project: Oral Language Assessment in a Multicultural Community.

Pub Date—Mar 75

Note—13p.; Paper presented at the National Conference of the Teachers of English to Speakers of Other Languages (Los Angeles, California, March 1975)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, \*Bilingual Students, Cantonese, \*Child Language, Communication Skills, Cultural Differences, Diagnostic Tests, Elementary Education, English (Second Language), Fundamental Concepts, Language Instruction, \*Language Skills, \*Language Tests, Mandarin Chinese, Phonology, Second Language Learning, Spanish, Speech Communication, Tagalog, \*Test Construction, Testing, Vocabulary

Identifiers—Ilokano

This paper discusses a series of oral proficiency tests in six languages developed under the auspices of the Center for Applied Linguistics and the Seattle Public Schools District. The prototype is an English test, totally oral, for use in grades K-4, designed to: (a) determine the child's ability to (1) understand and produce the distinctive characteristics of spoken English, (2) express known cognitive concepts, and (3) handle learning tasks in English; and (b) provide placement and instructional recommendations for alternate programs such as special English instruction and bilingual education. Comparable tests with similar objectives were then developed in Cantonese, Mandarin, Tagalog, Ilokano, and Spanish, reflecting some of the largest of the forty non-native-English-speaking groups in Seattle schools. Development of the tests was based on identifying basic learning concepts that children must handle in order to perform in a school setting. These concepts include identifying, classifying, quantifying, interrogating, negating and showing spatial, case and temporal relationships. The grammatical manifestations of a language that a child must handle to perceive or to communicate these concepts were then determined. The construction of the tests and the scoring methods are discussed, as well as cultural and linguistic differences encountered in the preparation of the tests. (Author/CLK)

ED 119 505 FL 007 499

Coffin, Edna Ann

Preliminaries and Preparation for Examinations: Examiner's Report and Evaluation.

Pub Date—Sep 75

Note—17p.; Paper presented at the Conference on the National Association for Self-Instructional Language Programs (Canisius College, Buffalo, New York, September 19-20, 1975)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Autoinstructional Programs, \*College Language Programs, \*Examiners, Higher Education, \*Language Instruction, Language Skills, \*Language Tests, Second Language Learning, Testing

The self-instructional language program (SILP)

allows students to learn, through a guided individualized study program, a foreign language not offered in the regular university curriculum. A director for the program offers the facilities and materials necessary for administering such a program. A tutor, who is a native speaker of the target language, serves as a monitor and drill master for small groups of students. An outside examiner, who is a professional language instructor and an expert in the target language, examines the students at the end of the term and evaluates their achievement and assigns grades for the course. The examination procedures must be an integral part of SILP that is accepted by the students as a proper evaluation of their newly learned language skills and is not looked at simply as a mechanism by which grades are given on the basis of a single impression. The choice of a qualified examiner, consultation of director of SILP with the examiner, and a clear explanation of the function and procedures of the examination to both students and tutors, are necessary preliminary steps to ensure a successful completion of the individualized language study course. A sample of an examination in Modern Hebrew is included in the appendix to the paper. (Author/CLK)

**ED 119 511** FL 007 509  
Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. First Grade, Level 1.

Artesia Public Schools, N. Mex.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—[73]

Note—73p.; Parts of the text are in Spanish; For related documents, see FL 007 507-512; Some parts may not reproduce clearly due to type size of original

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, Criterion Referenced Tests, \*Curriculum Guides, Curriculum Planning, Diagnostic Teaching, Elementary Education, \*Elementary School Curriculum, Elementary School Science, English (Second Language), Grade 1, Health Education, History Instruction, Language of Instruction, Language Skills, Social Studies, \*Spanish, Student Evaluation, \*Teaching Methods

Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico, \*Southeastern New Mexico Bilingual Program

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the first grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis—recognizing the child's needs; (2) prescription—outlining the child's learning activities; (3) commitment—willingness of the child to learn; (4) treatment—teaching time spent; and (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

**ED 119 512** FL 007 510  
Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. Second Grade, Level 2.

Artesia Public Schools, N. Mex.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[73]

Note—77p.; Parts of the text are in Spanish; For related documents, see FL 007 507-512; Some parts may not reproduce clearly due to type size of original

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Bilingual Education, Criterion Referenced Tests, \*Curriculum Guides, Curriculum Planning, Diagnostic Teaching, Elementary Education, \*Elementary School Curriculum, Elementary School Science, English (Second Language), Grade 2, Health Education, History Instruction, Language of Instruction, Social Studies, \*Spanish, Student Evaluation, \*Teaching Methods

Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico, \*Southeastern New Mexico Bilingual Program

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the second grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis—recognizing the child's needs; (2) prescription—outlining the child's learning activities; (3) commitment—willingness of the child to learn; (4) treatment—teaching time spent; and (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

**ED 119 513** FL 007 511  
Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. Third Grade, Level 3.

Artesia Public Schools, N. Mex.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[73]

Note—77p.; Parts of the text are in Spanish; For related documents, see FL 007 507-512; Some parts may not reproduce clearly due to type size

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Bilingual Education, Criterion Referenced Tests, \*Curriculum Guides, Curriculum Planning, Diagnostic Teaching, Elementary Education, \*Elementary School Curriculum, Elementary School Science, English (Second Language), Grade 3, Health Education, History Instruction, Language of Instruction, Social Studies, \*Spanish, Student Evaluation, \*Teaching Methods

Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico, \*Southeastern New Mexico Bilingual Program

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the third grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis—recognizing the child's needs; (2) prescription—outlining the child's learning activities; (3) commitment—willingness of the child to learn; (4) treatment—teaching time spent; (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

**ED 119 514** FL 007 512  
Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. Fourth Grade, Level 4.

Artesia Public Schools, N. Mex.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[73]

Note—75p.; Parts of the text are in Spanish; For related documents, see FL 007 507-511; Some parts may not reproduce clearly due to type size of original

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, Criterion Referenced Tests, \*Curriculum Guides, Curriculum Planning, Diagnostic Teaching, Elementary Education, \*Elementary School Curriculum, Elementary School Science, English (Second Language), Grade 4, Health Education, History Instruction, Language of Instruction, Social Studies, \*Spanish, Student Evaluation, \*Teaching Methods

Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico, \*Southeastern New Mexico Bilingual Program

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the fourth grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis—recognizing the child's needs; (2) prescription—outlining the child's learning activities; (3) commitment—willingness of the child to learn; (4) treatment—teaching time spent; (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

**ED 119 770** JC 760 163

Kirshner, Sheldon G.

Foreign Language Program Evaluation.

Oakton Community Coll., Morton Grove, Ill.

Pub Date—15 Feb 74

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*College Language Programs, Community Colleges, Drop-out Rate, Grades (Scholastic), \*Junior Colleges, National Norms, \*Program Evaluation, Standardized Tests, Student Interests, Withdrawal

Identifiers—Oakton Community College

In order to assess the foreign language programs currently offered by Oakton Community College (OCC), a three-part investigation was undertaken in 1974. First, to examine grade distribution and drop-out rate, the records of students enrolled in language courses were compared with the records of the total student body. During the spring, summer and fall sessions of 1973, there was a much greater percentage of A grades awarded in language courses than in all college courses. The drop-out rate was, however, approximately the same. Second, the scores of German and Spanish language students on nationally administered language competency examinations was compared to the national norm. In all cases, OCC class averages exceeded national averages; this success is attributed to programmed instruction and small class size. Third, to assess student interest in language courses, a questionnaire was administered to all classes taught by full-time foreign language faculty. The only language not currently offered for which there appeared to be considerable committed student interest was Italian. Students additionally indicated an interest in taking courses in Latin American culture, advanced Spanish conversation, and French conversation. (Author/NHM)

ED 120 205

TM 005 164

Bernknopf, Stanley Bashaw, W. L.

An Investigation of Criterion-Referenced Tests Under Different Conditions of Sample Variability and Item Homogeneity.

Pub Date—(Apr 76)

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, \*Criterion Referenced Tests, \*Item Analysis, Language Tests, \*Norm Referenced Tests, \*Test Construction, \*Test Reliability, Undergraduate Students Identifiers—Language Skills Examinations, Test Homogeneity, Test Theory, University System of Georgia, Variance (Statistical)

The present study was designed to examine whether or not traditional procedures concerning item selection and reliability are both applicable and appropriate for criterion-referenced (CR) tests. It was also designed to examine traditional procedures and those designed especially for CR testing in relation to test variance and item homogeneity. Specifically, the following questions were formulated: (1) How are traditional and criterion-referenced item selection techniques interrelated? (2) How are traditional and criterion-referenced reliability indices interrelated? (3) To what degree does variability among subjects and homogeneity of items affect traditional and criterion-referenced item selection procedures and reliability indices? The results of the study indicate that the construction of CR tests can be greatly facilitated by item analysis procedures such as phi, and the application of traditional reliability estimates such as KR-20. The procedure of trying out test items on a group of examinees consisting of master and nonmasters is recommended. (Author)

ED 120 290

UD 015 819

Ebel, Robert L.

Constructing Unbiased Achievement Tests.

Pub Date—Dec 75

Note—25p.; Paper presented at the National Institute of Education Test Bias Conference (Annapolis, Maryland, December 2-4, 1975)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, Criterion Referenced Tests, \*Culture Free Tests, Educational Testing, Language Variation, Measurement Instruments, Non English Speaking, Reliability, Research Problems, Standardized Tests, \*Test Bias, \*Test Construction, \*Testing Problems, Test Interpretation, Test Results, Test Selection, Test Validity

The approach characterizing this study of bias in tests of educational achievement is stated to be reflective and philosophical rather than experimental and statistical. Its concern is with operationally definable areas of learning and indicators of achievement rather than with the hypothetical latent traits that are presumed by some to influence or determine test performance. A brief discussion of emotionality in test bias, that also considers the seriousness of the problem, is followed by comments on bias in selection testing. The meaning of bias in achievement tests is discussed next together with other topics such as: bias in the test itself, the problem of reading difficulty and linguistic difference as a possible source of bias, non-standard English speakers, language specificity in achievement, test bias and test validity, constructing unbiased achievement tests, operational definition versus construct validity, appearance versus reality in test validation, the correctness of operational definitions, and a discussion of two propositions advanced to support the suggestion that criterion referenced tests minimize bias. Issues discussed throughout the paper are noted to suggest that bias in tests of educational achievement is quite improbable. The a priori assumption that an achievement test is essentially unbiased is considered more reasonable than the assumption that it is biased. (Author/AM)

ED 121 046

EC 082 769

Evans, Joyce S.

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report. Volume 1 of 2 Volumes.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Nov 74

Grant—OEG-0-74-0550

Note—101p.; For appendices to the document, see EC 082 770

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Bilingualism, Check Lists, Culture Free Tests, Disadvantaged Youth, Exceptional Child Research, Identification, \*Learning Disabilities, \*Material Development, \*Mexican Americans, Parent Role, Preschool Education, Resource Guides, \*Screening Tests, Teaching Guides

Identifiers—\*Ability Development Project, Final Reports, Informal Assessment

As part of the Ability Development Project to identify 4-year-old Mexican American children with learning disabilities and develop appropriate curricular materials for them, 99 children (3-5 years old) attending city day care centers were assigned to the Bilingual Early Childhood Program, Level II. Twenty-nine children (final results included data on only 22 of this group) identified by Project staff as having the most severe learning disabilities were selected as the target population. Identification instruments and supplementary activities were developed or adapted using a pre-posttest research design which compared results from the target group with results from non-handicapped classmates and handicapped children who had not received supplementary assistance. The following products resulted: Spanish/English Language Preference Screening, Observational Checklists for Referral, Criterion Referenced Test, Supplementary Activities, the Instructional materials manual "How to Fill Your Toy Shelves Without Emptying Your Pocketbook—70 Inexpensive Things to Do or Make", and a manual on working with parents of handicapped children. Findings included that project children made significant gains on criterion-referenced and norm-referenced tests; and target children who had received Supplementary Activities made greater gains than target children who had not, and in some areas made gains comparable with those of their non-handicapped peers. (Numerous tables with statistical information are provided.) (Author/SB)

ED 121 047

EC 082 770

Evans, Joyce S.

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report. Appendix. Volume 2 of 2 Volumes.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Nov 74

Grant—OEG-0-74-0550

Note—220p.; For information on the Research Project, see EC 082 769

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Bilingualism, Disadvantaged Youth, Exceptional Child Research, Instructional Materials, \*Learning Disabilities, \*Mexican Americans, Parent Role, Preschool Education, \*Program Descriptions, Resource Guides, \*Screening Tests, Teaching Guides

Identifiers—\*Ability Development Project, Informal Assessment

Provided are 13 appendices to a report on the Ability Development Project to identify 4-year-old learning disabled Mexican American children and develop appropriate curricular materials for them. Included are a list of references; a list of external consultants; background and rationale of the Bilingual Early Childhood and Bilingual Kindergarten Programs (which contains information in such areas as program strategies, program evaluation, and program staff); developmental procedures for the Southwest Educational Development Laboratory; an abstract, evaluation reports, and recording forms on the Spanish/English Language Preference Screening; a list of materials and instructions for the Criterion Referenced Test on Units 1-15 of the Bilingual Early Childhood Program, Level II; an

abstract, consultant review, teacher review, and evaluation report on the Observational Checklist for Referral; a survey of tests administered to preschool children in Texas; learning profiles and recording forms; an abstract and consultant review questions on the manual for working with parents of handicapped children; an abstract and materials workshop summary on an instructional materials manual; information on the parent interview (such as general instructions, interview questions, and the interview form); and parent activities information which includes a parent workshop survey, a summary of parent workshop activities, and a report and a newspaper article on the planning and building of an adventure playground. (SB)

ED 121 090

FL 007 556

Johansson, Stig

Papers in Contrastive Linguistics and Language Testing. Lund Studies in English 50.

Report No.—ISBN-91-40-04007-0

Pub Date—75

Note—179p.

Available from—Glerup Bokforlag, AB C.W.K., Oresundsvagen 1, Lund, Sweden

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, \*Contrastive Linguistics, English, English (Second Language), Error Patterns, Interference (Language Learning), \*Language Instruction, Language Learning Levels, Language Proficiency, Language Skills, \*Language Tests, \*Second Language Learning, Synchronic Linguistics

Identifiers—\*Error Analysis, \*Swedish

This book contains eight papers. (1) "The Uses of Error Analysis and Contrastive Analysis." Use of error linguistics may illuminate normal language processes. This paper outlines procedures and applications of error and contrastive analysis. (2) "The Identification and Evaluation of Errors in Foreign Languages: A Functional Approach." The concern is with basic principles used in establishing a hierarchy of errors, approached through discussion of a marking system used in language testing. (3) "A Methodological Study of the Communicative Effect of Learners' Errors." A methodology is developed for studying the degree of irritation of language learners' errors. (4) "Swedish and English Phonemes: A Perceptual Study." This paper examines the claim that certain Swedish and English vowel phonemes are indistinguishable in tests. (5) "Swedish and English Stops: A Perceptual Study." Native Swedish and English perceptions of stops described as identical or different are investigated. (6) "An Evaluation of the Noise Test, a Method for Testing Overall Second Language Proficiency by Perception under Masking Noise." The Lund and Indiana noise tests are discussed and evaluated. (7) "Partial Dictation as a Test of Foreign Language Proficiency." This paper determines that such tests are reliable measures. (8) "Investigating Linguistic Acceptability through Perception under Masking Noise." Experiments to determine grammaticality are described. (CHK)

ED 121 097

FL 007 578

Buros, Oscar K., Ed.

Foreign Language Tests and Reviews.

Pub Date—75

Note—312p.

Available from—The Gryphon Press, 220 Montgomery St., Highland Park, New Jersey 08904 (\$23.00)

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—\*Achievement Tests, English (Second Language), French, German, Language Instruction, Language Proficiency, \*Language Tests, Second Language Learning, Second Languages, Spanish, \*Standardized Tests, Test Construction, \*Test Reviews, Test Validity

Identifiers—Mental Measurements Yearbook, Tests in Print

This monograph consists of the foreign language sections of the seven "Mental Measurements Yearbooks" (1938-1972) and "Tests in Print II" (1974). The brief foreign language test descriptions from TIP II, totaling 105, are provided first, followed by the lengthier reviews, which total 184, from each of the seven MMYs. In addition, the following are provided: a list of MMY test reviewers, TIP II scanning index, publishers directory and index, index of titles, index of names, and foreign language scanning index. (RM)

ED 121 102

FL 007 589

*Bebout, Linda*

**An Error Analysis: Comparing the Ability of Learners of English as a First and as a Second Language to Extract Information from Written Material.**

Pub Date—Mar 75

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, \*Comparative Testing, Contrastive Linguistics, English, \*English (Second Language), Error Patterns, Language Instruction, Language Research, \*Language Tests, Native Speakers, Second Language Learning, Spanish Speaking

Identifiers—\*Error Analysis

The major purposes of the study reported on in this paper were as follows: (1) to compare the errors made by advanced learners of English as a native language (American nine- to eleven-year-olds) and as a foreign language (native Spanish-speaking adults); (2) to investigate the usefulness of a modified cloze test in obtaining errors for profitable analysis; and (3) to aid teachers and researchers in evaluating the potential of error analysis as a tool by providing a demonstration of what it can reveal about language learning. Given a test consisting of a series of highly-contextualized cloze-type items, the subjects were asked to supply a word for each blank which would satisfactorily complete the sentence. Those responses judged by adult native English speakers to be errors were classified by the experimenter into six (non-exclusive) categories, entitled context alteration, non sequiturs, grammatical errors, lexical confusions, uninterpretable, and other (more minor). The individual error categories and the pattern of error contributions by the two subject groups are discussed, although the errors contributed to the categories by the two groups showed an overall similarity both in terms of quantity and quality. (Author)

ED 121 107

FL 007 596

*Dodson, C. J.*

**Oral Examinations.** Pamphlet No. 12.

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date—63

Note—23p.

Available from—The Dean, Faculty of Education, University College of Wales, Cambrian St., Aberystwyth, Wales (2 shillings, 6 pence)

Pub Type—Books (010)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—German, Language Instruction, Language Skills, Language Teachers, \*Language Tests, Performance Tests, \*Scoring, Second Language Learning, \*Speech Skills, Tape Recordings, \*Testing, \*Verbal Tests, Welsh

Identifiers—Oral Examinations, Test Standardization, \*Wales

This pamphlet reports on an investigation into the problem of standardizing the marking of oral examinations at the Ordinary Level of the General Certificate of Education. Investigations were made into two languages - German and Welsh. Language teachers received a list of 63 questions, of which 20 were to be presented to the examination candidate, to keep him speaking for five minutes. Examinations were recorded on tape. A system of error marking was set up, noting mistakes in grammar, incomplete sentences, misunderstanding and pronunciation errors. An order-of-merit list was obtained, accounting for candidates' accuracy, fluency and pronunciation. The oral tests were judged sufficiently accurate to be given greater weight in the examination process. It is suggested, for future oral exams, that teachers test their own students according to a question card, and that the test be recorded. A certain number of questions might be asked randomly out of a possible 300. Teachers might mark exams themselves, rather than simply sending tests to the examining board. An appendix contains teachers' instructions, examination questions in German, Welsh and English, and examiners' score sheets used in the investigation. A report of oral examinations in Carmarthenshire in 1961 is included. (CHK)

ED 121 108

FL 007 597

*Jones, Arfon R.*

**Oral Facility in Bilingual and Monoglot Children.** Pamphlet No. 18.

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date—70

Note—23p.

Available from—The Dean, Faculty of Education, University College of Wales, Cambrian St., Aberystwyth, Wales (5 shillings)

Pub Type—Books (010)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingualism, Bilingual Schools, \*Bilingual Students, English, Language Skills, Language Tests, Linguistic Performance, \*Monolingualism, Psycholinguistics, Sociolinguistics, Speech Communication, \*Speech Skills, Teaching Methods, \*Welsh

Identifiers—\*Wales

The oral communication skills of bilingual students in Wales were examined in a study reported in this paper. Oral facility was treated according to five indices: quantity and quality of words in the oral response, time taken to complete the response, length of pauses and number of corrections and repetitions. Pictorial frames provided a visual stimulus. Three standard tests were used to measure intelligence and English and Welsh attainment. The sample included 291 children aged 10-12, grouped according to socioeconomic class, "Welshness" of linguistic background and type of school. It appeared that middle-class children achieved higher on the standard tests than working-class children, but showed no differences in Welsh oral facility and differed in English oral facility only in the quality index. The main differences in oral facility are between linguistic-background groups, rather than socioeconomic classes. The more Welsh or English in the child's background, the lower the quality of oral responses in the other language. The language of instruction in school and the emphasis on written or oral work in teaching also affect scores. Care should be taken in selecting both the medium and the method of instruction for each child. (CHK)

ED 121 111

FL 007 604

*Olsen, Judy Winn-Bell Olsen, Roger E. W.-B.*

**Adapting the Ilyin Oral Interview to a Mass Listening Test.**

Pub Date—Mar 76

Note—15p.; Paper presented at the convention of the Teachers of English to Speakers of Other Languages (New York, New York, March 1976)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Adult Education, \*English (Second Language), Language Instruction, Language Proficiency, \*Language Tests, \*Listening Comprehension, Listening Skills, \*Listening Tests, Question Answer Interviews, Questionnaires, Scoring, Secondary Education, Second Language Learning, Student Placement, \*Testing

Identifiers—\*Ilyin Oral Interview

At this time, there are few readily available tests that measure aural structure abilities in lower-level ESL classes in adult or high school. In the past two years, however, the Ilyin Oral Interview (Newbury House, 1972,76) has been successfully adapted from its one-to-one format to a mass listening test. It is being used in San Francisco Bay Area adult programs for achievement testing, and has been used in a summer program for placement purposes. Although the aural test format is soon to be published, it is possible for interested persons to adapt it for themselves from the published Ilyin Oral Interview. (The publisher has already promised permission to duplicate interview material on written request.) This paper gives detailed instructions for adapting and administering the mass listening test. (Author)

ED 121 114

FL 007 632

*Carpenter, Patricia A. Just, Marcel Adam*

**Linguistic Control of Information Processing.** Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—30 Sep 75

Grant—NIE-G-74-0016

Note—164p.; For related documents, see FL 007 636-637 and EJ 112 015

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Cognitive Processes, Language Skills, Language Tests, Linguistic Competence, Linguistic Theory, Memory, \*Negative Forms (Language), \*Psycholinguistics, \*Reading Comprehension, Reading Tests, Sentence Structure, Syntax, \*Testing, Verbal Tests

Identifiers—\*Language Processing

This research explored the fundamental processes involved in comprehending linguistic material: the duration of the process, the sequence of processes, and the sources of errors. One project examined the comprehension of affirmative and negative sentences that are read and verified with respect to a picture. A model developed to account for the sequence and duration of operations in this task also accounted for the processing of negatives in various situations, such as negatives in instructions and in test items. Another project explored how the information structure of a sentence affects comprehension. Each sentence in a paragraph generally contains some information previously given, and some new information. This project demonstrated that readers treat the two kinds of information differently. This research led to an analysis of what makes good writing: it uses the linguistic devices that minimize comprehension difficulties. A final project explored the use of eye fixations to track the processes that occur during comprehension, examining how subjects fixate a sentence and picture during various comprehension tasks. It was shown that the sequence and duration of the eye fixations can be explained in terms of the mental processes that occur during comprehension. Other papers resulting from the original research are not included here. (Author/CLK)

ED 121 853

TM 005 287

*Yeh, Mary C. L.*

**The Issues in the Measurement of Bilingual Language Dominance.**

Pub Date—Apr 76

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingualism, Individual Tests, \*Language Proficiency, \*Language Tests, \*Mexican Americans, \*Preschool Children, Preschool Education, Rating Scales, Scoring, Screening Tests, Spanish Speaking, Student Placement, Test Reliability, Test Validity

Identifiers—\*Language Dominance

This paper deals with measurement of language dominance at the early-childhood level using a rating scale to help bilingual programs with student classification and placement. Some of the assumptions unique in the measurement of language dominance are discussed and applied to the validation procedure on a Spanish/English language dominance scale which is under drastic revision. The instrument was developed for children whose home language may be Spanish, and is designed to be individually administered by a bilingual tester. Part 1 is administered in Spanish and Part 2 in English. The screening discriminates among children in three categories; those preferring English, those preferring Spanish, and bilingual children. The instrument was given to 30 four-year-old Mexican-American children attending three day care centers in the summer of 1974. Teachers' judgments and test results were compared to determine validity, resulting in a coefficient of .86. The test-retest and the rater's reliability coefficients were quite high, which may indicate that the test manual was clearly written, the categories were well defined, and the children performed consistently on this variable. It may be concluded that this is a reliable instrument for four-year-old Mexican-American children at the testing site. (RC)

ED 122 556

EC 082 934

*Cohen, Andrew D.*

**Assessing the English Speaking Skills of Bilingual Children.**

Pub Date—Apr 76

Note—15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Bilingualism, Elementary Secondary Education, \*General Education, Language Ability, Language Tests, Literature Reviews, \*Measurement Techniques, Student Evaluation, \*Verbal Ability

Discussed are problems to consider and possible techniques to use in assessing the English speaking skills of bilingual children. Reviewed is literature on the reasons for differences in ease of acquisition of English speaking skills among bilingual children (such as personality variables) and on inadequacies of existing language assessment instruments. Six means of assessing English speaking skills among nonnatives (such as the Bilingual Syntax Measure) are described briefly, and four suggestions for assessment (such as use of an eclectic approach) are offered. (LS)

ED 122 590

FL 006 672

Arkwright, Thomas Vian, Andree

*Les Processus d'Association chez les Bilingues (Association Processes in Bilinguals). Working Papers on Bilingualism, No. 2.*

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date—Mar 74

Note—12p.; For related documents, see FL 006 670-674; in French

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Association Tests, \*Associative Learning, \*Bilingualism, Cognitive Processes, \*Concept Formation, English, \*French, Language Proficiency, Language Skills, Linguistic Theory, Music, \*Psycholinguistics

Compound and coordinate bilinguals equally competent in French and English were compared to determine their ability to uncover key concepts, i.e., music, when such words as song, piano, sound, instrument or musician were introduced in both languages. Recent research tends to support the theoretical contrast established between compound and coordinate bilingualism. The results of the present study, however, do not uphold this contrast as far as word association tasks are concerned. (Author/CLK)

ED 122 601

FL 007 452

*Synopsis of Legislation Impacting upon Bilingual-Bicultural Programs by Category.*

California State Legislature, Sacramento. Assembly.

Pub Date—Dec 75

Note—22p.; Prepared by the Subcommittee on Bilingual-Bicultural Education

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Adult Education, \*Bilingual Education, Bilingual Teacher Aides, Bilingual Teachers, Educational Finance, \*Educational Legislation, Educational Programs, Elementary Secondary Education, Equal Education, Housing, Inservice Teacher Education, Instructional Materials, \*Labor Legislation, Language Instruction, \*Language Programs, Preschool Education, Program Evaluation, Second Language Learning, \*State Legislation, Teacher Certification, Testing, Unemployment

Identifiers—\*California

This synopsis of California legislation relevant to bilingual-bicultural education programs covers the period from 1965 through 1975 and is divided into nine major categories: They are: (1) bilingual and English language instruction; (2) preschool child development; (3) education from kindergarten through high school; (4) adult education; (5) employment and inservice training; (6) credential programs; (7) instructional materials, testing, and studies of the various programs and educational opportunities; (8) unemployment and housing; and (9) related categorical program funding. The principal provisions of each act are summarized, including funding, and the present status of the act is noted if it has subsequently been changed. (CLK)

ED 122 603

FL 007 521

Moller, Alan

*Validity in Proficiency Testing. ELT Documents (75/3).*

British Council, London (England). English-Teaching Information Centre.

Pub Date—27 Jun 75

Note—17p

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens,

London SW1A 2BN, England

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Adult Students, \*English (Second Language), Foreign Students, \*Language Proficiency, Language Skills, \*Language Tests, Measurement Instruments, Performance Tests, Test Construction, \*Test Validity

Identifiers—\*Davies Test

Some validity criteria were applied to the language proficiency measures used by the British Council, particularly the "Davies Test." Five types of test validity are identified: construct validity; content validity; concurrent validity compared with another test; prediction validity; and face, or apparent, validity. Foreign students studying in Britain were tested for proficiency in English for academic and personal uses. In addition, students' tutors were asked for assessments, and the tester evaluated students' oral and written communicative skills and comprehension. Correlations were made between students' performance assessment prior to departure for Britain and tutors' ratings after arrival, and the first assessment was found about 85 percent accurate. It was concluded that the Davies Test, despite weaknesses of construct, is essentially a valid instrument. Subjective assessments, especially when rigorously administered, were generally valid. Students all improved when in Britain and most passed their threshold of minimum necessary proficiency. It is proposed that a carefully constructed and tested proficiency measure is likely to possess overall validity even if some parts are deficient. (CHK)

ED 122 605

FL 007 566

Bowen, J. Donald

*An Experimental Integrative Test of English Grammar. Workpapers in Teaching English as a Second Language, Vol. 9.*

California Univ., Los Angeles. Dept. of English.

Pub Date—Jun 75

Note—16p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*English (Second Language), Grammar, Language Instruction, Language Proficiency, Language Skills, \*Language Tests, \*Linguistic Competence, \*Listening Comprehension, Listening Tests, Second Language Learning, \*Standard Spoken Usage, Testing

The experimental test measures the ability of a subject to reconstruct obscured words by means of sentence analysis, carried out not as a separate academic task, but in the normal procedure of understanding what the sentence says. It is a task built on the assumption that the ability to handle reduced redundancy is a valid measure of linguistic competence. The reduced redundancy in this type of test is a consequence not of deliberate deletions or masking by superimposed noise, but of the reductions, assimilations, and contractions that normally accompany sentence production by native speakers functioning in a relaxed, informal context. The test is easy to administer and to score and is highly objective. It clearly separates nonnative from native speakers and spreads the nonnatives over an unusually wide range of scores. Performance on the test appears to correlate well with other measures of competence. (Author)

ED 122 613

FL 007 601

Goodrich, Hubbard C.

*Distractor Efficiency: A Study into the Nature of Distractor Efficiency in Foreign Language Testing.*

Pub Date—Aug 75

Note—34p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Arabic, \*English (Second Language), \*Item Analysis, Language Instruction, Language Proficiency, Language Skills, \*Language Tests, \*Multiple Choice Tests, Native Speakers, Second Language Learning, \*Test Construction, \*Vocabulary

Identifiers—\*Distractor Efficiency (Testing)

The aim of the research in question was to investigate the efficiency of various classes of distractors used in multiple-choice vocabulary question testing. Much of the quality of multiple-choice questions relies on the extent to which incorrect choices tempt the less proficient student. The study selected 8 classes of distractors and attempted to discover whether their effectiveness could be quantified and a rank order of preference could be established for population samples of different levels of English

proficiency. The study, involving 1200 Arabic-speaking students of English, found a consistent order of preference and some puzzling questions. It was found that a definite hierarchy of distractor efficiency exists in terms of discrimination and, particularly, potency. All groups demonstrated a preference for distractor types, but there was an uneven agreement in discrimination. In addition, the most popular distractors were not necessarily the most discriminating. Differences between populations of varied proficiency were greater than between groups from different geographical locations. (Author/KM)

ED 122 624

FL 007 630

Toronto, Allen S.

*The Influence of Parents' Income, Education and Culture on Language Performance of Children in a Texas Border Town.*

Pub Date—24 Nov 76

Note—6p.

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Bilingualism, Cultural Factors, Educational Background, English, Family Income, Language Proficiency, \*Language Tests, \*Mexican Americans, Non English Speaking, \*Performance Factors, Socioeconomic Status, \*Spanish, Testing, \*Test Results

A bilingual language test was constructed and standardized on 384 children in three groups: Spanish-speaking Mexican-Americans, English-speaking Mexican-Americans, and Anglo-Americans. The three groups' scores were significantly different. Data on parents' income and education was obtained and compared to the children's test performance. No significant differences in scoring were found between different income or educational levels. This indicates that the group scoring differences may have been due to cultural or testing variables not related to income or education. (Author)

ED 122 628

FL 007 665

Ringbom, Hakan, Ed. Palmberg, Rolf, Ed.

*Errors Made by Finns and Swedish-Speaking Finns in the Learning of English. Working Papers in Applied Linguistics, Vol. 5.*

Abo Akademi (Finland).

Spons Agency—Academy of Finland, Helsinki.

Pub Date—Feb 76

Note—167p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

**Descriptors**—Applied Linguistics, \*Bibliographies, Contrastive Linguistics, \*English (Second Language), Error Patterns, \*Finnish, Form Classes (Languages), Grammar, \*Interference (Language Learning), Language Instruction, Language Research, Language Skills, Language Tests, Learning Processes, Morphology (Languages), \*Second Language Learning, Spelling, Syntax, Vocabulary Identifiers—\*Error Analysis, \*Swedish

The influence of mother-tongue interference is examined on the basis of data from two tests at different levels of English proficiency: a commercial-college level, covering 4-5 years of English studies, involving a composition and translation test, and a preuniversity level, covering 7-8 years of English studies, with a multiple-choice test. A distinction between choice problems and organization problems pinpoints differences in the learning of English between Finns and Swedish-speaking Finns. The difference in errors made by Finns and Swedish-speaking Finns is analyzed; attention is focused mostly on article and prepositional errors, errors of subject-verb concord, errors of subject-verb word order, and spelling and vocabulary errors. The influence of the different test-types is also discussed. The results indicate that there may be a difference in language-learning strategy between the two language groups. The volume concludes with a 444-item bibliography of error analysis, contrastive linguistics, language acquisition and language learning, and language testing, together with a list of other bibliographies. (Author/CLK)

ED 122 629

FL 007 668

Swain, Merrill

*Evaluation of Bilingual Education Programs: Problems and Some Solutions.*

Pub Date—Feb 76

Note—22p.; Paper presented at the conference of the Comparative and International Education Society (Toronto, Ontario, February 25-27, 1976)

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, Bilingual Schools, Bilingual Students, Bilingual Teachers, Educational Assessment, English, \*Evaluation Methods, French, \*Program Evaluation, Research Design, \*Research Problems, Second Language Learning, \*Statistical Analysis, Testing, \*Testing Problems, Test Interpretation

One of the overriding problems of any psychometric study is that aspects of behavior that are non-quantifiable or difficult to quantify are not considered. The other side of this coin is that those aspects of behavior that are easiest to quantify tend to be what are examined. In evaluating bilingual education programs, problems are found in the research design, the students tested, the nature of the tests used, the methods of analysis employed, and the interpretation of findings. Research design has usually involved comparison of bilingual program students with students in a traditional program. This is easier than analyzing the goals and objectives of the program and what a student should achieve, but not always accurate. Selection of a control group is difficult because: (1) the characteristics of bilingual education students are not always known; (2) significant characteristics may be difficult to quantify; and (3) some characteristics may not be present among students in regular programs. There are three main problems in test selection: (1) neither standardized tests nor specially developed tests give accurate comparisons between the special and regular program students; (2) the content measured in tests is limited, and their data are used too extensively; and (3) tests tend to be the only accepted means of obtaining performance data. Statistical comparisons are needed but are overused. The methods of analysis most commonly used do not take into account possible interrelationships between separate test scores in a battery. Misunderstanding of statistics and, most importantly, a lack of information about the program being evaluated are two problems with the interpretation of findings. Many evaluation problems can be overcome by supplementing the data with case studies of students, observational data, and specific information about program structure, progress and content. (CHK)

ED 122 932

PS 008 558

*Price-Jones, John And Others*

Research Progress Report. Section I: Research Proposals.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date—8 Dec 67

Contract—OEO-4115

Note—61p.; For related document, see PS 008 559

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Bilingualism, \*Child Development, Dialect Studies, Dimensional Preference, Educationally Disadvantaged, Elementary Education, Ethnic Groups, \*Federal Programs, Game Theory, \*Measurement Instruments, Peer Relationship, Preschool Education, \*Research Methodology, \*Research Proposals, Rewards, Social Mobility, Social Status, Spanish Speaking, Teacher Attitudes, Teaching Experience, Visual Stimuli

Identifiers—Child Development Evaluation and Research Center, Cooperative Behavior, Project Head Start, \*Texas (Austin)

This document consists of seven research proposals for studies undertaken by the Child Development and Research Center at the University of Texas at Austin for 1967-68. Each of the proposals includes a discussion of the rationale, objective, basic design, sample population, data to be gathered, procedure or instruments to be used, relationships of the research to the current state of knowledge in the area, and the planned analysis. The proposed studies will explore: (1) the development of bilingual and bicultural testing instruments, (2) dialect development, (3) ethnic group membership of children and their stimulus preference, (4) the relationship of social class and social mobility to differential attitudes of teachers toward school children, (5) teacher experience and its relationship to teachers' attitudes toward culturally deprived children and Project Head Start, (6) dependency, social status, and peer selection among Project Head Start children, and (7) the cooperative trusting behavior of children in relation to ethnicity and reward conditions within the context of game theory. (BRT)

ED 122 945

PS 008 578

*Evans, Joyce*

Survey of Tests Administered to Preschool Children in Texas.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[75]

Grant—GOO-75-00592; OEG-0-74-0550

Note—21p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Students, Classroom Observation Techniques, \*Diagnostic Tests, Handicap Detection, Learning Disabilities, Measurement Instruments, \*Mexican Americans, Negro Students, \*Preschool Education, Questionnaires, \*Screening Tests, Spanish Speaking, Special Education, \*State Surveys, Tables (Data)

Identifiers—\*Texas

This document presents the results of a Texas survey undertaken to ascertain which developmental diagnostic and screening tests are used in the state to identify Mexican-American preschool children with learning disabilities. A total of 91 public schools, regional service centers, and Head Start centers throughout the state responded to the survey. Respondents were asked to indicate the extent to which they used each developmental test. They also delineated their population as: (1) Black, (2) Anglo, (3) Mexican-American (tests administered in English), or (4) Mexican-American (tests administered in Spanish). Results showed that the Peabody Picture Vocabulary Test, followed by the Stanford-Binet and IPAT Culture-Fair Intelligence Test, were used by the largest number of sites. Of the tests administered to Mexican-Americans, almost twice as many were given in English as in Spanish. Few schools reported using observation techniques for diagnostic purposes. A number of sites indicated that they adapted or developed tests for individual diagnostic assessment of learning problems. Brief descriptions of 20 tests are provided in a Test Reference List. (BRT)

ED 123 261

TM 005 321

*Natalicio, Diann S.*

Sentence Repetition as a Language Assessment Technique; Some Issues and Applications.

Pub Date—[Apr 76]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Imitation, \*Language Tests, \*Linguistic Competence, Listening Comprehension, \*Measurement Techniques, \*Sentences, Student Evaluation

Identifiers—\*Sentence Repetition

The need for adequate language assessment techniques has grown as schools attempt to deal with linguistically different pupils. Many testing procedures have been developed to meet this need; sentence repetition is one such procedure. This paper briefly reviews three issues which have been raised concerning sentence repetition as a language assessment technique: (1) the nature of the repetition process; (2) the "naturalness" of the repetition test format; and (3) the repetition test's capacity to reveal the language competence of children. It is argued that successful sentence repetition involves language processing, not the mere mimicry of syllables, and that within the typical constraints of most testing situations, the repetition technique is as "natural" as other assessment procedures in providing insights into children's language competence. Three possible applications of the repetition technique to specific language testing contexts are briefly reviewed. (Author)

ED 123 886

FL 007 579

*Jarvis, Gilbert*

Testing for Meaning and Communication in the Foreign Language Classroom.

Wisconsin Association of Foreign Language Teachers, Whitewater.

Pub Date—75

Note 7p.

Journal Cit—WAFLT Bulletin; Fall 1975

Pub Type—Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication (Thought Transfer), Communication Skills, \*Diagnostic Tests, \*Language Instruction, Language Skills, \*Language Tests, Personal Growth, Role Perception, \*Self Actualization, Self Concept, Semantics, \*Test Construction, Testing, \*Verbal Communication

Testing in foreign language classrooms is characterized by excessive preoccupation with students' ability to manipulate small grammatical features, while testing of communication is conspicuously absent. Furthermore, current testing is often done for the purpose of generating labels for students or for their post-instructional performance. This paper suggests that evaluators add another purpose: to discover what they know already and what they don't know yet. Testing of communication of meaningful content, with focus on all four language skills, should also be added. In this paper test items exemplifying these concepts are contrasted with traditional test questions. Although the incorporation of these concepts in foreign language testing will not radically change the status quo, perhaps it will promote the development of students who are more capable of communicating with other human beings, and help them to become more knowledgeable, sensitive, self-actualizing and fully functioning individuals. (DB)

ED 123 890

FL 007 656

*Eddy, Peter, Comp. And Others*

ERIC Documents on Foreign Language Teaching and Linguistics: List Number 15. CAL-ERIC/CLL Series on Languages and Linguistics, No. 38.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date—May 76

Note—22p.; For related documents, see ED 029 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056600, ED 062 889, ED 073 710, ED 100 135, ED 100 124, ED 102 816, ED 104 162 and ED 116 498

Journal Cit—Modern Language Journal; v60 n4 p172-187 Apr 1976

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—American Indian Languages, Applied Linguistics, \*Bibliographies, \*Bilingual Education, Chinese, Communication (Thought Transfer), Cultural Education, Culture, Dialects, Educational Resources, Elementary Secondary Education, \*English (Second Language), Fles, French, German, Grammar, Higher Education, Instructional Materials, Language Development, Language Handicaps, \*Language Instruction, Language Programs, Language Tests, Latin, \*Linguistics, Modern Language Curriculum, Phonology, Program Descriptions, Program Evaluation, Psycholinguistics, Resource Materials, Russian, \*Second Language Learning, Sociolinguistics, Spanish, Teaching Methods, Testing, Uncommonly Taught Languages

This is the fifteenth in a series of catalogues of ERIC documents of interest to teachers and researchers in foreign languages and linguistics. The documents cited in the present list appeared in "Resources in Education" from January through June 1975. Titles are listed under the following headings and subheadings: (1) general: administration, careers, international education, translation; (2) linguistics: general, applied linguistics, Black English, dialectology, grammar, phonology, sociolinguistics; (3) culture; (4) materials: general (including bibliographies), Chinese, French, German, Latin, Russian, uncommonly taught languages; (5) physiology and psychology of language learning: aptitude and attitude, communicative theory, first language acquisition, second language acquisition; (6) teacher education and certification; (7) methods: general, French, Spanish; (8) equipment; (9) testing; (10) bilingual/bicultural education: general, American Indian languages, bibliographies, materials, program descriptions, program evaluation, research and testing; (11) English as a second language: general, curriculum, methods, testing and evaluation; and (12) FLES. Each entry gives the author's name, title of the work, source, date (if available), length and ED number. The list is designed to be used in conjunction with RIE and an ERIC microfiche collection. (Author/RM)

ED 123 891 FL 007 659

*Evans, Joyce*  
**Identification and Supplementary Instruction for Handicapped Children in a Regular Bilingual Program.**

Southwest Educational Development Lab., Austin, Tex.

Pub Date—76

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, 1976)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Identification, Academic Ability, \*Bilingual Education, Diagnostic Tests, \*Handicap Detection, \*Handicapped Children, Instructional Materials, Language Tests, Material Development, \*Mexican Americans, Preschool Education, \*Regular Class Placement, \*Supplementary Education

Early identification and supplementary instruction for the Mexican American child who is also handicapped are essential. The purposes of the Ability Development Programs are to identify the child with existing and/or potentially handicapping conditions, to develop and test supplementary materials, and to determine the efficacy of supplementary instruction within the regular bilingual classroom. In the first project for Four-Year-Olds, completed in 1975, 40 out of 99 children enrolled had some type of problem, 29 severe enough to interfere with learning. Following five months of supplementary instruction, the experimental group out-performed the comparison group not receiving supplementary instruction and were learning at the level of non-handicapped peers. In the second project for Five-Year-Olds, scheduled for completion in 1977, materials for continuous observation and supplementary instruction on a lesson-by-lesson basis are in initial developmental stages. Materials developed for these projects include "Supplementary Activities for Four-Year-Olds," "Observation-Action-Activity Cards for Five-Yearolds," two teacher manuals, "Working with Parents of Handicapped Children," and "How to Fill Your Toy Shelves without Emptying Your Pocketbook"; and two assessment instruments, the "Spanish/English Language Performance Screening" (S/ELPS) and the "Observational Checklists for Referral" (OCR). Development and evaluation data for the S/ELPS and OCR are reported as well as the results of the completed project with Four-Year-Olds. (Author)

ED 124 269 PS 008 167

*Lee, Marianne, Ed.*  
**Bilingual School Readiness Evaluation in English and Spanish. Preliminary Teacher Edition.**

University of Southern California, Los Angeles, School of Education.

Pub Date—70

Note—61p.; Information concerning the evaluation presented at the Southern California Education Conference (Los Angeles, California, 1975) is included

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, \*Bilingual Students, \*Early Childhood Education, English, English (Second Language), \*Evaluation, Measurement Instruments, \*School Readiness Tests, \*Spanish Speaking, Tests

Identifiers—Headstart Bilingual Education Committee, \*Project Head Start

This document is an examination, formulated by the Council of Mexican-American Affairs Head Start Bilingual Education Committee, designed to correlate the experiences in preschool education of the children tested to the educational background generally expected of a child entering a typical American public school. It is designed for administration by the classroom teacher, at the beginning of kindergarten or first grade, or at the end of Head Start of any other preschool program. The test booklet is prefaced by an instructional information section that includes an introduction, general instructions, information on recording and scoring, specific instructions, and a bibliography. The test is composed of three parts: Part I deals with selected concept areas; self-identification, motor development and academic development. Part II consists of an observational checklist to be completed by the teacher after at least 10 periods of observation, and Part III tests language preference. This evaluation was designed to allow for cultural differences and can be used with monolingual as well as bilingual children. (Author/SB)

ED 124 639 UD 016 087

*Gray, Tracy Chrissy*

**A Bicultural Approach to the Issue of Achievement Motivation.**

Pub Date—75

Note—147p.

Available from—Xerox University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-25,536; Microfilm \$7.50; Xerography \$15.00)

Pub Type—Dissertations/Theses (040)

Document Not Available from EDRS.

Descriptors—Acculturation, \*Anglo Americans, Biculturalism, Cultural Differences, Doctoral Theses, \*Elementary School Students, Individual Differences, Language Usage, Measurement Techniques, \*Mexican Americans, Motivation, Personality Tests, \*Sex Differences, \*Student Motivation

Identifiers—California

This study examined (1) the incentive for achievement motivation of female and male Mexican American and Anglo American children and (2) the relationship between language behavior, as a possible indicator of acculturation, and modes of achievement motivation. A questionnaire type scale was developed to provide a viable assessment measure that is relevant for bicultural children who must learn to deal with the two sociocultural worlds of home and school. The Bicultural Achievement Motivation Scale (BAMS) contains 52 items and provides a general assessment of the motive to achieve. Four scales permit the assessment of the preferred mode of achievement; i.e. Achievement for Self and Achievement for Others within two achievement settings, Academic (competitive) and Home (non competitive). The scales permit assessment of the absolute as well as the relative strength of each motive and the identification of a bicultural child who exhibits a strong preference for both modes. In order to assess intracultural variability among Mexican American children, a Language Usage Index was developed and used as a possible indicator of degree of acculturation. All of the tests were developed in both English and Spanish versions. The subjects consisted of 480 fourth and sixth grade Mexican American and Anglo American students in three dispersed districts. (Author/JM)

ED 124 886 CS 002 730

*Santopietro, Kathy, Comp. Coy. Joye Jenkins,*

*Comp.*

**Course Outline Workshop I: Paraprofessional Training.**

Consortium of Adult Reading Academies, Greeley, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Prog.; im.

Pub Date—75

Grant—G-00-750-7180

Note—37p.; Conducted through Aims Community College, Greeley, Colorado; Not available in hard copy due to marginal legibility of original document; See related documents CS 002 731-732

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adult Basic Education, Community Colleges, \*English (Second Language), Informal Reading Inventory, \*Literacy Education, \*Paraprofessional School Personnel, Postsecondary Education, \*Reading Instruction, Reading Tests, \*Teaching Guides, \*Training Techniques, Tutors, Volunteers

Identifiers—Adult Reading Academies, Colorado, Right to Read

The materials in this teaching guide represent the first quarter of a community college program designed to teach paraprofessionals how to tutor in an adult literacy program. Techniques for teaching reading and English as a second language are included. A pretest of paraprofessional knowledge of reading and a questionnaire for paraprofessionals are initial components of the guide. Means of informal assessment for both native language speakers and English as a second language speakers are provided. Practice situations in teaching by language experience and structure drills are described. Attributes of the successful teacher of adults and attributes of the adult learner are discussed. (MKM)

ED 125 005 CS 501 411

*Rudegeair, Robert E.*

**A New Approach to Assessing Speech Sound Perception in Children. Professional Paper No. 31.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-PP-31

Pub Date—9 May 75

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Auditory Perception, \*Aural Learning, Educational Research, Elementary Education, Language Skills, \*Listening Comprehension, \*Speech Skills, \*Test Construction

Traditional tests of auditory discrimination require children to match successively-presented syllables in short term memory. In the normal course of events perceptual confusions occur as a mismatch between an utterance and stored linguistic data. A speech sound perception task based on matching-to-memory was constructed and administered to 80 children from four age groups. Results show that traditional tests underestimate normal children's perceptual control over phonological oppositions. The data also reveal a novel dimension of perceptual confusion data related to marked and unmarked feature categories. (Author)

ED 125 152 EA 008 486

*Gil, Sylvia*

**BSM Assesses Linguistic Proficiency in English/Spanish.**

Intercultural Development Research Association, San Antonio, Tex.

Pub Date—[Feb 76]

Note—4p.

Pub Type—Miscellaneous (999)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Language Proficiency, \*Language Tests, \*Linguistic Competence, \*Merchandise Information, Preschool Education

Identifiers—\*Bilingual Syntax Measure, BSM

This paper answers a series of questions concerning the Bilingual Syntax Measure (BSM): what it is, who it is designed for, what it consists of, how long it takes to administer the test, who should administer it, where the BSM should be given, how to conduct the assessment, and how to score the test. The paper concludes that, overall, the BSM can be useful for diagnosing a student's strengths and weaknesses in the basic structures of a language, for student placement, and to measure the degree a student has maintained or lost certain basic structures. The measure offers instructional suggestions for each level. (Author/IRT)

ED 125 153 EA 008 487

*Gil, Sylvia*

**PAL Measures Language Dominance.**

Intercultural Development Research Association, San Antonio, Tex.

Pub Date—[Nov 75]

Note—5p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingual Students, Elementary Education, \*Language Learning Levels, Language Proficiency, \*Language Tests, \*Program Descriptions, Testing Programs

Identifiers—\*PAL Oral Language Dominance Measure

The Primary Acquisition of Languages Oral Language Dominance Measure (PAL) developed by the El Paso Independent School District determines a child's structural proficiency in English and Spanish and measures language dominance to aid in placing pupils in bilingual programs. PAL consists of four components, including an examiner's manual containing directions for administering and scoring the test, a picture book containing three cartoon-type pictures used in administering the test, a scoring book containing the English questions and spaces for recording and scoring the child's responses in English, and a scoring booklet containing the Spanish questions and spaces for recording and scoring the child's responses in Spanish. PAL is administered to one child at a time by a bilingual person who has undergone special training. When scoring is completed for all children, language dominance is established by converting the English and Spanish scores into language levels. Each child is then classi-

flod as Spanish dominant, bilingual, or English dominant. PAL is an economical instrument that provides valuable information on levels of language proficiency; however, it does require specialized training, particularly for the scoring process. (Author/JG)

ED 125 250 FL 007 477

*LoCoco, Veronica Gonzalez-Mena*

A Comparison of Three Methods for the Collection of L2 Data: Free Composition, Translation, and Picture Description. Working Papers on Bilingualism, No. 8.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date—Feb 76

Note—29p.; For related documents, see FL 007 475-479

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Composition (Literary), \*Data Collection, Educational Testing, \*Error Patterns, Language Ability, Language Proficiency, \*Language Research, Language Skills, \*Language Tests, \*Research Methodology, Second Language Learning, Spanish, \*Testing, Translation Identifiers—Error Analysis

Three methods for second language data collection are compared: free composition, picture description and translation. The comparison is based on percentage of errors in a grammatical category and in a source category. Most results obtained from the free compositions and picture descriptions tended to be similar. Greater variation was found for some error categories between these two tasks and the translation task. Analysis of the errors suggests that differences in results could be reduced through slight adjustments in the method of data analysis, and a variation of the translation task. Results obtained from the three methods should then be very similar. (Author)

ED 125 268 FL 007 653

*Benseler, David P. Comp.*

ACTFL Annual Bibliography, 1974. CALERIC/CLL Series on Languages and Linguistics, No. 35.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date—May 76

Note—192p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Annotated Bibliographies, Applied Linguistics, Bilingualism, Classical Languages, Cultural Education, Curriculum Development, Educational Equipment, Elementary Secondary Education, Higher Education, Instructional Materials, \*Language Instruction, Language Research, Language Tests, Literature, Modern Language Curriculum, Psycholinguistics, \*Resource Materials, \*Second Language Learning, Teacher Education, Teaching Methods

This 2,380-item annotated bibliography is a selective list of books and articles related to foreign language pedagogy. The entries are grouped by topic, in the following individual sections: Festschriften and Other Analyzed Collections, General, Bilingualism, Linguistics, Culture, Teaching the Foreign Language, Curricular Problems and Developments, Materials, Physiology and Psychology of Language Learning, Teacher Education and Certification, Methods, Equipment, and Testing. Each individual section is further divided into subsections as determined by the subject matter presented. The section on Culture, for instance, has the subsections African, American and English, American Indian, and Chinese, among others. Each entry is cross-referenced to others in the bibliography, and the entries are also accessible through the author index. (CLK)

ED 125 316 FL 007 915

*Greis, Naguib*

TESL Bibliography.

Pub Date—75

Note—18p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, \*Bibliographies, Bilingual Education, Contrastive Linguistics, Cultural Awareness, Directories, \*English (Second Language), \*Language Instruction, Language Skills, Language Tests, Linguistics, Periodicals, Psycholinguistics, \*Resource Materials, Second Language Learning, Surveys, Teaching Methods

This is a 195-item bibliography for prospective teachers of English to speakers of other languages and dialects. It includes recent references in seven major areas: (1) general linguistics, psychology, pedagogy and cultural studies; (2) teaching and testing language skills; (3) contrastive studies; (4) bilingual education; (5) English as a second dialect; (6) audiovisual aids; and (7) surveys, directories and periodical publications. (Author)

ED 125 836 RC 009 322

*Harrison, Helene W.*

Final Evaluation for "The Forgotten Southside", Harlandale Independent School District's Bilingual Education Program, 1975-1976.

Harlandale Independent School District, San Antonio, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—76

Grant—OEG-174-6002100A1

Note—31p.; For related document, see ED 111 557

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, \*Bilingual Education, \*Elementary School Students, English (Second Language), Language Instruction, \*Mexican Americans, \*Program Evaluation, Reading Achievement, Self Concept, Standardized Tests, Statistical Data, \*Test Results, Vocabulary Development

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, \*Texas (Harlandale)

Comprised of 60 pre-K-6 classrooms, the program was designed to provide bilingual education for pupils who have limited English speaking ability. Program objectives were to: prevent their educational retardation by instructing them in Spanish while developing their command of English; enhance their understanding and cognitive development in both languages; give them the advantage of becoming literate in both languages; and instill a knowledge of and pride in their bicultural heritage. During 1975-76, there were 1,726 pupils from 10 elementary schools and 2 junior high schools enrolled in the program. This evaluation report discusses the test results from the: Peabody Picture Vocabulary Test; Bilingual Syntax Measure; Boehm Test of Basic Concepts; Prueba de Lectura (Spanish Reading Test); Social Studies Units and Packages; Projected Self-Concept Inventory; Psychomotor Skills Learned and Demonstrated—Mexican music, songs, and dances; and Comprehensive Test of Basic Skills. Both English and Spanish versions of these tests were administered on a pre- and posttest basis. These tests indicated that continuing bilingual education resulted in higher performance. (NQ)

ED 125 837 RC 009 323

*Harrison, Helene W.*

Final Evaluation Report of the San Marcos Consolidated Independent School District's Bilingual Education Program, 1975-1976.

San Marcos Independent School District, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—76

Grant—GOO-7506967

Note—30p.; For related document, see ED 111 556

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Tests, Anglo Americans, \*Bilingual Education, \*Elementary School Students, English (Second Language), Language Instruction, \*Mexican Americans, Program Evaluation, Reading Achievement, Self Concept, Standardized Tests, Statistical Data, \*Test Results

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, \*Texas (San Marcos)

Comprised of 27 classrooms from grade levels 1-6, the program was primarily designed to provide bilingual education for pupils with limited English speaking ability. However, due to parental requests,

almost 16% monolingual English-speakers were accepted into the program. Of the 717 pupils participating in the program 84.6% were Mexican American. Goals for the Mexican American pupils were to: prevent their educational retardation by instructing them in Spanish while developing their command of English; enhance their understanding and cognitive development in both languages; give them the advantage of becoming literate in both languages; and instill a knowledge of and pride in their bicultural heritage. Goals for the other pupils were to: develop understanding and respect for both cultures; develop oral communication skills in both languages; and develop reading and written communication skills in both languages. This report discusses the test results from the: Psychomotor Skills Learned and Demonstrated—Mexican games, songs, and dances; Boehm Test of Basic Concepts; Prueba de Lectura (Spanish Reading Test); Projected Self-Concept Inventory; and Comprehensive Test of Basic Skills. Both English and Spanish versions of these tests were administered on a pre- and posttest basis. Comparisons of the achievement test results for grades 1-5 are included. (NQ)

ED 126 027 SP 010 222

*Reeves, Carolyn K.*

Comparisons of Pre- With Post-Self Evaluations and Post-Self With Post-Supervisor's Evaluations Upon Completion of a Competency-Based Institute in Bilingual Education.

Mississippi State Univ., State College. Bureau of Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—14 Nov 75

Grant—OEG-0-74-3718

Note—30p.; Paper presented at the Annual Mid-South Educational Research Conference (4th, Jackson, Mississippi, November 14, 1975)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, \*Biculturalism, \*Bilingual Education, \*Choctaw, \*Criterion Referenced Tests, Ethnic Groups, Evaluation, \*Institutes (Training Programs), \*Performance Based Teacher Education, Performance Criteria Identifiers—Mississippi

A Bilingual-Bicultural Education Institute was conducted on the Choctaw Reservation to identify specific competencies needed by teachers in a bicultural school setting and to explore the use of criterion-referenced measurement in assessing level of performance of the participants. Of the forty people who participated in the Institute, twenty-one were teacher aides whose dominant language is Choctaw, while nineteen were teachers whose dominant language is English. A performance checklist was developed from the objectives specified in the grant proposal to provide bilingual-bicultural education for Choctaw children in Mississippi. An instruction period was then carried out dealing with many facets of bilingual-bicultural teaching and Choctaw language. Pre- and post-self-evaluation and post-supervisor's evaluations were obtained from the performance checklist. The Chi Square statistic was utilized to compare distribution of the pre- and post-self-evaluations and the post-self-evaluations with the post-supervisors' evaluation of the participants. There was a significant difference between the distributions of the pre- and post-self-evaluations. It was concluded from the study that competency based teacher training is needed to equip teachers with skills and competencies needed to work in bilingual-bicultural school settings. Also, the application of criterion referenced measurement to bilingual-bicultural competency based teacher training programs should be further examined. Tables show distributions of pre- and post-evaluations and post-self and supervisor's evaluations of Choctaw and nonChoctaw participants. The performance checklist is also included. (Author/SK)

ED 126 113 TM 005 368

*Tierney, Robert J. And Others*

The Differential Diagnostic Properties of the Revised Illinois Test of Psycholinguistic Abilities and the Wechsler Intelligence Test for Children—Revised.

Pub Date—[Apr 76]

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

Pub Type—Reports - Research (143)



**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Children; Comparative Analysis, Comparative Testing, Cross Cultural Studies, \*Diagnostic Tests, \*Educational Diagnosis, Elementary Secondary Education, Evaluation, Individual Differences, \*Intelligence Tests, Language Tests, \*Psycholinguistics, Standardized Tests, \*Statistical Analysis, Test Validity  
**Identifiers**—Australia, \*Illinois Test Psycholinguistic Abilities Revised, United States, \*Wechsler Intelligence Scale for Children Revised

The topic of differential diagnosis and its application to the use of the Revised Illinois Test of Psycholinguistic Abilities (ITPA) and Wechsler Intelligence Scale for Children-Revised (WISC-R) is discussed. The theoretical bases for differential diagnosis and the properties of assessment instruments with diagnostic properties are presented. Statistical procedures for determining whether tests have differential diagnostic power are discussed and illustrated by using the American and Australian standardization data from the ITPA and the American standardization data from the WISC-R. (Author/RC)

**ED 126 153** TM 005 410

*Conrad, Eva E. And Others*

**Children's Language Assessment—Situational Tasks.**

Arizona Univ., Tucson, Arizona Center for Educational Research and Development.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Follow-Through.

Pub Date—20 Apr 76

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Child Language, Elementary Education, Language Patterns, Language Skills, \*Language Tests, \*Response Style (Tests), \*Situational Tests, Speech Skills, Tape Recordings, Teacher Influence, Vocabulary

**Identifiers**—\*Children's Language Assessment Situational Tasks, CLA ST

The Children's Language Assessment-Situational Tasks (CLA-ST) was developed to collect language samples within a normally operating classroom. The language is taken on a cassette tape recorder, which is placed at the foot of a small table. At this table, in a committee setting, four children are engaged with a teacher in an activity similar to those they encounter daily. The CLA-ST is broken into three segments: the first, with their own classroom teacher, utilizes a "mystery bag" containing 27 common household objects (15 minutes); the second, with a new adult (a staff research assistant), uses a set of eight picture cards that have no set solution (15 minutes); in the third, the children are left alone (five minutes), with the tape recorder running, while the adult excuses herself briefly. These three segments are intended to get different perspectives on children's language development. The first should resemble very closely children's typical use of language in the classroom. The second segment assesses whether their language style is modified in the presence of an unfamiliar adult. The third segment seeks to simulate other studies of natural language, and the children are left alone with the cards and the tape recorder running. The tapes are returned to the Arizona Center for transcription and analysis. The information is broken down into free flow format which identifies teacher and child output. These are then submitted to an analysis for basic language dimensions. (Author/DEP)

**ED 126 427** CS 002 780

*Horn, Thomas D. Hernandez, Carmela*

**Standardized Testing and the Spanish-Speaking Minorities: Looking Beyond the Correlations.**

Pub Date—76

Note—16p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Aptitude Tests, Bilingual Students, Elementary Education, \*English (Second Language), \*Reading Readiness, \*Reading Readiness Tests, Reading Research, Research Methodology, Research Reviews (Publications), \*Spanish Speaking, \*Standardized Tests

This paper contains a critical evaluation of the research conducted by O.L. Davis and Carl Personke on the use of reading readiness tests in English and Spanish for Spanish speaking elementary school pupils. Davis and Personke indicated that, when Spanish speaking first graders were tested in both English and Spanish, most of the differences were not significant. The authors of this critique argue that Davis and Personke misinterpreted their data and that the result has been a continued use of standardized tests for Spanish speaking pupils. One of the objections was that insufficient attention was given to language dominance factors and to the identification of pupil characteristics other than language. Another problem was that the nature of the population distributions contributing to the correlations between predictor and criterion measures had not been carefully analyzed. (MKM)

**ED 126 689** FL 007 727

*Robinson, Gail L.*

**Linguistic Ability: Some Myths and Some Evidence.**

New South Wales Dept. of Education, Sydney (Australia). Centre for Research in Measurement and Evaluation.

Pub Date—Apr 75

Note—56p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Academic Achievement, Academic Aptitude, \*Aptitude Tests, Individualized Instruction, Intelligence Quotient, \*Language Ability, Language Attitudes, \*Language Instruction, Language Proficiency, \*Language Tests, Performance Factors, Questionnaires, Scoring Formulas, \*Second Language Learning, Student Attitudes, Student Interests, Student Motivation, Test Reliability, \*Test Validity

**Identifiers**—Australia (Sydney), \*Pimsleur Language Aptitude Battery

"Linguistic ability" is a widely misused term in foreign language literature. This confusion prompted an investigation into language aptitude testing, the specific goals of which included determining: the distribution of language aptitude across ability range; the validity of Pimsleur's suggestions of combined verbal and auditory scores; and whether students are generally consistent in their pattern of scoring. On the first day of the investigation, 160 students at a high school in the Sydney suburbs completed a questionnaire requesting information about language background and interests. On the second day 151 of the students (9 were absent) took the Pimsleur Language Aptitude Battery. The data yielded the following findings, among others: (1) interest is more important than I.Q. or any other component of language aptitude in FL election and perceived difficulty; (2) evidence does not support use of a combined "verbal" and "auditory" score; and (3) students are not consistently "above average," "average," or "below average" in language potential. These and other findings reveal the importance of individualized instruction and the dangers of overgeneralization in FL instruction. This in turn assumes a commitment to the principle of equal opportunity for students in New South Wales. (Author/AM)

**ED 126 701** FL 007 767

*Decker, Donald M.*

**Teaching ESL Writing Skills: The Correction Sheet and Testing Technique.** CATESOL Occasional Papers, No. 2.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—75

Note—5p.; For related documents, see FL 005 898 and FL 007 768-771

Available from—K. Sutherland, 558 7th Ave., Menlo Park, California 94025 (\$2.00 per issue)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*English (Second Language), \*Evaluation Methods, Instructional Materials, \*Language Instruction, Language Proficiency, Language Skills, \*Language Tests, Punctuation, Second Language Learning, Spelling, Syntax, \*Teaching Methods, Vocabulary, \*Writing Skills

This paper describes a procedure designed to enhance the effectiveness of teaching writing skills in intermediate and advanced English as a Second Language (ESL) classes. The procedure consists of a correction sheet and a testing technique. The student prepares a written assignment which is corrected by the instructor with regard to the student's

individual ability. A correction sheet is then prepared by the student. The instructor compares the correction sheet with the original assignment and then prepares and administers individualized tests based on the correction sheets. Although additional work is required of the teacher in the preparation of individualized tests, the advantages of this method are that: (1) each student is motivated in an individualized way to overcome particular composition problems; and (2) a positive approach is taken in that strong emphasis is placed on correct forms rather than on mistakes. (CLK)

**ED 126 703**

FL 007 769

*Sherwood, Walter*

**Cloze Procedure: A Technique for Weaning Advanced ESL Students from Excessive Use of the Dictionary.** CATESOL Occasional Papers, No. 2.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—75

Note—4p.; For related documents, see FL 005 898 and FL 007 767-771

Available from—K. Sutherland, 558 7th Ave., Menlo Park, California 94025 (\$2.00 per issue)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Advanced Students, \*Cloze Procedure, \*Context Clues, Dictionaries, \*English (Second Language), \*Language Instruction, Language Skills, Reading Ability, Reading Comprehension, Reading Instruction, Reading Skills, Teaching Methods, Vocabulary, \*Vocabulary Skills

This paper deals with the vocabulary problems encountered by advanced ESL students. While beginning and intermediate texts tend to control vocabulary and adapt reading selections to the learner, advanced students are usually forced to confront unabridged texts. Reading is a way to increase vocabulary, but a lack of vocabulary makes the reading task difficult. Continual reliance on a dictionary slows the process down and diverts from the over-all meaning of a given passage. It is suggested that strategies should be developed for guessing the meaning of words from the context. Guessing is a natural process in language behavior which the student probably uses in speaking his own language, and can be used in language instruction by means of the cloze procedure. A text in which words have been systematically deleted is presented, requiring the student to use lexical, syntactic, stylistic or contextual clues to replace them. Such exercises are easy to construct. They also provide variety, encourage the student to take risks, and counteract the tendency to deal with words or sentences in isolation. (CLK)

**ED 126 725**

FL 007 906

*Politzer, Robert L.*

**Initial Language Acquisition in Two Bilingual Schools.** Working Papers on Bilingualism, No. 10.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date—75

Note—22p.; For related documents, see FL 007 907-909

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Bilingual Education, Bilingualism, \*Child Language, English, French, Kindergarten, Language Instruction, Language Research, \*Language Skills, \*Language Tests, Psycholinguistics, \*Second Language Learning, Spanish

The study reports the results of the analysis of Comprehension-Production Test in the kindergarten of two bilingual schools (L-1 English/L-2 French, L-1 Spanish/L-2 English) in the San Francisco Bay area. The tests used covered 14 formal contrasts of English. Parallel tests for Spanish and French were developed, translating the English test. Tests were administered in L-1 once at the beginning of the school year and in L-2 three times at regular intervals during the year. Various types of analysis are presented: (1) Correlations between L-1 and L-2 scores; (2) Correlations between Comprehension and Production scores; (3) Significant rank order of difficulty of the 14 contrasts in L-1 and L-2; (4) Determination of (a) significant differences between Comprehension and Production scores, (b)

significant gains made in L-2 during the year, (c) significant differences between L-1 scores at the two schools, (d) significant difference between L-2 scores at the two schools. The main conclusions advanced are that (1) in spite of an overall similarity between factors accounting for difficulty in first and second language acquisition interference from L-1 cannot be ruled out as playing a role in early childhood L-2 acquisition. (2) Comparative studies of second language acquisition can furnish an empirical basis for psycholinguistic and perhaps also linguistic theory. (Author)

ED 126 726 FL 007 907

Bruck, Margaret And Others

Alternative Forms of Immersion for Second Language Teaching. Working Papers on Bilingualism, No. 10.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date—75

Note—53p.; For related documents, see FL 007 906-909

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, \*English, \*French, \*Language Instruction, \*Language Learning Levels, \*Language Proficiency, \*Language Programs, \*Language Skills, \*Language Tests, \*Second Language Learning

Identifiers—\*Immersion Programs, Quebec (Montreal)

This study focuses on the consequences of immersion in experience as a means of developing second language skills. The students involved are 13 to 14 years of age, finishing grade 7 in the public school system. Two forms of immersion are compared, "early" and "late." Early immersion means that students had followed an immersion program from kindergarten on, while late immersion means that students had followed a French-as-a-second language program during elementary school, and taken a one-year French immersion program at grade 7. An analysis of the comparative abilities of the two groups leads to the general conclusions that there were differences in second language proficiency between early and late immersion students. These differences appeared on tests of reading, writing, speaking and listening where the early immersion students generally performed better than the later immersion students. However, neither group of students performed at the same level as the francophone students. (Author)

ED 126 728 FL 007 909

Bockman, Nancy

Two Measures of Affective Factors as They Relate to Progress in Adult Second-Language Learning. Working Papers in Bilingualism, No. 10.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date—75

Note—24p.; For related documents, see FL 007 906-908

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Affective Behavior, \*Attitude Tests, \*English (Second Language), \*Interviews, \*Language Instruction, \*Language Proficiency, \*Language Skills, \*Non English Speaking, \*Second Language Learning, \*Student Attitudes, \*Student Motivation

The attitude and motivation of twenty-one Venezuelan students learning English at Boston University was assessed using two means: a controlled interview and a bilingual adaptation of the Gardner et al. 1974 Attitude Scales. Neither measure showed statistically significant correlations between positive attitude or strong motivation and progress in second-language learning over a three or six month period. However, interview scores for motivation and culture shock differentiated between the two best and two worst students, suggesting that further exploration of the interview technique would be of value in the assessment of affective factors. (Author)

ED 126 732 FL 007 916

Greis, Naguib

ESL Bibliography.

Pub Date—75

Note—19p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bibliographies, \*College Language Programs, \*English (Second Language), \*English for Special Purposes, \*Grammar, \*Higher Education, \*Instructional Materials, \*Language Instruction, \*Language Skills, \*Language Tests, \*Library Skills, \*Reading Instruction, \*Second Language Learning, \*Speech Communication, \*Study Skills, \*Technical Writing, \*Vocabulary, \*Writing Skills

This is an 117-item bibliography for materials in English as a Second Language especially at college level. The materials are classified under the following categories: I Oral Skills, II Reading, Patterns and Vocabulary, III Writing and Grammar Exercises, IV Orientation, Library and Study Skills, V Technical English and VI Tests. (Author)

ED 127 052 RC 009 303

Cooley, Carl R. And Others

A Comparison of English as a Second Language Program and Normal Classroom Instruction with Indian Students in Reading.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date—May 76

Note—18p.

Journal Cit—BIA Education Research Bulletin: v4 n2 p13-26 May 1976

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Ability, \*Achievement Tests, \*American Indians, \*Comparative Analysis, \*Comprehension, \*Elementary Secondary Education, \*English (Second Language), \*Grade Point Average, \*Hypothesis Testing, \*Post Testing, \*Pretesting, \*Reading Level, \*Reading Tests, \*Reliability, \*Tables (Data), \*Validity, \*Vocabulary

Identifiers—\*Gates MacGinitie Reading Test, \*Wide Range Achievement Test, \*WRAT

Comparisons were made of test scores derived from a sample of American Indian students attending grades 2 through 10, living in a Bureau of Indian Affairs dormitory, and enrolled either in an English as a Second Language Program (N=43) or in the regular school program (N=87) to determine ESL impact on Indian students' English vocabulary, comprehension, and scholastic ability. Measurements were made via use of the Wide Range Achievement Test (WRAT, administered as pre- and post-tests to both groups); the Gates-MacGinitie Reading Test (given to 9th and 10th grade students only); and Grade Point Average (GPA, used to determine who went into the ESL program). The study period was five months. Analyses of covariance were employed for purposes of comparison and hypotheses testing. Results indicated no difference in reading level advancement due to ESL treatment. Although there was confirming evidence for reliability (test-retest) and concurrent validity (correlation) for the WRAT and the Gates-MacGinitie standardized tests, the relatively consistent negative relationships between these measures and grades proved puzzling. It was concluded that close examination of teacher grading criteria and standardized test objectives would provide some insight into the discrepancy. (JC)

ED 127 058 RC 009 331

Askins, Billy E. And Others

Responsive Environment Early Education Program (REEEP): First Year Evaluation Study. Year-End Evaluation Report, 1975-76.

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.

Spons Agency—New Mexico State Dept. of Education, Santa Fe.; Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date—Jun 76

Note—36p.; For related document, see ED 111 562

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Academically Handicapped, \*Bilingual Education, \*Demonstration Programs, \*Early Childhood Education, \*Handicapped Students, \*Inservice Teacher Education, \*Intervention, \*Language Development, \*Learning Readiness, \*Personality Development,

Preschool Education, \*Program Evaluation, \*School Readiness Tests, \*Self Concept, \*Spanish Americana, \*Teacher Education

Identifiers—\*New Mexico (Clovis)

Formerly the Responsive Environment Program for Spanish American Children, REEEP is an educational intervention program for 3-, 4-, and 5-year-old "high risk" (of low birth weight and with various handicaps) Spanish American children. Goals of REEEP, an Elementary and Secondary Education Act Title III program, are to: prevent school failure with an intervention program which includes early identification and remediation of developmental learning deficiencies and to integrate handicapped children into the regular school program; provide in-service training to selected early childhood and kindergarten teachers and aides employed by various New Mexico school districts; and disseminate information concerning the program. Evaluation of the instructional activities was based on a pre-post-test design using standardized tests which measured language development in Spanish and English, school readiness, and self concept and personality development. In-service training and dissemination activities were subjectively evaluated using interviews, observations, records, and self-reports by the staff. Major findings included: students made significant gains in language development in Spanish and English and in general school readiness; students developed and/or maintained a positive self concept and substantially developed in various dimensions of personality growth; and an outstanding in-service training program was provided. (Author/NQ)

ED 127 357 TM 005 449

Test Content Specifications for the Survey of Basic Skills; Written Expression and Spelling; Grades Six and Twelve.

California State Dept. of Education, Sacramento.

Pub Date—75

Note—37p.; For related documents, see TM 005 448 and 450; Not available in hard copy due to marginal legibility of original document

Pub Type—Miscellaneous (999)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Basic Skills, \*Educational Assessment, \*Elementary Secondary Education, \*Grade 6, \*Grade 12, \*Language Skills, \*Specifications, \*Spelling, \*Standardized Tests, \*State Programs, \*Test Construction, \*Testing Programs, \*Writing Skills

Identifiers—\*California Assessment Program

Under the California Assembly Bill 665 of 1972, the state assessment program must test all students in grades 1, 2, 3, 6, and 12 in reading skills, and those in grades 6 and 12 to assess their skills in effectiveness of written expression, spelling, and mathematics. The state may develop its own tests, and a matrix sampling approach may be used for collecting data. This document contains the content specifications that were developed for the written expression and spelling sections of the Survey of Basic Skills for grades 6 and 12. The content specifications are organized under five general subcontent divisions: Sentences, Paragraphs, Morphology: Words and Word Building, Language Choices, and Spelling. Each of these subcontent divisions is divided into skill areas, with each skill area being divided into subskill components. Illustrative item categories, illustrative performance modes, and examples of test items are provided for each subskill component. (BW)

ED 127 361 TM 005 456

Tilley, Sally D.

An Error Analysis of a Spanish-English-Speaking Mother and Her Two Bilingual Children as Determined by the Linguistic Structures Repetition Test: A Pilot Study.

Pub Date—Mar 76

Note—15p.; For related document, see ED 091 746

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingualism, \*English (Second Language), \*Interference (Language Learning), \*Language Tests, \*Linguistic Theory, \*Phonology, \*Primary Education, \*Second Language Learning, \*Semantics, \*Spanish Speaking, \*Syntax

Identifiers—\*Error Analysis, \*Linguistic Structures Repetition Test

It is theorized that in English, phonology and semantics are involved in speech production but the two are linked through syntax. This pilot study com-

pared through error analysis the imitation of English sentences as produced by a Spanish-English speaking mother and her two bilingual daughters, ages six and seven, to determine the syntactic interference of Spanish on the imitation of spoken English. The study also piloted the Linguistic Structures Repetition Test which was initially developed for English speakers to see whether it could be used with bilinguals to indicate language dominance. Results of the study indicated that the test has potential for use in establishing language dominance of bilinguals. It can also be used in error analyses to determine errors due to language interference as well as errors due to language development. (Author)

ED 127 362 TM 005 457  
Tilley, Sally D.

Reliability Measure of the Self-Appraisal Inventory Primary Level, Spanish Version. A Pilot Study.

Pub Date—76

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biculturalism, Bilingualism, Bilingual Students, \*Primary Education, \*Self Concept Tests, \*Spanish Speaking, Test Bias, \*Test Reliability

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Self Appraisal Inventory

The self concepts of multiethnic Spanish speaking children were measured using a Spanish translation of the Self Appraisal Inventory, Primary Level, developed by the Instructional Objectives Exchange in Los Angeles, in cooperation with the Elementary Secondary Education Act Title III programs throughout the United States. The test was administered to thirty-one Spanish speaking children in grades 1, 2, and 3 of the bilingual program in metropolitan New Orleans. Computation of an internal consistency estimate was done by computer at the University of New Orleans to determine the reliability of the Spanish version of the test. Measures designed to be used for very young children at the primary levels yielded lower internal consistency results than had been contemplated. However, measures in this study deal with affective, not cognitive, learner characteristics, and more internal consistency could be anticipated from a measure of intellectual aptitude. (Author/BW)

ED 127 592 CS 002 908  
Shackford, Helen Greene

Junior High School Students' Knowledge of Grammatical Structure and Its Relation to Reading Comprehension.

Pub Date—76

Note—124p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 764, Ann Arbor, Michigan 48106 (Order No. 76-21,256, MF \$7.50, Xerography \$15.00)

Pub Type—Dissertations/Theses (040)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Junior High Schools, Junior High School Students, \*Language Skills, \*Reading Comprehension, Reading Research, \*Sentence Structure, Test Construction

Identifiers—English Language Structure Test

In order to assess the relationship between knowledge of language structure and reading comprehension, the English Language Structure Test was constructed. In this test, students had to reconstruct scrambled sentences of controlled complexity. The English Language Structure Test and the Stanford Reading Test were administered to 202 junior high school students. Analysis of the data indicated that there was a significant correlation between the two measures, that the various sentence patterns used in the test presented different levels of difficulty, that eighth-grade students had greater knowledge of grammatical structure than had seventh-grade students, and that females performed more successfully on the English Language Structure Test than did males. (Author/AA)

ED 127 778 FL 007 686

Marashi, Mehdi

Persian Achievement Tests for Aural Comprehension, Speaking, Reading and Writing at the Intermediate Level.

Utah Univ., Salt Lake City, Middle East Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—OEC-0-74-3206

Note—219p.

Available from—Middle East Center, University of Utah, Salt Lake City, Utah 84112 \*

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—\*Achievement Tests, \*College Language Programs, Higher Education, \*Language Instruction, Language Proficiency, Language Skills, \*Language Tests, Listening Comprehension, Morphology (Languages), \*Persian, Pronunciation, Reading Skills, \*Second Language Learning, Speech Skills, Vocabulary, Writing, Writing Skills

Identifiers—National Defense Education Act Title VI, NDEA Title VI

This volume contains achievement tests designed for American students who have completed second-year Persian. They are constructed on the basis of materials related to course syllabi. The tests are tailored to the needs of the conventional second-year Persian program on the college level, where emphasis is usually placed more on reading, translation and grammar, and to a lesser degree on speaking and writing. Preceding the tests, the sources of test data are reviewed. The allocation of points in each section of the test syllabus is outlined, and test administration details such as timing and scoring are described. The linguistic content covered at the second-year level includes pronunciation, sentence patterns, morphemes, and vocabulary. The actual test is divided into four sections: (1) Aural Comprehension and Speaking, (2) Reading and Vocabulary, (3) Writing and Grammatical Structures, and (4) Dictation. The oral sections of the tests, including the dictation, are designed to be administered in a language lab by means of master tapes. (CLK)

ED 127 779 FL 007 687

Marashi, Mehdi

Persian Achievement Tests for Aural Comprehension, Speaking, Reading and Writing at the Elementary Level.

Utah Univ., Salt Lake City, Middle East Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—74

Contract—OEC-0-74-3206

Note—194p.

Available from—Middle East Center, University of Utah, Salt Lake City, Utah 84112

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—\*Achievement Tests, \*College Language Programs, Higher Education, \*Language Instruction, Language Skills, Language Tests, Listening Comprehension, \*Persian, Pronunciation, Reading Skills, \*Second Language Learning, Vocabulary, Writing

This volume contains achievement tests designed for American students studying Persian at the elementary level. They are constructed on the basis of materials related to course syllabi. Preceding the tests, the sources of the test data are reviewed and the main ones are listed. The allocation of points in each section of the test syllabus is outlined and test administration details such as timing and scoring are explained. The linguistic content covered at the elementary level includes pronunciation, sentence patterns, morphemes, orthography, and vocabulary. The actual test is divided into four main sections: (1) Aural comprehension and speaking, (2) Reading and Vocabulary, (3) Writing and Grammatical Structures, and (4) Dictation. The oral sections including the dictation, are designed to be administered in a language lab by means of master tapes. (CLK)

ED 127 798 FL 007 918

Culhane, P. T. And Others

University of Essex Language Centre Occasional Papers No. 7.

Essex Univ., Colchester (England), Language Centre.

Pub Date—Nov 70

Note—109p.; Best copy available

Journal Cit.—Univ. of Essex Language Centre Occa-

sional Papers; n7 Nov 1970

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—American English, Aptitude, \*Aptitude Tests, Error Patterns, \*Language Ability, Language Proficiency, Languages for Special Purposes, \*Language Tests, Language Variation, Modern Languages, \*Second Language Learning, Statistical Analysis, Test Reliability, \*Test Validity

Identifiers—British English, \*Carroll Sapon Modern Language Aptitude Test, Language Aptitude

This collection of papers assesses the validity of the MLAT. It is not self-evident that a test designed for English speaking university students in America and validated there is necessarily valid in an English university. The differences between American English and British English are evident, and American universities admit a greater proportion of the population than do English ones and different entry qualifications apply. It is also possible that different educational methods lead to the strengthening of different aptitudes. The collection consists of three main sections: (1) Descriptions of the experiment and discussion of the MLAT with particular reference to its internal and predictive validity. A multiple regression analysis is used for this. (Culhane). (2) A description of the performance of a select group of students of "proved" linguistic ability, including error analysis of the sub-tests and a description of learning strategies for Part V. (Lee) (3) Detailed item analysis of sub-tests III and IV to determine which were the relevant factors operating in a speeded and a non-speeded sub-test. There is also a limited assessment of the validity of Part V in relation to a memory-based course in Scientific Russian. (Shepherd and Alford). (CHK)

ED 127 829 FL 007 995

Ramirez, Arnulfo G. And Others

Language Attitudes and the Achievement of Bilingual Pupils. Research and Development Memorandum No. 146.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Contract—NIE-C-74-0049

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Attitude Tests, \*Bilingualism, Bilingual Students, Elementary Education, Inservice Teacher Education, Language Arts, \*Language Attitudes, \*Language Variation, Nonstandard Dialects, Sociolinguistics, Spanish, \*Standard Spoken Usage, Student Attitudes, Teacher Attitudes

Identifiers—\*Code Switching

This study measured pupil and teacher attitudes toward language variation in a bilingual Spanish-English environment; attempted to determine whether teacher attitudes could be changed in workshops dealing with sociolinguistic concepts of speech variation; and attempted to determine whether teacher and pupil attitudes have a relation to pupil achievement in language arts. The subjects were 279 fourth- and fifth-grade pupils and 18 teachers. A matched guise technique was used to measure both pupils' and teachers' attitudes. Pupil achievement was measured by a relative gain score in reading; reading and English grades; and performance on oral proficiency tests. In general teachers and pupils rated standard English higher than other speech varieties, and attitudes were not changed in the workshops. Pupil evaluation of standard English over other varieties was positively related to pupil achievement on some measures. Teacher attitudes toward code-switching seemed to have a negative relation to their pupils' relative gains in reading as measured by objective tests and English grades assigned by the teachers. (Author/AM)

ED 127 833 FL 008 001

Rogers, Sinclair

Tasks, Topics, and the Listener: Their Effect on Children's Language.

Pub Date—[75]

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, \*Child Development, \*Child Language, Concept Formation, \*Language Development, Language Research, Language Styles, Learning Theories, Linguistic

Competence, Linguistic Performance, Linguistic Theory, Performance Factors, Performance Tests, \*Psycholinguistics, Reactive Behavior, \*Situational Tests, Speech Communication, Syntax, Task Performance, Verbal Communication, Vocabulary

Twenty-four children aged five and twenty-four children aged six were interviewed individually three times during a calendar year. It was found that not only did the children's language develop over the period, as judged syntactically and lexically, but they also showed an increasingly fluent control over their own style. All the children exhibited, however, certain common factors in their linguistic performance which correlated with factors other than their grammatical competence, namely, the presence of certain features in the situation of the interviews. These non-linguistic features were isolated as: the task set for the children; the topic they were asked to discuss; and the conceptualization by the child of the role of the listener. Although largely ignored by research on child language, situational factors may be very important for assessment, where not only linguistic performance but linguistic competence is concerned. They are important for development theories because where a child uses his best language is a clue as to where language is acquired. Finally, situational effects are important for the design of educational programs because they suggest how we can facilitate the child's talking and his talking in his most advanced language. (Author/AM)

ED 127 838

FL 008 007

Oskarsson, Mats

The Relationship Between Foreign Language Proficiency and Various Psychological Variables. Gothenburg Univ. (Sweden). Language Teaching Research Center.

Pub Date—Aug 75

Note—13p.; Paper presented at the International Congress of Applied Linguistics (4th, Stuttgart, Germany, August 25-30, 1975)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English (Second Language), English for Special Purposes, Individual Characteristics, Intelligence Factors, \*Language Proficiency, Language Skills, \*Language Tests, Personality Assessment, \*Psycholinguistics, Psychological Patterns, \*Psychological Tests, \*Second Language Learning, Second Languages

Identifiers—\*Sweden (Gothenburg)

A large-scale test development project at the Language Teaching Research Center of the University of Gothenburg aims to develop tests in English as a foreign language for use in various areas of business and public administration. After testing, certificates stating current proficiency level in each of the four language skills (listening, reading, writing and speaking) will be given. Each person's knowledge of the language will be rated on a five-point scale. The project work involves correlation studies of the interrelationship between different parts of the test and between language proficiency and various intelligence factors. In one investigation an English language placement test was administered parallel to a battery of psychological tests covering analogies, opposites, verbal fluency, spatial ability and Pukort, a Swedish version of the Purdue Creativity Test. Personality tests measuring dominance, deliberateness, sociability, emotionality, flexibility, perseverance, emotional stability and independence were administered. Results show that certain relationships exist between language proficiency measures and personality and psychological variables. This should be considered when assessing foreign language mastery. (CHK)

ED 128 359

TM 005 481

Symes, Dal S.

A Description and an Analysis of Tests for the Bilingual Child.

New Mexico State Dept. of Education, Santa Fe. Bilingual Teacher Training Unit.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—13 Nov 75

Note—13p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingualism, Bilingual Students, Grammar, \*Individual Tests, Intelligence Tests, Interference (Language Learning), Language Proficiency, Language Skills, \*Language Tests,

Listening Comprehension, Navaho, Phonology, Spanish Speaking, Speech Communication, Syntax, \*Test Reviews, Test Selection

Identifiers—El Paso Public School Oral Language Dominance Test, English Phonemic Unit Production Test, Home Bilingual Usage Estimate, Language Dominance, Leiter International Performance Scale, Michigan Oral Language Productive Test, Navajo English Dominance Interview, Oral Placement Test for Adults, Skoczylas Bilingual Tests and Measures, Spanish English Language Dominance Test, Spanish Phonemic Unit Production Test

Because of the recent Lau vs. Nichols decision by the Supreme Court, school districts will be looking for various instruments to determine language functionality in bilingual students. Nine tests are reviewed: the Leiter International Performance Scale (LIPS), the Michigan Oral Language Productive Tests Structured Responses, the Michigan Oral Language Productive Test, the El Paso Public School Oral Language Dominance Measure, the Bilingual Syntax Measure, three Functional Tests of Oral Proficiency, the Oral Placement Test for Adults, and the Skoczylas Bilingual Tests and Measures. Each is described briefly, and its strengths and weaknesses are listed. (BW)

ED 128 416

TM 005 600

Rodriguez-Brown, Flora V. And Others

Longitudinal Design Considerations for the Evaluation of Bilingual Programs.

Pub Date—[Apr 75]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Bilingual Education, Bilingual Students, Community Characteristics, Comparative Testing, Data Collection, Evaluation Methods, Language Programs, \*Longitudinal Studies, Norms, Parents, Program Content, \*Program Evaluation, \*Research Design, School Districts, Statistical Analysis, Student Characteristics, Student Evaluation, Test Validity

Five elements necessary for the rigorous evaluation of bilingual programs are discussed: (1) careful collection of meaningful baseline data from selected subjects; (2) the identification and development of instruments to measure key variables, such as context and student characteristics; (3) the identification of treatment characteristics, such as curriculum design and materials, or the method of language usage; (4) the establishment of longitudinality; and (5) the interpretation of results in implementable terms that are meaningful to teachers, policy makers, and researchers. Other considerations discussed are the validity of available tests, data collection and management, and statistical analysis of the data. (BW)

ED 128 423

TM 005 608

Gleadow, N. E.

Year-One Evaluation of French in the Elementary Schools. Research Report 75-17.

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Pub Date—Aug 75

Note—62p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, \*Conversational Language Courses, Curriculum Evaluation, \*Elementary Education, \*French, Grade 6, Grade 7, Itinerant Teachers, Language Instruction, \*Language Programs, Language Tests, Program Descriptions, \*Program Evaluation, Questionnaires, Second Language Learning

Identifiers—British Columbia (Vancouver)

During the 1974-1975 school year eight itinerant French teachers travelled among 20 elementary schools teaching oral French to Grade 6 and Grade 7 students. Each teacher was responsible for two or three schools. The course was based on the book *Le Français Partout-Cours Préliminaire* (1967) ed.). The study described in this report was initiated to provide a baseline of data for evaluating and monitoring the program in subsequent years and to describe the 1974-75 program and provide information for changes and improvements. The results of this study indicated that there were definite gains in the students' aural skills in French. A large percentage indicated that they felt the program

should continue, and slightly fewer wanted to take another French course in the following year. The itinerant teachers expressed general satisfaction with the program. They all said they would be willing to devote as much time to it in the following years, though the travelling, large class sizes, and carrying materials around with them were disadvantages. The question of whether this course should be taught by resident teachers or itinerant teachers has not been resolved and should be addressed in the next years of this study. (Author/BW)

ED 128 504

UD 016 271

John-Steiner, Vera Cooper, Elizabeth

Recent trends in Bilingual Education.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Pub Date—Aug 76

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Biculturalism, \*Bilingual Education, Bilingual Students, \*Compensatory Education, Cultural Education, Curriculum Development, Educational Assessment, Educational Change, \*Educational Development, Handicap Detection, Handicapped Children, Language Tests, Parent Participation, \*Program Development, Supreme Court Litigation

During the last decade, bilingual programs have increased dramatically in number and scope; but there are still many problems to be resolved in implementing cultural pluralism. The definition of who is bilingual is an important issue. Bilingual programs currently in existence vary between the widely used transitional model (where instruction is conducted in both languages for the first three years schooling, but in the third year instructors make the transition to a sole reliance on English as the teaching language) and reciprocal bilingualism, where children of the mainstream are exposed to instruction in two languages in their early years. The large majority of programs currently in existence lack effective parental participation. New approaches to assessing language proficiency are now being developed. Established programs are now pioneering in the development of culturally relevant and interesting materials; a national network of Materials Development and Resources Centers is in service. The trend in current evaluative efforts in bilingual education is in the direction of a narrower set of objectives, for a uniform and standardized assessment of outcomes is now required for federally funded programs. (Author/JM)

ED 128 778

CS 002 942

Medina-Spyropoulos, E.

Some Findings on Predicting Reading Performance at the Kindergarten Level.

Pub Date—75

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Kindergarten, \*Language Development, \*Perceptual Motor Coordination, \*Predictive Ability (Testing), Primary Education, \*Reading Ability, Reading Readiness, \*Reading Readiness Tests

Findings concerning the relationship of perceptual-motor and oral-language organization to later reading achievement are discussed in relation to a predictive battery of 15 tests. It was concluded that the predictive efficacy of the tests depends on the degree to which they measure integrative ability rather than on the specific skills measured. (AA)

ED 128 791

CS 202 878

Vairo, Frank Marion, Jr.

The Relationship between Story Writing Skills and Achievement in Other Selected Language Skills.

Pub Date—76

Note—218p.; Ed.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-19,936, MF \$7.50, Xerography \$15.00)

Pub Type—Dissertations/Theses (040)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Doctoral Theses, Educational Research, Elementary Education, \*Language Skills, Language Usage, \*Measurement Instruments, Reading Comprehension, Spelling, \*Story Telling, Test Validity, Vocabulary Skills, \*Writing Skills

Identifiers—\*Story Writing Scales

This study investigated the effectiveness of the

Story Writing Scales of the Personalized Progress Assessment set in determining the writing capabilities of fourth, sixth, and eighth graders and assessed the relationship between students' story-writing competencies and their achievements in reading comprehension, vocabulary, usage, and spelling. Twelve heterogeneous classes (four classes from each of grades four, six, and eight) were randomly chosen from the Highlands School District, Tarentum, Pennsylvania. Ninety compositions were chosen randomly from those written by 285 children and rescored by the researcher and by three other evaluators. In all three grades, significant relationships among the different language variables were shown to exist. The validity of the Story Writing Scales as a testing instrument was proven through significant correlations with teachers' holistic ratings and through differences between grade levels for mean scores in quality of thinking, sentence and paragraph development, and mechanics variates. (Author/KS)

ED 129 050 FL 007 293

*Nystrom, Astrid*

The Teaching of French. Summary from Report No. 22.

National Swedish Board of Education, Stockholm. Pub Date—75

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Curriculum Development, \*Data Analysis, Educational Administration, \*Educational Assessment, Educational Planning, \*Educational Research, \*French, \*Language Instruction, Language Proficiency, Language Skills, Language Tests, \*National Surveys, Second Language Learning, Second Languages, Social Factors, Statistical Analysis, Teaching Methods

Identifiers—\*Sweden

This is a summary of the Swedish national report on the 1970 and 1971 international investigations on French as a foreign language as taught in eight countries: England (including Wales), Chile, Scotland, the U.S.A., New Zealand, the Netherlands, Rumania, and Sweden. In the full report, data from the international analysis are used to highlight problems of specific interest to Sweden. The first part of the full report describes some of the findings of the international analyses, thereby giving the background to and the reasons for the work done on the French data in the Swedish analysis. The planning of the survey and the collecting of data are described, as well as the administration of the project at the national and international level. Results are given of some international analyses. For example, time spent studying French proved an important factor in explaining variance in achievement tests; geographic proximity to a French-speaking country did not. Factors considered in reference to Sweden include: conditions of instruction (organization, methods, atmosphere); social and sex-related factors; and length of time spent in studying French. From such a national analysis, valuable information can be had regarding differences between countries, and areas for possible study of French language teaching in other countries. (Author/AM)

ED 129 053 FL 007 691

Goals Clarification: Curriculum, Teaching, Evaluation. Reports of the Working Committees, Northeast Conference, 1975.

Northeast Conference on the Teaching of Foreign Languages, Inc., Madison, Conn.

Pub Date—75

Note—197p.; For related documents, see FL 007 692-693 and FL 007 697

Available from—Northeast Conference, Box 623, Middlebury, Vermont 05753 (\$4.00)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Rating, \*Conference Reports, Curriculum, Curriculum Design, \*Educational Objectives, \*Evaluation Methods, \*Language Instruction, Language Skills, Language Teachers, Language Tests, Measurement Techniques, \*Modern Language Curriculum, Modern Languages, Questionnaires, Second Language Learning, Teacher Role, \*Teaching Styles, Testing

Identifiers—\*Northeast Conference 1975

The 1975 Northeast Conference's Reports propose to help language teachers at every level define their goals, implement them, and help their students

recognize their achievement of language skills. The three components explored in the Reports are curriculum, teaching styles and strategies, and evaluation techniques. These components should not be considered separately, however, and therefore are found combined and highlighted within the readings. Curriculum is examined in view of its essential role in the achievement of stated goals. The role of the teacher is examined in establishing goals and designing curriculum. The reports stress the importance of testing and evaluation in the wide sense of any information-gathering activity. Part one of the reports deals with the background, and part two with implementation, of these goals. Appendices contain outlines of general educational goals and student objectives; goals and sub-goals on levels 1-6; a culturally-oriented situational theme for the German, Italian, and Spanish class; and a questionnaire on FL testing. Articles and papers of the Northeast Conference Awards are: "Gladly Teche...and Gladly Lerne," by D. D. Walsh; and "Fusion of the Four Skills: A Technique for Facilitating Communicative Exchange," by R. J. Elkins and others. (AM)

ED 129 054 FL 007 692

Goals Clarification: Background. Goals Clarification: Curriculum, Teaching, Evaluation. Reports of the Working Committees, Northeast Conference, 1975.

Northeast Conference on the Teaching of Foreign Languages, Inc., Madison, Conn.

Pub Date—75

Note—40p.; For related documents, see FL 007 691-693 and FL 007 697

Available from—Not available separately; see FL 007 691

Pub Type—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Aptitude Tests, \*Conference Reports, Curriculum, Curriculum Design, \*Educational Objectives, \*Evaluation Methods, \*Language Instruction, Language Teachers, Language Tests, Measurement Techniques, \*Modern Language Curriculum, Second Language Learning, Standardized Tests, Teacher Role, \*Teaching Styles, Testing

Identifiers—\*Northeast Conference 1975

Part one of the Northeast Conference Reports for 1975 deals with the background of the three major components discussed in the reports: curriculum, teaching styles and strategies, and evaluation techniques in foreign language instruction. In the section on curriculum, the role of foreign languages in the curriculum is examined. A historical background is provided, as well as reasons for a clarification of goals and a functional definition of curriculum. In a section on the role of the teacher, the problems surrounding goals in FL programs are discussed. In a section on measurement, a comprehensive survey is provided of testing and measurement techniques. (AM)

ED 129 055 FL 007 693

Goals Clarification: Implementation. Goals Clarification: Curriculum, Teaching, Evaluation. Reports of the Working Committees, Northeast Conference, 1975.

Northeast Conference on the Teaching of Foreign Languages, Inc., Madison, Conn.

Pub Date—75

Note—122p.; For related documents, see FL 007 691-692 and FL 007 697

Available from—Not available separately; see FL 007 691

Pub Type—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Affective Tests, \*Conference Reports, \*Cultural Education, Curriculum, Curriculum Design, Diagnostic Tests, \*Educational Objectives, \*Evaluation Methods, \*Language Instruction, Language Skills, \*Language Tests, Listening Skills, Modern Language Curriculum, Modern Languages, Reading Skills, Second Language Learning, Speech Skills, Teaching Methods, Teaching Styles, Test Construction, Testing, Unit Plan, Writing Skills

Identifiers—\*Northeast Conference 1975

Part two of the Northeast Conference Reports for 1975 deals with implementation of the ideas outlined in part one regarding curriculum, teaching and evaluation. Culture is discussed as it relates to the four language skills, at all levels, with a look at the planning and construction of a culturally oriented thematic unit. In addition, consideration is given to the teacher and teaching methodology. Par-

ticular reference is made to a variety of techniques for a variety of needs, specifically review sessions, exploratory programs, foreign language for travelers, and advanced levels. Finally, basic questions in the preparation of test questions are discussed, as well as various types of questions, including diagnostic versus global, tests of factual knowledge and cultural topics, and affective values tests. (AM)

ED 129 056 FL 007 717

*Savignon, Sandra J.*

Lecture on Communicative Competence. Lektor: Interdisciplinary Working Papers in Language Sciences, Vol. 1, No. 1.

Pub Date—Apr 75

Note—14p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Methods, \*Classroom Games, \*Communicative Competence (Languages), Educational Games, French, Higher Education, Language Fluency, \*Language Instruction, Language Laboratories, Language Skills, \*Language Tests, Oral Communication, Pattern Drills (Language), Secondary Education, \*Second Language Learning, Speech Skills, \*Teaching Methods, Testing, Verbal Ability, Verbal Tests

One of the main tenets of the audio-lingual theory which has dominated most of our thinking in foreign language teaching methodology for the last fifteen years is that students should never be put in the situation of having to say something for which they have not already learned the patterns. Is the language laboratory really useful, however, in developing communicative competence? A research project was carried out at the University of Illinois involving three beginning French classes. The control group had one hour a week in the language laboratory in addition to four classroom hours. The two experimental groups, E1 and E2, substituted other activities for the laboratory. E2 had free discussion in English of various aspects of French culture, while E1 had unstructured oral communication in French. At the end of the semester the students were given tests especially designed to evaluate their communicative competence. These tests were graded by native speakers of French who did not speak any English. The results of E1 were significantly better. The results on standardized tests which measure reading and listening skills were approximately the same for all groups. Some examples of ways to implement the communicative skills program are play-acting, role-playing, and games. (CFM)

ED 129 059 FL 007 800

*Holmstrand, Lars*

English at the Junior Level.

National Swedish Board of Education, Stockholm.

Pub Date—Nov 75

Note—29p.

Available from—National Board of Education, Bureau L3, S-106 42, Stockholm, Sweden

Journal Cit—School Research Newsletter; n13 Nov 1975

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Educational Assessment, Educational Innovation, Educational Planning, Educational Research, \*Elementary Education, \*English (Second Language), Fies, Instructional Materials, \*Language Instruction, \*Language Programs, \*National Programs, \*Program Descriptions, Testing

Identifiers—\*Sweden

Parallel to the implementation of the comprehensive school system in Sweden, English has become obligatory for all pupils and has acquired increasing prominence. This is a report on the EPA L (English at the junior level) project in Sweden, a project which can be compared to FLES in the U.S. and the French-teaching project in England. The general purpose of the project was to investigate the effects of early English teaching in comprehensive school, and particularly to study the effects of time schedules for English whereby instruction begins in the spring term of grade 1. Psycholinguistic arguments are cited in favor of the early teaching of foreign languages, as well as early experiments which also support elementary foreign language teaching. Due to such factors as proximity to Uppsala and availability of teachers and materials, the Vasteras school district was chosen for the experiment. One experimental and three control groups have been followed from grade 1 through 5. The

next measurement will occur during the 1976 spring term, when the pupils will be in grade 6. Materials suitable to younger pupils were developed during the project, as well as group and individual tests. Conclusive results will have to await the analysis of the vast amount of data collected so far. (AM)

ED 129 076 FL 007 989

Swain, Merrill And Others

The Cloze Test as a Measure of Second Language Proficiency for Young Children.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date—Aug 76

Note—12p.; For related documents, see FL 007 743, 988 and 990-992

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Bilingual Education, \*Cloze Procedure, Formative Evaluation, \*French, Intermediate Grades, Language Instruction, \*Language Proficiency, Language Programs, \*Language Tests, Measurement Techniques, \*Second Language Learning, \*Student Evaluation, Summative Evaluation, Test Selection, Test Validity

Identifiers—Immersion Programs, Ontario (Toronto)

This paper presents empirical data concerning the use of a cloze test as a measure of second language proficiency. Grade four students in their fifth year of a French immersion program were tested using both English and French cloze tests. Correlations between the cloze test and other language achievement measures were calculated for both languages and were found to be high. It is suggested that in summative evaluations, the cloze technique provides a useful measure of overall second language proficiency with this age group, and that an error analysis of individual items yields valuable information for formative evaluations. (Author)

ED 129 087 FL 008 015

Development of the SWRL English Language and Concepts Program for Spanish-Speaking Children (LCS).

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[75]

Contract—NE-0-00-3-0064

Note—174p.; For related documents, see ED 093 10 and ED 119 496

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, \*Bilingual Students, Classroom Observation Techniques, \*English (Second Language), Inservice Teacher Education, Instructional Materials, Language Instruction, \*Language Programs, Language Tests, Material Development, \*Program Descriptions, Program Development, \*Program Evaluation, Second Language Learning, \*Spanish Speaking, Student Evaluation, Student Placement

Identifiers—\*SWRL English Language and Concepts Program

The English Language and Concepts Program for Spanish-Speaking Children (LCS) is designed to enable Spanish-speaking youngsters to succeed in the regular school classroom. This report presents detailed summaries of major studies in the LCS tryout and evaluation sequence. (1) LCS prototype tryout, 1969: Tryout is described, materials and procedures are identified and pupil test results presented. (2) LCS component tryout, 1970-71: 135 LCS lessons were tested, pupil and teacher feedback obtained and two variants evaluated. (3) LCS product tryout, 1971-72: Materials and procedures were tried; test results, teacher comments and pupil attendance records are presented. (4) LCS classroom observations, 1971-72: Observation procedures and data collected during the tryout are described; implications for revisions are discussed. (5) Development of LCS assessment measure, 1972: Design and construction of this measure are described. (6) Development of LCS placement procedures. (7) Follow-up of participants, 1973: Results indicate pupils' subsequent success in regular English classrooms. (8) Tryout of LCS training system, 1972-73: Reactions of trainers and teachers and later system revisions are described. (9) LCS quality assurance

data, '972-73: Summaries indicate high levels of LCS-instructed pupil performance. (10) LCS quality assurance data inquiry, 1973-74, confirms the program's effectiveness after commercial distribution. (CHK)

ED 129 088 FL 008 018

An Orientation to Bilingual Education in Texas: A Training Manual.

Texas Education Agency, Austin. Office of International and Bilingual Education.

Pub Date—76

Note—464p.

Available from—Division of Bilingual Education, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78701

Pub Type—Guides - General (050)

Document Not Available from EDRS.

Descriptors—\*Bilingual Education, Bilingual Students, Bilingual Teachers, Educational Objectives, Educational Policy, Evaluation Methods, Higher Education, \*Inservice Teacher Education, \*Institutes (Training Programs), Instructional Aids, Instructional Materials, \*Language Development, Language Instruction, Language Tests, Manuals, Orientation Materials, Reading Instruction, Second Language Learning, Spanish Speaking, Student Teacher Relationship, Teacher Education, \*Teacher Programs, \*Teaching Guides, Teaching Methods

Identifiers—\*Texas

The Texas Education Agency provides bilingual education/teacher training institutes and contracts with school districts, colleges, universities, education service centers and individuals to conduct these institutes throughout the state. This manual was developed as a guide or model for the implementation of the training institutes. The manual includes detailed instructions to the institute teachers for activities, procedures, materials and schedules appropriate for presentation of each unit. The following topics are covered: evaluation of children's language characteristics and problems, bilingual education materials, ways to improve parental involvement in the schools, oral language development in the child's first and second languages, reading in the child's first language, teacher-pupil interaction, and classroom management. An appendix contains task sheets, handouts and transparencies for institute participants. Various papers and articles detail institute learning objectives, board of education policies and procedures for bilingual education, components of a bilingual program, methods for student assessment, bilingual education instructional materials and strategies, and theories of language acquisition. (CHK)

ED 129 093 FL 008 029

English Language Teaching Profile: Brazil.

British Council, London (England). English-Teaching Information Centre.

Pub Date—Jun 76

Note—16p.

Pub Type—Miscellaneous (999)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Language Programs, Developing Nations, \*English (Second Language), English for Special Purposes, Foreign Countries, Higher Education, \*Language Instruction, \*Language Programs, \*Language Teachers, Language Tests, \*School Systems, Secondary Education, Second Language Learning, Social Status, Sociolinguistics, Teacher Education, Textbooks

Identifiers—\*Brazil

This profile reviews the state of English language teaching in Brazil. In 1968 the Brazilian government launched major university reforms, and the situation is still fluid. Portuguese is the official language of Brazil and English is learned as a foreign language for international communication, occasionally as a medium of instruction, as a tool for study and academic and professional advancement, and for certain cultural, social and prestige purposes. The value of English as an acquired skill is enormous, and it is the most frequently taught foreign language. Hours of instruction and English examinations at various school levels are discussed. Textbook and syllabus choice, supervision and evaluation of teaching is largely left to schools and universities. Some courses in English for Special Purposes are taught. A few universities offer an M.A. in English. At both university and school levels teaching staffs are adequate in number but often unqualified in English teaching, although many teachers hold British or American certificates of proficiency in English. English and American text-

book supply is adequate, although selection is not uniform. The most effective English teaching occurs outside the school system in the private sector. Private commercial language schools and British and American language centers flourish. (CHK)

ED 129 095 FL 008 031

Hocking, Elton And Others.

Disordered Communication Processes Associated with Foreign Language Learning.

Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 62

Contract—OEC-SAE-8408

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Audiolingual Methods, Auditory Discrimination, College Students, \*Communication Problems, French, German, Higher Education, \*Interference (Language Learning), \*Language Research, Language Tests, \*Learning Difficulties, Learning Processes, Predictive Ability (Testing), \*Second Language Learning

It has been observed that some American students develop disorders of communication when learning a foreign language by the audiolingual method. Such disorders take various forms - "word deafness," articulatory defects and deviations in vocal quality. A project to study these phenomena began in 1959 at Purdue University. One study examined the relation between auditory discrimination abilities and learning French. Ninety-one students studying French for the first time were tested in successive semesters. Mimicry tests and sound discrimination tests were administered, and their relationship to learning French pronunciation analyzed. A second phase studied prediction of academic achievement in first-semester college German. Intellectual and non-intellectual data were used to predict success in German courses and use of a battery of variables gave accurate predictions at B, C, and D grade levels of success and for possible class placement. Abstracts of several articles and theses on the psychology of learning are included. They discuss effects of changes in presentation, differences in auditory discrimination values and characteristics and varying word associative latency on recall, memory and serial learning. (CHK)

ED 129 099 FL 008 055

Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments.

Northwest Regional Education Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—300-75-0329

Note—139p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—American Indian Languages, \*Bilingual Education, \*Bilingualism, Chamorro, Cherokee, English (Second Language), Evaluation Criteria, Evaluation Methods, French, \*Language Proficiency, Language Skills, \*Language Tests, Measurement Techniques, Navaho, Oral Communication, Papago, Portuguese, Samoan, Second Language Learning, Second Languages, Spanish, Speech Skills, \*Standardized Tests, \*Test Reviews, Tests, Verbal Tests

Identifiers—Crow, \*Language Dominance, Marshallese, Miccosukee, Yupik

This publication represents the first attempt to address the problem of adequate evaluation processes for testing language dominance and proficiency in bilingual education. It is produced by individuals intimately acquainted with the fields of language testing and bilingual education. Issues in language testing as well as its history are discussed. Evaluation criteria are established for tests: measurement validity, examinee appropriateness, technical excellence, and administrative usability. The following tests are described: 16 commercially available tests; 6 tests undergoing development or testing; and 2 tests used for experimental purposes. A final section provides a concise evaluation of these 24 tests according to the above-mentioned criteria. An appendix lists test development efforts in Chamorro, Cherokee, Crow, French, Marshallese, Miccosukee, Navaho, Papago, Samoan, and Yupik. (Author/AM)

ED 129 100

FL 008 087

*Ekstrand, Lars Henrik*

**Age and Length of Residence as Variables Related to the Adjustment of Migrant Children, with Special Reference to Second Language Learning.**

Pub Date—75

Note—14p.; Paper presented at the International Association of Applied Linguistics (AILA) Congress (Stuttgart, 1975).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Age, Child Language, Elementary Secondary Education, Intelligence Factors, \*Language Instruction, Language Skills, Language Tests, Listening Comprehension, Migrant Child Education, \*Migrant Children, Oral Communication, Pronunciation, Questionnaires, Reading Skills, \*Second Language Learning, Sociolinguistics, \*Student Adjustment, Transient Children, Writing Skills

Identifiers—\*Length of Residence, \*Sweden, Swedish

About 2,200 immigrant children in Sweden were studied by means of tests and teacher questionnaires. The children, representing 36 nationalities, were born outside Sweden and were distributed over the nine grades of the Swedish Comprehensive School. Various functional language skills in Swedish as a second language (L2), nonverbal intelligence and socio-emotional adjustment as measured by teacher opinions were studied as functions of age and length of residence. These two independent variables were found to be uncorrelated with each other and with a number of other background variables. All language variables were rather strongly related to age, and the F ratios were highly significant with one exception, Free Oral Production. The language variables were weakly or not at all related to length of residence, with the exception of Free Oral Production. The socio-emotional variables were not related to age, nor to length of residence. The pattern of nonverbal intelligence is inconsistent. As the relation of language to age is positive, i.e., L2 learning ability increases with age in the span of 7 - 17, and no optimum is found, it is suggested that the theoretical position of Penfield and Roberts, Lenneberg and others, which predict an optimum in L2 learning ability before puberty, is not tenable. (Author/AM)

ED 129 101

FL 008 089

*Filimon, David J.*

**An American-Romanian Linguistic Connection: The State of the Art of TEFL in Romania.**

Pub Date—14 Jun 76

Note—42p.; Paper presented at the Congress of the Romanian-American Academy of Arts and Sciences (1st, Berkeley, California, June 14-16, 1976); Tables 1 through 4 may reproduce poorly due to small type

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American English, \*Contrastive Linguistics, \*English (Second Language), Exchange Programs, Immigrants, \*Language Instruction, \*Language Proficiency, Language Tests, \*Romanian, School Systems, Second Language Learning, Standardized Tests, Student Exchange Programs, Teacher Exchange Programs, Test Results

Identifiers—British English, Michigan Test of English Language Proficiency, \*Romania, \*Romanian-English Contrastive Analysis Project

This paper discusses in a general way the decline of use of the Romanian language among second and third-generation Romanian-Americans, and then it points to the state of the study of English as a foreign language in the Romanian Socialist Republic today. A brief review of the influence of British English in Romania is followed by: (1) a more detailed description of American linguistic influence upon the teaching of English as a foreign language, TEFL, in Romania as a result of exchange programs between the U.S. and Romania and the Romanian-English Contrastive Analysis Project, (RECAP), and (2) a report on the English language proficiency of 201 Romanian students of English who were tested with a standardized American EFL instrument in 1975 by the author. A schematic description of the educational system current in Romania is included in the appendix to the paper. (Author)

ED 129 111

FL 008 110

*Hirvonen, Pekka*

**University Student Selection for Language Subjects: Verbal Reasoning Ability as a Criterion. Reports on University Student Selection for Language Subjects 1975. Reports from the Language Centre.**

Jyväskylä Univ. (Finland).

Pub Date—76

Note—18p.; Best copy available

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Admission Criteria, \*College Students, Higher Education, Language Ability, Language Instruction, Language Proficiency, \*Language Tests, \*Predictive Ability (Testing), \*Second Language Learning, Student Evaluation, Student Placement, Testing Programs, Test Results, \*Verbal Ability

Identifiers—\*Verbal Reasoning Tests

The report reviews recent arguments for directing attention to suitability for a linguistic course of study. A first step in that direction, a Verbal Reasoning Test composed and tried out in the 1975 student selection for English, is described, and the results of this experiment, involving 1046 candidates, are given. The Verbal Reasoning Test is shown to have functioned efficiently and to have predicted success in the selection. The results suggest that the test enhances the discriminatory power of the entrance examination and adds to it a new dimension to supplement the academic achievement and language proficiency criteria used at present. There are also indications that the measure of suitability given by the verbal reasoning test is less dependent on the candidate's regional and school background than the other selection criteria are. The experimentation is to continue in the 1976 student selection for languages. (Author)

ED 129 114

FL 008 132

**Kindergarten Spanish Reading Criterion Referenced Test.**

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date—[76]

Note—28p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$2.40)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, \*Criterion Referenced Tests, Decoding (Reading), Early Childhood Education, Early Reading, Educational Objectives, Instructional Materials, Kindergarten, Language Instruction, Language Tests, Primary Education, Reading Comprehension, \*Reading Development, Reading Instruction, \*Reading Tests, Second Language Learning, \*Spanish, Teacher Developed Materials, \*Teaching Guides, Vocabulary

This volume contains criterion referenced reading tests for 12 objectives to be mastered in a Spanish-English bilingual kindergarten. The emphasis is on encoding and decoding tasks, vocabulary development and reading comprehension. (AM)

EL 129 115

FL 008 133

**Kindergarten Spanish Reading. Teacher's Manual.** Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date—[76]

Note—32p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$2.40)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Decoding (Reading), Early Reading, Educational Objectives, Instructional Materials, Kindergarten, Language Instruction, Language Tests, Learning Activities, \*Primary Education, Reading Comprehension, \*Reading Development, \*Reading Instruction, Reading Materials, Reading Tests, Second Language Learning, \*Spanish, Teacher Developed Materials, \*Teaching Guides, Vocabulary

This is a Spanish reading guide for the bilingual Spanish-English kindergarten teacher. Seventeen learning objectives which should be mastered are contained in the guide, along with learning activities and tests, although four of the tests are still being developed. The emphasis is on encoding and decoding tasks, vocabulary development and comprehension.

sion. (Author/AM)

ED 129 116

FL 008 134

**First Grade Spanish Reading Criterion Test.**

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date—[76]

Note—35p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$2.40)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, \*Criterion Referenced Tests, Decoding (Reading), Educational Objectives, Instructional Materials, Kindergarten, Language Instruction, Language Tests, Primary Education, Reading Comprehension, \*Reading Development, Reading Instruction, \*Reading Tests, Second Language Learning, \*Spanish, Teacher Developed Materials, \*Teaching Guides, Vocabulary

This volume contains criterion referenced reading tests for 22 objectives to be mastered in a Spanish-English bilingual First Grade. The emphasis is on encoding and decoding tasks, vocabulary development, and reading comprehension. (AM)

ED 129 117

FL 008 135

**First Grade Spanish Reading. Teacher's Manual.** Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date—[76]

Note—44p.; Parts may be marginally legible due to blurred type

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$2.40)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Decoding (Reading), Educational Objectives, Instructional Materials, Language Instruction, Language of Instruction, Language Tests, \*Primary Education, Reading Comprehension, \*Reading Development, \*Reading Instruction, Reading Tests, Second Language Learning, \*Spanish, Teacher Developed Materials, \*Teaching Guides, Vocabulary

This is a Spanish reading guide for the bilingual Spanish-English first grade teacher. The guide contains twenty-seven objectives to be mastered, with the corresponding tests. The emphasis is on encoding, decoding, vocabulary, and comprehension. (AM)

ED 129 423

PS 008 824

**A School and Home-Based Bilingual Education Model. End-of-Year Evaluation Report, 1975-76 (First-Year Evaluation Study).**

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Report No.—403-AH-50157

Pub Date—Jun 76

Grant—OEG-G00-75-07036

Note—36p.; For related documents, see ED 081 475, ED 103 108, and ED 116 812

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Demonstration Programs, English (Second Language), Home Visits, \*Intervention, Language Development, Mexican Americans, Parent Participation, Personality Development, Personnel Evaluation, Preschool Children, \*Preschool Education, \*Program Descriptions, \*Program Evaluation, Psychomotor Skills, School Readiness Tests, Self Concept, Social Development, Spanish Speaking

Identifiers—Clovis New Mexico Public Schools, Portales New Mexico Public Schools, Responsive Environment Early Education Program, \*School and Home Based Bilingual Education Model

This report describes an external evaluation study of a project designed to develop, over a 5-year period, a model bilingual program from nursery school through grade 6. Innovative and tested instructional bilingual-bicultural components (language, perceptual, health, motor and cognitive) are being implemented in an attempt to reach children with limited English speaking ability from low income families. The primary focus of this evaluation was on the nursery school unit serving 3- and 4-year-old children at two sites. Evaluation of the in-

structural activities was based on a pretest and posttest design using standardized tests measuring language development in Spanish and English, school readiness, and self-concept and personality development. Staff development, parental involvement and materials development components were subjectively evaluated. Major findings included: (1) nursery school children made significant gains in language development (Spanish and English), school readiness, and motor ability, and showed growth in self-concept and personal development; (2) students in grades K-2 made significant gains in language development in Spanish and English and school readiness; (3) instructional, staff development and materials development components were effective, but the parent involvement component needs to be strengthened. (Author/MS)

ED 129 877 TM 005 679

Matluck, Joseph H. Mace-Matluck, Betty  
The MAT-SEA-CAL Instruments for Assessing Language Proficiency.

Pub Date—[Apr 76]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, \*Elementary Education, \*English (Second Language), Field Studies, Grammar, Language Planning, \*Language Proficiency, \*Language Tests, Needs Assessment, Phonology, Reading Achievement, Scoring, \*Standard Spoken Usage, Test Construction, Test Reliability, Test Validity

The Multilingual Test Development Project, recently completed in Seattle, Washington, has yielded a series of comparable oral proficiency tests in six languages designed for use with elementary school children, K-6. Extensive field-testing of the English, Spanish, Cantonese, Mandarin, Tagalog, and Ilokano-tests was conducted with a research sample of several thousand students, both in the metropolitan area of Seattle and in several of the large migrant centers of eastern Washington and southern Idaho. This paper describes the project, reports on the preliminary findings, and focuses on the problems encountered and the solutions devised in attempting oral language assessment in a multilingual community. Both the findings and the research design will have implications for educational planning and program development by school districts throughout the country and for further research in these areas. (Author/BW)

ED 129 905 TM 005 748

Heyneman, Stephen P. Mintz, Pamela Cope  
The Frequency and Quality of Measures Utilized in Federally-Sponsored Research on Children and Adolescents.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—76

Contract—HEW-105-76-1120

Note—75p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, \*Adolescents, Aptitude Tests, Business Education, \*Children, Elementary Secondary Education, English, Evaluation Criteria, \*Federal Programs, Fine Arts, Intelligence Tests, Language Tests, Mathematics, Occupational Tests, Perceptual Motor Learning, Personality Tests, Reading Tests, \*Research Projects, Research Proposals, Sciences, Social Studies, Test Reviews, \*Tests, \*Test Selection  
Every test intended for use in federally-funded research on children or youth during fiscal year 1975 was placed on a list. The list eventually comprised the titles of 1,570 instruments. The question pursued was whether there would be any relationship between an instrument's quality and the frequency with which it was used. For measures of quality the numerical ratings published by the UCLA Center for the Study of Test Evaluation were used. As a measure of usage the number of times an instrument was mentioned in 3,538 research proposals was conducted. There did appear to be a positive relationship between the quality of tests and their frequency of use. A preference for the better rated instruments was particularly evident with tests of academic achievement. More equivocal results

appeared in tests of vocational skills and intelligence, though in certain respects researchers were definitely using the better of those available in these two categories. The anomaly was in the categories of reading tests and tests of personality where the higher rated of the tests had no better chance of being utilized than those judged to be of poor quality. Particular areas such as in reading and personality where the higher rated tests were less likely to be used might point to the need for special attention when choosing instruments for future research (Author/RC)

ED 130 492 FL 007 725

Trim, J. L. M.

Languages for Adult Learners. Language Teaching and Linguistics: Abstracts, Vol. 9, No. 2.

Pub Date—Apr 76

Note—23p.

Available from—Cambridge University Press, 32 East 57th St., New York, New York 10022 (8.50 pounds for Vol. 9, 2.50 pounds for a single part)

Pub Type—Journal Articles (080)

Document Not Available from EDRS.

Descriptors—\*Adult Education, Adult Students, \*Bibliographies, Immigrants, \*Indexes (Locators), \*Language Instruction, Languages for Special Purposes, Language Teachers, Language Tests, \*Literature Reviews, \*Second Language Learning Identifiers—Language Contact

Increasing attention is being paid to the teaching of languages to adults. Communications improvements, tourism, immigration and international commerce are all contributing factors. Emerging third-world states often require a European language for internal and outside communication. Close contact among European nations demands knowledge of a second language for professional use. Several studies have been made to ascertain language needs in various European countries, revealing great diversities according to country, age, class, occupation and language required. Various European groups are examining adult learning possibilities in permanent and recurrent education. Several studies note the trend in language learning objectives toward a learner-centered, needs and motivation-based approach, exemplified in a Council of Europe objectives model. Languages may be learned for general communication or for special vocational purposes requiring specific technical vocabulary. Several papers note techniques and problems in this type of instruction. Immigrants and migrant workers form a special class of adult language learners - often disadvantaged, with social-educational problems. Both adult language teaching methodology and testing techniques have been closely examined. Following this survey article is a classified bibliography on adult language learning and a classified index to abstracts related to adult language learning published in this journal. (CHK)

ED 130 512 FL 007 978

Gaies, Stephen J.

Sentence-Combining: A Technique for Assessing Proficiency in a Second Language.

Pub Date—6 May 76

Note—12p.; Paper presented at the Conference on Perspectives on Language (University of Louisville, Louisville, Kentucky, May 6-8, 1976)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Connected Discourse, \*English (Second Language), Language Instruction, Language Learning Levels, \*Language Proficiency, Language Research, \*Language Tests, Native Speakers, Paragraph Composition, Paragraphs, \*Second Language Learning, \*Sentence Structure, Syntax, Testing, Writing Skills, Written Language  
Identifiers—Aluminum Paragraph, Test of English as a Foreign Language

The present study reports on exploratory research to determine whether the Aluminum Paragraph, a sentence-combining exercise developed by O'Donnell (Hunt, 1970) to measure the development of syntactic complexity in the writing of native speakers of English, can also serve as a measure of the active syntactic proficiency of learners of English as a second language. Performance by a group of learners of English as a second language is compared with available normative data for native speakers and with subscores made by the subjects on the Test of English as a Foreign Language (TOEFL). The low correlation between performance on the English Structure section of TOEFL and on the exercise, seems to indicate that recognition of correct

grammatical structure is not always accompanied by proficiency in writing. A definitive judgment about the effectiveness of the rewriting exercise cannot be made. Appendices contain: a) the Aluminum Paragraph; b) a synopsis of performance on the exercise; and c) Spearman rank correlation coefficients of performance. (Author/AM)

ED 130 526 FL 008 115

Oskarsson, Mats

On the Role of the Mother Tongue in Learning Foreign Language Vocabulary: An Empirical Investigation.

Gothenburg Univ. (Sweden). Language Teaching Research Center.

Pub Date—74

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, \*Language Instruction, Language Learning Levels, Language Research, Language Tests, Learning Processes, \*Second Language Learning, \*Teaching Methods, \*Vocabulary Development, \*Vocabulary Skills, Word Lists

Identifiers—\*Native Language

Students learning foreign languages often experience difficulty in mastering new vocabulary and expanding their lexicon. This paper attempts to clarify the role of the native language in the acquisition of new words. Does an adult learn foreign words quicker if the native language is employed (bilingual method) or if words are explained in the foreign language (monolingual method)? Some previous research indicates that use of bilingual wordlists yields better results than learning vocabulary in context or by a mixed method. For this experiment, groups of adult students in Sweden were taught new English words by monolingual and bilingual methods. Similar language lessons were taught each group, with the glossaries the only variables. Learning was tested with Test A, a variant of the cloze procedure. For Test B target-language questions based on texts read were asked, and questions were linked to definitions in monolingual glossaries. Results were consistently in favor of the bilingual treatment. (CHK)

ED 130 529 FL 008 123

Spanish Test of Oral Proficiency.

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date—[76]

Note—13p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, \*Language Proficiency, \*Language Tests, Oral Communication, \*Second Language Learning, \*Spanish, \*Speech Communication, Speech Skills, \*Verbal Tests

This test booklet is divided into four parts: (1) Oral Comprehension of Commands; (2) Visual Oral Comprehension; (3) Oral Comprehension of Common Verbs; and (4) Oral Questions. General instructions and teachers' instructions for grading are given in English and instructions for the student in Spanish. There are eight double pictures which are to be used in connection with Part II and ten pictures to be used with Part III. (CFM)

ED 130 531 FL 008 125

Lennon, Pat

English as a Second Language, Level II.

Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif.

Pub Date—[76]

Note—47p.; For related document, see FL 008 124

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, \*English (Second Language), \*Instructional Materials, Language Instruction, \*Language Tests, \*Second Language Learning, Spanish Speaking, \*Teaching Guides

This book contains lesson plans and language exercises for ESL teachers. The first part gives suggestions for testing in four areas: listening comprehension, oral production, reading comprehension, and writing ability. Thirteen sample tests are given in which the student must fill in each blank with the correct word. The section on content area gives exercises based on introductions and identification, the classroom, the family, the surrounding



community, and the wider community. The last section, which is based on the text "English Step by Step," includes twenty-seven grammar exercises, such as changing singular forms to plural, forming interrogative sentences, and choosing the correct indefinite article. (CFM)

ED 130 541 FL 008 177

Sousa, Ronald L.

**Designing and Implementing a Bilingual Multicultural Education Program for Winton Junior High School.**

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date—25 Feb 76

Grant—OEG-007-507-064

Note—213p.; Ed.D. Practicum, Nova University

Pub Type—Dissertations/Theses (040)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Biculturalism, \*Bilingual Education, Bilingual Teacher Aides, Bilingual Teachers, \*Criterion Referenced Tests, \*Educational Objectives, \*English (Second Language), Evaluation Methods, Formative Evaluation, Junior High Schools, Language Programs, Language Tests, Non-English Speaking, \*Program Descriptions, Program Design, Program Evaluation, Secondary Education, \*Social Studies, \*Spanish, Spanish Speaking

Identifiers—California (Hayward), Hayward California Unified School District

A bilingual multicultural education program was implemented to solve the language and communication problems of the English and limited-English speaking students at Winton Junior High School. A needs assessment identified broad program goals as well as individual student performance objectives. The program evaluation and follow-up functions are discussed; results to date, because of norms and criterion-referenced tests and on teacher, parent and student attitudes, are positive but not definitive. The criterion referenced tests that measured student performance objectives are included in this practicum report. (SW)

ED 130 549 FL 008 191

Rothman, Irving N.

**A Study of Hebrew Phonetic-Reading Competence among Junior High Students at Congregation Beth Yeshurun.**

Congregation Beth Yeshurun, Houston, Texas

Pub Date—8 Dec 75

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Hebrew, \*Jews, \*Junior High School Students, Language Instruction, Oral Reading, Performance Based Education, \*Phonetics, Reading Ability, Reading Instruction, Reading Rate, \*Reading Tests, Secondary Education, \*Second Language Learning, Testing, Test Results, Uncommonly Taught Languages

Identifiers—\*Phonetic Reading, Religious Schools

This report analyzes a test in Hebrew phonetic reading administered to students of the junior high school at Congregation Beth Yeshurun in April and May 1975. There was a progressive improvement in reading rate in each grade: Junior High 1 students averaged 38.7 words per minute; Junior High 2 students averaged 47.3 words per minute; and Junior High 3 students averaged 51.8 words per minute. The experimental testing program produced the following recommendations: (1) Reading tests should be administered on an annual basis; (2) Results of the tests should be reported to parents; (3) A curriculum for instruction in phonetic reading needs to be developed; (4) The junior high program ought to divide students differently in English-based studies, such as history, and Hebrew-based studies, such as prayers, to account for differences in levels of skill; and (5) Although English reading scores and Hebrew reading scores show a poor co-efficient of correlation, they may be used effectively for points of comparison in counselling. The report concludes with a list of technological developments that may be easily and inexpensively incorporated into a reading curriculum. (Author/AM)

ED 130 791 PS 008 934

Conrad, Eva E. And Others

**Use of Situational Oral Language Tasks in Formative and Summative Evaluation of a Compensatory Primary Program.**

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[75]

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compensatory Education Programs, Early Childhood Education, \*Evaluation Methods, Grade 1, Grade 3, \*Language Development, Language Skills, \*Language Tests, Measurement Instruments, \*Oral Communication, \*Primary Education, Program Evaluation, \*Situational Tests, Tape Recordings

Identifiers—Childrens Language Assessment Situational Tasks, Project Follow Through, TEEM, Tucson Early Education Model

This paper describes the development of an oral language skills assessment instrument, called the Children's Language Assessment-Situational Tasks (CLA-ST), and its utilization in both formative and summative evaluation of the Tucson Early Education Model (TEEM) in Project Follow Through. First and third graders in Follow Through classrooms implementing TEEM and non-Follow Through comparison counterparts in a Southeastern community served as subjects. Language samples were collected in the fall and in the following spring in sessions designed to elicit language from the children. Pretest and posttest data were independent. Tape recordings made of each session were transcribed and coded for 11 language variables. A 2-factor analysis of variance was done with treatment (TEEM or comparison) and trials (pretest and posttest) as factors. Results indicate that primary children in the TEEM classrooms demonstrate superior language performance on many dimensions of language development. The paper concludes with a discussion of the utility of this kind of evaluation procedure to supplant traditional paper-and-pencil strategies. (Author/SB)

ED 131 656 FL 008 057

Merino, Barbara J.

**Report on the Working Conference on the SCRDT Teacher Tests For Spanish/English Bilingual Education. Occasional Paper No. 14.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Contract—NIE-C-74-0049

Note—39p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Teachers, \*English (Second Language), Language Instruction, \*Language Proficiency, Language Skills, Language Tests, Language Variation, Linguistic Performance, Second Language Learning, Sociolinguistics, \*Spanish, Teacher Education, Teacher Evaluation, Teacher Qualifications, \*Teaching Skills, \*Tests

This report summarizes the proceedings and outcomes of a working conference of experts, scholars, and educators in bilingual education held at Stanford University on February 12-13, 1976. The goal of the conference was to discuss and improve five tests constructed as part of an effort to improve teaching in bilingual (Spanish-English) education programs. The tests deal with teachers' skills and knowledge in these areas: Spanish of the Southwest, teaching reading in Spanish, teaching Spanish as a second language, teaching English as a second language, and Spanish proficiency. Presentations of the tests, discussions in small working groups, and comments and criticisms in a general session all led to the incorporation of a number of important modifications in the preliminary versions of the tests. (Author)

ED 131 678 FL 008 084

**Study Guide for Teaching English to Speakers of Other Languages.**

Montgomery County, Public Schools, Rockville, Md. Dept. of Adult Education.

Pub Date—Mar 75

Note—53p.

Available from—Department of Adult Education, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland 20850 (\$5.00)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adult Education, Adult Students, Audiolingual Methods, Bibliographies, \*English (Second Language), Foreign Students, \*Language Instruction, Language Programs, Language Skills, Language Teachers, Language Tests, Manuals, Modern Language Curriculum, Phonology, Second Language Learning, Study Guides, \*Teacher Education, \*Teaching Guides, \*Teaching Methods

This study guide was prepared to assist trained teachers of English to speakers of other languages (ESOL) who work with students at the beginning and intermediate levels. These teachers have had graduate courses in descriptive linguistics, phonology, syntax, morphology, and methodology of teaching English to speakers of other languages. The guide includes a brief history of teaching English in the United States; suggested procedures in conducting an adult class; outline of curriculum for beginning and intermediate classes; an introduction to phonology; brief descriptions of the audio-lingual approach, the cognitive-code approach, and the eclectic approach; brief discussions of the four language skills; testing and evaluation; and a seven-page bibliography on general linguistics and ESOL. (Author/CFM)

ED 131 685 FL 008 126

Marin, Jose

**Spanish as a Second Language. Beginning Conversation Spanish. Spanish for Beginners, Level 1. Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif.**

Pub Date—[76]

Note—28p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, Audiovisual Instruction, Audiovisual Programs, \*Conversational Language Courses, \*Course Content, Curriculum Guides, Educational Objectives, Instructional Materials, Language Instruction, Language Programs, Language Teachers, Language Tests, Learning Activities, \*Lesson Plans, Manuals, Secondary Education, \*Second Language Learning, \*Spanish, \*Teaching Guides, Teaching Methods

This manual outlines a beginning course in Spanish based on audio-visual-lingual methodology. Each lesson plan states the objectives, the activities to be performed, the materials to be used, and the method to use in evaluating the student's mastery of the lesson. Some examples of lesson topics are: greeting each other using Spanish names; conversation using the days of the week and other related material; classroom objects; weather conditions; introduction and oral practice of the verb "estar"; places in Mexico, Spain, and republics of Central and South America; classroom command forms; and arithmetic in Spanish. The teacher makes use of films, filmstrips, tapes, flash cards, wall maps, pictures, classroom objects and books in implementing the language instruction. (CFM)

ED 131 688 FL 008 129

**Second Grade Spanish Reading Criterion Referenced Test.**

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date—[76]

Note—69p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, \*Criterion Referenced Tests, Educational Objectives, Instructional Materials, Language Instruction, \*Language Tests, Primary Education, \*Pronunciation, \*Reading Tests, Second Language Learning, \*Spanish

This volume contains criterion referenced tests to be used in a Spanish-English bilingual second grade.

These tests are based on pictures and word lists and are designed to evaluate the student's pronunciation. (CFM)

**ED 131 689** FL 008 130  
**Second Grade Spanish Reading Teacher's Manual.**  
 Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date—[76]

Note—52p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, Decoding (Reading), \*Educational Objectives, Instructional Materials, Language Instruction, Language Tests, \*Primary Education, Reading Comprehension, Reading Development, \*Reading Instruction, Reading Tests, Second Language Learning, \*Spanish, \*Teaching Guides, Vocabulary

This is a Spanish reading guide for the bilingual Spanish-English second grade teacher. The guide contains twenty-eight objectives to be mastered, with the corresponding tests. The emphasis is on encoding, decoding, vocabulary, and comprehension. (CFM)

**ED 131 697** FL 008 152  
**Summary of Dr. John B. Carroll's "The Foreign Language Attainments of Language Majors in the Senior Year."**

Peace Corps, Washington, D.C.

Pub Date—Aug 68

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Audiolingual Skills, College Language Programs, \*College Majors, \*College Students, Educational Diagnosis, French, German, Higher Education, Italian, \*Language Instruction, \*Language Proficiency, Language Skills, Language Teachers, \*Language Tests, Modern Languages, Questionnaires, Russian, \*Second Language Learning, Second Languages, Spanish, Standardized Tests, Study Abroad

Identifiers—\*Peace Corps

This report summarizes a study published in 1967 by Harvard University which assessed foreign language proficiency of U.S. college seniors majoring in French, Spanish, Italian, German, and Russian. The measures used were the following: the MLA Foreign Language Proficiency Tests (Form A): Listening, Speaking, Reading, and Writing; the Modern Language Aptitude Test, Sections 3-5; Questionnaire for Foreign Language Majors; and Questionnaire for Foreign Language Department Chairmen. After identifying factors associated with language achievement, the study suggested improvements in American foreign language teaching, including the advocacy of Foreign Service Testing. The major conclusion was that generally the level of achievement among foreign language majors at the senior level and that of teachers at the NDEA Language Institutes is poor. These findings are relevant to Peace Corps language trainees, whose level of proficiency is very high. (AM)

**ED 132 201** TM 005 938

*Hyman, Irwin A. And Others*

**Developing Criterion Referenced Assessment for Head Start: Theoretical and Practical Considerations.**

Note—17p.; Expanded version of a paper presented at the Annual Meeting of the American Psychological Association (Washington, D.C., September 3, 1976)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, \*Compensatory Education Programs, \*Criterion Referenced Tests, \*Disadvantaged Youth, Early Childhood Education, Intelligence Tests, Minority Group Children, Nature Nurture Controversy, Norm Referenced Tests, Norms, Predictive Validity, \*Screening Tests, Standardized Tests, Test Bias, \*Testing Problems, Test Reliability

Identifiers—\*Project Head Start

Testing with minority and disadvantaged populations in America has resulted in widespread abuse. Theorists have historically viewed tests as instruments for upward mobility in a system in which doors are often opened by parental wealth and status. Predictive validity of tests has not properly accounted for problems in correlational techniques

which accrue when low socioeconomic minority groups who tend to live in homogeneous clusters are considered within the general population. One solution to the lack of norm referenced groups which reflect the homogeneity of minority groups is the use of criterion referenced tests which are useful for both diagnosis and teaching. A criterion referenced approach has been developed over a five year period. The results have been used for pre and post measures for assessing efficacy, for individual instruction, for screening children for further assessment, and as a general guide to help teachers understand individual needs. The test was developed by the Head Start staff and is periodically updated. Factor analysis suggests a specific language factor and a general readiness factor. Internal consistency has run consistently over .88 for administration by college sophomores. Problems of design and implementation are discussed. (Author/RC)

**ED 132 581** CS 203 101

*Dieterich, Daniel J. Comp.*

**Annotated Bibliography of Research in the Teaching of English, July 1, 1976 to December 31, 1976.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—76

Note—27p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Annotated Bibliographies, Bilingualism, Composition (Literary), Early Childhood Education, \*Educational Research, Elementary Secondary Education, \*English Instruction, Higher Education, Humanities, \*Language Arts, Language Research, Literature, Media Research, Oral Communication, Teacher Education, Testing, Verbal Learning

This annotated bibliography lists journal articles, dissertations, books, and ERIC documents related to research in the teaching of English published between July 1, 1976, and December 31, 1976. Documents covering all levels of education are listed in six sections: bilingual and bidialectal studies; language and verbal learning; literature, humanities, and media; teacher education; testing and evaluation; and written and oral communication. Each document is given a one-sentence annotation. (AA)

**ED 132 850** FL 008 250

*Morley, Joan, Ed.*

**Papers in ESL. Selected Conference Papers of the Association of Teachers of English as a Second Language.**

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—76

Note—50p.; Papers presented at the 1974 and 1975 meetings of the National Association for Foreign Student Affairs (Albuquerque, N.M. 1974, and Washington, D.C. 1975) Footnotes may be marginally legible due to type size

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cloze Procedure, Communication Skills, Debate, \*English (Second Language), \*Films, Foreign Students, Grammar, Higher Education, Language Learning Levels, \*Language Tests, Listening Comprehension, \*Nonverbal Communication, Oral Communication, \*Reading Comprehension, Reading Instruction, Reading Tests, Second Language Learning, \*Teaching Methods, Testing

This collection of papers on teaching English as a second language includes the following: (1) "Testing: A Case for Cooperation," by Paul A. Angelis; (2) "Developing a Learning Syllabus in ESL by Teacher Consensus," by Donald Byrd; (3) "Using Debate in ESOL," by Janet Constantinides and Mary Fry; (4) "Non-Verbal Films for Discussion," by Stephen Duffy; (5) "Testing Reading Comprehension in ESL: Background and Current State of the Art," by David Harris; (6) "Reading English as a Second Language," by Betty Wallace Robinett; (7) "Productivity in Intermediate and Advanced Levels of ESL," by Jacquelyn Schachter; and (8) "Training Teachers for the Role of Nonverbal Communication in the Classroom," by Harvey Taylor. (CFM)

**ED 132 863** FL 008 268

*Eddy, Peter A. Comp. McLane, Kathleen, Comp.*  
**ERIC Documents on Foreign Language Teaching and Linguistics: List Number 16. CAL-ERIC/CLL Series on Languages and Linguistics, Number 42.**

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date—Nov 76

Note—24p.; For related documents, see ED 029 538, ED 029 924, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056 600, ED 062 889, ED 073 710, ED 100 124, ED 100 135, ED 102 816, ED 104 162 ED 116 498, and ED 123 890

Journal Cit—Modern Language Journal; v60 n7 p370-391 Nov 1976

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, Applied Linguistics, \*Bibliographies, Biculturalism, \*Bilingual Education, Careers, Child Language, Computational Linguistics, Contrastive Linguistics, Culture, Dialect Studies, \*English (Second Language), Error Analysis (Language), French, German, Grammar, Instructional Materials, Language Handicaps, \*Language Instruction, Language Teachers, Language Tests, \*Linguistics, Phonology, Physiology, Program Evaluation, Psycholinguistics, Psychology, \*Second Language Learning, Semantics, Spanish, Teacher Education, Teaching Methods, Translation, Uncommonly Taught Languages

This is the sixteenth in a series of catalogues of documents of interest to teachers and researchers in foreign languages and linguistics that have been processed into the ERIC system. The documents cited in the present list appeared in the monthly ERIC abstract journal "Resources in Education" (RIE) from July through December 1975. The list is compiled from all of the RIE citations published during that period, not only those contributed by the Clearinghouse on Languages and Linguistics. The list contains the following headings: (1) General; (2) Linguistics; (3) Foreign Language Education; (4) Physiology and Psychology of Language Learning; (5) Equipment; (6) Bilingual/Bicultural Education; (7) English as a Second Language. Each entry includes author's name, title of the work, source, date (if available), length, and ED number. The list is designed to be used in conjunction with RIE and an ERIC microfiche collection. (Author/CFM)

**ED 133 733** CS 203 137

*Nystrand, Martin*

**Ontological Aspects of Validity Concerns in Language Arts Assessment.**

Pub Date—76

Note—32p.; Report prepared at Ontario Institute for Studies in Education

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cloze Procedure, \*Communicative Competence (Languages), Composition Skills (Literary), Elementary Secondary Education, Language Arts, Reading Comprehension, \*Reading Tests, \*Test Construction, Testing, \*Test Validity, \*Writing Skills

In considering the development of language arts tests, a distinction can be made between statistical issues and ontological matters involving the objective existence and adequate characterization of the phenomenon being measured. Careful examination of standardized, norm-referenced tests and criterion-referenced tests in the areas of reading and writing indicates that, in their present forms, both types fail to meet the requirements of ontological validity. Among currently available measures in language arts, the Multiple-Choice Cloze Test of Literal Comprehension is one of the few which are related to a well-researched construct regarding comprehension. Because of the inextricable links between reading and writing, it is possible that a similar approach may be feasible in the assessment of writing skills, as well. Instructional implications deriving from the various approaches to assessment are also discussed. (AA)

ED 133 770

CS 203 183

Rofe, Elizabeth

Assessment of Spoken English.

New Zealand Council for Educational Research,  
Wellington.

Report No.—NZCER-RR-75

Pub Date—75

Note—5p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communicative Competence (Languages), \*Evaluation Methods, Higher Education, \*Language Research, Measurement Instruments, Oral Communication, \*Oral English, Oral Reading, Rating Scales, \*Speech Skills

This study examined the usefulness of an evaluation procedure designed to measure performance in spoken English. Rating involved assessment of the prose reading and conversation skills of 57 first-year students at Wellington Teachers' College, New Zealand. Specific topics of investigation included the consistency of "general impression" ratings between evaluators, the extent to which teachers can differentiate between factors on the rating scale, the degree of correlation between assessment of prose reading and conversation, the performance differences between younger and older students, and differences between evaluator ratings in a live interview and in a taped session. Many factors were found to influence the assessment of oral language—the personality of the evaluator, the number of evaluators used, and the administrative practicability of the test instrument itself. Other findings indicated that a high correlation existed between ratings of taped and live situations, that older students performed better than did younger students, that a fair degree of consensus was achieved between evaluators, and that prose reading and conversation were two different skills. (KS)

ED 133 771

CS 203 185

Dieterich, Daniel J., Comp.

Annotated Bibliography of Research in the Teaching of English, January 1, 1976 to June 30, 1976.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—76

Note—30p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Annotated Bibliographies, Bilingualism, \*Educational Research, \*English Instruction, Humanities, \*Language Arts, Literature, Literature Reviews, Nucleation (Language Learning), Oral Communication, Testing, Written Language

This 104-item annotated bibliography covers research in the teaching of English published between 1 January 1976 and 30 June 1976. Subject headings are bilingual and bidialectal studies; language and verbal learning; literature, humanities, and media; teacher education; testing and evaluation; and written and oral communication. In addition, each of the subject categories is divided into five subcategories: preschool and elementary, secondary, college and adult, status surveys, and reviews of research. (JM)

ED 133 920

EC 091 192

Guide to Resources for Bilingual/Bicultural Education.

Northeast Area Learning Resource Center, Hightstown, N.J.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—75

Contract—300-75-0036

Note—46p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bibliographies, \*Bilingualism, Disadvantaged Youth, Elementary Secondary Education, \*Ethnic Groups, Exceptional Child Services, \*Instructional Materials, Resource Guides, Teacher Education, Testing

The guide provides information on resources for bilingual materials, services, and programs nationally and in the Region 9 states (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont) served by the Northeast Area Learning Resource Center. Sections are given: to information (such as names and a brief description) on national and regional organizations and agencies providing services which include teacher training materials and workshops, classroom materials, and library collections; a list of

eight publications; the Northeast States Bilingual Coordinators' names, addresses, and phone numbers; information on specific resources for securing testing and assessment materials for bilingual programs; a review of publications relating to the following four educational components—theory and practice; professional materials, teacher preparation, and program models; and a review of child use instructional materials, with a listing of publishers. ED numbers are provided, if applicable, for documents available from ERIC (Educational Resources Information Center.) (SBH)

ED 133 994

FL 008 157

Kennedy, Dora F. And Others

Foreign Language Exploratory (French, German, Spanish), (6-8), Resource Guide and Handbook.

Prince George's County Board of Education, Upper Marlboro, Md.

Report No.—PGIN-7690-0409

Pub Date—75

Note—185p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Career Awareness, Career Education, Cultural Awareness, Cultural Interrelationships, \*Curriculum Guides, Curriculum Planning, English, French, German, Junior High Schools, \*Language, \*Language Instruction, \*Language Programs, Language Universals, \*Modern Language Curriculum, \*Resource Guides, \*Second Language Learning, Spanish, Teaching Methods, Testing

Identifiers—\*Foreign Language Exploratory Program, Maryland (Prince Georges County)

The guide focuses on a rationale for exploratory foreign language courses in middle or junior high school, and on the goals and objectives for such courses. An exploratory course may serve a number of purposes regardless of whether or not a pupil elects a foreign language at a later time. These purposes include: (1) acquainting pupils with a language they may study later; (2) enhancing their understanding of English; (3) providing a glimpse into other cultures; (4) increasing the level of general linguistic awareness. Various possible models of organization are presented as aids to administrators contemplating establishing such a course. Suggested basic linguistic cultural content is presented for the exploration of French, German, and Spanish. The guide stresses the reinforcement of English skills through the study of prefixes, suffixes, roots, cognates, and borrowed words coming from a variety of languages, including Latin and Greek. The course attempts to combine the "general language" approach with the teaching of expressions from specific languages. The development of language and language families is stressed. Sections on appropriate methods, materials, and testing are included. (Author/CFM)

ED 134 000

FL 008 301

Koppe, Julia

Children's Language and Experiences: Some Considerations for Linguists. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 16.

Linguistic Society of Australia.; Monash Univ., Clayton, Victoria (Australia).

Pub Date—76

Note—43p.; Some pages may be marginally legible due to print quality of original document

Available from—Linguistic Communications, c/o Department of Japanese, Monash University, Wellington Road, Clayton, Victoria, 3168 Australia (\$8.00 Australian per issue)

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Development, Child Language, Early Childhood Education, \*English (Second Language), Ethnocentrism, \*Individual Instruction, Language Development, \*Language Instruction, Models, Psycholinguistics, Reading Skills, \*Second Language Learning, Student Characteristics, \*Student Teacher Relationship, Teacher Attitudes, Teaching Methods, Test Results, Writing Skills

Identifiers—\*Australian Aborigines

This paper examines a didactic model of teaching-learning which underlies the approach of many teachers and linguists, and proposes an organic interaction model, which recognizes children's individual needs and characteristics. Instead. Problems in interpreting test results in areas of primary or oral language and in the secondary lan-

guage skills of reading and writing are examined, with particular reference to aboriginal children learning English as a second language. Ethnocentric attitudes on the part of the teacher are opposed to the need for increased understanding of the characteristics of learners, children in general, particular cultural groups, and individual children. Consideration is given to recognition of developmental patterns observed among children and accommodation of such sequences in planning programs by teachers and linguists. Finally, some examples of an organic interaction model of teaching-learning in operation are provided. (Author/AM)

ED 134 007

FL 008 318

Commission for Teacher Preparation and Licensing: A Report of Bilingual/Cross-Cultural Educational Credentialing Requirements.

California State Commission for Teacher Preparation and Licensing, Sacramento.

Pub Date—[75]

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Asian Americans, \*Bilingual Education, Bilingualism, Bilingual Students, \*Bilingual Teachers, \*Credentials, \*Cross Cultural Training, English (Second Language), Enrollment, Language Instruction, Language Teachers, Minority Groups, Negroes, Reading Skills, Second Language Learning, Spanish Americans, Teacher Background, \*Teacher Certification, \*Teacher Education, Teacher Qualifications

This report, designed to provide the Commission for Teacher Preparation and Licensing with documentation concerning the need for credentialing in bilingual/cross-cultural education, is based on the examination of the performance of minority populations in California having a cultural and linguistic background different than that of the dominant majority. The historical background of the investigation is provided, along with an overview and definitions of bilingual/cross-cultural education. Educational outcomes providing indices of schools' success in educating minority students include school holding power, reading skills, grade repetition, overageness, and participation in extracurricular activities. A major factor in underachievement is the lack of teachers drawn from the same minority and/or cultural groups as the students, along with a shortage of minority personnel being prepared to teach. Charts provide statistics on all outcomes. The report recommends that the Commission announce the need for credentialing and identify the standards for credentialing, and that the Bilingual/Cross-Cultural Education Committee identify the types of credentials required, investigate the possibility of creating "career ladder" opportunities to make qualified personnel available immediately, and investigate the requirements for re-training existing certificated personnel in bilingual/cross-cultural education. A preliminary definition and qualifications for a specialist in bilingual/cross-cultural education are provided. (CLK)

ED 134 008

FL 008 320

English Language Teaching Profile: Indonesia.

British Council, London (England). English-Teaching Information Centre.

Pub Date—Jun 75

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum, Educational Finance, \*Educational Policy, \*English (Second Language), Foreign Countries, Higher Education, \*Instructional Materials, Junior High Schools, \*Language Instruction, Language of Instruction, Language Proficiency, \*Language Role, Language Teachers, Language Tests, Language Usage, \*Secondary Education, Second Language Learning, Senior High Schools, Teacher Education, Textbooks

Identifiers—\*Indonesia

This profile in outline form of the English language teaching situation in Indonesia attributes the great demand for English to the economic advantages that accompany proficiency in English and to its role in business. English is not used as the medium of instruction except in English departments in tertiary education and in certain specialized training institutions, though it is compulsory as a second language in all secondary schools. The time allotted to it is outlined, and the examinations, syllabi, textbooks, and teaching materials for the

junior and senior high school and tertiary levels are discussed. The make-up of the teaching cadre and teacher training are also described, as well as the various forms of British and American support for the teaching of English. A general statement concerning the strengths and weaknesses of the situation states that the lack of printed materials, low salaries, poor teacher training, and poor physical conditions of the schools are disadvantages that hinder progress. Skilled and dedicated teachers at all levels, economic improvement and an awareness of the need for English language teaching are advantages, however. The profile concludes with brief mention of current research. (CLK)

**ED 134 013** FL 008 325  
**English Language Teaching Profile: The Gambia.**  
British Council, London (England). English-Teaching Information Centre.

Pub Date—Jun 75

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, \*Educational Policy, \*Elementary Secondary Education, \*English (Second Language), English for Special Purposes, Foreign Countries, \*Higher Education, Instructional Materials, \*Language Instruction, Language of Instruction, Language Proficiency, \*Language Role, Language Skills, Language Teachers, Language Tests, Language Usage, Official Languages, Reading Materials, Second Language Learning, Teacher Education

Identifiers—\*Gambia

This profile in outline form of the English language teaching situation in the Gambia discusses the role of English in the community and within the educational system. The number of hours allocated weekly to the teaching of English in the primary school, junior secondary and senior secondary schools and teacher's training college are discussed, as well as the choices of teaching materials and syllabi at these levels, and the methods of assessing English proficiency. The make-up of the teaching cadre is outlined, along with British and American support for the teaching of English. A general statement concerning the strengths and weaknesses of the English language teaching situation concludes the profile, including recommendations for English instruction at the Training College, course materials in the primary schools, and communication between individuals involved with English language teaching in the Gambia. Brief mention is made of current research. (CLK)

**ED 134 014** FL 008 327  
**ESL Master Plan, San Francisco Community College District.**

San Francisco Community Coll. District, Calif.

Pub Date—76

Note—223p.; For related document, see FL 008 328

Pub Type—Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Adult Education, Adult Literacy, Audiovisual Aids, Bibliographies, Culture, \*Curriculum Design, Curriculum Development, \*Curriculum Guides, Dictionaries, \*English (Second Language), Instructional Aids, \*Language Instruction, Language Laboratories, Language Proficiency, \*Language Programs, Language Tests, Program Descriptions, Resource Materials, \*Second Language Learning, Student Evaluation, Teaching Guides, Teaching Methods, Testing, Textbooks

Identifiers—California (San Francisco)

This plan describes the nature and the extent of the English as a second language (ESL) program in Adult Education in the San Francisco Community College District. The key portion of the Master Plan is the specific-levels component which divides the ESL program into eight distinct levels and gives the scope and limitations of each. At the end of each specific level description, and also in an appendix, books and materials appropriate for each level are listed. Approaches, methods and materials are suggested but are not meant to limit the teacher's creativity. A list of suggestions for student language proficiency evaluations is given, such as standardized tests, student self-diagnostic surveys, and criterion-referenced charts. The plan consists of the following chapters: (1) introduction; (2) multi-level ESL; (3) specific-level ESL; (4) ESL adult literacy; (5) course descriptions; (6) master textbook list; (7) dictionaries for students; (8) periodicals for students; (9) publishers; (10) language laboratories and

software; (11) teacher's aids and audiovisual materials; (12) source books for teachers; (13) professional books for teachers; (14) books of cultural interest to teachers; and (15) ESL-related organizations and publications. (CFM)

**ED 134 016** FL 008 329  
**English Language Teaching Profile: Denmark.**  
British Council, London (England). English-Teaching Information Centre.

Pub Date—Jul 75

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Educational Finance, \*Educational Policy, Elementary Secondary Education, \*English (Second Language), English for Special Purposes, Foreign Countries, Higher Education, \*Instructional Materials, \*Language Instruction, Language of Instruction, Language Role, Language Teachers, Language Tests, Language Usage, \*Second Language Learning, Teacher Education

Identifiers—\*Denmark

This profile in outline form of the English teaching situation in Denmark discusses the role of English in the community and within the educational system. The general educational system is described, as well as means of assessing proficiency in English, the syllabi and textbooks used for English instruction, English for Special Purposes, and English instruction for adults. The make-up of the teaching cadre and instructional materials other than books are dealt with, as are English instructors outside the public educational system and British and American support for the teaching of English. A general statement concerning the strengths and weaknesses of the English language instruction situation concludes the profile, along with a brief mention of current research. (CLK)

**ED 134 018** FL 008 332  
**English Language Teaching Profile: Nepal.**

British Council, London (England). English-Teaching Information Centre.

Pub Date—Oct 76

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum, \*Educational Policy, Elementary Secondary Education, \*English (Second Language), English Literature, Foreign Countries, Higher Education, Inservice Teacher Education, Instructional Materials, \*Language Instruction, Language of Instruction, Language Planning, Language Programs, \*Language Role, Language Tests, Multilingualism, Second Language Learning, Teacher Education, Teacher Salaries, Teacher Shortage

Identifiers—\*Nepal

This is a summary in outline form of the English language teaching situation in Nepal. Among the educated Nepalese, English has for a number of years been almost a second language. Its chief uses are as a medium of instruction in certain subjects at degree level, as the principal language for the growing tourist industry and as the medium of communication between Nepalese and all foreign agencies. English is not taught at primary level (Grades 1-3) but it is compulsory through both stages of secondary education (grades 4-10), where it is allocated five periods per week, and for the greater part of the first two stages of tertiary education (Certificate and Diploma). English is compulsory for at least six semesters at the university level. A good deal of teaching at the degree level is in English. There is a great shortage of English teachers at all levels. Little progress has been made in reducing the great proportion of untrained teachers. The British Council is concentrating its efforts on the training of teachers, the integration of prescribed classroom materials into training courses and the general improvement of the materials themselves. English literature is not taught in the schools, as it is considered irrelevant for the mass of the population. (Author/CFM)

**ED 134 019** FL 008 333

**English Language Teaching Profile: Cameroon.**  
British Council, London (England). English-Teaching Information Centre.

Pub Date—Sep 76

Note—6p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, \*Educational Policy, Elementary Secondary Education, \*English (Second Language), Foreign Countries, French, Higher Education, Instructional Materials, \*Language Instruction, Language of Instruction, Language Planning, Language Programs, \*Language Role, Language Tests, Modern Language Curriculum, Private Schools, Public Schools, Second Language Learning, Teacher Education

Identifiers—\*Cameroon

This is a summary in outline form of the English language teaching situation in Cameroon. Cameroon is officially a French/English bilingual state but English at present plays the minor part. There are five francophone and two anglophone provinces with populations of five million and one and a half million respectively. In the anglophone provinces English is the medium of instruction in primary and secondary schools and teacher training colleges. In the francophone provinces, English is taught as a subject in secondary schools and a beginning has been made to introduce English into the primary schools. In the government schools and better private schools it is taught five hours per week in the first two years and three hours per week in the remaining five years. There is a great difference between the public and private sectors in the quality and quantity of teachers. In the main the supply meets the demand in government schools, but in many private schools there are grave shortages. The British Council is involved in the teaching of English in two main ways: (1) as the recruiting agency and administrative support for certain personnel; and (2) in giving advice and assistance where possible. (Author/CFM)

**ED 134 020** FL 008 334  
**English Language Teaching Profile: Pakistan Literature Annex.**

British Council, London (England). English-Teaching Information Centre.

Pub Date—Oct 76

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Policy, Elementary Secondary Education, \*English (Second Language), \*English Literature, Higher Education, \*Language Instruction, Language of Instruction, Language Planning, Language Programs, \*Language Role, Language Tests, \*Modern Language Curriculum, Second Language Learning, Teacher Education, Urdu

Identifiers—\*Pakistan

This is a summary in outline form of the English literature teaching situation in Pakistan. As a legacy of British rule, officially all instruction is in English, but a great deal is carried on in Urdu or provincial languages. Attachment to English language and literature is still strong among the educated elite. This contrasts with the attitudes of some sections of the middle and professional classes who resent the use of English and the continuing British legacy. Within the educational system, English literature is strongly entrenched and only little progress has been made towards more practical and realistic English language teaching. If English is to survive in Pakistan, other than as the language of the elite, it is essential that the standards of English teaching in the schools be raised by the training of more and better English language teachers. In Urdu-medium schools English is taught as a compulsory subject from classes 6 to 8 in the middle/junior schools (age 11-14) and as an elective in the secondary schools (age 14-16). In the English-medium schools English is taught from class 1 (age 6). English is compulsory in all higher secondary schools, intermediate colleges, and degree-granting colleges and universities. (Author/CFM)

**ED 134 023** FL 008 337

*Schulz, Renate A., Ed.*

**Teaching for Communication in the Foreign Language Classroom. A Guide for Building the Modern Curriculum. Selected Papers from the 1976 Central States Conference.**

Central States Conference on the Teaching of Foreign Languages.

Pub Date—76

Note—147p.; For related documents, see FL 008 336-339

Available from—National Textbook Co., 8259 Niles Center Rd., Skokie, Illinois 60076

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Adult Students, Classroom Communication, Communication Skills, \*Communicative Competence (Languages), Cultural Education, Culture, Curriculum Development, Elementary Secondary Education, Higher Education, \*Language Instruction, \*Language Proficiency, Language Tests, Linguistic Competence, \*Modern Language Curriculum, Oral Communication, \*Second Language Learning, \*Teaching Methods, Travel

This book consists of ten papers presented at the 1976 Central States Conference on the Teaching of Foreign Languages. Three major trends in foreign language instruction were identified as themes for the conference: (1) the growing emphasis on developing communication skills in the language learning experience; (2) the concern for the individual student's attitudes, values, and needs in developing interpersonal relationships and communication in the classroom; and (3) the interest in intercultural and ethnic communication. The following papers are included in this volume: (1) "Between People - A Mystery of Language," by Charles T. Brown; (2) "A Relevant Curriculum: Linguistic Competence + Communicative Competence = Proficiency," by Sidney N. J. Zelson; (3) "Communicative Competence: Even for the Non-Major," by Patricia B. Westphal; (4) "Integrating Culture and Communication in the College Foreign Language Class," by Constance Knop, Carol Herron, and Valorie Wyman; (5) "Testing Communicative Competence," by Walter H. Bartz; (6) "Strategies for Increasing Cross-Cultural Awareness," by Sidney L. Hahn; (7) "Clue Searching: An Aid to Comprehension," by Jay Paul Minn; (8) "A Practical Approach to the Teaching of Foreign Languages in the Adult Education Classroom," by Dana Carton; (9) "Languages for Travel: A Foreign Language Alternative," by Max M. Novitz; and (10) "Environmental Education and Foreign Languages," by David E. Cox. (CFM)

ED 134 026

FL 008 340

Allen, David Natelson, Elissa R.

Prediction of Success in French, Spanish, German, and Russian Foreign Language Learning. An Analysis of FY67-74 Student Data.

Central Intelligence Agency, Washington, D.C.

Pub Date—77

Note—177p.

Available from—Elissa Allen, 2106 N. Military Road, Arlington, Virginia 22207 (free)

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Students, French, German, Language Ability, \*Language Instruction, \*Language Proficiency, \*Language Tests, Part Time Students, Post Secondary Education, Psychological Testing, Russian, \*Second Language Learning, Spanish, \*Statistical Analysis, Statistical Data, Student Attitudes, Student Characteristics, \*Success Factors, Testing, Test Results

Identifiers—Modern Language Aptitude Test

This study was performed on a sample of 1,276 part-time (PT) and full-time (FT) Language Learning Center (LLC) students enrolled in French, Spanish, German and Russian during FY67-74. The study sought to: (1) develop a statistical data base for use in future curriculum and testing studies; (2) examine factors affecting language learning success; and (3) to compare French, Spanish, German, and Russian training in terms of student body and instructional effectiveness. Findings include: (1) FT and PT students within each of the four languages have significantly differing psychological and linguistic profiles; (2) PT training is more effective than FT training for exit proficiency goals of S-1 and S-2; (3) the number of hours needed to attain S-1 and S-2 is significantly influenced by measured language aptitude; (4) the number of hours needed to attain S-2 is significantly influenced by prior language training; and (5) each of the four languages requires a different combination of factors to optimize the prediction of exit proficiency and improvement. Appendices contain: psychological measures; sample Modern Language Aptitude Test; language proficiency rating criteria; and tables and figures. (Author/AM)

ED 134 030

FL 008 344

Schneider, Gerd K.

Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1976.

Pub Date—76

Note—64p.; For related document, see ED 116 464

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Language Programs, Cultural Education, \*German, \*Intensive Language Courses, \*Language Instruction, Language Tests, Lesson Plans, Modern Language Curriculum, \*Program Descriptions, Second Language Learning, Test Results, Textbooks

The report describes the seven-week program of the first- and second-year German language courses taught at Middlebury College during the summer of 1976. This was an intensive program with at least four hours of formal classroom instruction per day. The high scores achieved on the MLA Cooperative Foreign Language Tests, Forms LA and MA, and on the CLEP-Test prove that a program of this nature can be very successful. Appended to this report are teaching modules for the second and third year of German. It may be difficult to duplicate the program entirely at another institution; the report can, however, serve as a general example for setting up a total immersion language training program. (Author)

ED 134 037

FL 008 357

Kohonen, Viljo, Ed. Nummenmaa, Liisa, Ed.

Special Issue on Teaching and Testing Communicative Competence. Language Centre News, No. 4. Jyväskylä Univ. (Finland). Language Center.

Pub Date—Sep 76

Note—68p.

Available from—Language Center, University of Jyväskylä, SF-40100, Jyväskylä 10, Finland

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiolingual Skills, Audiovisual Aids, \*Communicative Competence (Languages), \*Conversational Language Courses, \*English (Second Language), Higher Education, Interpreters, Language Fluency, \*Language Instruction, \*Language Tests, Linguistics, Oral Communication, Professional Training, Psycholinguistics, \*Second Language Learning, Teaching Methods, Testing, Translation

Identifiers—\*Finland

This special issue consists of the following seven articles on communicative competence: (1) "Psycholinguistics and Language Teaching," by Elisabeth Ingram; (2) "Current Trends in Language Teaching at the C.R.A.P.E.L.," by Philip Riley; (3) "Who Needs a Teacher? - An Alternative to the 'Conversation Class'," by Ken Meaney; (4) "Some Current Problems in Language Teaching," by Viljo Kohonen; (5) "Group Conversation as a Means of Teaching and Testing Spoken Language," by David Folland; (6) "Foreign Language Conversation Testing at Tampere Language Institute," by Walter Bacon and Sirikka-Liisa Ojanen; (7) "Spoken English Grading Test," by Philip Binham. (CFM)

ED 135 206

FL 008 271

Garcia-Zamor, Marie Birdsong, David

Testing in English as a Second Language: A Selected, Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 40.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—32p.

Available from—Teachers of English to Speakers of Other Languages, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (\$1.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*English (Second Language), Language Instruction, \*Language Proficiency, Language Skills, \*Language Tests, Resource Materials, Second Language Learning, Student Evaluation, \*Test Construction, Testing

This bibliography on testing in English as a second language (ESL) is divided into four sections. Section

1, Second Language Testing, includes texts and articles that treat the general and overall aspects of second language testing. Many of the theories, techniques, and tests discussed in these works also apply to ESL. The items in the second section, Testing Theory, provide a theoretical background to ESL testing procedures, techniques, and design, or describe research in these areas. Section 3, Test Design, contains items describing the construction of a prototype ESL test or related experimentation. Other items provide suggestions for the design and construction of tests. The final section, Tests and Test Assessments, contains descriptions of specific ESL test instruments and also includes evaluations of some tests. Most items in the bibliography were published after 1969. Each entry includes the date, the publisher or journal title, an annotation, and, where available, the ERIC ED number. (Author/CLK)

ED 135 214

FL 008 358

Molsio, Risto Valenta, Eero

Testing Finnish Schoolchildren's Learning of English Consonants. Jyväskylä Contrastive Studies, No. 3.

Jyväskylä Univ. (Finland).

Pub Date—76

Note—109p.

Pub Type—Books (010)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Consonants, \*Contrastive Linguistics, Distinctive Features, \*English (Second Language), Finnish, \*Interference (Language Learning), Language Instruction, Language Proficiency, Language Tests, \*Learning Difficulties, Listening Tests, Phonemes, Phonetics, Pronunciation, Pronunciation Instruction, Secondary Education, \*Second Language Learning, Testing Identifiers—Finland

The present study deals with two language skills, listening and speaking, and it is limited to single consonant phonemes only. The purpose is to try to find answers to the following problems: (1) Which Finnish consonants are given as substitutes for English consonants by Finnish pupils who have no previous (or practically no previous) knowledge of English? (2) Which English consonants are difficult for Finnish-speaking pupils to learn? (3) Are the areas of difficulty predictable on the basis of a contrastive analysis? (4) Is there a change in the amount and type of learning problems between second formers and fifth formers in secondary school? (5) Can success in the production test be predicted from the listening test results? (6) Are certain background variables related to pupils' ability to discriminate, identify and produce English consonants? The Finnish and English consonant systems are compared on the basis of physical, relational and distributional differences. Substitution, discrimination, sound analogy, written analogy, and production tests were constructed and administered to secondary school students; the total number of subjects involved varied from 48 for the production test to 329 for the discrimination test. The results are given by research question, and sample tests are included in the appendices. (CFM)

ED 135 218

FL 008 366

Sheridan, Rita

Augmenting Reading Skills through Language Learning Transfer. I CES Latin Program Evaluation Reports, 1973-74, 1974-75, 1975-76.

Indianapolis Public Schools, Ind.

Pub Date—76

Note—27p.; Best copy available

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Tests, Classical Languages, Cultural Education, \*Elementary Education, English, \*Flex, Flex Programs, Humanities, Language Instruction, Language Programs, Language Skills, \*Latin, \*Program Evaluation, \*Reading Skills, Vocabulary, Western Civilization

A project was begun in 1973 in the Indianapolis Public School system based on the hypothesis that English language skills and the control of syntactic structures can be measurably improved through participation in a specially designed Latin FLIS program stressing the importance of Latin root words. Goals of the project were to assess whether or not the study of Latin and classical civilization will: (1) expand the verbal functioning of sixth grade children in English, and (2) broaden their cultural horizons and stimulate an interest in humanities. The project was directed towards approximately 400

sixth graders in six schools, all studying Latin and classical civilization in a program coordinated with their regular classes. They received a thirty-minute lesson each day 5 days per week taught by a Latin specialist. The present program evaluation report shows overall gains in word knowledge, reading, language, spelling, math computation, math concepts, math problem solving, and social studies after the first year, and gains in spelling, reading, and math concepts following the second and third years of the program, as seen from results on subtests of the Metropolitan Achievement Test. Teachers' evaluation of the program were generally favorable. (CLK)

ED 135 231 FL 008 391

Clement, R. And Others

Attitudes and Motivation in Second Language Acquisition: An Investigation of Ontario Francophones. Working Papers on Bilingualism, No. 12. Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—Jan 77

Note—23p.; For related documents, see FL 008 392-396

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Bilingualism, Bilingual Students, \*English (Second Language), French, Language Attitudes, Language Instruction, \*Language Proficiency, Language Skills, Native Speakers, Questionnaires, Secondary Education, Secondary School Students, \*Second Language Learning, \*Student Attitudes, \*Student Motivation, \*Test Reliability

Identifiers—Ontario

The purpose of this study was to evaluate the reliability of a motivational/attitudinal questionnaire developed for use with francophone students, and to assess the relation of attitudes and motivation to achievement in English. A secondary aim was to evaluate the relation of the context of second language acquisition to attitudes and achievement. The subjects in this study were 130 grade seven and eight students who were learning English as a second language. The results demonstrate that in general the attitudinal and motivational scales are reliable; that attitudes, anxiety and motivation are related to achievement in the second language; and that context of English acquisition has an effect on verbal English achievement but not on attitudes. (Author)

ED 135 237 FL 008 402

Cardenas, Jose A. And Others

Bilingual Education. Intercultural Development Research Association, San Antonio, Tex.

Pub Date—[75]

Note—39p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, Bilingual Students, \*Educational Policy, \*Elementary Secondary Education, English (Second Language), Language Attitudes, Language Development, Language Instruction, \*Language of Instruction, Language Proficiency, Language Skills, Language Tests, Language Variation, Native Speakers, Oral Communication, Second Language Learning, \*Spanish, Spanish Speaking, Syntax, Teaching Methods, Test Construction

Seven articles are contained in this publication. "Bilingual Education vs. Segregation" and "Lau Remedies Outlined" are by Jose A. Cardenas. The former discusses the bilingual education paradox in situations where children are forced to forego the benefits of bilingual education because all instruction is in English, or are segregated in order to participate in a bilingual education program. Methodologies are outlined which would allow Spanish-speaking children to be taught in heterogeneous settings. In the latter, the four phases of the development of a compliance plan are outlined, and bilingual education at the secondary level is briefly discussed. "A Perspective of Oral Language Development in Federal Programs," by Kay Jagoda Caragone, contrasts ESL language development, oral language development in general, and oral language development in bilingual education. "PAL Meas-

ures Language Dominance" and "BSM Assesses Linguistic Proficiency in English/Spanish," by Sylvia Gil, discuss the goals, construction, administration, and scoring of the Primary Acquisition of Languages Oral Language Dominance Measure and the Bilingual Syntax Measure. "Appreciating Linguistic Varieties," by Nancy Flores, discusses socially stigmatized language varieties in terms of bilingual education. "Implementation of Innovations in Multicultural Education," by Blandina Cardenas, deals with the organizational and human relations needs of educational institutions implementing bilingual/multicultural education. (CLK)

ED 135 245 FL 008 415

Savignon, Sandra J.

Communicative Competence: Theory and Classroom Practice.

Pub Date—23 Apr 76

Note—23p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Detroit, Michigan, April 23, 1976)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Body Language, Classroom Communication, Classroom Games, \*Communicative Competence (Languages), \*Language Instruction, Language Teachers, Language Tests, \*Language Usage, Learning Activities, Nonverbal Communication, Role Playing, \*Second Language Learning, Teacher Attitudes, Teaching Methods, \*Verbal Communication

Within the framework of viewing communicative competence as a prerequisite to linguistic competence, rather than vice versa, this paper considers the following: (1) the nature of communicative competence for second language teaching; and (2) ways in which the teacher can begin to make a foreign language program more meaningful. Communicative competence is defined as what native speakers know which enables them to interact effectively with each other. Implications for the language teacher include: (1) the need for tests which measure the ability to use language; (2) the irrelevance of sequencing surface features; (3) the need for emphasis on non-linguistic aspects of communication; and (4) the need to re-examine attitudes toward students and language teaching. Practical suggestions for implementing communicative competence in the classroom include the use of spontaneous role-playing, discussions, games, radio, and the telephone. (AM)

ED 135 247 FL 008 417

Davidson, David M.

Assessing Writing Ability of ESL College Freshmen.

Pub Date—Oct 76

Note—31p.; Paper presented at meeting of the New York State Teachers of English to Speakers of Other Languages (October 1976)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Freshmen, \*Composition Skills (Literary), \*Diagnostic Tests, \*English (Second Language), Higher Education, Language Instruction, Language Proficiency, \*Language Tests, Second Language Learning, Sentence Structure, Structural Analysis, \*Test Construction, Testing, Transformation Generative Grammar, Transformations (Language), \*Writing Skills

Identifiers—Michigan Test of English Language Proficiency, Test of Ability to Subordinate

To help assess the writing ability of college freshmen studying English as a second language (ESL), this study was undertaken to identify particular structures of subordination associated with writing maturity and to develop a diagnostic instrument to test student control of those structures. Following sentence-generating principles of transformational grammar, the developed examination, entitled Test of Ability to Subordinate (TAS), offers test items in the form of pairs or triads of kernel or "core" sentences which students are asked to combine into one sentence by filling in missing words in a given sentence frame. The 30-item, limited-response examination was administered to a number of ESL college freshmen along with the Michigan Test of English Language Proficiency and a composition exercise. The TAS correlated .86 with scores on the Michigan Test and .74 with composition scores. The study suggests that: (1) certain structures of subordination appear to be critical elements of overall writing ability; (2) it is possible to construct valid objective tests which ask students to actively engage in writing

sentences as well as in a cognitive process required in free writing; and (3) the ability to produce certain transformations through sentence combining is indicative of the ability to perform these transformations during the normal writing process. (Author)

ED 135 258 FI 008 446

Jonz, Jon

Teacher's Guide for Poor Simpleton, MC Format. Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Pub Date—Apr 76

Note—39p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, \*Cloze Procedure, \*English (Second Language), Error Analysis (Language), Item Analysis, \*Language Tests, \*Multiple Choice Tests, Spanish, Spanish Speaking, Teaching Guides, Test Construction, Testing, Testing Problems, \*Test Interpretation, Vocabulary

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is a teacher's guide for "Poor Simpleton," a language test designed for students of English in bilingual programs. The guide explains the nature of the test, how to administer and score it, and how to analyze test results. The test is a modified version of the cloze procedure. Unlike most cloze tests, which are "open-ended," that is, there are no constraints on what the student restores to the text in each blank, this particular test offers the student a choice of four words for each blank. The prose passage used for this test is a translation of the Spanish story, "Pobre Inocente." A copy of the test itself is provided. (CFM)

ED 135 259 FL 008 447

Hendrickson, James M.

Goof Analysis for ESL Teachers.

Pub Date—76

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, \*Communicative Competence (Languages), \*English (Second Language), \*Error Analysis (Language), \*Language Instruction, Language Proficiency, \*Second Language Learning, Testing, Verbal Communication, Writing Skills

This paper presents and illustrates a technique for analyzing the communicative effect of errors produced in spoken and written communication samples by students of English as a second language (ESL). First, a method is demonstrated for eliciting a representative communication sample of a student's speech or writing, using pictorial stimuli. Second, a practical taxonomy is presented for classifying student errors in communicative and linguistic terms. Third, an actual written composition demonstrates step-by-step how to classify, code, and chart these errors systematically. Finally, suggestions indicate ways in which the ESL teacher can use error charts to obtain four different kinds of information about his students' spoken and written proficiency. (Author/AM)

ED 135 823 TM 006 047

ESEA Title VII Bilingual/Bicultural Education Program; Programa de Educacion Bilingue/Bicultural 1975-1976.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date—[76]

Note—202p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Achievement, \*Biculturalism, \*Bilingual Education, Career Education, \*City Wide Programs, Compensatory Education Programs, \*Elementary Secondary Education, Evaluation Methods, Parent Attitudes, Program Descriptions, Program Effectiveness, \*Program Evaluation, Self Concept, Spanish Culture, Spanish Speaking, Standardized Tests, Student Attitudes, Teacher Attitudes, Test Results

Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, \*Milwaukee Bilingual Education Program, Wisconsin (Milwaukee)

This is the annual evaluation report of the Title VII components of the Milwaukee Bilingual/Bicultural Education Program funded by Title I and Title VII of the Elementary and Secondary Education Act of 1967 and the Milwaukee Public Schools. The results of the 1975-76 assessment of pupil progress

toward achievement of the program's academic and affective goals in elementary and secondary schools are detailed. It includes observations by parents, teachers, administrators, and the Educational Resource Team. Standardized test results indicate the goal of grade level progress was achieved at kindergarten, lower and upper primary in readiness, English reading, and mathematics when Bilingual Program performance was compared with national norms and Title I or Spanish-surnamed comparison groups. Half-day kindergarten children reached the same achievement level as those in full-day classes. Equivalent progress was not demonstrated at middle primary, the level at which many pupils were introduced to reading in their second language. At upper primary, Bilingual Program achievement exceeded that of the Title I Reading and Mathematics Programs. In addition, Spanish reading achievement was high. Both bilingual and comparison pupils tested positive on a self-concept test. A sample of students indicated positive attitudes toward Mexican and Puerto Rican cultures and a high level of cultural knowledge. Career Orientation, Bilingual Typing, and English for Latinos were innovative secondary school courses. Secondary students endorsed bilingual education. Teachers and parents gave the program high ratings in meeting the goals of grade level achievement and improved student self-esteem. Suggestions for program improvement were made. (RC)

ED 136 569 FL 008 414

Cooper, Stephen, Comp.

Graduate Theses and Dissertations in English as a Second Language: 1975-1976. CAL-ERIC/CLL Series on Languages and Linguistics. No. 45.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Note—31p.

Available from—TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (\$1.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Applied Linguistics, \*Bibliographies, Bilingualism, Career Opportunities, Contrastive Linguistics, Culture, Curriculum Development, Dialects, Doctoral Theses, Elementary Secondary Education, \*English (Second Language), Grammar, Higher Education, Instructional Materials, \*Language Instruction, Language Laboratories, Language Tests, Masters Theses, Phonology, Psycholinguistics, Reading, \*Second Language Learning, Sociolinguistics, Teaching Methods, Writing Skills

This listing is an attempt to provide graduate students and other researchers in ESL (English as a Second Language) with specific, comprehensive data on contemporary studies. The bibliography consists of 110 titles of theses and dissertations completed between July 1975 and June 1976 at degree-granting institutions in the United States and Canada. The titles are organized under the following subject headings, drawn from indexes used in the TESOL Quarterly: (1) adult education; (2) applied linguistics; (3) bilingualism; (4) contrastive studies; (5) culture; (6) curriculum; (7) grammar; (8) language laboratory; (9) materials; (10) methods; (11) phonology; (12) profession; (13) psycholinguistics; (14) reading; (15) second dialect; (16) second language learning; (17) sociolinguistics; (18) testing; and (19) writing. Each entry provides the author's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis advisor, department or program, and writer's address. Many of the entries also contain a descriptive annotation. (CFM)

ED 136 582 FL 008 445

Jonz, Jon

Teacher's Guide for Use with the Reading Assessment Materials.

Lancaster City School District, Pa.

Pub Date—May 76

Note—28p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, \*English (Second Language), Language Instruction, Language Proficiency, Language Tests, Reading Development, Reading Instruction, \*Reading Tests, Span-

ish Speaking, \*Teaching Guides, Testing, Test Interpretation

This guide has been created to accompany the Lancaster, Pa. School District's Bilingual/ESL Reading Assessment Materials. The guide includes reading tests and information about how the tests were made, about how to give and score the tests, and about how to use test results. The tests are designed to help the teacher monitor changes in students' language proficiency and to give the student the opportunity to receive fair and accurate information about his language development. The Reading Assessment Materials themselves consist of short reading passages in which students are required to fill in blank spaces with appropriate English words or phrases. (CHK)

ED 136 596 FL 008 469

Wanat, Stanley F., Ed.

Issues in Evaluating Reading. Linguistics and Reading Series: 1. Papers in Applied Linguistics. Center for Applied Linguistics, Arlington, Va.

Pub Date—Mar 77

Note—77p.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$4.95)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Applied Linguistics, Culture Factors, Intelligence, Intelligence Quotient, Language Attitudes, Language Research, \*Linguistics, Linguistic Theory, \*Reading, Reading Readiness, Reading Readiness Tests, \*Reading Research, Reading Skills, \*Reading Tests, Teacher Attitudes

Six papers are included in this collection. "How Misconceptions about Language Affect Judgments about Intelligence," by Roger W. Shuy, and "The Cultural Context of Learning to Read," by R. P. McDermott, deal with contexts in which evaluation of a student's reading are made: a teacher's direct evaluation of a student's reading performance, and a teacher's interpretation of a student's performance on a reading test take place within the context of what the teacher thinks of that student's general level of cognitive abilities. "Criteria for Evaluating Readiness: When Is a Child Intelligent Enough to Read?" by Stanley F. Wanat, and "Consumer Awareness in Testing Reading," by William Eller and Roger Farr, discuss the content, form, and use of standardized reading tests. In his paper entitled "What Should Early Reading Tests Measure?," J. Jaap Yuinman stresses the need for close correspondence between what is tested and what is taught, and "IQ Is and Is Not Related to Reading," by Harry Singer, deals with the variable relationship between IQ and reading dependent on the nature and difficulty of the task, the capabilities of the reader, the time allowed for learning, the quality of instruction, and the nature of the tests used for assessing intelligence and reading. Eight pages of references conclude the volume. (CLK)

ED 137 320 TM 006 082

Doyle, Vincent

A Psychometric Analysis of the Mat-Sea-Cal Oral Proficiency Tests.

Center for Applied Linguistics, Arlington, Va.

Pub Date—[Apr 77]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Criterion Referenced Tests, Elementary Education, \*English, \*Factor Analysis, \*Item Analysis, Language Proficiency, \*Language Tests, \*Spanish, \*Test Reliability

Identifiers—\*Mat Sea Cal Oral Proficiency Tests  
The Mat-Sea-Cal Oral Proficiency Tests are a series of comparable grammatical structure tests. They have been developed in six languages: English, Spanish, Cantonese, Mandarin, Ilokano and Tagalog. Their purpose is to identify linguistic skills and deficiencies of primary school children grades K through 4. This research reported on the psychometric qualities of the English and Spanish editions. Reliability was computed by the method of internal equivalence. Coefficients were .91 on the English test and .94 on the Spanish test. Point biserial coefficients were calculated as the discrimination index. Results varied by subtest (Listening Comprehension, Sentence Repetition, and Structured Response). Factor analysis, via principal factoring with

varimax rotation, was employed to identify item pools. Results indicated that approximately 30 percent of all original items require revision. (These tests are labeled "Field Test Edition" by the authors.) The remaining items possessed good to excellent discrimination indices, and difficulty levels appropriate for criterion referenced measures. (Author)

ED 137 332 TM 006 132

Golub, Lester S.

Evaluation Design and Implementation of a Bilingual Education Program, Grades 1-12. Spanish/English.

Pub Date—[Apr 77]

Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Biculturalism, \*Bilingual Education, Educational Innovation, \*Elementary Secondary Education, \*Evaluation Methods, Formative Evaluation, Needs Assessment, Program Attitudes, \*Program Development, \*Program Evaluation, Puerto Ricans, School Districts, \*Spanish Speaking, Student Testing

The design and outcome of a bilingual education program evaluation emphasizing the instructional and attitudinal variables of the bilingual education program presently in operation is described. The purpose of this program evaluation emphasizing needs assessment is to gather base-line data for continued evaluations in the following years. The instruments and procedures are being refined for a follow up evaluation in the Spring of 1977. Other bilingual education programs can adapt this design to their needs. (Author/RC)

ED 137 349 TM 006 150

Siracuse, Kathleen

Measuring the Achievement of Groups in Compensatory Education: An Alternative Testing Framework.

Pub Date—[Apr 77]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, \*Compensatory Education, \*Criterion Referenced Tests, Diagnostic Tests, \*Group Tests, \*Item Banks, \*Item Sampling, Language Programs, Norm Referenced Tests, Norms, Reading Programs, School Districts, Secondary Education, Secondary School Mathematics, Standardized Tests, Student Testing, Test Construction, Testing Problems, Testing Programs, Test Interpretation

An achievement testing framework is being developed by the Los Angeles Unified School District to assess the educational progress of 14,000 secondary level compensatory education students with something other than standardized tests. The technique of multiple matrix sampling was applied to the use of large item domains in the subject area of reading, mathematics, and language development. The domains of items were built locally on "content maps" which describe the skills actually taught in the compensatory education program. The process of constructing such frameworks is transportable to other programs. The possibility of obtaining normative data from the framework is being explored. (Author)

ED 137 395 TM 006 201

Molina, Huberto Shoemaker, David M.

Comprehensive Assessment of Spanish Language Proficiency Using Multiple Matrix Sampling Techniques.

Pub Date—[Apr 77]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); For a related document, see ED 093 911

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Students, English (Second Language), \*Item Sampling, \*Language Proficiency, \*Measurement Techniques, Norm Referenced Tests, Spanish, \*Spanish Speaking, Statistical Analysis, \*Student Testing

In discussion of assessment and its applicability to

the needs of the Spanish-speaking student population, four types of assessments are presented in the context of the educationally significant testing needed in this area. The focus of this paper is on the use of comprehensive assessment to measure the repertoire of language resources that the Spanish-speaking population bring to the school experience. Multiple matrix sampling techniques are described as they apply to the following assessment requirement: To what degree do speakers of Spanish in the United States possess proficiency in Spanish, taking into account levels of formality, slow/fast speech, colloquial, and dialectal usage of language? (Author)

ED 138 040 FL 007 747

*Crable, Elaine Ann Johnson, David*  
Paradigmatic Results of a Word Association Test Administered in English and Farsi.

Pub Date—Apr 76

Note—9p.; Paper presented at the conference of the American Educational Research Association (April, 1976)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Association (Psychological), Associative Learning, Cognitive Processes, \*Cognitive Tests, \*English (Second Language), Language Instruction, \*Language Research, Language Tests, Linguistic Competence, Native Speakers, Predictive Ability (Testing), \*Second Language Learning, Test Interpretation, Tests, \*Thought Processes

Identifiers—Farsi

A study was carried out to test the hypothesis that a difference exists between the results of a paradigmatic/syntagmatic word association test given in an individual's native language and in his second language. The sample used in this study consists of 23 Iranian officers attending a course at Air University in Alabama. Their primary language is Farsi and their second or third language, English. All were given a free word association test, the P/S Inventory (Paradigmatic/Syntagmatic Inventory, Dinnan, 1971). The test was first administered individually to each subject in English. Four days later the same P/S Inventory was administered to the subjects in Farsi. The results revealed differences in the paradigmatic thinking patterns in the two identical tests. This study and other research suggest that when one language is clearly dominant, differences in association behavior will be exhibited. The foreign student should be aware that his English thinking patterns may be syntagmatic in nature and that shortcomings in a second language do not reflect academic inadequacy. (CFM)

ED 138 053 FL 007 853

*Matluck, Joseph H. Mace-Matluck, Betty J.*  
Language and Culture in the Multiethnic Community: Spoken Language Assessment.

Pacific Northwest Conference on Foreign Languages, Portland, Oreg.

Pub Date—Apr 75

Note—9p.; Paper presented at the Annual Meeting of the Pacific Northwest Council on Foreign Languages (26th, Simon Fraser University, April 17-19, 1975)

Available from—Not available separately; see FL 007 842

Pub Type—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Cantonese, Chinese, Cognitive Processes, Communicative Competence (Languages), \*Cultural Factors, English (Second Language), Interference (Language Learning), Language Proficiency, Language Skills, \*Language Tests, Mandarin Chinese, Morphology (Languages), Non English Speaking, Phonology, Sociocultural Patterns, \*Sociolinguistics, Spanish, Standardized Tests, Suprasegmentals, Syntax, Tagalog, \*Test Bias, \*Test Construction, Testing, Vocabulary

Identifiers—\*Ilojano

This paper discusses the sociolinguistic problems inherent in multilingual testing, and the accompanying dangers of cultural bias in either the visuals or the language used in a given test. The first section discusses English-speaking Americans' perception of foreign speakers in terms of: (1) physical features; (2) speech, specifically vocabulary, syntax, phonology, morphology, and suprasegmentals; and (3) sociolinguistic factors, in terms of differences in how reality is viewed, ranking of values, interpersonal relationships, cause and effect relationships, and institutions. The Multilingual Test Develop-

ment Project which resulted in the development of the MAT-SEA-CAL Oral Proficiency Tests is described. The objectives of the tests are: (1) to determine the child's ability to understand and produce the distinctive characteristics of a given language, to express known cognitive concepts, and to handle learning tasks in that language; and (2) to provide placement and instructional recommendations. The tests were developed in English, Cantonese, Mandarin, Tagalog, Ilokano, and Spanish. The principal modes of assessment were listening comprehension, sentence repetition, and structured response. Linguistic and cultural factors were considered in test preparation. The test provide a profile of students' ability to handle a given concept and of students' strengths and weaknesses in their first language and English. (CLK)

ED 138 057 FL 007 857

*Stansfield, Charles W.*

Study Abroad and the First-Year Student.

Pacific Northwest Conference on Foreign Languages, Portland, Oreg.

Pub Date—Apr 75

Note—5p.; Paper presented at the Annual Meeting of the Pacific Northwest Council on Foreign Languages (26th, Simon Fraser University, April 17-19, 1975)

Available from—Not available separately; see FL 007 842

Pub Type—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Achievement Tests, \*Aptitude, \*College Language Programs, Higher Education, \*Intensive Language Courses, Language Ability, \*Language Instruction, Language Proficiency, Language Skills, Language Tests, Listening Comprehension, Reading Skills, \*Second Language Learning, Spanish, \*Study Abroad, Writing Skills

Identifiers—Mexico (Jalapa), MIA Cooperative Spanish Test

A study was conducted in Jalapa, Mexico, to test the hypothesis that a student of average and below average language aptitude may have greater difficulty with the accelerated pace of learning in an intensive program. The Modern Language Association Cooperative Spanish Test was administered to the eight beginning students enrolled in the Jalapa program in Fall 1974. Sections administered were listening, reading, and writing. Results indicated this group learned three semesters of Spanish in three and a half months abroad, with production skills ranging highest, although it was not possible to test speaking skills. It is concluded that reservations about the interaction of language aptitude and accelerated pace, as stated by J.B. Carroll, seem unfounded when applied to study abroad. (AM)

ED 138 074 FL 007 874

*Horvath, Barbara*

Order of Emergence of Control in English Grammatical Structure in Native and Non-Native English Speaking Children

Pacific Northwest Conference on Foreign Languages, Portland, Oreg.

Pub Date—Apr 75

Note—7p.; Paper presented at the Annual Meeting of the Pacific Northwest Council on Foreign Languages (26th, Simon Fraser University, April 17-19, 1975)

Available from—Not available separately; see FL 007 842

Pub Type—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Adjectives, Child Language, Children, Elementary Education, \*English (Second Language), Generative Grammar, \*Grammar, \*Language Development, \*Language Tests, Migrants, Native Speakers, Negative Forms (Language), Nonstandard Dialects, \*Second Language Learning, Sentence Structure, Spanish, \*Spanish Speaking, Tenl, Verbs

The research reported in this paper is concerned with three questions. Are the processes of language development complete by the time children begin school? What is the order of the emergence of control of grammatical rules? And is that order similar for first and second language learners? The data used in the analysis come from a project centered at Michigan State University, which was to design an English curriculum for the children of migrant agricultural workers, most of whom spoke Spanish as a native language. A test was designed which would show what native-speaking children of eight to eleven years of age knew about their grammar. This test would then be used to select the children

who were not native speakers to participate in the English program. The test was designed to cover a wide range of grammatical constructions, from the simple to the complex. The results gave the following answers to the three questions: (1) Language development is not complete by the time children begin school; (2) The order of grammatical control is as follows: possessives, present tense, past tense, negation, comparative adjectives, sentence combining, and, finally, tag questions; and (3) By and large the order of the emergence of grammatical control is similar for first and second language learners. (CFM)

ED 138 090 FL 008 504

*Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program. Vol. I: Study Design and Interim Findings.*

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date—Feb 77

Contract—OEC-0-74-9331

Note—565p.; For related documents, see FL 008 505, 520

Pub Type—Reports - Research (143)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Achievement, Achievement Tests, Affective Behavior, \*Bilingual Education, Bilingualism, Cognitive Processes, Elementary Grades, \*Elementary Secondary Education, \*English, Language Arts, Language Proficiency, Language Skills, Mathematics, \*Program Evaluation, Reading Skills, Research, \*Spanish, Student Attitudes, Teacher Attitudes, Teacher Characteristics, Vocabulary

Identifiers—Elementary Secondary Education Act Title VII

The study design and interim findings of the study conducted to determine the impact of bilingual education on students in the cognitive and affective domains in a nationally representative sample of Spanish/English bilingual projects are presented. The results summarized reflect the pre-post test period of data collection of the academic year 1975-76. Elementary students enrolled in bilingual projects were contrasted with students not enrolled in such projects. Standardized achievement tests were used to measure performance in language arts and mathematics computation in both languages. Information was collected on student and teacher characteristics and attitudes. Results from teacher questionnaires indicate that less than a third of all students in Title VII classrooms were there because of limited-English speaking ability. Title VII teachers and aides were more proficient in Spanish and English than non-Title VII staff. In terms of students of limited English-speaking ability achieving competency in English, projects which have been operating four to five years are said to not be generally effective. Encouraging results are said to be encountered in mathematics. It is claimed that no clear trend was found to indicate that participation in Title VII brought about an increase in positive attitude toward school. (CLK)

ED 138 091 FL 008 505

*Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program. Vol. II: Project Descriptions.*

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-48300-2/77-FR-IV

Pub Date—Feb 77

Contract—OEC-0-74-9331

Note—573p.; For related documents, see FL 008 504, 520

Pub Type—Reports - Descriptive (141)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Achievement, Achievement Tests, Affective Behavior, \*Bilingual Education, Bilingualism, Cognitive Processes, Elementary Grades, \*Elementary Secondary Education, \*English, Language Arts, Language Proficiency, Language Skills, Mathematics, \*Program Descriptions, \*Program Evaluation, Reading Skills, Research, \*Spanish, Student Attitudes, Teacher Attitudes, Teacher Characteristics, Vocabulary

Identifiers—Elementary Secondary Education Act Title VII

This volume presents descriptions of the thirty-



seven sites and Title VII projects included in the study designed to determine the impact of bilingual education on students in the cognitive and affective domains in a nationally representative sample of Spanish/English bilingual projects funded through Title VII of the Elementary and Secondary Education Act. The information contained in the descriptions of each project was obtained by the American Institutes of Research (AIR) project staff who visited each site. Data were provided through direct classroom observation, teacher questionnaire responses, and individual interviews with teaching, school and project personnel. Projects and sites are coded rather than identified by name, and a chart is provided to aid the reader in locating projects categorized as to geographical region of the United States, rural or urban setting, the nature of the Hispanic student population served, and the average additional non-district per pupil cost associated with Title VII project students. (CLK)

ED 138 100 FL 008 520

**Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program. Interim Results. Executive Summary Planning/Evaluation Study.**

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date—Apr 77

Note—8p.; For related documents, see FL 008 504-505

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement, Achievement Tests, Affective Behavior, \*Bilingual Education, Bilingualism, Cognitive Processes, Elementary Grades, \*Elementary Secondary Education, \*English, Language Arts, Language Skills, Mathematics, \*Program Evaluation, Reading Skills, Research, \*Spanish, Student Attitudes, Teacher Attitudes, Teacher Characteristics, Vocabulary  
Identifiers—Elementary Secondary Education Act Title VII

Interim results of the study conducted to determine the effectiveness of federally funded bilingual education projects are described. Objectives were (a) to determine the cognitive and affective impact of bilingual education on students in Spanish/English bilingual education projects funded through ESEA Title VII, (b) to describe the educational processes in these projects, (c) to identify educational practices which result in greater gains in student achievement, and (d) to determine per student costs associated with each project. Students enrolled in bilingual projects were contrasted with students not enrolled in such projects. Standardized achievement tests were used to measure performance in language arts and mathematics computation in both languages. Information was collected on student and teacher characteristics and attitudes. Results from teacher questionnaires indicate that few of the students participating in the projects could be classified as having limited English-speaking ability. Title VII Hispanic students, including Spanish monolinguals, performed better in mathematics computation than could have been expected in the absence of a program. Results on English reading and vocabulary tests are mixed but generally less favorable for Title VII students, and observed achievement gains in Spanish language arts by Title VII Hispanic students are said to not be solely attributable to participation in bilingual education programs. (CLK)

ED 138 117 FL 008 543

Doyle, Vincent

**A Critique of the Northwest Regional Educational Laboratory's Review of the Mat-Sea-Cal Oral Proficiency Tests.**

Idaho Univ., Moscow. Coll. of Education. Spons Agency—Center for Applied Linguistics, Arlington, Va.

Pub Date—Oct 76

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, Evaluation, \*Evaluation Criteria, \*Language Proficiency, \*Language Tests, Measurement Techniques, Scoring, \*Speech Communication, Test Bias, Test Construction, Testing, Testing Problems, Test Interpretation, Test Reliability, \*Test Validity, Verbal Tests

Identifiers—Language Dominance

This paper presents a critique of the Northwest Regional Educational Laboratory's (N.W.R.E.L.)

review of the Mat-Sea-Cal Oral Proficiency Tests in their publication, *Oral Language Tests for Bilingual Students*. That publication was released in July, 1976 as a guide to administrators and program coordinators in the selection of instruments for assessing students' language dominance and oral proficiency (-ies). In rating each instrument, four criteria were explored: measurement validity, examinee appropriateness, technical excellence, and administrative usability. Several questions within each criteria were examined in determining the overall criteria rating. A descriptive review of the Mat-Sea-Cal is presented and the reviewer's rating is summarized in a chart. This critique scrutinizes the evaluations rendered to the Mat-Sea-Cal by the reviewers in each of the four criteria. Discussion is offered on several points. Differences in perception between the author and the N.W.R.E.L. reviewers on the evaluation of the Mat-Sea-Cal are enumerated. (Author/CFM)

ED 138 122

FL 008 555

Gray, Tracy

**Response to AIR Study "Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program."**

Center for Applied Linguistics, Arlington, Va.

Pub Date—18 Apr 77

Note—4p.; For related documents, see FL 008 504-505 and FL 008 520

Pub Type—Miscellaneous (999)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Bilingual Education, Bilingualism, Bilingual Students, Data Analysis, Data Collection, Educational Research, English, \*Language Proficiency, Language Research, Language Skills, Language Tests, \*Program Evaluation, \*Research Methodology, Spanish

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

Interim results of the American Institutes for Research study on the impact of the ESEA Title VII Spanish/English Bilingual Education Program imply that certain inferences can be made about the program, inferences which are unjustifiable. By providing only statistical averages on a national sample, the report does a serious disservice by failing to distinguish between the effects of good programs and weak programs, and treats bilingual education as funded under Title VII of ESEA as an undifferentiated uniform whole. The report is subject to criticism on several grounds: (1) weakness of Pre-and post-test design over a five-month period; (2) inappropriate use of gain scores to assess effects of experimental treatment; (3) unreliability of teacher assessment of students' language ability; (4) inappropriate use of the California Test of Basic Skills to assess English reading ability with limited English and monolingual Spanish speakers, possibly invalidating the results; (5) lack of adequate teacher training and curriculum during the first five years of Title VII funding; (6) distortion of information, defeating the intended purpose of the report, i.e., to provide information for policy makers; and (7) aggregation of students who have received a variety of educational treatments funded by Title VII and who demonstrate varying language ability. (Author/CLK)

ED 138 123

FL 008 557

Hollomon, John W. And Others

**Eliciting Covert Mental Operations, Concepts and Oral Language Skills in Young Bilingual Children.**

Pub Date—[75]

Note—115p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Bilingualism, Bilingual Students, \*Cognitive Processes, \*Concept Formation, English, Interference (Language Learning), Kindergarten Children, \*Language Development, Language Fluency, Language Research, \*Language Test, Mexican Americans, \*Primary Education, Questioning Techniques, Spanish, Spanish Speaking, Speech Skills, Test Construction, Thought Processes

Identifiers—Code Mixing (Language), Code Switching (Language)

The purpose of this investigation was to design and test an information-eliciting question instrument in order to determine whether the structures in the verbal responses of young Mexican-American, bilingual children entering school would reveal the covert mental operations, concepts and oral lan-

guage skills elicited. The basic objective was to make an in-depth study of such problems as the relationship between language and thought (how the bilingual child uses his thought content for his language and how he uses his language to structure his thought), language interference (mixing and code-switching), and fluency. The study was therefore limited to 6 Ss (3 kindergartners and 3 first graders, including 3 boys and 3 girls, ages 6-7). The instrument consisted of 112 (56 parallel) questions in both English and Spanish. The results suggest that the instrument: (1) accounts for the language and thought components it elicited; (2) offers a different approach to the study of bilingualism in children entering school; and (3) reveals the match or mismatch between the language and thought processes already acquired by the Ss and those required for academic success with school-related tasks. In addition, the results dispel the view that a young bilingual child's initial ability or inability to experience academic success in school is primarily a language problem. (Author/CFM)

ED 138 641

TM 006 296

Baldau, Richard B. Jr. Annesley, Frederick R.

**Item Analysis Report: MTEA.**

James Cook Univ. of North Queensland, Townsville (Australia). Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Note—151p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*English (Second Language), \*Item Analysis, \*Language Tests, Secondary Education, Test Reliability, Test Validity

Identifiers—\*Micronesian Test of English Abilities

The Micronesian Test of English Abilities (MTEA) is a measure of English second language achievement comprised of a listening comprehension section, a structure and vocabulary section, and a reading comprehension section. The original purpose of the test was to determine how well junior high Micronesian students had learned materials studied in the Tate Oral English series. Although the test was designed as a criterion referenced measure, and outer island students have been selected to go on to high school based on scores on the test, it has also been used for the last four years as a general English achievement measure for program evaluation. The purpose of the project, of which this report represents the first part, is to provide psychometric evidence about the MTEA by evaluating both forms of the test. Item analyses were performed and recommendations were made to establish and improve the psychometric properties of the test. These recommendations will be used in conjunction with recommendations from curriculum experts to produce two modified versions of the MTEA for the final development of local norms. Each of the three subtests of the MTEA for forms A and B was analyzed separately for each of five grades (6-10). The results were compiled by subtest in simplified summary form and are presented in the appendices. Summary statistics, means, standard deviations, and measures of internal consistency are provided at the beginning of each appendix. (RC)

ED 138 645

TM 006 302

Law, Alexander I.

**Evaluating Bilingual Programs. TM Report 61.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 77

Contract—400-75-0015

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biculturalism, \*Bilingual Education, English (Second Language), \*Evaluation Methods, Instructional Programs, Models, \*Program Evaluation, Student Testing

Identifiers—Context Input Process Product Evaluation Model

This paper is directed to those who are undertaking evaluation of a bilingual program for the first time or who have already struggled with the mysteries of such an undertaking. Emphasis is given to the reporting requirements of the various federal and state funding agencies. The bilingual-bicultural program structure is defined so the evaluator can see the interplay of program prototypes, student language facility, and instructional approach. The

evaluation process is divided into an explication of evaluation models, evaluation design, and instrumentation. Examples of each of these process components are given. (Author)

ED 139 254 FL 008 544

*Povey, John, Ed.*  
Workpapers in Teaching English as a Second Language. Vol. 10.

California Univ., Los Angeles. Dept. of English.  
Pub Date—Jun 76

Note—158p.; For related document, see FL 008 251

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Cognitive Processes, Discourse Analysis, \*English (Second Language), Hypnosis, Immersion Programs, Intensive Language Courses, Japanese, \*Language Instruction, Language Programs, \*Language Research, Language Role, Language Tests, Morphemes, \*Second Language Learning, Spanish, Spanish Speaking, Speech Communication, Statistical Analysis, Teacher Certification, Teacher Influence, Verbs  
Identifiers—Africa, Japan, Tense (Verbs)

This is the tenth annual issue of the UCLA TESL (teaching English as a second language) workpapers. It includes the following papers: (1) "An Attempt to Model the Role of Cognitions in Language Learning," by R.L. Allwright; (2) "A Comparison of Language Proficiency Tests," by J. Donald Bowen; (3) "Language Study Through Hypnosis," by Russell N. Campbell; (4) "On Understanding and Teaching the English Tense-Aspect System," by Marianne Celce-Murcia; (5) "ESL Teacher Speech as Input to the ESL Learner," by Diane Larsen-Freeman; (6) "Discourse Analysis, Speech Acts and Second Language Acquisition," by Evelyn Hatch; (7) "The Role of English in Africa," by John Povey; (8) "A Study of the English and Spanish of Spanish-Speaking Pupils in a Spanish Immersion School Program," by Sandra Plann and Arnulfo G. Ramirez; (9) "A Multi-Dimensional Display of Some TESL Activities in the Certificate Program," by Earl Rand; (10) "Second Language Acquisition: The Pidginization Hypothesis," by John H. Schumann; and (11) "English Teaching in Japan," by Kiyoshi Tajima. In addition, this volume includes the abstracts of 21 MATESL theses. Another paper included in the original collection, "A Humanistic Approach to Quality in Media," by James Heaton, has already been entered into ERIC. (CFM)

ED 139 256 FL 008 556

*Chu-Chang, Mae Loritz, Donald J.*  
Even Chinese Ideographs Are Phonologically Encoded in Short-Term Memory.

Pub Date—Oct 76

Note—27p.; Paper presented at the Annual Boston University Conference on Language Development (1st, Boston, Massachusetts, Oct. 5-6, 1976)  
Available from—Mae Chu-Chang, Educational Research Laboratory, School of Education, Boston University, 765 Commonwealth Avenue, Boston, Mass. 02215

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alphabets, Cantonese, \*Chinese, Cognitive Processes, \*English (Second Language), Ideography, Initial Teaching Alphabet, Language Tests, \*Memory, Phonology, \*Psycholinguistics, Reading Development, \*Reading Processes, Reading Tests, Second Language Learning, \*Silent Reading, Spanish, Spanish Speaking, Written Language  
Identifiers—\*Language Processing

Three main issues relating to the question of silent speech in reading are considered: (1) How do Chinese speakers process Chinese ideographs in short-term memory? (2) How is Chinese students' learning of written English affected by the transition to an alphabetic language? (3) Are the strategies for encoding written words in short-term memory different for students of diverse language backgrounds? Chinese and Spanish bilingual students were tested for short-term memory encoding strategies on word-recognition tests. Chinese speakers were found to encode Chinese ideographs phonologically, but both Chinese and Spanish learners of English were found to encode English words visually. Implications for the acquisition of reading are discussed in terms of a two-stage model. (Author/CFM)

ED 139 266 FL 008 570

*Swanyshyn, E.*  
Evaluation, Ukrainian-English Bilingual for the Edmonton Catholic School System, 1975-76.

Edmonton Catholic Schools (Alberta).

Pub Date—[76]

Note—189p.; Some parts may be marginally legible due to print quality of original

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Achievement Tests, \*Bilingual Education, Bilingual Students, \*Catholic Elementary Schools, Cultural Education, English, Language Instruction, Language Programs, Language Skills, Mathematics, Parent Attitudes, \*Primary Education, \*Program Evaluation, Reading Skills, Religious Education, Teacher Attitudes, \*Ukrainian  
Identifiers—\*Alberta (Edmonton), Canada

The Ukrainian Bilingual Program, a three-year pilot project coordinated by Alberta Education, was implemented by the Edmonton Catholic School System in the Fall of 1974. The current evaluation is the second phase of a three-year study and concerns the 1975-76 academic year. Forty-eight first graders in the bilingual program were matched with a control group on the variables of grade level, sex, age, PMA scores, and socioeconomic status. Fifty-one second graders were matched with a control group according to the same variables. Achievement instruments to evaluate academic progress in reading, math, and language skills were administered. Parent, teachers, and principal attitudes were sampled. Results show that: (1) students in the bilingual program achieved as well in English language arts and in mathematics as students not in the program at both the grade one and two levels; (2) students were making significant progress in learning the Ukrainian language at both the grade one and two levels; (3) attitudes of the parents, students, teachers and principals were very positive toward the program; (4) according to the perceptions of both parents and teachers, students acquired an appreciation of the Ukrainian culture and an understanding of the Ukrainian Catholic Rite. (Author/CLK)

ED 139 267 FL 008 571

*Oller, John W., Jr. Hmofotis, Frances Butler*

Two Mutually Exclusive Hypotheses about Second Language Ability: Factor Analytic Studies of a Variety of Language Tests.

Pub Date—30 Dec 76

Note—27p.; Paper presented at the annual meeting of the Linguistic Society of America (51st, Philadelphia, Penn., December 1976); Some parts may be marginally legible due to print quality of original

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cloze Procedure, College Students, \*English (Second Language), Foreign Students, Grammar, Higher Education, \*Language Instruction, \*Language Skills, \*Language Tests, Listening Comprehension, Phonology, Reading Skills, \*Second Language Learning, Syntax, Vocabulary, Writing Skills

Identifiers—Iran, Test of English as a Foreign Language

Two hypotheses proposed to explain the variance in second language tests are investigated. Hypothesis 1 (H1) claims that language skill is separable into components either related to linguistically defined categories (e.g., listening, speaking, reading, and writing). Another possibility (H2) is that second language ability may be a more unitary factor, so that once the common variance on a variety of language tasks is explained, essentially no meaningful unique variance attributable to separate components will remain. Previous studies have provided rather convincing support for H2. Data from 159 Iranian subjects at the University of Tehran, Iran who took a cloze test, a dictation, and the five subparts of the Test of English as a Foreign Language also support H2 in this report. However, when an oral interview task is included, the picture is less clear. Data from 106 foreign students (from mixed language backgrounds) at the Center for English as a Second Language at Southern Illinois University suggest the possibility of unique variances associated with separate skills. (Author/CFM)

ED 139 268 FL 008 572

Guidelines for Proficiency Testing in Foreign Languages.

Chicago Board of Education, Ill. Dept. of Curriculum.

Pub Date—Apr 75

Note—41p.; Not available in hard copy due to marginal legibility of original document

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Criterion Referenced Tests, Cultural Education, Curriculum Guides, High Schools, \*Language Instruction, \*Language Proficiency, Language Skills, \*Language Tests, Listening Comprehension, Reading Comprehension, Secondary Education, \*Second Language Learning, Second Languages, \*Testing, Writing Skills  
Identifiers—Illinois (Chicago)

These guidelines provide information about a program implementing State of Illinois legislation whereby school boards are empowered to grant one unit of foreign language credit to students exhibiting proficiency in a language other than English. The guide describes the types of students who are eligible for the program and the procedures for implementation of the program in the Chicago public schools. Information is given concerning criterion-referenced proficiency tests, and specific objectives are provided for the development of test items in the skill areas of language instruction: listening, speaking, reading, writing, and culture. Sample test items are given in English to illustrate each objective. A bibliography is also provided. (Author)

ED 139 273 FL 008 577

*Meinhoff, Michael Meinhoff, Joan*

Observations of Students in English as a Second Language at Kuwait University: 1974-1976.

Pub Date—May 76

Note—41p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Language Programs, \*College Students, Communication Skills, \*Cultural Differences, Diglossia, \*English (Second Language), \*Language Instruction, Language Tests, Pronunciation, Psycholinguistics, Reading Comprehension, Second Language Learning, Sociolinguistics, Speech Communication, Student Characteristics

Identifiers—Kuwait, Names

This is a collection of papers which discusses characteristics of ESL (English as a Second Language) students in Kuwait. The first chapter, "Oral Communication," notes the extreme facility with which these students communicate in English. Chapter Two, "Names," explains how people in Kuwait are named and addressed. Chapter Three, "The Effects of Diglossia," discusses the differences between Kuwaiti Arabic (for informal usage) and Modern Standard Arabic (written language) and how the students erroneously attribute the same dichotomy to spoken and written English. The fourth chapter, "What's the Antonym for 'Work'?" attempts to explain why these students give "unemployment" rather than "play," as most Americans would, as an antonym for "work." "Speaking" was the overwhelming response to a questionnaire asking which language skill was the most important, as reported in the fifth chapter, "Report on Student Preference." Chapter Six, "For Nothing," analyzes possible reasons for using this expression in response to "Thank you." Two common errors are discussed in the seventh chapter, "Two Pronunciation Errors." The eighth chapter, "Empty-Space Fillers," gives Arabic expressions used to fill in pauses while speaking English. The final chapter, "Dormant Reasoning Abilities," explains that when Gulf Arab students do poorly on reading comprehension tests, what they generally need is work on how to reason, rather than more work on reading skills. (CFM)

ED 139 277 FL 008 581

*Gleason, Thomas P. Rankine, Fred C.*

Reviving a Culture: Kindergarten and French Immersion.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—6 Apr 77

Note—23p.; Paper presented at the annual meeting of the American Education Research Association (April 1977)

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Biculturalism, \*Bilingual Education, Bilingualism, \*French, \*Immersion Programs, Intensive Language Courses, \*Kindergarten, Language Instruction, \*Language Programs, Language Research, Language Tests, Mathematics, Primary Education, \*Program Evaluation, Reading Readiness, \*Second Language Learning, Teaching Methods

**Identifiers**—Canada, Newfoundland

An experimental bilingual bicultural French language program for kindergarten students in a former French-speaking area of Western Newfoundland was initiated in an integrated primary school in September 1975. The experimental class of thirty students was taught entirely in French while the control group received twenty minutes of French per day during the year. Research controls and continuous evaluation were provided by a joint school district and university team. Intra-school district class comparisons of achievement indicated minor lags in cognitive skills for the experimental group. Evaluation results were positive and the program will be continued and expanded next year. (Author)

**ED 139 281 FL 008 587**

**Stanfield, Charles**

**Dictation as a Measure of Spanish Language Proficiency.**

**Pub Date**—Apr 77

**Note**—16p.; Paper presented at the annual convention of the Teachers of English to Speakers of Other Languages (Miami, Florida, April 27, 1977)

**Pub Type**—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Achievement Tests, College Students, \*Language Instruction, \*Language Proficiency, \*Language Research, \*Language Tests, Phonology, Second Language Learning, \*Spanish, Teaching Methods, Testing

**Identifiers**—\*Dictation

Recent research by Valette, Oller, and others has shown the utility of dictation as a measure of general language competence when correlated with achievement and proficiency batteries for French and English as a second language. No such studies have been conducted with Spanish. The investigator hypothesized that since Spanish is a phonetic language permitting easy transcription without comprehension, the dictation would not serve as a good substitute measure of language competence. In order to test this hypothesis 127 students enrolled in first-year Spanish at the University of Colorado were read a 106-word dictation together with a 100-item final examination. The results of each test were then correlated by computer and a Pearson product-moment coefficient of .50 was obtained. The scores on both tests for all students are displayed on a scatter diagram, and the reliability of both tests was ascertained using the Kuder-Richardson 21 formula. The results indicate general confirmation of the research hypothesis that the dictation is significantly less useful as a proficiency measure for Spanish than for French and English. (Author)

**ED 139 282 FL 008 588**

**Sousa, Ronald L.**

**Revision, Development and Implementation of a Bilingual Evaluation Management System, Volume I.**

**Pub Date**—Apr 77

**Note**—203p.; For related documents, see FL 008 588-591; Ed.D. Practicum, Nova University; Some of the tables may reproduce poorly

**Pub Type**—Reports - Research (143)

**EDRS Price - MF01/PC09 Plus Postage.**

**Descriptors**—\*Academic Achievement, Biculturalism, \*Bilingual Education, Classroom Observation Techniques, \*Criterion Referenced Tests, \*Educational Objectives, Elementary Education, English, English (Second Language), \*Evaluation Methods, Language Arts, Language Proficiency, Language Skills, Language Tests, Management Systems, Mathematics, \*Performance Criteria, Portuguese, Problem Solving, Reading Skills, Second Language Learning, Social Studies, Spanish, Systems Development, Tests

**Identifiers**—California (Hayward)

The purpose of this practicum was to develop a bilingual management system to enable bilingual teachers to monitor individual students' performance in the bilingual program. This required: (1) revising the kindergarten thru sixth grade student performance objectives; (2) developing kindergarten thru sixth grade criterion-referenced tests

and mastery tests in English, Spanish and/or Portuguese for language arts-reading, mathematics, second language acquisition and multicultural social studies; and (3) developing student answer sheets and individual and class profiles. This report describes, in detail, the problem solving procedures, activities and strategies used in revising, developing and implementing the Bilingual Management System within the Hayward Unified School District. It should serve as a model for other bilingual programs interested in adopting a bilingual learning management system. (Author/CLK)

**ED 139 283 FL 008 589**

**Sousa, Ronald L.**

**Revision, Development and Implementation of a Bilingual Evaluation Management System, Volume II.**

**Pub Date**—Apr 77

**Note**—329p.; For related documents, see FL 008 588-591; Ed.D. Practicum, Nova University; Some parts may be marginally legible due to print quality of the original document

**Pub Type**—Reports - Research (143)

**EDRS Price - MF01/PC14 Plus Postage.**

**Descriptors**—Academic Achievement, Biculturalism, \*Bilingual Education, \*Criterion Referenced Tests, \*Educational Objectives, Elementary Education, English, Evaluation Methods, Language Instruction, Language Tests, Mathematics, \*Mathematics Education, \*Performance Criteria, Portuguese, Program Evaluation, Reading Achievement, Reading Skills, \*Reading Tests, Second Language Learning, Spanish, Tests

The purpose of this practicum was to develop a bilingual management system to enable bilingual teachers to monitor individual students' performance in the bilingual program. This required: (1) revising the kindergarten thru sixth grade student performance objectives; (2) developing kindergarten thru sixth grade criterion-referenced tests and mastery tests in English, Spanish and/or Portuguese for language arts-reading, mathematics, second language acquisition and multicultural social studies; and (3) developing student answer sheets and individual and class profiles. The present volume contains appendices one through five: Kindergarten through sixth grade student performance objectives, criterion-referenced tests for reading in English, Spanish, and Portuguese, and a criterion-referenced test for math skills in English. (Author/CLK)

**ED 139 284 FL 008 590**

**Sousa, Ronald L.**

**Revision, Development and Implementation of a Bilingual Evaluation Management System, Volume III.**

**Pub Date**—Apr 77

**Note**—478p.; For related documents, see FL 008 588-591; Ed.D. Practicum, Nova University; Some parts may be marginally legible due to print quality of the original document

**Pub Type**—Reports - Research (143)

**EDRS Price - MF01/PC20 Plus Postage.**

**Descriptors**—Academic Achievement, Biculturalism, \*Bilingual Education, \*Criterion Referenced Tests, Cultural Education, Elementary Education, \*English (Second Language), Evaluation Methods, Language Instruction, Language Proficiency, Language Tests, Mathematics Education, \*Portuguese, \*Second Language Learning, Social Studies, \*Spanish, Tests

The purpose of this practicum was to develop a bilingual management system to enable bilingual teachers to monitor individual students' performance in the bilingual program. This required: (1) revising the kindergarten thru sixth grade student performance objectives; (2) developing kindergarten thru sixth grade criterion-referenced tests and mastery tests in English, Spanish and/or Portuguese for language arts-reading, mathematics, second language acquisition and multicultural social studies; and (3) developing student answer sheets and individual and class profiles. The present volume contains appendices 6 through 14: criterion-referenced tests for mathematics in Spanish and Portuguese; English/Spanish and English/Portuguese multicultural social studies; multicultural social studies in Spanish and Portuguese, English, Spanish and Portuguese as second languages; and a criterion-referenced tests item bank and item critique cards. (Author/CLK)

**ED 139 285 FL 008 591**

**Sousa, Ronald L.**

**Revision, Development and Implementation of a Bilingual Evaluation Management System, Volume IV.**

**Pub Date**—Apr 77

**Note**—389p.; For related documents, see FL 008 588-590; Ed.D. Practicum, Nova University; Some parts may be marginally legible due to print quality of the original document

**Pub Type**—Reports - Research (143)

**EDRS Price - MF01/PC16 Plus Postage.**

**Descriptors**—Academic Achievement, Answer Sheets, \*Bilingual Education, Criterion Referenced Tests, Elementary Education, \*English (Second Language), Evaluation Methods, Language Instruction, Language Proficiency, Language Skills, Language Tests, Mathematics Education, \*Portuguese, \*Reading Achievement, Reading Tests, Second Language Learning, \*Spanish, \*Tests

The purpose of this practicum was to develop a bilingual management system to enable bilingual teachers to monitor individual students' performance in the bilingual program. This required: (1) revising the kindergarten thru sixth grade student performance objectives; (2) developing kindergarten thru sixth grade criterion-referenced tests and mastery tests in English, Spanish and/or Portuguese for language arts-reading, mathematics, second language acquisition and multicultural social studies; and (3) developing student answer sheets and individual and class profiles. The present volume contains appendices 15 through 27: reading, math, and second language mastery tests for English, Spanish and Portuguese, answer sheets for the criterion-referenced tests and mastery tests provided, and printout sheets for the criterion reference tests and mastery tests. (Author/CLK)

**ED 139 297 FL 008 618**

**Sonka, Amy L.**

**Reading Has to Be Taught, Too.**

**Pub Date**—24 Apr 76

**Note**—16p.; Paper presented at the annual conference of the Massachusetts Association for Teachers of Speakers of Other Languages (April 1976)

**Pub Type**—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—College Students, Content Reading, \*English (Second Language), Factual Reading, \*Foreign Students, Higher Education, Language Instruction, Language Programs, Paragraphs, Reading Comprehension, Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Rate, \*Reading Skills, Reading Tests, Second Language Learning, \*Teaching Methods

A thirty-hour skills-based reading program was designed for beginning-level ESL (English as a second language) students in the intensive English language program at Boston University. Reading was included as an essential component in the low-level college-preparatory ESL class for several reasons: (1) reading instruction and practice begin to prepare students for academic course work; (2) they give students a chance to work with comparatively sophisticated materials based on content related to their academic interests; and (3) they seek to integrate a variety of language activities. The reading program is organized to include intensive and extensive reading, exercises to improve speed and comprehension, and materials designed to develop general reading skills, as well as skills for reading different types of materials. Five exercises are presented to demonstrate the kind of skills-based reading exercises that can be written for the low-level student. The sample exercises which focus on comprehension of general ideas and specific facts include: identifying general topics, matching facts to general topics, adding facts to paragraphs, matching topic sentences to paragraphs, and outlining. Finally, five variables in reading comprehension tests are described. These variables are manipulated to create a variety of conditions under which reading comprehension is tested. (Author/CFM)

**ED 139 298 FL 008 619**

**Allen, Virginia French**

**Ascop and Company: Using Traditional Tales in EFL Classes.**

**Pub Date**—Jan 77

**Note**—15p.; Paper presented at the conference of the International Association of Teachers of English as a Foreign Language (Oxford, England, Jan. 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Games, Cloze Procedure, Communicative Competence (Languages), Elementary Secondary Education, \*English (Second Language), \*Fables, Language Instruction, \*Learning Activities, Oral Reading, Reading Materials, Second Language Learning, Silent Reading, Speech Communication, \*Story Reading, \*Story Telling, Tales, \*Teaching Methods

Identifiers—Aesop

Making repeated use of a traditional tale can offer various kinds of language practice. Many new teachers use a reading passage just once, investing considerable time in the explanation of the vocabulary needed to understand it, and then rush on to something new. Actually, the best potentialities of the material are still to be tapped, through such activities as the following, which "recycle" the familiar Aesop's fable, "The Fox and the Grapes": (1) Cloze exercises; (2) Half-sentences (Each pupil receives a strip of paper bearing half a sentence and finds the classmate who holds the other half.); (3) Smuggled sentences (Into the chalkboard copy of a familiar story the teacher inserts *no* sentences from another story. The pupils detect and copy out the smuggled sentences.); (4) Scrambled sentences; (5) Strip story; (6) Controlled composition; and (7) Asking and answering (Pupils ask each other questions to test literal and inferential comprehension and to elicit details not given in the story.) Teachers should record the stories on cassettes for students to listen to whenever they have the opportunity. The story ought to be heard so often that it is virtually committed to memory. This is a great help in developing fluency and reading speed. (Author/CFM)

ED 139 300

FL 008 630

Fillimon, David J.

Romanian Testing Principles and Practices: A Review of Available Literature Concerning the Use of Objective Tests of English as a Foreign Language (EFL).

Pub Date—76

Note—52p.; Report prepared for the Summer Institute in Linguistics for Teachers of English to Speakers of Other Languages (Georgetown University, Washington, D.C. June-August 1976); Some figures and tables may be marginally legible

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, College Students, Educational Testing, \*English (Second Language), High School Students, Language Instruction, \*Language Tests, \*Literature Reviews, \*Objective Tests, Second Language Learning, \*Standardized Tests, Statistical Analysis, \*Testing, Testing Programs

Identifiers—\*Romania

As part of the current trend toward adopting modern, objective-standardized test methods in evaluating the teaching of English as a foreign language (EFL) in the schools of the Socialist Republic of Romania, this review of pedagogical literature makes available to the English-reading audience information that has appeared in Romanian materials. The traditional testing system used in Romania is described and evaluated, with special attention to EFL testing at all educational levels, as reported in major journals and a few unpublished documents. At the request of Romanian educational officials, an experiment was carried out using an American-made objective-standardized EFL test upon a population of 201 Romanian students of English. Subjects represented three levels: 12th graders, university freshmen, and university juniors. The conditions of the experiment as well as the basic statistical information the tests yielded are described. Finally, general guidelines for a grounded theory of objective testing of EFL in Romania are suggested. (Author/CFM)

ED 139 301

FL 008 631

Kaminsky, Sally

Language Dominance, Predicting Oral Language Sequences and Beginning Reading Acquisition: A Study of First Grade Bilingual Children.

Pub Date—Apr 77

Note—11p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Bilingual Education, \*Bilingualism, \*Bilingual Students, Cloze Procedure, Elementary Education, English, English (Second Language), Grade 1, \*Language Development, \*Language Fluency, Language Tests, Linguistic Competence, Primary Education, \*Reading Ability, \*Reading Development, Reading Instruction, Reading Research, Reading Skills, Spanish, Spanish Speaking

Free speech samples and aural cloze test scores were collected from 24 Spanish-surnamed children at the beginning of first grade. The children were members of two classrooms, and each class received instruction from a Spanish-speaking bilingual teacher and an English-speaking monolingual teacher. The children were learning to read in Spanish and English. Spanish and English speech samples, which represented stories formulated by the children from picture books without words, were scored for grammaticality, verb tenses and sentence transformations. The scores were subsequently grouped into high, medium and low language control categories. Spanish and English cloze tests, administered in oral form, were scored for exact matching, appropriate synonyms and retention of appropriate syntax or meaning. A high relationship appeared to exist between the ability to perform predicting tasks, such as the cloze, and high control of language. When these language tasks were compared with teachers' estimates of reading success, a similar relationship existed; i.e., children with high or medium control of Spanish or English were more likely to be reading than children with low language control. Those children who showed adequate control in both languages were reading in both languages. Some children with high control in one language were learning to read in both languages. (Author/CFM)

ED 139 591

RC 009 927

Huber, Jake, Ed. And Others

Regional Interstate Planning Project Program... Bilingual/Multicultural Education Seminar Report (San Antonio, Texas, November 17, 18, 19, 1976).

Nevada State Dept. of Education, Carson City. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date—17 Nov 76

Note—90p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agency Role, American Indians, \*Bilingual Education, Court Litigation, Cross Cultural Training, Educational Alternatives, \*Educational Assessment, \*Educational Diagnosis, Educational Finance, Elementary Secondary Education, Federal Aid, \*Foundations of Education, Language Development, \*Mexican Americans, Program Development, \*Research Problems, Seminars, Sociolinguistics, State of the Art Reviews, State Programs, Student Evaluation, Testing

Identifiers—Lau v Nichols, \*Multicultural Education

Sponsored by 10 State departments of education (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Oklahoma, Texas, Utah, and Wyoming), the Project participants met in San Antonio, Texas, on November 17-19, 1976 to discuss bilingual/multicultural education. Since Arizona, New Mexico, and Texas have had significant experience in this field and have moved forward in the development of policy and programs in the area of bilingual education, Project representatives from these states were asked to give presentations discussing the state-of-the-art of bilingual/multicultural education. Participants also visited the Institute of Texas Cultures and six local bilingual educational programs; listened to a group of junior high school students who shared their experience in crossing racial barriers; and listened to a discussion of a unique and challenging program developed for the Bay City (Texas) Independent School District. Presentations covered bilingual education and evaluation problems, the Bureau of Indian Education, the "Lau" issue, language assessment and a sociolinguistic alternative to the Lau remedies, and the present state of bilingual education. This report gives the presentations and a synopsis of the other activities. Also included are the participants' responses to an evaluation of the seminar. (NQ)

ED 140 260

CS 003 491

Kling, Martin, Ed.

Language Development for the Classroom and Remedial Reading. Proceedings of the Fall 1972 Rutgers University Reading Conference. Rutgers, The State Univ., New Brunswick, N.J. Reading Center.; Rutgers, The State Univ., New Brunswick, N.J. Univ. Extension Div.

Pub Date—73

Note—101p.; Paper by K. Goodman, p. 50-56, removed due to copyright restrictions

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Composition Skills (Literary), Elementary Secondary Education, \*Language Development, Language Experience Approach, \*Linguistics, \*Psycholinguistics, Reading Consultants, Reading Diagnosis, \*Reading Instruction, \*Reading Research, Reading Tests, \*Remedial Reading, Standardized Tests

Papers collected in this booklet discuss various aspects of language development in the classroom and in the area of remedial reading. Titles include "Project II: Strategies and Milestones" by Martin Kling, which describes the outcomes of an investigation of research in language development and reading; "Language, Linguistics, and Learning to Read" by Harry Singer; "What Interests Psycholinguistic Researchers?" by Patrick J. Finn; "Language Learning and the Teaching Process" and "On Teaching Composition: Some Hypotheses as Definitions" by Janet Ann Emig; "Children's Language and Experience: A Place to Begin" and "Reading: A Psycholinguistic Guessing Game" by Kenneth S. Goodman; "Language Assessment Techniques" by Margaret O. Knapp; "Diagnostic Teaching: A Method for Assessing Reading Skills" by James E. Swain; "Standardized Reading Tests—How Useable Are They?" by Joseph Zelnick; and "Roles, Responsibilities, and Qualifications of Reading Specialists" by the Professional Standards and Ethics Committee of the International Reading Association. (KS)

ED 140 602

FL 007 600

Pickering, Michael

Some Observations on Cloze Tests. Language Centre News, No. 1.

Jyväskylä Univ. (Finland). Language Center.

Pub Date—Jan 76

Note—4p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, Context Clues, Language Ability, \*Language Skills, \*Language Tests, \*Reading Ability, Reading Comprehension, \*Reading Tests, Test Interpretation, \*Test Validity, Vocabulary Skills

The cloze test requires a student to fill gaps in a text with appropriate words where every nth word is deleted. The cloze procedure forms a test of a reader's ability to predict, on the basis of context, what word will occur. Test marking may be narrow, in which only the exact word omitted is counted as correct, or broad, where any acceptable word is correct. In addition to general reading and language skills, the cloze test requires the following abilities: (1) knowledge of vocabulary; (2) knowledge of collocation and colligation; (3) attention to nearer and farther context; and (4) flexibility as to word and context interchangeability. Two cloze test fragments illustrate how these abilities are called into play. (CHK)

ED 140 612

FL 008 585

Ott, C. Eric And Others

The Effect of a Language Versus a Dialogue Emphasis in Beginning Spanish Instruction and a Comparison of Structured Versus Unstructured Follow-Up. Final Report.

Pub Date—[77]

Note—58p.; Best copy available

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Intensive Language Courses, \*Language Instruction, Language Proficiency, Language Tests, Learning Processes, Linguistic Performance, Listening Comprehension, Memorizing, Retention, \*Second Language Learning, \*Spanish, Speech Communication, \*Teaching Methods

Identifiers—Dialogs (Language Learning), \*Follow-up Instruction

The effects of a language versus a dialogue emphasis and a structured versus an unstructured follow-up in intensive language instruction were assessed using eighty-three students destined for missionary

work in Spanish-speaking countries. A 2 X 2 analysis of variance design was employed, with students assigned to one of four treatments: language emphasis, unstructured; dialogue emphasis, unstructured; language emphasis, structured; and dialogue emphasis, structured. After eight weeks of intensive training at the Language Training Mission of the Church of Jesus Christ of Latter-Day Saints, and after two months of living in a foreign country, students were tested for language and dialogue mastery. Results revealed no significant differences between language and dialogue emphasis treatments. A comparison, however, between structured and unstructured treatments revealed significant differences in favor of structured on each of the following: language mastery, dialogue mastery, dialogue comprehension, dialogues learned, and total number of dialogue concepts learned. On the basis of the foregoing, the following conclusion seems applicable to the field of intensive language instruction: a continued structured follow-up in both language comprehension and dialogue memorization is necessary if the student is to continue to make rapid progress after the initial period of intensive training. (Author/CFM)

ED 140 616 FL 008 595

Eddy, Peter A. Comp. McLane, Kathleen, Comp. ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54. ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Note—26p.; For related documents, see ED 132 863; Some parts may be marginally legible due to small print of the original document

Journal Cit—Modern Language Journal; v61 n3 p110-129 Mar 1977

Pub Type—Reference Materials; Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, Applied Linguistics, \*Bibliographies, Biculturalism, \*Bilingual Education, Careers, Child Language, Contrastive Linguistics, Culture, Dialect Studies, \*English (Second Language), Error Analysis (Language), \*French, German, Grammar, Instructional Materials, Language Handicaps, \*Language Instruction, Language Teachers, Language Tests, \*Linguistics, Phonology, Physiology, Program Evaluation, Psycholinguistics, Psychology, \*Second Language Learning, Semantics, Spanish, Teacher Education, Teaching Methods, Translation, Uncommonly Taught Languages

This is the seventeenth in a series of catalogues of documents in the ERIC system that are of interest to teachers and researchers in foreign languages and linguistics. The documents cited in the present list appeared in the monthly ERIC abstract journal "Resources in Education" from January through June, 1976. The list is compiled from all of the RIE citations published during that period, not only those contributed by the Clearinghouse on Languages and Linguistics. The list contains the following headings: (1) General; (2) Linguistics; (3) Foreign Language Education; (4) Physiology and Psychology of Language Learning; (5) Equipment; (6) Bilingual/Bicultural Education; (7) English as a Second Language. Each entry includes author's name, title of the work, source, date (if available), length, and ED number. The list is designed to be used in conjunction with RIE and an ERIC microfiche collection. (Author/RM)

ED 140 632 FL 008 625

Silverman, Robert J. Russell, Randall H. The Relationships among Three Measures of Bilingualism and Their Relationship to Achievement Test Scores.

Pub Date—Apr 77

Note—23p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Bilingual Education, \*Bilingualism, Bilingual Students, Bilingual Teachers, Data Analysis, Elementary Secondary Education, English, Language Attitudes, \*Language Tests, \*Language Usage, Rating Scales, Spanish, \*Spanish Speaking, Student Attitudes, Student Evaluation, Teacher Attitudes, Testing, Testing Problems, Test Interpretation,

Test Reliability, Test Results, \*Test Validity Identifiers—\*Language Dominance

Before a bilingual program can be set up, students who are potential candidates for such a program must be identified. A study was made to investigate the interrelationships of three commonly used measures of "language dominance": the Language Facility Test (LFT), the Home Bilingual Usage Estimate (HBUE), and the Teacher Judgment Questionnaire (TJQ). The population for this study included 1,799 students in grades 1-12 from three school districts in Washington State. The results indicate that the three measures do not have a high degree of interrelationship and that based on this set of data, one measure will not serve as a substitute for the others. When examined from a content analysis perspective, it is not totally surprising that the three measures are not perfectly related. Each looks at students' language usage from a somewhat different perspective. However, the fact that the results from each measure purport to indicate the "language dominance" of students implies that the results from the measures should converge. In the present study the results from the three instruments do not converge. Three possible explanations may account for the findings: (1) the study itself may be limited, given the small sample sizes and some lack of control in the administration and scoring of the instruments; (2) the instruments themselves may be faulty; (3) the problem may reside in the construct "language dominance" itself. (Author/CFM)

ED 140 633 FL 008 626

Halasa, Ofelia

Construction of a Bilingual Attitude Rating Scale. Pub Date—Apr 77

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 1977); Best copy available

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, Bilingual Teachers, Classroom Observation Techniques, Data Analysis, Language Attitudes, \*Language Proficiency, Language Usage, \*Rating Scales, Spanish, Spanish Speaking, \*Student Attitudes, \*Teacher Attitudes, Test Construction, \*Test Reliability

A bilingual rating scale was constructed to determine teachers' ratings of attitude and proficiency among Anglo and Spanish children in Title VII classes. This instrument was designed to ascertain how teachers perceive the pupils in their classroom and how two teachers representing different backgrounds perceive children of similar and different backgrounds. Ratings were completed on a total of 373 children in 12 bilingual classrooms. Each participant was rated by a bilingual and monolingual English teacher at the beginning and at the end of the school year. The 20-item bilingual scale which was organized along three levels of abstraction was reduced, through factor analytic techniques, to three factors labeled as Spanish Orientation, Task Orientation and English Orientation. The observed high reliability in ratings between the English and bilingual teachers indicated high teachers' agreement for the three factors, and suggest that behaviors inferred by the three factors are readily observable and measurable. (CFM)

ED 140 635 FL 008 629

Blaubergs, Matja S.

The Role of Semantics in the Application of Psycholinguistics to Language Assessment and Therapy.

Pub Date—Mar 77

Note—14p.; Paper presented at the Southeastern Conference on Linguistics (16th, Greensboro, North Carolina, March 25-26, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, Comprehension Development, Diagnostic Tests, Grammar, Intervention, Language Development, Language Handicaps, Language Patterns, Memory, \*Psycholinguistics, \*Remedial Instruction, \*Semantics, Speech Handicapped, Speech Pathology, \*Speech Therapy, \*Syntax, \*Teaching Methods, Transformation Generative Grammar

Identifiers—Language Processing

That semantics interacts with syntax has been shown in psycholinguistic investigations of the processing of language by adults and of the acquisition of language by children. The few programs for language assessment and therapy that have at-

tempted to incorporate semantic considerations have included some misunderstandings of the psycholinguistic basis. In an attempt to remedy those misunderstandings, some general recommendations are presented, and some of the specific misunderstandings in the program developed by MacDonald (1975) are pointed out. The general recommendations include the following: (1) If remedial programs are to be based on the normal language acquisition process in which syntax and semantics interact, that precludes basing remedial programs on any abstract syntactical model of an adult language user and the exclusive use of techniques for instilling desired language patterns that are void of meaning. (2) If the goal of remedial programs becomes the establishment of communication, measures of comprehension and intent would be at least as important as verbal performance. (3) If situational or contextual factors are recognized as relevant to the child's comprehension and intent, the clinician would use the linguistic and non-linguistic environment in interpreting and interacting with the child. (Author/CFM)

ED 140 645 FL 008 644

Culhane, P. T.

An Attempt to Classify and Evaluate Distractors in Tests of Listening and Reading Comprehension.

Pub Date—76

Note—16p.; Paper presented at the annual conference of the British Association of Applied Linguistics (September 1976)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Error Analysis (Language), Interference (Language Learning), \*Item Analysis, \*Language Instruction, \*Language Tests, Listening Comprehension, Listening Tests, \*Multiple Choice Tests, Objective Tests, Reading Comprehension, Russian, Second Language Learning, \*Test Construction, Testing, \*Test Items, Test Validity

Distractors, the incorrect responses to an item on a multiple-choice test, should be designed to create confusion in the minds of some students and to permit a competent student to be able to see that they are wrong. It is possible, by close scrutiny, to isolate the sources of this confusion and, by looking at a statistical analysis, to find out which types are most effective. This paper addresses itself to the first of these tasks. An attempt is made to classify distractors by finding out what they are dependent upon, and by inspecting the types of confusion they elicit. Examples are drawn from tests for students of Russian. (Author/CFM)

ED 140 648 FL 008 648

English Language Teaching Profile: Austria. Literature Annex.

British Council, London (England). English Teaching Information Centre.

Pub Date—Jan 77

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Language Programs, \*Curriculum, \*Educational Policy, \*Educational Practice, \*English (Second Language), \*English Literature, Higher Education, Instructional Materials, \*Language Instruction, Language Programs, Language Tests, Modern Language Curriculum, Reading Materials, Secondary Education, Second Language Learning

Identifiers—\*Austria

This is a report in outline form of the status of teaching English literature in Austria. The schools syllabus prescribes that English literature should be taught after students have studied English for four years, that is, in the 5th form. The short story is the usual prose form selected. In the 5th and 6th forms, one literary work is studied in detail, in addition to a number of short extracts; in the 7th at least one literary work is studied, in addition to various extracts from a Shakespearean play or plays. In the 8th form, two contemporary literary works, plus extracts from various literary genres or periods, are studied. Samples of British verse also are studied in the 7th and 8th forms. A list is given here of the texts used in one school in Vienna for the 5th - 8th forms. Each student must also read a certain number of literary texts on his own at home. The "school leaving" and "university entrance" examination comprises a five-hour essay paper and an optional oral examination. There are two professional associations of English teachers, which are described here. School leaving standards tend to be higher in

Vienna and in provincial capitals than elsewhere in Austria. About 1/6 of all university undergraduates study English. The university offers survey courses, literature lecture courses, and literary seminars. Undergraduate course offerings and requirements are described, and graduate study is mentioned briefly. The range and quality of translations of British literature are also briefly discussed, as is the availability of literature texts. (CFM)

**ED 140 649** FL 008 649  
**English Language Teaching Profile: Morocco.**  
 British Council, London (England). English-Teaching Information Centre.  
 Pub Date—Apr 77

Note—11p.  
 Pub Type—Reports - Research (143)  
 EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—Bibliographies, Curriculum, \*Educational Policy, \*English (Second Language), English for Special Purposes, Higher Education, Instructional Materials, \*Language Instruction, Language Programs, \*Language Role, \*Language Teachers, Language Tests, Secondary Education, \*Second Language Learning, \*Teacher Education, Textbooks

Identifiers—\*Morocco

This is a summary in outline form of the English language teaching situation in Morocco. Arabic is the official language of the country, and French is the second language of the educated section of society. English is not used as a medium of communication or as a medium of instruction, except in isolated cases at highest postgraduate level. However, the English language is presently very much in favor and the government is anxious to encourage English teaching. The following topics are discussed in this profile: (1) the role of English; (2) English within the education system (classes, syllabi and tests at the secondary and college levels, the Inspectorate, and English for Special Purposes); (3) the teaching cadre (the supply of native and foreign teachers, teacher qualifications and the two teacher training facilities); (4) teaching materials (textbook choices and availability of books); (5) English outside the educational system (private, commercial schools); and (6) British and American support for the teaching of English. In addition, bibliographic citations are provided for four recent reports relevant to EFL (English as a foreign language) in Morocco. (CFM)

**ED 140 650** FL 008 650  
**Whitson, Valerie**  
 Group Testing of Listening Comprehension and Oral Proficiency.

Pub Date—Jan 77  
 Note—8p.; Paper presented at the conference of the International Association of Teachers of English as a Foreign Language (Oxford, England, January 1977).

Pub Type—Speeches/Meeting Papers (150)  
 EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—\*Communicative Competence (Languages), \*English (Second Language), Group Tests, Higher Education, Language Instruction, Language Laboratories, \*Language Proficiency, \*Language Tests, \*Listening Comprehension, Listening Tests, Secondary Education, Second Language Learning, Speech Communication, Student Evaluation, Testing

Identifiers—Israel

The introduction of a listening comprehension component in the Israeli Matriculation examination of English as a Foreign Language has necessitated research into more effective methods of testing listening comprehension. Oral proficiency has been part of the examination for some time, but more reliable methods of evaluating the test are needed. An article on group testing by Folland and Robertson (1976) inspired the experiment. The test begins in the language laboratory, where students listen to a passage twice for listening comprehension. During the second hearing they are required to answer multiple-choice comprehension questions. In groups of five the students are then invited to sit informally around a table and discuss the tape they have heard. The examiners sit behind them, and each one awards a grade for one aspect of oral proficiency (i.e., lexis, pronunciation, etc.). An overall grade is awarded for communicative competence by each teacher and the average grade is then computed. Results were highly satisfactory in that the correlations between final grades and teacher ratings were high. Students were enthusiastic about the test, and the examiners felt that this approach was as objec-

tive as possible. (Author/CFM)

**ED 140 661** FL 008 663  
**Blajstok, Ellen Frohlich, Maria**  
 Aspects of Second Language Learning in Classroom Settings. Working Papers on Bilingualism, No. 13.

Ontario Inst. for Studies in Education, Toronto.  
 Bilingual Education Project.  
 Pub Date—May 77

Note—32p.; For related documents, see FL 008 664-669

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, \*French, High School Students, Individual Characteristics, Language Ability, Language Instruction, Language Tests, \*Learning Characteristics, \*Learning Motivation, \*Learning Processes, \*Learning Theories, Linguistic Performance, Reading Comprehension, Secondary Education, \*Second Language Learning, Student Attitudes

The present study offers a model of second language learning and examines aspects of the model in two experiments with high school students learning French. The model describes learning in terms of three parameters - learning processes, learning strategies, and learner characteristics. These three parameters together may be used to explain both the general process of second language learning as well as discrepancies in the competence achieved by particular language learners. In the first experiment, the relationship between individual learner characteristics and achievement is examined. Attitude and the use of certain learning strategies prove to be the most important predictors of proficiency. The second experiment investigates more precisely the role of inferring, one of the learning strategies hypothesized in the model, in language learning. The opportunity to inference was found to improve reading comprehension scores. The results of both experiments are interpreted in terms of the model and suggestions for further research are discussed. (Author)

**ED 140 663** FL 008 665  
**White, Lydia**

Error Analysis and Error Correction in Adult Learners of English as a Second Language. Working Papers on Bilingualism, No. 13.

Ontario Inst. for Studies in Education, Toronto.  
 Bilingual Education Project.  
 Pub Date—May 77

Note—18p.; For related documents, see FL 008 663-669; Best copy available

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Students, \*English (Second Language), \*Error Analysis (Language), \*Interference (Language Learning), Language Instruction, Language Tests, Morphology (Languages), Phonology, \*Second Language Learning, Spanish, \*Spanish Speaking, Syntax, Vocabulary

Identifiers—Bilingual Syntax Measure, Error Correction (Language), Interlanguage

Twelve Spanish-speaking adults learning English as a second language were tested using the Bilingual Syntax Measure and their errors were analysed. Eight of them were subsequently presented with their errors in written form and asked to correct them. The 12 adults produced a total of 451 errors, of which 20.6% were due to interference from Spanish, 60.3% were developmental and 19% were from other sources. There was no variation in the proportions of errors from different sources according to academic status: intermediate students produced 60.3% developmental errors and advanced students produced 60.2%. Most subjects, both intermediate and advanced, were only able to correct about half their errors. Their corrections of the "Is X" structure suggest that this error may be due to syntactic, rather than phonological, interference. (Author)

**ED 140 665** FL 008 667

**Tettelbaum, Herta**

The Validity of Various Techniques Measuring Children's Bilingualism. Working Papers on Bilingualism, No. 13.

Ontario Inst. for Studies in Education, Toronto.  
 Bilingual Education Project.  
 Pub Date—May 77

Note—34p.; For related documents, see FL 008 663-669

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, \*Bilingualism, \*Bilingual Students, Elementary Education, English (Second Language), \*Language Proficiency, Language Skills, Language Tests, \*Language Usage, \*Measurement Techniques, \*Predictive Validity, Predictor Variables, Rating Scales, Self Evaluation, Spanish, Spanish Speaking, Speech Communication, Student Evaluation, Teacher Attitudes, Test Validity

Data on language competence and language use were obtained for 99 Spanish/English bilingual elementary school children (kindergarten through fourth grade) from Albuquerque. The children's language skills were assessed by teachers, interviewers, and the children themselves. The teachers and the children also estimated the extent to which the children used Spanish and English in various settings of the home, the neighborhood and the school. As more objective measures of the children's language skills, they performed three tasks—word naming, sentence repetition, and free speech. The relationships among the various measurement techniques were analyzed. The three tasks were well inter-related and were thought to measure the same skills. The relationship between language use and language skill ratings was generally not very strong, both in the case of the children and the teachers. Only a few of the language use variables were found useful in the prediction of the children's performance on the tasks. Of the language skill ratings, the interviewer judgments were the best predictors of the tasks. The teacher ratings were moderately well correlated with the performance measures, and the children's self-ratings least so. (Author)

**ED 140 666** FL 008 668

**Cummins, James Macnamara, John**

Immersion Education in Ireland: A Critical Review of Macnamara's Findings. Reply to Dr. Cummins. Reply to the Reply. Working Papers on Bilingualism, No. 13.

Pub Date—May 77

Note—10p.; For related documents, see FL 008 663-669

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Arithmetic, \*Bilingual Education, \*Bilingualism, Elementary Education, Elementary School Mathematics, English (Second Language), \*Immersion Programs, Language Attitudes, \*Language of Instruction, \*Mathematics Instruction, Second Languages

Identifiers—Ireland, \*Irish

The present paper questions the validity of Macnamara's (1966) finding that teaching arithmetic through a bilingual's weaker language leads to retardation in problem arithmetic. By comparing the performance of immersion pupils on an Irish (as a second language) version of the problem arithmetic test with the performance of non-immersion pupils on an English (as a first language) version, Macnamara's study confounds bilinguals' competence in arithmetic with their ability to demonstrate this competence when tested through their weaker language. Macnamara's attempt to demonstrate the equivalence of Irish and English versions of the problem arithmetic test fails to take account of probable differences in Irish competence between the immersion pupils in the pretest and those in the main study. Macnamara rejects Cummins' criticism in a brief reply. Cummins' reply to Macnamara's reply is also provided. (Author/CFM)

ED 140 673 FL 008 693

Wardhaugh, Ronald, E., Brown, H. Douglas, Ed.  
A Survey of Applied Linguistics.  
Pub Date—76  
Note—308p.

Available from—University of Michigan Press, 615  
E. University, Ann Arbor, Michigan 48106 (\$14.00)

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Aphasia, \*Applied Linguistics, \*Bilingualism, Dialect Studies, Diglossia, \*English Instruction, English Literature, Language, Language Development, Language Handicaps, \*Language Instruction, Language Tests, Linguistic Theory, Literary Styles, Neurolinguistics, \*Psycholinguistics, Reading, Second Language Learning, \*Sociolinguistics, Spelling

This book provides a comprehensive review of the major areas of applied linguistics with original contributions by fourteen scholars. The following chapters are included: (1) "What is Applied Linguistics?" by H. Douglas Brown; (2) "Language Development," by Lois Bloom; (3) "First Language Teaching," by Jean Malmstrom (discusses the teaching of English as a first language in six areas: usage and dialectology; grammar and rhetoric; linguistics in the curriculum; spelling, textbooks and supplementary materials; and possible conclusions and implications); (4) "Orthography," by Richard L. Venezky; (5) "Reading," by Rose-Marie Weber; (6) "Second Language Learning," by Jack C. Richards; (7) "Second Language Teaching," by William E. Rutherford; (8) "Bilingualism," by Bernard Spolsky; (9) "Dialectology," by Roger W. Shuy; (10) "Language and Society," by Robin Lakoff; (11) "Literature," by Donald C. Freeman; (12) "Language Disorders," by Haiganoosh Whitaker and Harry Whitaker; and (13) "Language Testing," by John W. Oller, Jr. (CFM)

ED 141 393 TM 006 341

Luft, Max And Others

Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance (TOLD).

Southwest Research Associates, Albuquerque, N. Mex.

Pub Date—Mar 77

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, \*Bilingual Students, \*Elementary School Students, Expressive Language, \*Language Fluency, \*Language Tests, Primary Education, Receptive Language, Second Languages, \*Test Construction, Test Reliability, Test Validity

Identifiers—\*Test of Language Dominance (TOLD)

The objective of this study was to develop a highly reliable instrument for primary grade students which was relatively culture free and could accurately identify each child's dominant language. In addition, it should provide normative data regarding the child's fluency in his two most predominant languages. This test, known as the Test of Language Dominance, was simultaneously developed in English, Navajo, Spanish, Yupik and Zuni. Items which did not indicate satisfactory statistical rigor during the pilot test phase were removed or modified. The test is divided into Part I (receptive verbal ability) and Part II (expressive verbal ability). Part I, which features progressive item difficulty, is group-administered to children who respond by marking one picture out of the four which the administrator describes. Part II is individually administered with each student naming as many things as he can in a given domain in one minute. The test must be administered by a person fluent in both of the languages being assessed. Standardized directions are provided; and scoring is objective and extremely simple. In pilot testing, run with over 1000 students, test reliability was .75 in English and .94 in other languages. The validated version of the TOLD has now been translated into 13 additional languages. (MV)

ED 142 034 FL 008 106

Aitken, Kenneth G.

Discrete Structure-Point Testing: Problems and Alternatives. TESL Reporter, Vol. 9, No. 4. Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date—76

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Methods, Cloze Procedure, Communicative Competence (Languages), Error Analysis (Language), \*Language Instruction, Language Patterns, Language Proficiency, Language Skills, \*Language Tests, \*Language Usage, Pragmatics, \*Second Language Learning, \*Sociolinguistics, Teaching Methods, \*Test Construction, Test Validity

Identifiers—Discrete Point Tests, Integrative Tests

This paper presents some reasons for reconsidering the use of discrete structure-point tests of language proficiency, and suggests an alternative basis for designing proficiency tests. Discrete point tests are one of the primary tools of the audio-lingual method of teaching a foreign language and are based on certain assumptions, including the following: (1) there are a given number of specific structure points, the mastery of which constitutes "knowing" a language; (2) the surface structure of a language can be systematically described and its elements listed and compared with any other language similarly described; and (3) the mastery of a language may be divided into the mastery of a number of separate skills: listening, speaking, reading and writing. Objections to all of these assumptions are outlined, and discrete point tests are compared with integrative tests. The latter are based on the premise that "knowing" a language should be determined by the students' ability to operate in a specified sociolinguistic situation with ease or effect. Cloze tests, dictation, and tests involving error recognition all test integrative skills. The construction and use of these tests are outlined. (CLK)

ED 142 040 FL 008 676

Evans, Joyce S.

Spanish/English Language Performance Screening: Technical Report. Final Report.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—15 Mar 76

Grant—G00-75-00592

Note—99p.; For related document, see FL 008 696

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, \*Diagnostic Tests, English, Formative Evaluation, Language of Instruction, Language Proficiency, \*Language Tests, Primary Education, Spanish, Speech Communication, Statistical Data, \*Test Construction, \*Test Reliability, \*Test Validity

Identifiers—\*Language Dominance

The Spanish/English Language Performance Screening (S/ELPS) was designed to assist the preschool and early elementary classroom teacher in objectively determining each child's dominant oral language for initial instruction. This report summarizes the development and testing performed in order to revise and validate the measure. After an intensive design test phase, the instrument was validated by field-testing it with four- and five-year-olds. The first types of external data considered were the responses to questionnaires given to those who administered the S/ELPS. Specific aspects of the measure were tested independently, and the S/ELPS was evaluated by an external consultant. The information collected led to revisions of the entire measure. During field testing, statistical data were collected for validation, and descriptive data on the manual were collected for final modifications. Testing was conducted in schools in San Antonio and Austin, Texas. Formative data were also obtained from Tucson, Arizona and San Diego, Texas. More than 500 children and 25 examiners took part. This report reviews the completed studies and reports the statistical data relevant to the criterion-related validity and reliability. (Author/RM)

ED 142 041 FL 008 696

Evans, Joyce S. And Others

The Spanish/English Language Performance Screening (S/ELPS): Extension of Reliability and Validity Studies with Cuban, Puerto Rican, and Mexican American Children, Preschool through Third Grade.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jul 77

Grant—G00-75-00592

Note—65p.; For related document, see FL 008 676

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, \*Diagnostic Tests, English, Language of Instruction, Language Proficiency, \*Language Tests, Primary Education, Spanish, Speech Communication, Statistical Data, \*Test Construction, \*Test Reliability, \*Test Validity

Identifiers—\*Language Dominance  
The Spanish/English Language Performance Screening (S/ELPS) was designed to assist the preschool and early elementary classroom teacher in objectively determining each child's dominant oral language for initial instruction. The test does not compare the performance of one child with another. It is designed to obtain objective samples of a child's oral language in Spanish and English and to compare the quality and quantity of the responses to determine dominant oral language. This report describes the S/ELPS, summarizes its developmental background, and reports associated studies of validity and reliability. Three studies of instrument validity and reliability were conducted: Study A involved 30 four-year-old Mexican-Americans; Study B involved 228 day care and kindergarten pupils; and Study C involved 742 Mexican-Americans, Cubans and Puerto Ricans, kindergarten through third grade. These studies indicate adequate to high levels of criterion-related and concurrent validity and test-retest, inter-rater, inter-scorer and intra-rater reliability. (Author/RM)

ED 142 045 FL 008 704

A Bibliography of Bilingual-Bicultural Preschool Material for the Spanish Speaking Child.

InterAmerica Research Associates, Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Report No.—DHEW-OHL 77-31062

Pub Date—77

Contract—HEW-05-74-191

Note—97p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Audiovisual Aids, Biculturalism, \*Bilingual Education, Childrens Books, \*Curriculum Guides, Early Childhood Education, Educational Games, English (Second Language), Filmstrips, Instructional Aids, \*Instructional Materials, Language Instruction, Language Tests, Learning Activities, Phonograph Records, Preschool Education, Reading Materials, Second Language Learning, \*Spanish Speaking, Tape Recordings, Workbooks

This bibliography was prepared for use by teachers and paraprofessionals working in early childhood programs serving Spanish-speaking children throughout the United States. The items in the bibliography are grouped into three major categories: (1) Curriculum Guides (this section contains only materials identified as guides for instructional programs); (2) Instructional Materials; and (3) Supplemental Materials (this section is divided into six subsections: workbooks, audio-visual, coloring books, storybooks, tests, and others). The annotated listings for each item indicate: (1) who the item is designed to be used with; (2) when, in a teaching or learning situation, it might be used; and, in some instances, (3) how, in a teaching or learning situation, it might be used; and, in some instances, (4) when it should be used. Entries are listed alphabetically by title within each category. Two indices are included: a general index which lists each entry by title and a subject index which lists each material under general topics of interest to the teacher. (CFM)

ED 142 058 FL 008 718

Povey, John, Ed.  
*Workpapers in Teaching English as a Second Language, Vol. 11.*

California Univ., Los Angeles, Dept. of English.

Pub Date—Jun 77

Note—141p.

Available from—English as a Second Language, Dept. of English, University of California, Los Angeles, California 90024 (\$2.50)

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Arabic, \*Bilingualism, \*Child Language, College Language Programs, Composition (Literary), Computer Assisted Instruction, Course Descriptions, Dialects, \*English (Second Language), Error Analysis (Language), Foreign Students, French, Greek, Language Attitudes, \*Language Development, Language Instruction, Language Tests, Language Universals, Language Usage, Language Variation, Phonology, Placement, \*Second Language Learning, Spanish Speaking, Test Construction, Textbook Evaluation

This issue of the workpapers includes the following reports and papers: "The ESL Service Courses at UCLA: A Progress Report," by Kathleen M. Bailey; "A Comparison of Item Analysis Programs," by Earl Rand; "Stereotypes in Media - or - How to Avoid Functional Fixedness," by James Heaton; "The Search for a Second Language Acquisition Index of Development," by Diane Larsen-Freeman and Virginia Strom; "Optimal Age or Optimal Learners?" by Evelyn Hatch; "Accentness in the Classroom," by Kathleen M. Bailey and Jose L. Galvan; "A Comparison of the Accented Speech of Seven Spanish-English Bilingual Speakers," by Jose L. Galvan, et. al.; "The Effects of a Summer French Immersion Experience on the English and French Speech of a Bilingual Child," by Marianne Celce-Murcia; "An Initial Stage in a Child's Acquisition of Greek as His Native Language," by Frances B. Hinofotis; "An Analysis of the Fall 1975 Applicants for Admission to AUC," by J. Donald Bowen; "Some Phonological Problems Involved in Teaching English to Speakers of Egyptian Arabic (Cairene Dialect)," by Ali Ezzat Osman; "Evaluating an English Language Textbook," by Abdel Measiah Daoud; and "Some Observations of the Commercial Usage of British Language Registers," by John Povey. Abstracts of MATESL theses at UCLA are also included in this volume. (CFM)

ED 142 065 FL 008 726

Edwards, H. P. Casserly, M. C.  
*Research and Evaluation of Second Language (French) Programs in the Schools of the Ottawa Roman Catholic Separate School Board (Annual Reports 1971-1972 and 1972-1973).*

Ontario Dept. of Education, Toronto.

Pub Date—76

Note—418p.; For related document, see FL 008 727

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada (\$5.00); or, University of Ottawa Press, 65 Hasteley Avenue, Ottawa, Ontario K1N 6N5, Canada

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Bilingual Education, Elementary Secondary Education, \*French, Immersion Programs, \*Intelligence Tests, Language Development, \*Language Instruction, Language of Instruction, Language Proficiency, Language Programs, Language Skills, Language Tests, \*Program Evaluation, \*Second Language Learning, Statistical Data

Identifiers—\*Ontario (Ottawa)

This final report summarizes the research carried out between September 1971 and August 31, 1972, on the second language programs (French), of the English schools of the Ottawa Roman Catholic Separate School Board. Eight immersion classes and forty-seven classes receiving 75 minutes of French daily at the first grade level, and five immersion classes and forty-nine 75-minute classes at the second grade level were considered. A sample of classes representing traditional grade 3 to 8 programs was tested, to compare traditional programs with immersion and 75-minute programs. Chapter 2 of the report consists of a selected review of background literature upon which the research is based, while Chapter 3 outlines a summary of results as presented in the 1970-71 Annual Report. Chapter 4 describes the second language programs currently

being used or developed in the school system in question. The fifth chapter describes the subjects of the 1971-72 research, and the longitudinal research plan for 1971 to 1979 is outlined in Chapter 8. The final chapter presents recommendations concerning the programs. (Author/CLK)

ED 142 066 FL 008 727

Edwards, H. P. Smyth, F.  
*Evaluation of Second Language Programs and Some Alternatives for Teaching French as a Second Language in Grades Five to Eight.*

Ontario Dept. of Education, Toronto.

Pub Date—76

Note—387p.; Evaluation of Federally-Funded Extensions of Second Language Learning (French) Programs for the Ottawa Roman Catholic Separate School Board (Annual Reports, 1973-1974, 1974-1975); For related document, see FL 008 726

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada (\$5.00); or Publications Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada; or University of Ottawa Press, 65 Hasteley Avenue, Ottawa, Ontario K1N 6N5

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Bilingual Education, Elementary Grades, Elementary Secondary Education, \*French, Immersion Programs, Intelligence Tests, Language Development, \*Language Instruction, Language of Instruction, Language Proficiency, \*Language Programs, Language Skills, \*Program Evaluation, \*Second Language Learning

Identifiers—\*Ontario (Ottawa)

This research concerns the French immersion program and the program of 60 minutes of French instruction daily introduced by the Ottawa Roman Catholic Separate School Board at the first grade level. A longitudinal evaluation of the effects of these programs compares language proficiency, linguistic development, social maturity, academic achievement, and intelligence of children in both programs. Part 1 describes the testing of all children in third and fourth grade immersion classes, and the testing of a sample of six classes in the third grade 60-minute program and five classes in the 4th grade 60-minute program during 1973-74. Part 2 reports on the relative progress of groups enrolled in fourth and fifth grade immersion programs. Samples of children enrolled in the immersion and 60-minute programs in grades 1, 2, and 3 were also evaluated and compared. The progress of grade seven immersion students was compared to children in traditional grade seven programs. Part 3 compares: (1) 30-minute periods to 60-minute periods for the teaching of French as a second language to English-speaking students in grades five to eight, and (2) maternal and tuition approaches in 60-minute programs at the first grade level. (CLK)

ED 142 078 FL 008 743

Feldman, Carol Fleisher

*The Effects of Monolingualism vs. Bilingualism on Categorization Behavior.*

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research, Policy Studies Div.; National Lab. on Early Childhood Education, Chicago, Ill. Early Education Research Center.

Pub Date—Aug 72

Note—22p.; For related document, see FL 008 741; Some parts may be marginally legible due to print quality of the original document

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, Bilingual Students, Child Language, Cognitive Development, Cognitive Measurement, \*Cognitive Processes, Cognitive Tests, Eskimos, Language Development, Language Research, \*Language Tests, Mexican Americans, Monolingualism, \*Socioeconomic Influences

Identifiers—Inupiat

The purpose of the present study was to compare performance of bilingual and monolingual children on certain language-related skills. Fifteen children between the ages of three years, eight months, and seven years were matched for age and sex in each of the following four groups: middle-class monolinguals, lower-class monolinguals, Spanish-English bilinguals (Mexican), and Inupiat-English bilinguals (Alaskan Eskimo). A test, a "name game," was ad-

ministered, which consisted of three theoretically distinct tasks, each of which had a labeling and a relational component. The three tasks involved: (1) switching common names, (2) using regular common names, and (3) learning nonsense names. The findings showed that: (1) individual labeling skills surpassed relational skills in almost all cases; (2) the differences between performance in the two tasks were found to be significant for the bilinguals and middle-class monolinguals but not significant for lower-class monolinguals in the switched-labeling task; (4) the two bilingual groups and the lower-class monolingual group performed equivalently on the nonsense-labeling task; and (5) the middle-class monolinguals equalled or surpassed all other groups in all tasks. (CFM)

ED 142 089 FL 008 768

Araman, Bonnie D.

*Some Observations of Reading Behavior of English-Japanese Bilinguals. Working Papers in Linguistics, Vol. 8, No. 1.*

Hawaii Univ., Honolulu.

Pub Date—76

Note—16p.

Available from—Bonnie Davis Araman, c/o English as a Second Language, 1890 East West Road, Honolulu, Hawaii 96822 (limited number, postage \$0.26)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alphabets, \*Bilingualism, College Students, \*English (Second Language), \*Japanese, Language Research, Language Tests, Reading Ability, \*Reading Comprehension, Reading Habits, Reading Instruction, Reading Processes, Reading Research, Reading Skills, \*Reading Tests, Teaching Methods, \*Word Recognition

Twenty English-Japanese bilingual subjects were given the following reading tasks: timed, silent reading of passages in English and Japanese followed by comprehension tests and recognition of tachistoscopic presentations of twenty words in each language. The amount of reading the subjects had done in English and Japanese was assessed in an interview. Reading efficiency was determined by multiplying the number of words per minute by the per cent of correct responses on the comprehension test. More efficient readers scored higher on immediate word recognition and it was found that both reading efficiency and immediate word recognition were related to the amount of reading the subjects had done in the language. (CFM)

ED 142 351 RC 010 027

Askins, Billy E. And Others

*Responsive Environment Early Education Program (REEEP). Final Evaluation Report, 1976-1977 (Second Year).*

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.

Spons Agency—New Mexico State Dept. of Education, Santa Fe.; Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date—15 Mar 77

Note—39p.; For related documents, see ED 127 057-058

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Academically Handicapped, Bilingual Education, Demonstration Programs, \*Early Childhood Education, \*Handicapped Students, Inservice Teacher Education, \*Intervention, Language Development, Outreach Programs, Personality Development, Preschool Education, Program Evaluation, School Readiness Tests, Self Concept, Social Development, Spanish Americans

Identifiers—\*New Mexico (Clovis)

Formerly the Responsive Environment Program for Spanish American Children, REEEP is an educational intervention program for "high risk" (of low birth weight) 3-, 4-, and 5-year-old children, living in the Clovis, New Mexico area. Goals of REEEP, an Elementary and Secondary Education Act Title III program, are: to prevent school failure with an intervention program which includes early identification and remediation of developmental learning deficiencies and to integrate handicapped children into the regular school program; to provide in-service training to selected early childhood and kindergarten teachers and aides employed by various New Mexico school districts; and to disseminate information concerning the program. Evaluation of student achievement was based on



pre- and posttests using standardized tests which measured language development in Spanish and English, school readiness and self-concept. In-service training and dissemination activities were subjectively evaluated using site visits, observations, records, and self-reports by the staff. Major findings included: students made significant gains in language development in English and school readiness; students indicated a positive and continuous growth concerning self-concept and social development; the variable making the greatest contribution to language development in English was IQ; and the in-service training provided to the 47 teachers and aides was extremely successful and effective. (Author/NQ)

ED 142 656

UD 017 174

Smith, Frederick

Fort Hamilton High School (GRASP)

New York City Board of Education, Brooklyn, N.Y.

Office of Educational Evaluation.

Pub Date—76

Note—18p.; New York City Board of Education Function No. 09-67619

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Arabic, \*Bilingual Education, Bilingualism, \*Bilingual Students, English (Second Language), Ethnic Groups, High School Students, \*Instructional Programs, \*Program Descriptions, \*Program Evaluation, Secondary Education, Spanish Speaking, Standardized Tests, Teacher Developed Materials

Identifiers—Elementary Secondary Education Act Title VII, Greek Americans, \*New York (Brooklyn)

The Fort Hamilton High School (GRASP) Program in New York City was designed to offer bilingual instructional and supportive services to approximately 200 students who were Greek, Arabic, or Spanish. The program was intended for students considered dominant in their respective native languages. The program was set in the Bay Ridge section of Brooklyn in Fort Hamilton High School. The target population was drawn from grades nine through twelve. Students selected for the program received a curricular package containing native language instruction in the dominant languages, English as a second language, and instruction in mathematics, science and social studies. Other planned aspects of the program included provisions for staff development, parental involvement, and curriculum refinement. Results indicated that standardized test information was statistically significant in favor of the program. It was recommended that a systematic approach be undertaken to measure the native language arts skills of the students. (Author/AM)

ED 142 936

CS 003 537

Crawley, Sharon J.

Aural Cloze: A Review of Literature.

Pub Date—Apr 77

Note—24p.; Report prepared at University of Houston

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, \*Language Research, \*Listening Comprehension, \*Listening Tests, \*Literature Reviews

This paper reviews studies of the use of cloze techniques to measure listening comprehension. After briefly discussing the origins and characteristics of the cloze procedure, nine specific studies of the aural cloze are discussed. General conclusions are drawn from these studies and directions for future research are offered. (AA)

ED 143 149

EC 101 371

Harber, Jean R.

The Bilingual Child with Learning Problems.

Pub Date—[76]

Note—6p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingualism, Early Childhood Education, Elementary Secondary Education, Exceptional Child Education, \*Learning Disabilities, Needs Assessment, Remedial Instruction, \*Research Reviews (Publications), Student Placement, \*Testing Problems

Reviewed is research on the bilingual child with learning problems. The author notes that a disproportionately large number of non-English speaking children are placed in special education classes for the educable mentally retarded, and that this group

is underrepresented in classes for the learning disabled. It is suggested that appropriate tools for evaluation of bilingual children be developed and used, and that specific remedial programs be planned for each child. (IM)

ED 143 204

FL 008 750

Mendenhall, Susie B. Sledjeski, Stephen

Yo Puedo Leer: Un Programa Personalizado de Lectura en un Aula Primaria: Reporte de un Modelo Comprobado (I Can Read: A Personalized Reading Program in a Primary Classroom: A Report on a Verified Model).

Florida Univ., Gainesville. Coll. of Education.

Pub Date—Mar 76

Note—58p.; In Spanish; Photographs may reproduce poorly

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Achievement Gains, Autoinstructional Methods, \*English (Second Language), \*English Instruction, Grade 1, Instructional Innovation, Language Research, Language Tests, Learning Activities, Learning Laboratories, Personality Studies, Primary Education, Programmed Instruction, \*Reading Instruction, \*Self Concept, Social Attitudes, Social Integration, \*Social Relations, Spanish

This monograph discusses an investigation carried out in a school which has implemented an experimental reading program. Achievement, self-esteem, and social acceptance gains and their interrelations were investigated. Treatment groups (experimental and control) were the three independent variables providing a 2 x 2 x 2 factorial design. Data were analyzed by either grade level or level of achievement testing. Data imply that this approach is best applied above the first grade and outside of reading laboratories where achievement gains are the major foci. The opposite is true for self-concept and social acceptance. The program seems to enhance self-esteem and social acceptance in the first grade with major emphasis on social acceptance. In the following grades, these measures increase for particular groups, specifically, experimental females, control males, and experimental whites. (Author/CFM)

ED 143 708

TM 006 528

Merino, Barbara J. Politzer, Robert L.

Toward Validation of Tests for Teachers in Spanish/English Bilingual Education Programs. Research and Development Memorandum No. 151. Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRDT-RDM-151

Pub Date—Jul 77

Contract—NIE-C-74-0049

Note—43p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Gains, Achievement Tests, Attitude Tests, \*Bilingual Education, Bilingual Students, Educational Background, Elementary Secondary Education, English (Second Language), Language Fluency, \*Language Tests, Mexican Americans, \*Spanish, Teacher Aides, Teacher Attitudes, Teacher Characteristics, Teachers, Teaching Methods, \*Test Validity

Identifiers—United States (Southwest)

This memorandum reports the validation of the SCRDT Tests for Teachers in Spanish/English Bilingual Education Programs. The tests, which are designed for elementary and secondary teachers and aides, measure knowledge of methods used in teaching English as a second language (ESL), teaching Spanish as a second language (SSL), and teaching reading in Spanish; and they measure proficiency in standard Spanish and acquaintance with the non-standard varieties of Spanish found in the southwestern United States. The results of a scale designed to measure teachers' attitudes toward varieties of Spanish used in the Southwest are also reported. The tests, the attitude scale, and a questionnaire covering the language use patterns, personal history, professional preparation, and expertise of the participants were administered to 83 teachers and 64 teachers' aides working in bilingual education programs in 31 schools at 3 sites in the Southwest. At all three sites teacher and aide scores on proficiency in standard Spanish had a significant positive relation to pupil gains; scores on the ESL, SSL, and Spanish Reading Methods tests did not. (Author/MV)

ED 144 360

FL 008 833

Chapman, Tim

Bilingualism in Alsace: An Associationist Approach to "Competence," York Papers in Linguistics, No. 7.

York Univ. (England). Dept. of Language.

Pub Date—Mar 77

Note—16p.

Available from—York Papers in Linguistics, Department of Language, University of York, York 4015DD; England (price varies)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Association (Psychological), \*Association Tests, \*Bilingualism, \*French, \*German, Language Research, \*Language Tests, \*Linguistic Competence, Linguistic Theory, \*Recall (Psychological), Sociolinguistics, Testing, Translation

Identifiers—Alsace, France (Strasbourg)

This report is the outcome of an attempt to relate what may be called the "Le Pagean view of competence" to a linguistic community very different from that which gave rise to the concept. While upholding the general principles, the paper contends that the methodology elaborated for work in fluid creole communities may not be universally appropriate. A variety of association testing is proposed as an alternative technique. The community studied in an experiment testing this technique was that of Strasbourg. The approach of Saer to bilingualism was adopted, i.e., abandoning the sequential aspect of language for an associationist view. The experiment consisted of two parts: a word-association test in which a mixture of French and German words were read to the subjects, who were free to respond in either language; and a simple test of recall, again using a mixture of French and German. Results of this experiment seem to corroborate the validity of the technique, but much further work is needed before this kind of experiment can be usefully employed. (AM)

ED 144 382

FL 008 870

Slegrist, David Stephen

Language and Bilingual Education.

Spons Agency—California State Polytechnic Univ., Pomona; Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—94p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingualism, Educational Resources, Elementary Secondary Education, English (Second Language), Language, Language Attitudes, \*Language Instruction, Language of Instruction, Language Proficiency, Language Skills, Learning Activities, Reading Instruction, Reading Tests, Second Language Learning, Spanish, Teaching Guides, \*Teaching Methods, \*Teaching Skills

This manual attempts to provide practical and useful linguistic information for classroom teachers and classroom aides in bilingual programs, K to 12. It stresses the importance of teamwork in any bilingual program, a team consisting of teachers, aides, volunteers and student tutors. The goal of the manual is to help teachers and aides become more effective in bilingual programs by means of the following objectives: (1) recognition of the positive advantages to the learner and society resulting from bilingual education; (2) awareness that to teach bilingually, one must first know: (a) what language is, (b) that language has rules, and (c) that language and culture are inseparable; (3) awareness of the various approaches to teaching/learning language in bilingual programs; (4) respect for the child's language(s); (5) recognition of available resources; (6) recognition that language is learned through experiencing, listening and speaking, prior to reading and writing; (7) recognition that initial instruction must occur in the learner's dominant language; and (8) recognition that language is in a constant state of change. (Author/CFM)

ED 144 398

FL 008 881

Sung, Robert

Placement Tests for Golden Mountain Reading Series.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—18p.; Best copy available

## Pub Type—Books (010)

**ED 144 394** MF01/PC01 Plus Postage.

Descriptors—Asian Americans, \*Bilingual Education, \*Chinese, \*Chinese Americans, Elementary Secondary Education, \*Language Tests, Reading Ability, Reading Skills, \*Reading Tests, \*Student Placement, Testing, Word Recognition, Writing Skills

Identifiers—Elementary Secondary Education Act Title VII

These placement tests are designed to help teachers determine a student's Chinese reading and writing level and to place them in the appropriate grade level book in the Golden Mountain Reading Series. The tests are divided into two parts: (1) word recognition and (2) reading and writing test. (Author/CFM)

**FD 144 394**

FL 008 897

Oller, John W., Jr.

How Important is Language Proficiency to IQ and Other Educational Tests? Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—12p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, \*Educational Testing, Intelligence Quotient, \*Intelligence Tests, \*Language Proficiency, Language Research, Language Skills, Language Tests, Language Usage, Neurological Organization, Psycholinguistics, Psychological Tests, Test Reliability, \*Test Validity

It is often the case that intelligence tests do not measure what they purport to measure, although it is commonly assumed that every test with a different name is a test of different skills, and that tests with the same name test the same skills. Spearman attempted to study the relationship between tests that supposedly measured different mental abilities, and upon finding substantial correlation between different tests, posited a general factor of intelligence ("g"), to explain these relationships. The present study questions this approach. If "g" turned out to be indistinguishable from language proficiency, for example, questions would arise as to the implications for intelligence testing and the use of IQ scores, and for a host of tests that claim to measure constructs other than language proficiency but rely heavily on language-based performances. These questions are considered from three angles: (1) the pattern of interrelationships among tests that claim to measure different aspects of intelligence and language tests that require discourse processing is examined; (2) intelligence tests themselves are examined to analytically define what they require of learners; and (3) evidence from brain physiology and the processing of information is considered. (CLK)

**ED 144 398**

FL 008 902

Flahive, Douglas F.

Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1. Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—7p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, \*English (Second Language), \*Intelligence, Intelligence Tests, Language Instruction, Language Proficiency, Language Skills, \*Language Tests, Multiple Choice Tests, Predictive Ability (Testing), \*Reading Comprehension, Reading Skills, \*Reading Tests, Second Language Learning, \*Test Validity

Identifiers—\*Language Comprehension

This paper discusses the role of intelligence in language comprehension. In the study reported, an attempt is made to determine how much of the variability in English reading scores of non-native speakers of English can be predicted on the basis of intelligence alone. Three measures of reading comprehension—a traditional multiple-choice test, in which a reading passage is followed by a series of questions; a paraphrase

recognition test, which requires that the testee choose from among four choices the sentence closest to the probe; and a cloze test, which requires the testee to fill in the blanks in a passage with words that are either close to or identical to those omitted. It is predicted that of the three tests, the traditional multiple-choice test will be more highly correlated with intelligence than the other two measures, because traditional multiple-choice requires reasoning ability: the ability to retain facts, to draw conclusions, and to use contextual clues to determine the meaning of unknown words. Results allow the conclusion that reading sub-tests found on widely used measures of non-native speaker language ability are tests which, to some degree, measure intelligence, and the validity of the tests is therefore called into question. (Author/CLK)

**ED 144 402**

FL 008 908

Stump, Thomas A.

Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—29p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aptitude Tests, \*Cloze Procedure, Educational Testing, Elementary Secondary Education, English, Grade 4, Grade 7, \*Intelligence Tests, \*Language Proficiency, Language Skills, \*Predictive Ability (Testing), Standardized Tests, \*Standard Spoken Usage, Test Reliability, \*Test Validity

Identifiers—\*Dictation, Iowa Tests of Basic Skills, Lorge Thorndike Intelligence Test

This study attempts to determine the extent to which performance on educational tests is dependent upon language proficiency. Three questions are involved: (1) Will the dictation and cloze tests prove to be as successful in distinguishing degrees of proficiency among native speakers as among second language learners? (2) How well will scores on these pragmatic tests correlate with scores on the ITBS (Iowa Tests of Basic Skills), designed to measure supposedly separable language skills? (3) What is the degree of intercorrelation between scores on the two pragmatic language tests, the ITBS subtests, and both the verbal and nonverbal subtests of the Lorge-Thorndike Intelligence Test, which purports to be a series of tests of abstract intelligence? Tests were administered to a sample representative of the St. Louis school population (4th and 7th graders). The results seem to suggest that the measures designed to assess intelligence are so greatly dependent upon proficiency in standard English that they consequently offer a much more accurate assessment of the level of that proficiency than of abstract intelligence. All tests are essentially measuring the same thing, global language proficiency. (Author/CFM)

**ED 144 403**

FL 008 909

Mullen, Karen A.

Rater Reliability and Oral Proficiency Evaluations. Occasional Papers on Linguistics, No. 1. Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—16p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English (Second Language), Evaluation Methods, Foreign Students, Grammar, Higher Education, Interviews, Language Fluency, \*Language Proficiency, \*Language Tests, Listening Comprehension, Pronunciation, \*Rating Scales, Second Language Learning, \*Speech Skills, Student Evaluation, Test Reliability, Vocabulary

Identifiers—\*Rater Reliability

A study was conducted that was designed to determine if experienced ESL (English as a second language) teachers, working in pairs, can reach the same judgments regarding the oral proficiency of non-native speakers of English and to determine the reliability of such judgments. In addition, the question of whether different sets of judges rate differ-

ently is posed. Finally, the study was designed to determine the relative weight given to each component category in predicting the overall proficiency score. Five judges, all graduate students in linguistics who had taught ESL for at least one year, were randomly paired together to form six groups. The 98 subjects were foreign students referred to the University of Iowa for evaluation. The judges were required to rate speakers in five categories of speaking proficiency: (1) pronunciation, (2) grammar; (3) vocabulary; (4) fluency; and (5) auditory comprehension. The results showed that although there were differences in the ratings among the individual judges, an average of the two judges' ratings served as a good estimate of the true rating. The ratings on the listening comprehension, pronunciation, fluency, and overall proficiency scales did not differ from group to group. A significant difference was found, however, for the grammar scale. The overall scale appears to be a composite of the other four scales and, therefore, is the best scale of measurement for oral proficiency. (CFM)

**ED 144 405**

FL 008 911

Flick, William C.

Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1. Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—6p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, Discourse Analysis, \*English (Second Language), Grammar, Interviews, Language Proficiency, \*Language Tests, \*Second Language Learning, \*Sentence Structure, \*Speech Communication, Syntax, Testing, \*Test Validity

Identifiers—\*Developmental Sentence Scoring

This paper describes an experiment in which the Developmental Sentence Scoring procedure, which has been used successfully for scoring sentence complexity in child language, was examined for its usefulness when applied to adult learners of English as a Second Language. The technique is based upon a developmental scale of syntax acquisition within eight grammatical categories. Spontaneous speech samples were collected from 20 subjects enrolled in the Center for English as a Second Language course, randomly selected from various levels of proficiency. The procedure was then simplified by eliminating the eight grammatical categories. These two procedures were compared, and it was found that both versions provide adequate, objective measures of grammatical complexity. The simplified system, being less time-consuming, is probably more useful for the classroom teacher. It was also found that certain structures do not appear frequently in the type of interview situation used in this study to elicit speech samples, indicating that some other procedure should be used to elicit those structures for measurement. (Author/AM)

**ED 144 407**

FL 008 913

Wilson, Craig B.

Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on 'Biased' Cloze Tests. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—6p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, \*Contrastive Linguistics, \*English (Second Language), Interference (Language Learning), Language Ability, Language Instruction, Language Patterns, \*Language Tests, Reading Ability, Reading Comprehension, Second Language Learning, Sentence Structure, \*Test Dias, Testing Problems, \*Vietnamese

The experiment reported measured the degree to which cloze tests deliberately biased on the basis of contrastive analysis would actually be harder for Vietnamese than for speakers of other language. The experiment tested the approach to ESL (English as a second language) for Vietnamese described

is a guide for teachers of Vietnamese refugees published by the Center for Applied Linguistics. The approach maintains that the teacher of Vietnamese students can tell in advance which lessons will be difficult for students by comparing the structure taught with the parallel structure in Vietnamese. Three hypotheses were tested: (1) Vietnamese mean scores on three biased tests were expected to be lower than on the control; (2) the mean score of the Vietnamese on a double-biased test was expected to be lower than on both a selected deletion test and the "salted" test (a test loaded with structures predicted to be hard for Vietnamese); and (3) Vietnamese scores on biased tests adjusted for the covariate control test were expected to be lower in every case than similarly adjusted scores for speakers of other languages. Subjects included 37 Vietnamese, 26 other non-natives, and 9 native speakers of English. Results offer no evidence of a difference in performance due to native language interference for the Vietnamese group. (CLK)

ED 144 409 FL 008 915

Hisama, Kay K.

Patterns of Various ESOL Proficiency Test Scores by Native Language and Proficiency Levels. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—11p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, \*English (Second Language), Evaluation Methods, Foreign Students, Higher Education, \*Language Proficiency, Language Skills, Language Tests, Standardized Tests, Student Placement, \*Test Bias, Testing, \*Test Interpretation, Test Reliability, \*Test Validity

Identifiers—Comprehensive English Language Test (CELT), Reading for Understanding Test New Cloze Test

A profile method was used to analyze the patterns of four English proficiency tests (Comprehensive English Language Test for Speakers of English as a Second Language: Structure, CELT: Listening, Reading for Understanding Test, and The New Cloze Test) regarding two examinee characteristics: their language proficiency levels and native language. One hundred thirty-six non-native students at the Center for English as a Second Language (ESL) at Southern Illinois University at Carbondale served as subjects. Two types of scores were derived for this purpose: percent scores and standard scores. There were group differences regarding both examinee characteristics. The use of multiple measures may be defensible at the present time largely because available English proficiency tests show some biases in sampling a trait called English proficiency of ESL students. Their use may tend to cancel out or nullify such biases. There is, however, an element of luck here and a better solution would be to select deliberately a test or tests that minimize such biases. (Author/CFM)

ED 144 410 FL 008 916

Brown, Mark E. Zirkel, Perry A.

Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—32p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, \*Bilingualism, Bilingual Students, Communicative Competence (Languages), Diagnostic Tests, Educational Testing, English (Second Language), \*Evaluation Criteria, Language Proficiency, Language Skills, \*Language Tests, Language Usage, \*Measurement Techniques, Morphology (Languages), Phonology, Pronunciation, Psycholinguistics, Screening Tests, Second Language Learning, Sociolinguistics, Spanish Americans, Spanish Speaking, Syntax, \*Test Reviews, \*Test Selection, Vocabulary

Identifiers—\*Language Dominance

This paper offers a two-step review to be used in designing dominance assessment plans and in determining appropriate instrumentation. The first step provides a classification system of dominance instruments according to testing specificity and strategy. The second step suggests criteria by which such instruments can be evaluated and selected. Selected dominance assessment instruments are categorized in a three-way descriptive matrix. The global/specific dimension distinguishes instruments which tend toward generic screening of gross language behavior from those which tend toward a refined classification of specific language indicators. Within the global and specific modalities, oral and aural performance subclasses are designated. The third dimension consists of four major strategies: rating, home interview, indirect, and parallel instruments. Specific examples of instruments are given to clarify how the classification matrix operates. Criteria for evaluating and selecting tests include examinee factors relating to developmental and cultural appropriateness, administrative and logistic factors, and psychometric considerations. A sample evaluation of Burt's Bilingual Syntax Measure is provided. (CLK)

ED 144 411 FL 008 917

Mazeika, Edward J.

The Description of an Instrument to Assess the Receptive Language of Monolingual or Bilingual (Spanish/English) Children 12 to 36 Months of Age. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—13p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingualism, Child Language, Cognitive Processes, English (Second Language), \*Language Development, \*Language Research, \*Language Tests, \*Preschool Children, \*Receptive Language, Spanish, Test Construction, Testing, Vocabulary

Identifiers—Language Dominance

This paper describes an instrument used to assess the receptive language of children. The bilingual child is tested first in the non-dominant language. When the ceiling is reached in the non-dominant language, the tester switches to the dominant language. (The ideal situation would be to give the test in one language one day, then repeat the test in the other language some days later. However, the logistics of testing young children and other factors make this alternative less practical.) The test consists of three parts: (1) Parent's Report; (2) Vocabulary; and (3) Performed Task. In the Parent's Report portion, the child is given 12 tasks to perform such as turning off the light, saying bye-bye, etc. This portion is designed to gather data and to provide a setting in which the child can observe the friendly interaction of the mother and the tester. The vocabulary portion consists of four parts: (1) identification of four common items which are found in the home; (2) identification of objects from the test kit; (3) identification of two similar objects; and (4) identification of objects by use. The third portion (Performed Task) consists of 47 items in which the child should demonstrate that he/she understands the instruction for each task. (CFM)

ED 144 412 FL 008 918

Hinofotis, Frances Butler

Lexical Dominance: A Case Study of English and Greek. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—34p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Association Tests, \*Bilingualism, Child Language, Children, \*English (Second Language), \*Greek, Language Development, Language Maintenance, \*Language Proficiency, Language Research, Language Tests, \*Second Language Learning, Vocabulary

Identifiers—\*Language Dominance

This study was undertaken to examine the suspicion that a young Greek girl in the short time span

of two years had become more fluent in a second language (English) than in her native tongue. To provide a basis of comparison the tests used in this study were also given to the child's older brother who had been in the United States for approximately the same length of time. The girl was 7:1 years old when her family came to the United States and she knew no English at all. Her brother was 14 and had studied English in Greece. Both children took three tests which were measures of lexical dominance: a picture vocabulary test and two word association tests. The data gathered from the study suggest that the girl was losing facility in Greek and was already ahead in performance in English after only two years in the United States. Her brother, on the other hand, seemed to be moving closer to a bilingualism in which he would be able to control both languages with equal facility in appropriate situations. Unlike his sister, however, he would probably always have an accent when speaking English. (Author/CFM)

ED 144 413 FL 008 919

Schneider, Gard K.

Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1977.

Pub Date—77

Note—77p.; For related documents, see ED 116 464 and ED 134 030

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*College Language Programs, \*German, Higher Education, \*Intensive Language Courses, \*Language Instruction, \*Language Proficiency, Language Tests, Modern Language Curriculum, \*Program Descriptions, Second Language Learning, Student Evaluation of Teacher Performance, Student Opinion, Test Results, Textbooks

This report describes the seven-week program of the first-, second-, and third-year German language courses taught at Middlebury College during the summer of 1977. This was an intensive program with at least four hours of formal classroom instruction per day. The high scores achieved on the MLA-Cooperative Foreign Language Tests, Forms LA and MA, and on the MLA-Cooperative Foreign Language Proficiency Test demonstrate that a program of this nature can be very successful. Appended to this report are the structures of courses and modules for the first, second, third, and fourth year of German for the summer of 1978, and a list of the textbooks to be used at these four levels. It may be difficult to duplicate the program entirely at another institution; the report can, however, aid interested teachers in designing a similar total immersion language training program. (Author/CFM)

ED 144 415 FL 008 922

Garza, Sylvia Gil

Language Assessment Identifying LESA's.

Pub Date—Oct 76

Note—6p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Child Language, \*Diagnostic Tests, Educational Diagnosis, \*English (Second Language), Identification Tests, Language Handicapped, Language Proficiency, \*Language Tests, Mexican Americans, Primary Education, \*Screening Tests, \*Special Education, Testing, Test Reviews

Identifiers—\*Del Rio Language Screening Test, Language Dominance

Numerous instruments used by school districts to assess language dominance are not designed to determine either language dominance or proficiency. Nor do they yield sufficient data for appropriate program placement. One example of such an instrument is the Del Rio Language Screening Test (DRLST), designed to screen children of three to seven years of age who may require special education programs, and not bilingual education programs. It is recommended for use with students in the following language groups: (1) English-speaking Anglo-Americans; (2) predominantly English-speaking Mexican American; and (3) predominantly Spanish-speaking Mexican Americans. The test is not designed to test language dominance; it is designed to diagnose disorders in language performance. In conclusion, it is not recommended that school districts use this measure to identify students for placement in bilingual-bicultural programs. Rather, this test should be used in connection with bilingual special education programs. (Author/AM)

ED 144 417 FL 008 926

Helmer, Susan

Demonstration of Assessment of Language Dominance of Spanish-Speaking Bilingual Children. Occasional Papers on Linguistics, No. 1. Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—Sp.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, \*Bilingualism, Child Language, Diagnostic Tests, Educational Diagnosis, \*English (Second Language), Identification Tests, \*Language Proficiency, \*Language Tests, Language Usage, Screening Tests, \*Spanish Speaking, Syntax, \*Testing, Vocabulary

Identifiers—Bilingual Syntax Measure, Dos Amigos Verbal Language Scale, James Language Dominance Test, \*Language Dominance, Pictorial Test of Bilingualism and Dominance

Assessment of the Spanish-speaking bilingual child's language dominance is essential to bilingual education, but to date there is no universally accepted way of doing this. There are many tests on the market which purport to measure language dominance and achievement, and which involve various criteria and methods. This paper describes four tests, each of which can be useful in contributing to an overall assessment of language dominance. The Bilingual Syntax Measure defines language in terms of phonemes, and is designed to measure oral proficiency in English and Spanish. The Dos Amigos Verbal Language Scale measures language development in English and Spanish separately. The James Language Dominance Test is designed to assess active and passive language dominance of kindergarten and first grade Mexican American children. The Pictorial Test of Bilingualism and Language Dominance measures oral vocabulary for both Spanish and English, as well as phonological, morphological, and syntactic development in both languages. (AM)

ED 144 419 FL 008 951

Carter, Ralph M. Criscoe, Betty L.

A Study of a Compilation and Analysis of Writing Vocabulary in Spanish of Mexican American Children.

Spons Agency—Texas Tech Univ., Lubbock.

Pub Date—77

Note—46p.; Funded by College of Education, Texas Tech. University; Best copy available

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, Bilingual Students, Elementary Secondary Education, Language Usage, Language Variation, \*Mexican Americans, Reading Skills, Spanish, Teaching Methods, Testing, \*Vocabulary, \*Word Frequency, Writing, \*Written Language

The present study concentrated on the writing vocabulary of Mexican American children (grades 1-8) in order to answer the following questions: (1) Are there regional differences in the writing vocabulary of Mexican American Children? (2) Is one justified in translating directly from English into Spanish? (3) Is there a need for the development of specialized Mexican American language materials? (4) Can an informal reading inventory be formulated so that the grade level can be determined when the child reads in Spanish? Participating schools were selected from the roster of federally funded ESEA Title VII Bilingual Education Programs for 1975. Only those schools which indicated a majority of Mexican American speakers were included. Major focus was on Illinois, Texas and California. From the writing samples submitted, a vocabulary for each grade was randomly selected. Tabulation of vocabulary was done by computer: (1) according to frequency, (2) by grade and state, (3) to compare grade levels across state regions, and (4) to determine differences in frequency of use in words. A comparison was made between the 1976 Criscoe list of English vocabulary and the present Mexican American vocabulary study. Results are discussed in terms of applications to the development of bilingual education programs, both testing and methodology, specifically meeting the needs of the Mexican American student. (Author/CLK)

ED 144 715 PS 009 591

Love, John M. And Others

A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact. High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C. Early Childhood Research and Evaluation Branch.

Pub Date—30 Jun 75

Contract—HEW-105-75-1114

Note—112p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Biculturalism, Bilingualism, Cognitive Development, \*Early Childhood Education, Emotional Development, Health, Language Development, Measurement, \*Measurement Goals, \*Measurement Instruments, Nutrition, Parent Participation, Perceptual Motor Coordination, \*Program Effectiveness, \*Program Evaluation, Social Development, Teacher Improvement, Test Selection

Identifiers—\*Developmental Continuity, Project Head Start, \*Social Competence

This report presents recommendations for measures to be used in assessing the impact of Project Developmental Continuity (PDC). Chapter I reviews the purpose of the impact study and presents the basic considerations guiding the selection of measures. Chapter II describes the review process that led to the final recommendations. Chapter III presents the final recommendations, along with supporting rationale, for measures to be used in the areas of: (1) social-emotional development; (2) psychomotor development, health, and nutrition; (3) cognitive and language development; (4) impact on parents and teachers; (5) bilingual/bicultural education; and (6) site-specific goals. The appendix contains one-page descriptions of the recommended measures, including information about items, administration procedures, scoring criteria, validity and reliability. (Author/JMB)

ED 144 950 TM 006 236

Hsama, Kay K. And Others

Predictive Validity of Short Form Placement Tests under Two Scoring Systems.

Pub Date—[Apr 77]

Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 5-7, 1977); Best copy available

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Placement, College Students, \*Complexity Level, English (Second Language), Foreign Students, Higher Education, \*Predictive Validity, Reading Tests, \*Scoring Formulas, \*Test Items, Test Results, \*Test Validity

Identifiers—Monte Carlo Methods, \*Omitted Responses (Tests), \*Test Length

The optimal test length, using predictive validity as a criterion, depends on two major conditions: the appropriate item-difficulty rather than the total number of items, and the method used in scoring the test. These conclusions were reached when responses to a 100-item multi-level test of reading comprehension from 136 non-native speakers of English were examined. Problems associated with scoring unanswered test items are discussed; the Monte Carlo method, in which responses are randomly assigned for unmarked items, was found to be more suitable than the raw scoring, or number correct method. (Author/MV)

ED 145 675 FL 008 898

Rosenbaum, Harvey And Others

On Assessing Language and Reading Comprehension: The Development of a Diagnostic Instrument. Occasional Papers on Linguistics, No. 1. Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—15p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comprehension, Decoding (Reading), \*Diagnostic Tests, Language Development, Language Patterns, \*Language Proficiency, \*Language Tests, \*Listening Comprehension, Pragmatics, Reading, Reading Ability, \*Reading

Comprehension, Reading Failure, Second Language Learning, Semantics, Syntax, Testing Identifiers—Individual Diagnostic Assessment for Language

The work reported here is part of an ongoing project to develop a language comprehension assessment instrument that: (1) is sensitive enough to pinpoint the particular language phenomena that are causing difficulty or have not been mastered, and (2) is also broad enough in scope to provide a credible and useful description of language proficiency. The instrument is called the Individual Diagnostic Assessment for Language and Reading Comprehension (IDA-LRC). Though it is seen primarily as an instrument for individual assessment, it is being developed and tested in a group mode. Language comprehension assessment should be based essentially on normal language development, that is, it should not reference scholastic knowledge or subject matter information. Assessment items should not involve areas of critical thinking or intellectual difficulty beyond the level of the inherent logical relations contained in everyday language. The content of the IDA-LRC is divided into four areas - decoding, syntax, semantics, and pragmatics - and each area contains one or more domains. Parts of the IDA-LRC have been tested in three studies, the results of which are discussed. Results demonstrate the potential of the instrument as a research tool in reading development and as a sensitive reading instrument. (CLK)

ED 145 677 FL 008 907

Angelis, Paul J.

Language Testing and Intelligence Testing: Friends or Foes? Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date—Apr 77

Note—9p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, Aptitude Tests, English (Second Language), Higher Education, \*Intelligence Tests, \*Language Proficiency, \*Language Tests, National Competency Tests, Native Speakers, Second Language Learning, \*Testing, Testing Problems, \*Test Interpretation, Test Results, \*Test Validity

Identifiers—Graduate Record Examinations, Test of English as a Foreign Language

This paper discusses the relationship between language proficiency and intelligence. In particular, the paper is concerned with the elements of intelligence testing which creep into tests designed to determine language proficiency, and the proliferation of testing of all types and the kinds of interpretations made of these tests. Particular reference is made to the non-native adult speaker of English who is frequently subject to these types of tests. Native-speaker data indicate that the reading section of the Test of English as a Foreign Language (TOEFL) presents difficulty for the native and non-native speaker of English alike, and that both groups find this section the most difficult of the test. A comparison of TOEFL and Graduate Record Examination (GRE) scores for foreign students applying for admission to Texas A&M University did not show a very high correlation. A Swedish study which attempted to examine the relationship between proficiency in English as a second language and various intelligence factors was also unable to find high correlation between the two types of test. Indications are that the GRE and similar tests are not appropriate for determining second language proficiency. More investigation is needed of the relationship between language and intelligence; in particular, joint research on this question by linguists, psychologists, and measurement specialists is needed. (Author/AM)

ED 145 688 FL 008 937

Frey, Herschel J.

Teaching Spanish. A Critical Bibliographic Survey.

Pub Date—74

Note—184p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 (\$6.95)  
Pub Type—Reference Materials - Bibliographies (131)

**Document Not Available from EDRS.**

**Descriptors**—\*Annotated Bibliographies, \*Applied Linguistics, Bibliographies, Grammar, Instructional Materials, \*Language Instruction, Language Laboratories, Language Research, Language Skills, Language Tests, Linguistic Theory, Media Selection, Phonology, Programed Instruction, Reading Instruction, \*Second Language Learning, \*Spanish, \*Teaching Methods, Testing, Writing

This annotated bibliography of Spanish applied linguistics and teaching methodology is designed to provide teachers and researchers with comprehensive descriptions of primary studies in both areas. The categories covered reflect the interests and concerns of teachers of Spanish, and entries were selected on the basis of usefulness as well as quality of scholarship. The twelve categories covered include: (1) general studies, (2) teaching phonology, (3) teaching grammar, (4) listening and speaking, (5) reading and writing, (6) drills and drilling, (7) methodology and method evaluation, (8) material evaluation, (9) the language laboratory, (10) programed instruction, (11) testing, and (12) miscellaneous. A list of bibliographies and selected works on the structure of Spanish appears in the appendix. (CLK)

ED 145 692 FL 008 952

*Findley, Charles A.*

**Dyadic Task-Oriented Communicative Exercises for Teaching and Testing in the Elementary ESL Class.**

Pub Date—Apr 77

Note—41p.; Paper presented at the annual convention of Teachers of English to Speakers of Other Languages (11th, Miami, Florida, April, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—Communication (Thought Transfer), \*Communication Skills, \*Communicative Competence (Languages), Elementary Education, \*English (Second Language), Instructional Materials, Interaction, \*Language Instruction, \*Language Skills, Language Tests, Language Usage, Learning Activities, Second Language Learning, Speech Communication, Speech Skills, \*Teaching Methods, Testing, Written Language

Most instructional materials developed in the past 10-15 years do not provide for sufficient activities to allow the student to become involved in anything other than drill and memorization. Furthermore, in those situations where "communication activities" do occur, they are designed to teach the sentence as a structural, grammatical element of the language, rather than utterance as it is used in the performance of acts of communication. It is possible, desirable, and appropriate to structure class activities, even at the first stage of instruction, to emphasize "purposeful" communicative language use, i.e., where sender and receiver interact to accomplish a mutually defined goal or objective. This paper considers the theoretical and practical issues as they relate to the incorporation of actual communication training in the elementary level ESL class. The vehicle employed for communication training is the task-oriented dyad—a simple system which allows for face-to-face purposeful communication between two individuals while providing the opportunity to manipulate variables such as interactant characteristics, feedback availability and task difficulty. The paper, specifically considers dyadic communication tasks appropriate for teaching and testing skills in three broad categories of communicative speech acts—requests, manipulative instructions, and descriptions. Sample prototype classroom-tested tasks are appended. (Author/CLK)

ED 145 693 FL 008 953

*Gershman, Janis*

**Testing English as a Foreign Language: Michigan/TOEFL Study.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date—Jul 77

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—Academic Achievement, \*English (Second Language), \*Grades (Scholastic), Language Instruction, Language Proficiency, \*Language Tests, Non English Speaking, Secondary Education, Second Language Learning, \*Student Characteristics, \*Test Reliability, Test Results, \*Test Validity

Identifiers—Canada, \*Ontario (Toronto)

Two English language proficiency tests commonly given by universities and colleges to non-English speaking applicants were administered to 338 students in 5 Toronto high schools. The purpose of the testing was to relate test scores to students' background (language, immigrant status) and to school marks (English marks and others). Both tests appeared to be reasonably reliable in indicating those students who were having difficulty with the English language: Of the 50 students scoring below the common cut-off points, all but 5 did not speak English as a first language and almost all were not born in Canada (most arrived in the last 4 years). The report also discusses the relationship between test scores and school marks as well as the relationship among sub-tests performed well in general, problems did arise with "border-line" cases. The evidence was also not strong enough to recommend one test over the other. (Author)

ED 145 698 FL 008 959

*Johansson, Stig*

**Partial Dictation as a Test of Foreign Language Proficiency. Swedish-English Contrastive Studies, Report No. 3.**

Lund Univ. (Sweden). Dept. of English.

Pub Date—73

Note—56p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

**Descriptors**—\*Cloze Procedure, English (Second Language), Error Analysis (Language), Grammar, \*Language Instruction, Language Laboratory Use, \*Language Proficiency, Language Skills, \*Language Tests, \*Listening Comprehension, Listening Skills, \*Listening Tests, Morphology (Languages), Phonology, Second Language Learning, Tape Recordings, Testing, Vocabulary

Identifiers—\*Dictation

This paper presents arguments in favor of using partial dictation as a test of foreign language proficiency. In this kind of test, subjects listen to recordings of material in the foreign language and are required to fill in missing words in a written version of the recordings. Partial dictation is preferable to ordinary dictation in that: (1) it makes possible the use of different voices and speech situations; (2) it is more economical; and (3) the testing situation is more natural, being subject to fewer interruptions. In addition, partial dictation appears to be reliable and to correspond very well to other measures of foreign language proficiency: it is easy to construct, administer, and score; and it is useful, not only as a measure of listening comprehension, but as a global estimate of language proficiency. An incomplete analysis is presented of errors found in connection with this test, on the levels of phonology, lexicology, and grammar. Appendices contain two sample passages used in a partial dictation test, and a listing of average scores for each item, from a random sampling of 20 subjects. (Author/AM)

ED 145 701 FL 008 963

*Johansson, Stig*

**Swedish and English Phonemes: A Perceptual Study. Swedish-English Contrastive Studies, Report No. 5.**

Lund Univ. (Sweden). Dept. of English.

Pub Date—73

Note—56p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

**Descriptors**—Consonants, \*Contrastive Linguistics, \*English, English (Second Language), Language Instruction, Language Research, Language Tests, Listening Tests, \*Native Speakers, \*Phonemes, Phonemics, Phonological Units, Phonology, \*Pronunciation, \*Vowels

Identifiers—\*Minimal Pairs (Phonology), \*Swedish

This study sought to test the validity of the claim that certain Swedish and corresponding English vowel phonemes are indistinguishable when presented in a test containing isolated minimally contrastive words. It also sought to find a hierarchy of perceptual differences between Swedish and English phonemes. A series of 40 pairs of monosyllabic Swedish and English words was constructed. The Swedish words were recorded by 6 Swedish models, the English words by 5 English models. Two versions of the test were constructed, each one consisting of a tape containing 6-7 words from each informant. The test was administered to various groups of English-speaking and Swedish-speaking schoolchildren and university students. Subjects were asked to identify the pronunciations as native, foreign, or doubtful. "Native" was English for the

English-speaking group and Swedish for the Swedish-speaking group. In general, both English and Swedish groups were able to distinguish between a "native" and a "foreign" pronunciation, although this varied according to linguistic background. The results contribute to a better description of the relationship between Swedish and English phonemes, and furnish information needed in establishing a hierarchy of importance in the teaching and testing of English pronunciation in Sweden. (AM)

ED 145 702

FL 008 964

*Linnarud, Motra*

**Lexis in Free Production: An Analysis of the Lexical Texture of Swedish Students' Written Work. Swedish-English Contrastive Studies, Report No. 6.**

Lund Univ. (Sweden). Dept. of English.

Pub Date—75

Note—41p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—Communicative Competence (Languages), \*Composition (Literary), Content Analysis, Contrastive Linguistics, \*English (Second Language), Error Analysis (Language), \*Essays, Essay Tests, Evaluation Criteria, Evaluation Methods, Language Instruction, Language Research, Language Skills, Language Usage, Native Speakers, Scoring, \*Second Language Learning, \*Student Evaluation, \*Vocabulary, Writing Skills, Written Language

Identifiers—Error Correction (Language), \*Swedish

The compositions or essay tests of second language learners are difficult to mark and evaluate. It has been suggested that the only way to achieve objectivity is to abolish all criteria except formal correctness, as it is the only one that can be measured and statistically evaluated. Attempts have been made to establish other criteria. A varied vocabulary ought to be as important as formal correctness, which on its own is quite inadequate. In this study, in an attempt to measure success, the lexical content of essays written in English by Swedish students has been examined. An attempt is made to apply certain theoretical methods of evaluation to the essays and to use the results for two main purposes: (1) to compare the lexical texture of Swedish students' work with that of native speakers' writing on the same subject, and (2) to see to what extent spontaneous evaluation by a native speaker can be supported by the theoretical results. The quality of the essay was then put into relation to other factors, the length of the essay and the number and predominant types of error. (Author/CLK)

ED 145 715

FL 008 990

*Williams, Jerome Blankmeyer, Harrison C.*

**From Correction to Self-Evaluation in College-Level Spanish for Bilingual-Bicultural Students**

Pub Date—29 Oct 77

Note—11p.; Paper presented at the Conference on New Methodologies in Modern Language Teaching (University of Northern Iowa, Cedar Falls, Iowa, October 29, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

**Descriptors**—Autoinstructional Aids, \*Bilingual Students, \*College Language Programs, Diagnostic Tests, Higher Education, \*Language Instruction, Language Proficiency, Language Skills, Native Speakers, Second Language Learning, \*Self Evaluation, \*Spanish, Spanish Americans, Spanish Speaking, \*Teaching Methods

Identifiers—\*Error Correction (Language)

The marked increase in the number of Hispanic bicultural students entering American colleges and universities has created new dilemmas for teachers of beginning and intermediate Spanish. In addition to the difficulties occasioned by new cultural perspectives, both student and teacher are faced with the problem of remodeling the classroom program to fit the needs of the student whose initial approach to spoken Spanish cannot be considered *tabula rasa* in the traditional sense, and whose previous contact with the language (and with language-learning in general) is non-normative. Preliminary testing and evaluation can be directed to complement one important aspect of the college-level bilingual classroom: the process that leads from correction to self-correction and self-evaluation. The nature of corrective work for the bilingual student will differ from that of the English-speaking student, as the bilingual has already broken the language barrier and already possesses a working knowledge of syn-

tax, vocabulary and pronunciation. Given the scarcity of edited grammar and literature texts for the bilingual at the beginning and intermediate levels and the lack of studies dealing exclusively with this area, the methodology used to reinforce the correction to self-correction process will vary according to the nature of the problem. (Author/CLK)

ED 145 936 PS 009 606

*Cocking, Rodney K. McHale, Susan*  
A Comparative Study of the Use of Pictures and Objects in Assessing Children's Receptive and Productive Language.

Educational Testing Service, Princeton, N.J., Report No.—ETS-RB-77-10

Pub Date—Jun 77

Note—21p.; Paper presented at the Annual Meeting of the American Psychological Association (85th, San Francisco, California, August 26-30, 1977)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, \*Comprehension Development, Language Development, Language Skills \*Language Usage, \*Pictorial Stimuli, \*Preschool Children, \*Receptive Language, Research, Response Mode, Stimulus Behavior, \*Testing, Verbal Ability, Visual Literacy, Visual Stimuli

This study examined the specific effects of picture and object stimuli on two types of language performance: comprehension and production. Subjects were 48 4- and 5-year-olds who were randomly assigned to one of four groups. Groups were matched for SES, sex, and age and tested individually with one of the four measures: language comprehension with object stimuli; comprehension with picture stimuli; language production with object stimuli; or production with picture stimuli. Results indicated that: (1) 4- and 5-year-olds showed overall superior performance on object assessment tasks as compared to performance on picture-assessment tasks; (2) language comprehension tasks were performed more accurately than language production tasks by the 4- and 5-year-olds; and (3) an interaction effect occurred between task medium (picture or object) and response type (comprehension or production) so that comprehension and production differences were greater when assessed by pictures than by objects. (Author/SB)

ED 145 943 PS 009 617

*Bernal, Ernest M., Jr.*  
Adapting Assessment Procedures to Specific Population Characteristics: The Chicano Child.

Pub Date—Aug 77

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (85th, San Francisco, California, August 26-30, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Students, \*Cultural Factors, \*Educational Assessment, Educational Testing, Elementary Secondary Education, Instrumentation, Measurement Techniques, Minority Group Children, Preschool Education, \*Spanish Speaking, \*Test Bias, Test Construction, \*Testing, Test Interpretation, Test Reliability, Test Validity

This paper discusses some of the problems involved in the testing of minority group children, focusing on the testing of bilingual minorities and emphasizing the special problems involved in testing Hispanic children. Considered are a variety of ways in which tests have been misused and misinterpreted in working with these children. It is suggested that even tests designed specifically for bilingual children are generally inadequate in design and interpretation. In addition to describing these testing deficiencies, the paper presents a discussion of ways to improve the use of existing testing instruments with Hispanic children and illustrates alternate methods of developing tests for use with minority groups. (BD)

ED 145 954 RC 010 164

*Valencia, Adriano A.*  
Bilingual-Bicultural Education for the Spanish-English Bilingual.

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date—72

Note—69p.; Second printing 1976

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$1.50)

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Biculturalism, \*Bilingual Education, \*Bilingualism, Bilingual Teachers, Child Development, \*Cross Cultural Training, Cultural Factors, Curriculum Diagnostic Tests, Grouping (Instructional Purposes), Individualized Instruction, Instructional Materials, Language Variation, \*Mexican Americans, Models, Program Evaluation, \*Teacher Education

Identifiers—\*Chicanos

Divided into seven sections, this publication includes discussions of the nature of bilingualism and its implications to curriculum and instruction, the effects of bilingualism and bilingual education, biculturalism and bilingual education, bilingual education materials and assessment instruments, teacher training in bilingual-bicultural education, and bilingual education program analysis and evaluation. Topics covered are the concerns and assumptions in bilingual education; bilingualism among Mexican American children; Spanish language variations and instructional considerations; bilingualism and its effects on childhood development; bilingual educational curriculum models; grouping and individualized instruction in bilingual education; Hispanic-Indian cultural evolution; the Mexican American heritage, the forgotten feature in American schooling; the Chicano in a bicultural perspective; perceptions of Mexican American attributes and related educational considerations; bilingual education program materials; bilingual education diagnostic assessment instruments; teacher training, an educational continuum; and adaptability of bilingual education teacher training models. Appended are brief discussions of the terms Anglo American, Mexican American and Chicano; English-Spanish vowel differences; the Pachuco Cult; options in individualized learning; the culture of poverty; and the negative self-image, a questionable variable. (NQ)

ED 146 201 TM 006 581

*McDonald, Frederick J. And Others*  
The Effects of Classroom Interaction Patterns and Student Characteristics on the Acquisition of Proficiency in English as a Second Language.

Technical Summary.

Educational Testing Service, Princeton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Report No.—ETS-PR-77-5

Pub Date—Jun 77

Note—73p.; For related documents, see TM 006 580, 582, and 583; Tables are marginally legible due to small type

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Adult Basic Education, \*Adults Classrooms, \*English (Second Language), Interaction, Language Instruction, \*Language Proficiency, Language Tests, Oral English, Performance Factors, \*Predictor Variables, Spanish Speaking, Statistical Analysis, \*Student Characteristics, Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, Teacher Qualifications, Teaching Skills, Teaching Styles, \*Teaching Techniques

This volume provides a technical summary of research conducted at the West New York (New Jersey) Adult Learning Center with adults in English as a second language classes. The study was conducted in order to determine the relation of teaching strategies and performances to the acquisition of skills in spoken English. Student proficiency was measured at two points in time, and the intervening instruction was measured daily. Measures of speaking facility were either direct measures of proficiency, such as the Oral Proficiency Test, developed specifically for this project, or were other measures of knowledge of English. Classroom observations provided a continuous record of both teacher and student behavior during class sessions and between the two tests assessing the students' speaking proficiency. Factor analysis and canonical discriminant function analysis were used to reduce both student-performance data and teacher-performance data to their underlying dimensions. Multiple regression, canonical correlation, and factor analytic methods were used to relate the dimensions of teacher performance to those of student performance. This study revealed the interactions among student characteristics, initial proficiency, classroom interaction patterns, and final achievement. The classes with higher achievement fell into three distinct groups which used different methods of instruction,

and whose students shared similar background characteristics. (Author/MV)

ED 146 202 TM 006 581

*McDonald, Frederick J. And Others*

The Effects of Classroom Interaction Patterns and Student Characteristics on the Acquisition of Proficiency in English as a Second Language.

Final Report, Volume I.

Educational Testing Service, Princeton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Report No.—ETS-PR-77-5

Pub Date—May 77

Note—339p.; For related documents, see TM 006 580, 581, and 583; Tables are marginally legible due to small type

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Adult Basic Education, \*Adults, Age Differences, Day Schools, Educational Background, \*English (Second Language), Ethnic Origins, Interaction, Language Instruction, \*Language Proficiency, Language Tests, Observation, Oral English, Performance Factors, Predictor Variables, Sex Differences, Spanish Speaking, Statistical Analysis, \*Student Characteristics, Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, Teacher Qualifications, Teaching Skills, Teaching Styles, \*Teaching Techniques

Identifiers—Oral Proficiency Test

Teachers and students in the English as a second language classes at the West New York (New Jersey) Adult Learning Center participated in a study to determine which patterns of classroom interaction and student characteristics were most highly related to the acquisition of oral proficiency in English. Differences in teaching styles and performances were related to the acquired proficiency of the students, who varied considerably in age, education, and previous experience with English. Teachers used a variety of instructional techniques; however, the audio-lingual and silent method were the principal techniques used. Student proficiency was measured at two points in time, and the intervening instruction was observed daily. Measures of speaking facility were either direct measures of proficiency, such as the Oral Proficiency Test developed for this project, or other measures of knowledge of English. Statistical analyses were used to relate differences in teacher behavior to gains in students' oral proficiency. Results indicated that teaching style did affect proficiency, particularly for certain types of students. This volume describes the research methodology, presents details of the statistical analyses, and summarizes the results. (Author/MV)

ED 146 203 TM 006 583

*McDonald, Frederick J. And Others*

The Effects of Classroom Interaction Patterns and Student Characteristics on the Acquisition of Proficiency in English as a Second Language.

Final Report, Volume II, Appendices.

Educational Testing Service, Princeton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Report No.—ETS-PR-77-5

Pub Date—May 77

Note—168p.; For related documents, see TM 006 580, 581, and 582; Parts are marginally legible due to print quality

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, \*Adults, \*Classroom Observation Techniques, \*Data Analysis, Data Collection, Day Schools, \*English (Second Language), \*Language Proficiency, \*Language Tests, Literacy, Matrices, Oral English, Spanish Speaking, Statistical Analysis, Student Characteristics, Student Teacher Relationship, Tables (Data), Teacher Characteristics, Test Interpretation

Identifiers—\*Oral Proficiency Test

This volume contains the appendices to a study to determine which patterns of classroom interaction and student characteristics were related to students' acquisition of oral proficiency in English. Participants were the English as a second language teachers and students at the West New York (New Jersey) Adult Learning Center. Student measures, a teacher questionnaire, a classroom observation lexicon, data processing methodology, a classroom factor pattern, and factor intercorrelation matrices are

included. (MV)

ED 146 273

UD 017 470

*Mejia, Reynaldo D.***Bilingual Education: An Analysis of Local District Commitment and Development of an Index of Critical Requirements.**

Pub Date—76

Note—140p.

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106

Pub Type—Dissertations/Theses (040)

Document Not Available from EDRS.

Descriptors—\*Bilingual Education, \*Bilingualism, Curriculum Planning, Educational Practice, \*Measurement Goals, \*Measurement Instruments, \*Measurement Techniques, Non English Speaking, \*School Districts  
Identifiers—\*California

The basic aim of this dissertation was to analyze the level of commitment to the concept of bilingual education exhibited by Southern California school districts currently participating in bilingual education as measured by a proposed index of requirements considered to be critical in the planning and implementation of bilingual instruction. A secondary purpose was the development of an index of critical requirements for planning and implementing a bilingual-bicultural curriculum. In carrying out the purposes of the study the questionnaire survey procedure was used. The level of local district commitment was measured in terms of the willingness, on the part of school districts, to effect certain aspects of program planning and implementation which were considered relevant to the development of bilingual-bicultural education. Eight recommended practices and procedures pertaining to bilingual education were proposed as an index of critical requirements for districts participating in bilingual instruction. There is a major philosophical disagreement as to the manner in which education should be provided for the non-English speaking child. Bilingual instruction as an alternative program is not a clearly understood concept; definitions need to be made explicit; instructional roles need to be delineated; and the parameters of a bilingual curriculum need to be better defined. The general acceptance of all eight recommended practices suggests the validity of the proposed index as a critical measure for the development and implementation of bilingual education.

ED 146 629

CS 203 772

**SLATE (Support for Learning and Teaching of English). Volume 2.**

National Council of Teachers of English, Urbana, Ill.

Pub Date—77

Note—22p.; Newsletter, v2 n1 through 8

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Elementary Secondary Education, \*English Instruction, Language Arts, \*Performance Based Education, \*Phonics, \*Standardized Tests, \*Testing Problems, Testing Programs, \*Test Interpretation

These newsletters, produced during the second year of activity of a standing committee of the National Council of Teachers of English, focus on standardized testing as it affects the teaching of English. The first newsletter describes committee activities and priorities and includes a bibliography of information on tests and evaluation. The other seven deal in turn with specific issues: minimal competencies and measures of competence, how to interpret standardized test results, phonics instruction, competency testing and bilingual/bicultural students, implications of the national Assessment of Educational Progress, strategies of response to the minimum competency movement, and implications of the Scholastic Aptitude Test score-decline report. (AA)

ED 146 773

FL 008 694

*Benseler, David P., Ed.***Proceedings, Pacific Northwest Council on Foreign Languages, Volume 27, Part 2: Second Language Teaching, Pedagogy and Linguistics.**

Pacific Northwest Council on Foreign Languages, Location Varies.

Pub Date—76

Note—191p.; Proceedings of the Annual Meeting of the Pacific Northwest Council on Foreign Languages (27th, Seattle, Washington, April 23-24, 1976). Some parts may be marginally legible due to small print

Available from—Rex C. Dahl, Business Manager, PNCFL Publications, Dept. of Modern Languages, Montana State University, Bozeman, Montana 59715 (for non-members, \$7.50 plus shipping charges)

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Career Education, Communicative Competence (Languages), Cultural Education, Dialects, Error Analysis (Language), Ethnicity, French, German, Grammar, Instructional Materials, Interdisciplinary Approach, \*Language Instruction, Language Proficiency, Language Tests, Language Usage, \*Linguistic Theory, Literature, Mexican Americans, Minority Groups, Portuguese, Quechua, \*Second Language Learning, Semantics, Sociolinguistics, Spanish, Teacher Attitudes, \*Teaching Methods, Testing, Textbooks, Transformational Generative Grammar, Vocabulary

Identifiers—Language Dominance

The forty papers that make up the second part of the proceedings of the twenty-seventh annual meeting of the Pacific Northwest Council on Foreign Languages cover a wide range of topics relating to foreign language teaching and linguistic theory: the interdisciplinary approach to second language instruction, individualized instruction, foreign language education for adults, communicative competence in second languages, textbook selection, audiovisual aids, culture instruction, vocabulary expansion, generative grammar and dialect differences, sociolinguistic considerations in second language teaching, grammar, the preparation of concordance data, study abroad, language testing, error analysis, language dominance assessment, and ethnicity. (CLK)

ED 146 785

FL 009 015

*Spolsky, Bernard, Ed.***The Language Education of Minority Children: Selected Readings.**

Pub Date—72

Note—200p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 (\$6.95)

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Bilingual Education, \*Bilingualism, Bilingual Students, Black Dialects, Elementary Secondary Education, English (Second Language), \*Language Instruction, Language of Instruction, Language Proficiency, Language Skills, Language Tests, \*Minority Group Children, Multilingualism, Nonstandard Dialects, Reading Instruction, Second Language Learning, Sociocultural Patterns, Spanish Speaking

This volume on the language education of minority children is divided into three sections: (1) Multilingualism in the United States, (2) Bilingualism and Bilingual Education, and (3) Language Education in Practice. Following an introductory essay, "The Language Education of Minority Children," by Bernard Spolsky, the articles in the first section include: "The Language Problems of American Indian Children," by Sirarpi Ol' Innessian; "The Codes of the Spanish-English Bilingual," by Donald M. Lance; and "Social Class or Culture? A Fundamental Issue in the Education of Culturally Different Students," by Frank Angel. Articles in the second section are: "Bilingualism and Education," by A. Bruce Gaarder; "Bilingualism and Thought," by John Macnamara; "Bilingualism as a Social Force," by Ralph W. Yarborough; "Bilingual Education in a Sociolinguistic Perspective," by Joshua A. Fishman and John Lovas; and "Bilingual Education Programs in the United States: For Assimilation or Pluralism?" by Rolf Kjolseth. The six articles in the third section include: "Teaching English to Speakers of Other Languages: Problems and Priorities," by Mary Finocchiaro; "Educational Considerations for Teaching Standard English to Negro Children," by Joan C. Baratz; "Barriers to Successful Reading for Second-Language Students at the Secondary Level," by Joyce Morris; "The Language of Tests for Young Children," by Graeme Kennedy; "Are We Really Measuring Proficiency with Our Foreign Language Tests?" by Eugene Briere; and "The Limits of Language Education," by Bernard Spolsky. (CLK)

ED 146 789

FL 009 020

*Papalia, Anthony***Learner-Centered Language Teaching: Methods and Materials.**

Pub Date—76

Note—205p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 (\$7.95)

Pub Type—Guides - General (050)

Document Not Available from EDRS.

Descriptors—Classroom Environment, Cognitive Style, Cultural Education, Effective Teaching, Evaluation Criteria, Grammar, Individual Differences, Individualized Instruction, Instructional Materials, \*Language Instruction, Language Skills, Language Teachers, Secondary Education, \*Second Language Learning, Second Languages, \*Student Needs, Student Teachers, \*Teaching Guides, \*Teaching Methods, \*Teaching Skills, Testing

Identifiers—\*Learner Centered Instruction

Foreign language teaching is a process which involves interaction, communication, personal contact, and a deep understanding of the student. Teachers must develop competencies in working with different kinds of learners if effective instruction is to materialize. This book identifies the competencies that language teachers should possess and provides a guide for developing them. Part one of this book describes the role of foreign language studies in secondary schools, assists in discovering students' learning styles, and develops a student-centered design for organizing classroom instruction. Part two aids teachers in developing a learner-centered environment by presenting different approaches to learning, successful techniques for teaching the basic skills, grammar and culture, and effective techniques of evaluation. Part three introduces the prospective teacher to classroom discipline, role of homework, use of media, role of grading, evaluation of the learning-teaching process, assessment of learning environments, resources and materials of practical use to foreign language teachers. (Author/CLK)

ED 146 790

FL 009 022

*Rivers, Wilga M.***Speaking in Many Tongues: Essays in Foreign Language Teaching. Expanded 2nd Edition.**

Pub Date—72

Note—280p.; For related document, see ED 081 267

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 (\$6.95)

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Bilingual Education, Cognitive Processes, Communicative Competence (Languages), Contrastive Linguistics, Educational Objectives, Educational Research, Elementary Secondary Education, Higher Education, Individualized Instruction, \*Language Instruction, Language Programs, Language Skills, Language Tests, Linguistic Competence, Modern Language Curriculum, Psychology, \*Second Language Learning, Second Languages, Student Attitudes, Student Motivation, Student Needs, Student Teacher Relationship, \*Teaching Methods

This volume includes the following seventeen essays on foreign language teaching: (1) "Rules, Patterns, and Creativity"; (2) "Talking Off the Tops of Their Heads"; (3) "From Linguistic Competence to Communicative Competence"; (4) "Testing and Student Learning"; (5) "Contrastive Linguistics in Textbook and Classroom"; (6) "From Skill Acquisition to Language Control"; (7) "Motivating through Classroom Techniques"; (8) "Motivation in Bilingual Programs"; (9) "The Foreign Language Teacher and Cognitive Psychology or Where Do We Go from Here?"; (10) "Linguistic and Psychological Factors in Speech Perception and Their Implications for Teaching Materials"; (11) "Foreign Languages in a Time of Change"; (12) "From the Pyramid to the Commune: The Evolution of the Foreign-Language Department"; (13) "The Non-Major: Tailoring the Course to Fit the Person - Not the Image"; (14) "University of Illinois Questionnaire of Student Interests in Foreign Languages"; (15) "Teacher-Student Relations: Coercion or Cooperation"; (16) "Individualized Instruction and Cooperative Learning: Some Theoretical Considerations"; and (17) "Students, Teachers, and the Future." (CLK)

ED 146 791 FL 009 026

*Sutherland, Kenyon, Ed.*

CATESOL Occasional Papers, No. 3. Winter, 1976-77.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—77

Note—122p.

Available from—CATESOL, 2773 Bush Street, San Francisco, California 94115 (\$2.50)

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Adult Literacy, Bilingual Education, Chinese, Classroom Games, Classroom Observation Techniques, Composition (Literary), Educational Games, Elementary Secondary Education, \*English (Second Language), Error Analysis (Language), \*Foreign Students, Grouping (Instructional Purposes), Higher Education, Illiterate Adults, Individualized Instruction, \*Language Instruction, Language Tests, Newspapers, \*Second Language Learning, Teacher Evaluation, \*Teaching Methods, Video Tape Recordings

This volume of CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers includes the following: "ESL Adult Literacy," by Jack Wigfield; "Language Teaching as a Means to Self Knowledge, Self Acceptance, and Communication with Others," by Beverly Galyean; "Let Your Students Be Actors: Using Videotape to Teach English as a Second Language," by Suzanne M. Griffin; "Coordinated Teaching for Multi-Cultural Students: A Christmas Walking Tour," by Gordon Howell and Nancy Milton; "Techniques of Language Class Observation," by Gordon B. Becktold; "Policy on Services to Limited-English-Speaking Students" (State of California Board of Education); "Individualizing Instruction in the ESL Classroom through Grouping," by Janet G. Fisher; "Back from Wonderland - Reply to the Queen of Hearts," by Alan Marcus; "Teaching Composition to Low-Level ESL Students," by Barry P. Taylor; "On Using the 'National Observer' as an ESOL Teaching Device," by George W. Raney; "Make Your Own ESL Board Game," by Ola Jane Miller; "Bilingual Education and Ethnic Interest," by J. Donald Bowen; "A Comparison of Language Balance in Non-Bilingual Schools," by Robert L. Politzer; "Lau v. Nichols v. HEW," by Glendon F. Drake; and "Some Most Common Grammatical Errors Made in Written English by Chinese Students," by Mo-Shuet Lee. (CFM)

ED 146 796 FL 009 036

*Oller, John W., Jr., Ed. Richards, Jack C., Ed.*

Focus on the Learner: Pragmatic Perspectives for the Language Teacher.

Pub Date—73

Note—306p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 (\$6.95)

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—\*Applied Linguistics, Bilingual Education, Cognitive Processes, English (Second Language), Error Analysis (Language) Interference (Language Learning), \*Language Instruction, Language Skills, \*Language Tests, Linguistic Performance, Linguistic Theory, Psycholinguistics, \*Second Language Learning, Social Factors, Sociolinguistics, Student Attitudes, Student Motivation, Teacher Education, Test Bias, Testing

This book of readings includes: "Language Didactics and Applied Linguistics" (William Mackey); "Psycholinguistics and Second Language Teaching" (H. H. Stern); "Linguistic Theory" (Noam Chomsky); "Some Psycholinguistic Controversies" (John Oller, Jr.); "The Cognitive Strategies of Language Learning" (John Macnamara); "Conditions for Language Learning" (Graeme Kennedy); "Types of Interference" (B.D.W. Hocking); "A Noncontrastive Approach to Error Analysis" (Jack Richards); "Error Analysis and Second Language Strategies" (Jack Richards); "Language Acquisition in a Second Language Environment" (Roar Ravem); "Two Practical Experiments with Teachers-in-Training, and Some Conclusions" (H. V. George); "What Does It Mean to Know a Language, or How Do You Get Someone to Perform His Competence?" (Bernard Spolsky); "Productive Communication Tests: Progress Report" (John Upshur); "Discrete-Point Tests Versus Tests of Integrative Skills" (John Oller, Jr.); "Context for Lan-

guage Testing" (John Upshur); "Cross-Cultural Biases in Language Testing" (Eugene Briere); "Attitudes and Motivation: Their Role in Second Language Acquisition" (R. C. Gardner); "Sociocultural Aspects of Language Study" (G.R. Tucker and W.E. Lambert); "Social Factors and Second Language Policies" (E.F. O'Doherty); "The Limits of Language Education" (Bernard Spolsky); "Bilingual Schooling and Second Language Teaching: A Review of Recent North American Experience" (H.H. Stern); "The Language Skills Program of the English Project" (Gerald Dykstra and Shihou Nunes); and "Are TESOL Classes the Only Answer?" (Thomas Hale and Eva Budar). (CFM)

ED 146 806 FL 009 047

*Omaggio, Alice Birckbichler, Diane*

Diagnosing and Responding to Individual Learner Needs.

Pub Date—77

Note—22p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Columbus, Ohio, April 1977) and at the annual meeting of the American Council on the Teaching of Foreign Languages (San Francisco, California, November 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Games, Cloze Procedure, Cognitive Processes, \*Diagnostic Teaching, Educational Diagnosis, Educational Games, Grammar, \*Language Instruction, Language Skills, \*Learning Activities, Learning Characteristics, \*Learning Difficulties, Learning Motivation, Learning Processes, Pattern Drills (Language), Remedial Instruction, \*Second Language Learning, Skill Development, Teaching Methods, Vocabulary

This paper offers a way to adapt foreign language instruction to individual learner needs and difficulties. The approach consists of two parts: (1) various sources of learner problems are identified and discussed briefly; and (2) over 50 remedial classroom activities are presented and described. These activities are designed to treat specific learner problems encountered when completing various classroom tasks relating to speaking, listening, reading, writing, vocabulary learning, and grammar. The activities are classified in two ways. Each exercise is listed according to the processing demands of the task, and tasks are listed within the framework of a 6 X 8 matrix which specifies activities appropriate in each of 6 skill areas for learners experiencing one of 8 specific learning difficulties. The activities are easily adaptable to individual tutorial sessions, small-group work, or whole-class instruction. All of them are appropriate for use in daily lesson plans, but may also be easily assigned for homework or individual study. Tasks are appropriate for the teaching of any second language and are described in English. (Author/CFM)

ED 146 815 FL 009 063

*Billant, J.*

Les Erreurs en Traduction (Errors in Translation). Melanges Pedagogiques, 1970.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date—70

Note—22p.; In French

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English (Second Language), \*Error Analysis (Language), Essay Tests, Grammar, Language Instruction, \*Language Tests, Secondary Education, \*Second Language Learning, Testing, Test Results, \*Translation, \*Written Language

An experiment was carried out to investigate errors in translation exercises done by French students studying English as a second language. A code was devised to rate errors as being: (1) lexical or grammatical, and (2) related to the signifier or the signified, with further subdivisions within these groups. While this method has the advantage that it is rigorous, practical, and informative, some classifications are admittedly ambiguous and some errors difficult to classify. The errors were compiled from two series of translation examinations, and from a test especially compiled to facilitate certain errors. Although this research must be considered non-definitive, some conclusions may be drawn from it. Among these are the importance of: (1) the grammar test over the essay as a reliable measure of grammatical competence; (2) gradation in the presentation of grammatical and syntactic structure;

and (3) grammar courses and composition courses to fill the gaps demonstrated by analyses such as this. (Author/AM)

ED 146 822 FL 009 087

*Blanco, George, And Others*

Bilingual Education: Current Perspectives. Volume 4: Education.

Center for Applied Linguistics, Arlington, Va.

Pub Date—Nov 77

Note—155p.; For related documents, see ED 142 073-074 and ED 14 378

Available from—Center for Applied Linguistics, 1611 North Kent St., Arlington, Virginia 22209 (\$7.95 plus \$1.50 postage and handling for orders under \$10.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Biculturalism, \*Bilingual Education, Bilingualism, \*Cross Cultural Training, \*Educational Finance, Educational Legislation, Educational Needs, Educational Policy, Elementary Secondary Education, Federal Legislation, Language Instruction, Language of Instruction, Language Proficiency, Language Research, Language Tests, Program Costs, \*Psycholinguistics, Second Language Learning, \*State of the Art Reviews, Student Needs, \*Testing

The Office of the Commonwealth of Puerto Rico and the Center for Applied Linguistics cooperated in a state-of-the-art study of the field of bilingual education. State-of-the-art papers were commissioned in four general areas concerning bilingual education: social science, languages and linguistics, law, and education. Each paper formed the central focus for a separate conference at which it was discussed and elaborated upon by specialists from various fields within a given discipline. This volume is the fourth in a series of four volumes that present the major papers and viewpoints of discussants. The focus of this volume is education. One major paper is presented, "The Education Perspective," by George Blanco, and the viewpoints include: "Budgeting for Bilingual Education," by Jose A. Cardenas; "Psycholinguistic Evidence," by James Cummins; "Analyzing Bilingual Education Costs," by Joseph D. Garcia; "Cross-Cultural Research," by William Hall; "Meeting the Needs," by Byron W. Hansford; and "The Importance of Testing," by Protase Woodford. (CLK)

ED 147 090 RC 010 228

*Blanchard, Joseph D. Reedy, Richard*

The Relationship of a Test of English as a Second Language to Measures of Achievement and Self-Concept in a Sample of American Indian Students. Research and Evaluation Report Series No. 58.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Report No.—RER-58

Pub Date—6 Sep 70

Note—46p.; Reprinted 1977. Paper presented at the American Psychological Association Convention (Miami Beach, Florida, September 1970)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*American Indians, \*Boarding Schools, Comparative Analysis, Correlation, Cultural Differences, Differences, Educational Retardation, \*English (Second Language), Grade 11, Grade 12, High School Students, Language, Relationship, Secondary Education, \*Self Concept, Sex Differences, \*Tests, Tribes

Identifiers—\*Albuquerque Indian School NM, Iowa Test of Educational Development, Southwestern Indian Adolescent Self Concept Scale, Tennessee Self Concept Scale, Test of English as a Foreign Language

In an effort to identify factors contributing to the poor achievement levels of American Indian students, a sample of juniors and seniors from the Albuquerque Indian School (AIS is a Bureau of Indian Affairs boarding school) was administered the following tests: Test of English as a Foreign Language (TOEFL); Iowa Test of Educational Development (ITED); Tennessee Self Concept Scale (only 8 of the 100 TSCS scores were used); and the Southwestern Indian Adolescent Self-Concept Scale (SIASS). Results were analyzed in terms of linguistic-tribal affiliation, grades, sex, and self concept. The sample consisted of: 32 male and 3/ female Navajo Athabascan speakers; 6 male and 5 female Apache Athabascan speakers; 7 male and 3 female Keres and Towa speakers; 3 male and 3 female Tiwa and



Tewa speakers, and 1 male and 2 female Zuni and Ute speakers. Indicating an interrelatedness between educational retardation, low self concept, and skill in the English language, the results showed lower than norm scores for all the tests used; tribal differences in favor of the Apache; sex differences in favor of the females' competence in the more technical aspects of English; grade differences in favor of the juniors (evidence of educational retardation); differences in self-concept test results, with the TSC indicating much lower self concept than the SIASS; and low scores on the ITED and TOEFL tests. It was concluded that any attempt to rectify this situation should consider language, culture, and self as inextricably interwoven. (JC)

ED 147 800 CS 203 687

*Hsama, Kay Keiko Washiya*  
Design and Empirical Validation of the Cloze Procedure for Measuring Language Proficiency of Non-Native Speakers.

Pub Date—76

Note—174p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-6224, MF \$7.50, Xerography \$15.00)

Pub Type—Dissertations/Theses (040)

Document Not Available from EDRS.

Descriptors—\*Cloze Procedure, Doctoral Theses, \*English (Second Language), \*Foreign Students, Higher Education, Language Development, \*Language Proficiency, \*Test Construction, Test Reliability, \*Test Validity

This study presents a new version of the cloze procedure used as a placement test for foreign students enrolled in an English language program for non-native speakers. Called the New Cloze Test (NCT), the test was administered to 136 foreign students who were beginning college students and who had not been in the United States longer than one month prior to testing. Two other groups of foreign students served as criterion groups. The results show that the NCT, with further refinement, can become a useful measure of non-native speakers' English language proficiency. (RL)

ED 147 837 CS 203 791

*Silverman, Charles Ed.*  
Research Report: The Productive Language Assessment Tasks.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date—76

Note—16p.; From the "Bulletin of the High/Scope Foundation," Number 3, Winter 1976

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Compensatory Education Programs, \*Educationally Disadvantaged, Educational Research, \*Language Arts, \*Language Skills, Language Tests, Primary Education, Program Evaluation, Test Construction, \*Test Validity  
Identifiers—\*Productive Language Assessment Tasks, \*Project Follow Through

In the spring of 1975, the High/Scope Productive Language Assessment Tasks (PLAT) were administered to virtually all second-grade and third-grade children at five centers, who had been enrolled in the Follow Through program since entering school; the PLAT was also administered to groups of non-Follow-Through children at four of five sites. Selection procedures matched children on grade level, sex, ethnicity, economic status, and residential mobility; nonetheless, at three of the four sites, the Follow-Through children tended to come from more-disadvantaged homes than did the non-Follow-Through children. Scores from the PLAT, which includes both narrating and reporting tasks, indicated that, by the end of third grade, Follow-Through children wrote more-fluent and more-complex reports and narratives than did children enrolled in non-Follow-Through classrooms. Detailed results are reported for each of 11 PLAT variables. Analyses related to instrument validity are also presented. (AA)

ED 148 106 FL 008 943

*Ben-Zeev, Sandra*  
The Effect of Bilingualism in Children from Spanish-English Low Economic Neighborhoods on Cognitive Development and Cognitive Strategy. Working Papers on Bilingualism, No. 14. Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project. Spons Agency - National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Oct 77

Grant—HD-08393

Note—45p.; For related documents, see FL 008 939-942

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Association (Psychological), \*Bilingualism, \*Bilingual Students, Child Language, \*Cognitive Development, Cognitive Processes, Disadvantaged Youth, Egocentrism, Language Development, Language Tests, Minority Groups, \*Perceptual Development, \*Psycholinguistics, Semantics, \*Socioeconomic Influences, Spanish Speaking, Syntax, Verbal Development, Verbal Learning

Identifiers—Language Processing

A previous study found that middle-class Hebrew-English bilingual children were characterized by distinctive perceptual strategies and more advanced processing in certain verbal tasks, as compared to similar monolinguals. The present study tested whether similar strategies and response patterns will appear when the children involved are from different language groups and from relatively disadvantaged inner-city neighborhoods. The results showed that Spanish-English bilingual children manifest similar strategies to those found in the previous study, although with some attenuation. The strategies apply to nonverbal as well as verbal material. These results appeared in spite of deficiencies in vocabulary and syntax usage for the Spanish-English bilinguals relative to their control group of similar ethnic and social background. (Author/CFM)

ED 148 107 FL 009 003

*Stansfield, Charles*

The Cloze Procedure as a Progress Test.

Pub Date—21 Oct 77

Note—1ip.; Paper presented at the annual Rocky Mountain Modern Language Association meeting (thirty-first, Las Vegas, Nevada, Oct. 21, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Cloze Procedure, College Language Programs, Comparative Testing, Cultural Education, Educational Research, Higher Education, \*Language Instruction, \*Language Tests, \*Multiple Choice Tests, Reading Ability, \*Reading Tests, Second Language Learning, \*Spanish, Testing, Test Results

This paper reports on a pilot study conducted to determine the possible use of the cloze procedure as a substitute measure of achievement in a second-year Spanish culture and civilization class. Twenty students enrolled in a third-semester Spanish class at the University of Colorado were simultaneously given multiple choice tests and cloze tests on four cultural essays they studied during the course. Correlations between the two instruments were highly significant and ranged from .32 to .67. It is concluded that the cloze test is a better discriminator of the acquisition of cultural knowledge and is much easier to construct than a multiple choice reading test. Other advantages and disadvantages of using the cloze procedure in the classroom are discussed. (Author/AM)

ED 148 122 FL 009 072

*Zerling, J. P.*

L'Ordinateur, Un Nouveau Pédagogue? Quelques Exemples d'Application de l'Ordinateur à l'Enseignement des Langues Vivantes (The Computer: A New Teacher? Some Examples of the Use of the Computer in Second Language Teaching). Melanges Pédagogiques, 1975.

Nancy Univ., (France). Centre de Recherches et d'Applications Pédagogiques en Langues.

Pub Date—75

Note—25p.; In French; Contains occasional small type

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computers, Computer Science, Educational Technology, Grades (Scholastic), Instructional Aids, Instructional Materials, \*Language Instruction, Language Skills, Language Tests, Programmed Instruction, \*Reading Comprehension, \*Second Language Learning, \*Statistical Analysis, Student Evaluation, Teaching Methods, \*Test Construction

The aim of this paper is to present linguists—both members of research teams and language teachers—with some possible applications of computing science to language teaching. First, it is possible to use a computer's output system merely in order to print any type of information, e.g., a list of students' names and their marks. A computer also allows the teacher to make more elaborate calculations and obtain very useful results, such as the arithmetic mean, the standard deviation and so on, whatever the number of students. To illustrate clearly these applications, a concrete example is given concerning the improvement of a reading comprehension test. The test is fully described and its evaluation over three years is presented and explained: modifications of all sorts were introduced in accordance with the interpretation of mathematical and statistical data. The discrimination factor makes it clear whether any particular item discriminates effectively; the frequency factor shows the number of answers—right or wrong—given for each exercise. Finally, the correlation factor shows whether all the different series of exercises really contribute to testing the same kind of reading skill. All these data are plotted or given in charts, and are thoroughly discussed in order to explain how it is possible to transform such skill-testing material to make it as concise as possible while giving it as great a discriminatory power as possible. (Author/CLK)

ED 148 136 FL 009 097

*Lonchamp, F.*

Analyse Factorielle d'une Batterie de Tests de Compréhension Orale et Ecrite (Factor Analysis of a Battery of Tests of Listening and Reading Comprehension). Melanges Pédagogiques, 1971. Nancy Univ., (France). Centre de Recherches et d'Applications Pédagogiques en Langues.

Pub Date—71

Note—16p.; In French

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English (Second Language), \*Factor Analysis, \*Language Instruction, Language Proficiency, Language Skills, \*Language Tests, \*Listening Comprehension, \*Reading Comprehension, Reading Tests, Second Language Learning, Statistical Analysis, Syntax, Test Results, Vocabulary

This is a presentation of the results of a factor analysis of a battery of tests intended to measure listening and reading comprehension in English as a second language. The analysis sought to answer the following questions: (1) whether the factor analysis method yields results when applied to tests which are not specifically designed for this type of analysis; and (2) whether it is possible to isolate a specific listening comprehension factor, as well as two factors corresponding to the syntax-lexicon dichotomy. Tests designed by the Centre de Recherches et d'Applications Pédagogiques en Langues for the classification of engineering students with at least four years of English were used in the analysis. The tests consisted of 8 reading comprehension and 5 listening comprehension tests. Fifty sample tests were chosen for analysis. Conclusions include the following: (1) it is possible to carry out a factor analysis on tests not specifically designed for this type of analysis; and (2) it is possible to isolate a listening comprehension factor as well as a syntactical and a lexical one. Appendices contain samples of the tests used in this analysis. (AM)

ED 148 145 FL 009 107

*Oller, John W., Jr.*

Formative Assessment of Learner Progress in the Classroom.

Pub Date—Nov 77

Note—17p.; Paper presented at the meeting of the American Council on the Teaching of Foreign Languages (San Francisco, California, November 24-27, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communicative Competence (Languages), \*English (Second Language), Formative Evaluation, Item Analysis, \*Language Instruction, Language Proficiency, Language Skills, \*Language Tests, Language Usage, Modern Language Curriculum, \*Multiple Choice Tests, Pragmatics, \*Second Language Learning, Teaching Methods, Testing, \*Test Items, Test Reliability, Test Validity

Identifiers—\*Defense Language Institute, Distractors (Tests), English Comprehension Level

This paper questions the purpose of testing in second language instruction. Comments are based on an examination of tests used by the Defense Language Institute for students of English as a second language. Two kinds of tests are used: the English Comprehension Level (ECL), used primarily as a basis for setting exit requirements, and "Book Quizzes," based on the training materials used in three levels of classes. The reliability and validity of these tests is discussed at length. The issue of whether and how ECL influences the kinds of testing and teaching that take place in the classroom is examined, and specific test items are presented and analyzed. The use of distractors on a test is questioned: it is felt that, for the students who know the answer, distractors serve no purpose, and that the use of distractors in general corresponds to no other aspect of the curriculum. It is also felt that ECL should correlate with normal English usage tasks, and that the focus of tests, students, instructors, and the entire curriculum should be on the relationship of utterances in the target language to realistic contexts of discourse. (CLK)

ED 148 162 FL 009 125

Brassar, Jean Langevin, Claude

Le Renouveau en Lecture dans les Ecoles Franco-Ontariennes (Sixième, Septième, et Huitième Années) (Reading in Franco-Ontarian Schools [Sixth, Seventh, and Eighth Grades]).

Ontario Dept. of Education, Toronto.

Pub Date—76

Note—312p.; in French

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada (\$5.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Cultural Factors, Decoding (Reading), Diagnostic Test, Educational Research, Elementary Secondary Education, \*French, Intermediate Grades, Language Arts, Language Development, Language Instruction, Language Usage, Questionnaires, \*Reading Ability, Reading Comprehension, Reading Development, \*Reading Difficulty, \*Reading Instruction, \*Reading Research, \*Reading Tests, Social Factors, Teacher Qualifications

Identifiers—\*Ontario

A research project was carried out to investigate the reading situation in the sixth, seventh, and eighth grades of French-language schools in Ontario. Specifically, the project sought to determine the nature of reading deficiencies found in these schools, the percentage of the student body affected by these deficiencies, and the psychological, socio-cultural, and pedagogical factors contributing to these deficiencies. Out of 59 schools, 293 students and 57 teachers were investigated, representing about 10% of the student population and 22% of the schools. The research team developed its own battery of diagnostic tests, designed to measure reading comprehension and phonetic decoding skills. At the end of the investigation, students and teachers completed a questionnaire. The conclusions included the following: (1) almost 1/3 of the students in intermediate grades in Ontario are significantly deficient in reading; (2) reading instruction is not considered a formal post-elementary responsibility; (3) the majority of teachers in these grades are not prepared for reading instruction; and (4) reading deficiencies correlate with environmental factors and native language acquisition. Recommendations concern native language instruction, teacher preparation, reading instruction, cultural climate, and ongoing research. Appendices contain information on the tests and questionnaires used. Fifty-one statistical tables complete the volume. (AM)

ED 148 184 FL 009 175

Redlinger, Wendy E

A Language Background Questionnaire for the Bilingual Child.

Pub Date—77

Note—21p.; Appendix contains small type

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingualism, \*Bilingual Students, Child Language, Cultural Factors, Demography, \*Family Environment, Language Development, \*Language Role, Language Tests, \*Language Usage, Minority Group Children, \*Questionnaires, Scoring, Social Factors, Sociocultural Patterns, Socioeconomic Influences, Sociolinguistics, Test Reliability

This paper presents a "Language Background

Questionnaire" designed for use in gathering information on the home linguistic environment of bilingual children. The questionnaire probes a series of demographic and environmental variables which define a bilingual child's sociolinguistic milieu. Instructions are given for calculating the overall respective language use in the home as well as language specifically directed to and from the child in terms of the mean language input and the mean language output. Questionnaire scoring is arranged for easy adaptation to computer programs. A reliability check found the method of self-report used in the questionnaire to be 75% reliable. The questionnaire is appropriate for use by both researchers and educators in studying and evaluating language development in bilingual children. (Author)

ED 149 350 CS 203 859

Vall, Edward O. And Others

Formula Phonics English as a Second Language Program. Teaching Manual.

Integrative Learning Systems, Inc., Glendale, Calif.

Pub Date—74

Note—151p.; Refer to ED052891 and ED052892;

See related documents ED112367 and ED137771

Pub Type—Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Dialogue, Elementary Secondary Education, \*English (Second Language), \*Language Programs, Language Skills, Learning Activities, \*Lesson Plans, \*Patterned Responses, \*Phonics, Post Secondary Education, Reading Instruction, Teaching Techniques, Tests, \*Video Tape Recordings, Word Study Skills

Identifiers—Formula Phonics Videotape Reading Chain Program

This publication represents the development of a discrete Formula Phonics Videotape Reading/Language Arts Program for teaching English as a second language. Introductory chapters describe the program and the program design, explain how to prepare for teaching the lessons, and show how to introduce the program to students. The major part of the publication consists of detailed lesson plans to be used in conjunction with nine videotapes designed to teach word-attack skills and to move students from patterned dialogues into student-centered dialogues. The plans outline vocabulary and concepts to be taught; list essential tape activities, contingency activities, and test questions, and provide information and notes for teachers. Two concluding chapters discuss methods for teaching word-attack skills and for setting up dialogue groups; an appendix offers instructions for the video operator and information to aid in scheduling each segment of the nine videotapes. (GW)

ED 149 586 FL 009 089

Davison, Walter F.

The Language Laboratory: A Bibliography, 1950-1972.

Pub Date—73

Note—73p.

Available from—UCIS Publications, G-6 Mervis Hall, University of Pittsburgh, Pittsburgh, Pennsylvania 15260 (\$2.75, 20% discount available on orders of 10 or more)

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, \*Bibliographies, Educational Research, Educational Technology, \*Language Instruction, \*Language Laboratories, \*Language Laboratory Equipment, \*Language Laboratory Use, Language Tests, \*Second Language Learning, Testing

This 780-item bibliography is an attempt to bring together an extensive listing of publications on the language laboratory which have appeared between 1950 and 1972. The bibliography is arranged in the following categories: (1) bibliographies; (2) general and miscellaneous; (3) methodology and utilization; (4) hardware-equipment; (5) software-materials; (6) research; and (7) testing. Some books and articles may be suitable for more than one category. Where content was not known, titles were used as the key for categorization. An author index is also provided. (CLK)

ED 149 598

FL 009 159

Dunator, Rasko, Ed.

Strategies for Teaching and Testing Communicative Competence in Russian.

Illinois Univ., Urbana. Russian and East European Center.

Pub Date—76

Note—130p.; Papers presented at the Midwest Slavic Conference (Chicago, Illinois, May 8, 1976)

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Classroom Games, \*Communicative Competence (Language), Conference Reports, Cultural Education, Games, \*Language Instruction, \*Language Tests, Learning Activities, \*Russian, Second Language Learning, Speech Communication, Teaching Methods, Testing, Workshops

This volume contains six workshop papers, each of which deals with one or more aspects of communicative competence. These papers are primarily reports of certain techniques which have been found successful for teaching and testing the ability to communicate in a foreign language. "Communicative Competence: Safety Tips for Riders on the Latest Foreign Language Bandwagon," by D.K. Jarvis, encourages a sensible application of communicative-centered language teaching by viewing language as a code which is to be applied to communication at the earliest stages of instruction. "Culture and Communicative Competence," by G. Gerhart, suggests a shift from the concept of making oneself understood to that of understanding the native speaker. "Verbal Interaction Games for the Foreign Language Classroom," by C.A. Bond, describes games designed to get students talking to each other in the target language. "Language Games for All Occasions," by S. Stroud, describes games for Russian. "The Role of Values Clarification in Developing Communicative Competence in Russian," by B. Lany, discusses activities to be used with the values clarification approach. "Communicative Competence: Achievements, Attitudes, Techniques for Testing," by I. Thompson, discusses testing for communicative competence and describes one experiment in testing communication. (AM)

ED 149 620

FL 009 207

Korn, Caroline A.

Teaching Language through Science in a Primary Bilingual Classroom.

Pub Date—Aug 77

Note—126p.; Master's Thesis, University of San Francisco

Pub Type—Dissertations/Theses (040)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Achievement Gains, \*Bilingual Education, Bilingual Students, Criterion Referenced Tests, English (Second Language), Interaction, \*Language Development, \*Language Instruction, Language Proficiency, Language Skills, Language Tests, Primary Education, \*Science Instruction, Science Units, Second Language Learning, Spanish, \*Teaching Methods, Test Results

Identifiers—California Test of Basic Skills

The purpose of this study was to develop and test the effectiveness of a program in which activity-based science was used as a conceptual basis for language instruction. A series of four instructional units were adapted for bilingual use. Students' written and oral observations were used in experience charts and other language development activities. In this study two bilingual second grades were compared. The comparison group was taught language and science separately in a traditional manner. Both classes were tested using the California Test of Basic Skills (CTBS) language test and a criterion-referenced test of written language. Among the conclusions were: (1) Students in the treatment group made statistically significant gains in all three areas of the CTBS language test. The comparison group made significant gains in two areas, spelling and language mechanics, but not in expression. (2) On the criterion-referenced test, the treatment group exhibited higher gains than the comparison group. (3) An increase in class interaction between students of different language abilities was noted. (Author/CFM)

ED 149 622

FL 009 210

*Pinon, Giorgio A.*  
**Monopoly Curriculum Guide.**  
 Pub Date—Oct 77

Note—8p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Basic Education, Arithmetic, Basic Skills, Behavioral Objectives, Correctional Education, Criterion Referenced Tests, \*Curriculum Guides, Educational Games, \*English (Second Language), \*Games, \*Institutionalized Persons, Language Instruction, Language Skills, Learning Activities, \*Second Language Learning, Student Evaluation, Unit Plan, Units of Study, Vocabulary

Identifiers—\*Monopoly (Games)

Curricula for English as a second language geared toward youth and adults in correctional institutions are rare. Using the popular Parker Brothers game, "Monopoly," a learning unit was prepared combining high motivation and entertainment with practice in survival language and computational skills in a real-life situation. This unit is aimed at students capable of functioning at least on the intermediate level of English. The guide outlines the game's behavioral objectives and the criterion-referenced testing method to be used in connection with the game. (Author/AM)

ED 149 642

FL 009 236

*Asi Aprendemos. Que Boalito Es Leer, II. Libro I. Guia Para el Maestro (This Is How We Learn. How Nice Reading Is, II. Book I. Teacher's Guide).*

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 78

Note—199p.; In Spanish; For related documents, see FL 009 234-235

Available from—Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721 (\$4.50)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Bilingual Education, Curriculum Guides, Diagnostic Tests, Educational Objectives, Elementary Education, Instructional Materials, \*Language Instruction, Language Tests, Primary Education, \*Reading Instruction, Reading Materials, Reading Tests, \*Spanish, \*Teaching Guides, \*Teaching Methods, Vocabulary

This teacher's manual is designed to accompany the reader and the workbook of the same title. An introduction to the series is followed by a discussion of course objectives and diagnostic testing of reading. The guide follows the structure of the companion reader, which consists of 7 stories dealing with vowels, school, and family. A glossary completes the volume. (AM)

ED 150 180

TV 006 900

*Half, Nancy F. Frisbie, David A.*  
**In-Class Achievement in College Foreign Language Study Related to High School Foreign Language Study: Implications for Course Placement. Research Report No. 361.**

Illinois Univ., Urbana. Office of Instructional Resources.

Pub Date—Oct 76

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Tests, College Entrance Examinations, College Language Programs, \*College Placement, College Students, Courses, Credits, Dropout Rate, \*Educational Background, Equivalency Tests, Evaluation Methods, \*French, Grades (Scholastic), Higher Education, Performance Factors, Retention, \*Second Language Learning, Senior High Schools, Student Grouping, Tests, \*Test Validity

Identifiers—Advanced Placement Examination (CEEB), University of Illinois Urbana Champaign Because foreign language placement at the University of Illinois at Urbana-Champaign is based solely on College Entrance Examination Board Foreign Language Placement Test scores, first semester courses are composed of students with

heterogeneous foreign language backgrounds. French 101 was chosen to study the relationship between two entering variables—number of high school units in French, and number of years intervening between the last high school French course and 101 enrollment—and several French 101 in-class achievement variables. Data were gathered from 86% of one semester's French 101 enrollment. These data indicated that students with no French high school units showed higher drop rates, lower in-class test scores, and lower final grades compared to students with French high school units. Specific comparisons between students with 0 and 2 French high school units indicated that differences in test scores decreased across the semester. Examination of the intervening years variable indicated that it was not systematically related to course performance. The authors concluded that the College Board French Placement Test is not an appropriate instrument for placing college students into lower level French courses. Implications for other first semester foreign language courses are discussed, and several short- and long-term recommendations are made. (Author/GDC)

ED 150 198

TM 006 939

*Hlsama, Kay K. And Others*

**A New Direction in Measuring Proficiency in English as a Second Language.**

Pub Date—[Apr 77]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, College Students, Comparative Analysis, Efficiency, \*English (Second Language), Foreign Students, Higher Education, \*Language Proficiency, Language Tests, \*Predictive Validity, Scoring, Student Evaluation, \*Student Placement, \*Test Construction, Testing, Testing Problems, Test Reliability

Identifiers—Comprehensive English Language Test Speakers ESL, Michigan Test of English Language Proficiency, \*New Cloze Test (Hisama Lewis and Woehlke), Reading for Understanding Placement Test

Since standardized tests of English foreign language seem to lack external validity, a new test, the New Cloze Test (NCT), was developed and validated as a placement test for foreign students. Details of the test design, including paragraph preparation, word deletion, and recommended methods for administration and scoring are discussed. Subjects were 136 students at the Center for English as a Second Language, Southern Illinois University, all recent immigrants, representing twelve languages. One form of the NCT was administered at the beginning of a training session along with three placement tests: the Structure and Listening sections of the Comprehensive English Language Test for Speakers of English as a Second Language, and the Reading for Understanding Placement Test. Another form of the NCT was given at the end of the session along with the Michigan Test of English Language Proficiency. Scores on all of these tests, as well as a teacher evaluation report were subjected to comparative analysis. The results indicated that the NCT is highly reliable, valid, and efficient, with respect to testing time and ease of scoring. The NCT satisfies all conditions of a good test, although a few technical problems should be investigated in further research. (CP)

ED 150 456

CG 012 114

*Cauce, Ana M. And Others*

**The Assessment of the Intelligence of Latinos in the United States. (La Medicion de la Intelligencia de los Latinos en los Estados Unidos).**

Pub Date—Dec 76

Note—11p.; Paper presented at the Interamerican Congress of Psychology (16th, Miami Beach, Florida, December, 1976); Document in English

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Bilingual Education, Culture Free Tests, \*Error Patterns, \*Ethnic Stereotypes, \*Latin American Culture, Mexican Americans, Research Problems, \*Spanish Americans, State of the Art Reviews, Statistical Bias, \*Test Bias, Testing Problems

Most of the research on the assessment of the

intelligence of Latinos in the United States appears to be based on some possibly erroneous or at least dubious assumptions. Among these are the following: (1) the assumption of bilinguality; (2) the assumption of equal proficiency in the English language; (3) the assumption of the equivalence of literal translations from English to Spanish; (4) the assumption of population homogeneity with respect to socioeconomic, religious, and ethnic factors; (5) the assumption of the language uniformity of Spanish; (6) the assumption that testing can be culture-free; (7) the assumption of the superior quality of investigations of Latinos conducted by Latinos. This paper evaluates the evidence for each of the above assumptions, and concludes that great caution should be exercised to avoid taking them too much for granted. (Author)

ED 150 840

FL 009 229

*Bourque, Jane M.*

**Material, Methodes, Techniques et Technologie (Materials, Methods, Techniques, and Technology).**

Pub Date—Dec 76

Note—20p.; In French; Paper presented at the annual meeting of the American Association of Teachers of French (Philadelphia, Pennsylvania, Dec. 28, 1976)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, \*Communicative Competence (Languages), Cultural Education, Educational Technology, Educational Television, \*Educational Trends, \*French, \*Instructional Materials, \*Language Instruction, Language Laboratory Use, Second Language Learning, \*Teaching Methods, Testing

This presentation attempts to describe the current situation of French language instruction in the United States. As far as materials are concerned, there is a general tendency to emphasize communicative skills. Less attention is paid to literature, and more to the day-to-day activities of young French or Canadian people. Textbooks are generally good and plentiful, as are audiovisual materials. Methods tend to be eclectic and geared toward communication and culture learning. Techniques used by teachers include team and peer teaching, to lessen the work load, and songs, extra-credit activities, and field trips, to stimulate class interest. This approach should also be applied to testing. New trends in educational technology include an interest in computers and television as pedagogical tools and a decline in the use of the language laboratory. (AM)

ED 150 859

FL 009 258

*Hammer, Petra Monod, Madeleine*

**English-French Cognates: A Re-Examination.**

Alberta Teachers Association, Edmonton. Modern Language Co. II.

Pub Date—76

Note—20p.; Light type of this document may not reproduce clearly.

Journal Cit—Alberta Modern Language Journal; v15 n1 p23-41 Fall 1976

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Distinctive Features, English, \*French, High School Students, \*Language Instruction, Language Patterns, Language Research, Language Tests, Language Usage, \*Listening Comprehension, Phonemics, \*Reading Comprehension, Reading Skills, Secondary Education, \*Second Language Learning, Semantics, Spelling, Teacher Methods, Unit Plan, \*Vocabulary, Word Recognition

Identifiers—\*Cognates

Following a brief review of the literature on cognates, and a discussion of six arguments in favor of using cognates as a vocabulary acquisition device, a study is described which was designed to determine whether students were able to utilize English-French cognates in listening and reading comprehension in French. Seventy-four tenth grade students in three French classes participated in the study. One class was the control group, one class received training in the phonemic differences of English-French cognates, and one class was taught the spelling alternations on English-French cognates. The experiment was carried out over a period of six weeks. Results indicate that students can be taught the phonemic and spelling differences of English-French cognates in a relatively short time, and it is suggested that teachers use cognates in their French classes. A detailed description of the

tests used is provided. (CLK)

ED 151 124 RC 010 386

*Marcos, Jane R.*

**Implications of Current Assessment Procedures for Mexican-American Children. Bilingual Education Paper Series, Vol. 1 No. 1, August 1977.**  
California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency—California State Dept. of Mental Hygiene, Sacramento.; National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Bilingual Education (DHEW/OE), Washington, D.C.  
Pub Date—Aug 77

Grant—M8-14A; M9-14; PHS-1-S01-FR-05632-02; PHS-43-67-756; PHS-MH-08667; PHS-R01-MH20645-01

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Students, Cross Cultural Studies, Cultural Traits, Culture Free Tests, Educational Accountability, \*Educational Diagnosis, \*Intelligence Tests, \*Labeling (of Persons), Literature Reviews, Measurement Techniques, \*Mexican Americans, Standardized Tests, \*Test Bias  
Disproportionately large numbers of Mexican American children are labeled as mentally retarded by the public schools and placed in special education classes. Two explanatory hypotheses are discriminatory referral procedures and discriminatory clinical procedures. Findings from research conducted between 1963 and 1969 concerning these processes and procedures indicate that clinical assessment is the primary factor in disproportionate placement of Mexican American children in classes for the mentally retarded. The primary instrument used is the standardized individually administered intelligence test, i.e., the Stanford-Binet Intelligence Test, Form LM, or the Wechsler Intelligence Scale for Children (WISC). Failure to take cultural differences into account and failure to recognize the cultural biases in these tests are the primary reasons for disproportionately large numbers of Mexican American children being labeled as mentally retarded. The logic of the pluralistic evaluation of intelligence is based on a three-step process: identifying sociocultural characteristics correlated with IQ for Mexican American children; developing a sociocultural index for classifying children by family background; and interpreting the IQ against two normative standards—the standardized norms of the test as published in the test manuals and the pluralistic norms based on the distribution of scores for persons from comparable sociocultural backgrounds. (MQ)

ED 151 405 TM 006 901

*Boldt, R. F. And Others*

**Sociolinguistic and Measurement Considerations for Construction of Armed Services Selection Batteries. Final Report for Period October 1975-June 1977.**

Air Force Human Resources Lab., Brooks AFB, Texas.

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Report No.—AFHRL-TR-77-65

Pub Date—Dec 77

Contract—DAHC-15-73-C-0364; F41609-75-C-0034

Note—43p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 771-122/86)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Aptitude Tests, \*Cultural Differences, Culture Free Tests, Language Patterns, Language Styles, Linguistic Competence, Literary Conventions, Military Personnel, Minority Groups, Personnel Selection, Social Differences, \*Sociolinguistics, \*Test Bias, \*Test Construction, Testing, \*Testing Problems, Test Interpretation, Test Items, Verbal Ability

Test fairness or bias may be defined in many different ways, and the existence of possible bias is difficult to demonstrate. Sociolinguistic analysis may be used to check for fairness or bias in test directions, test content specifications, or test items. Four sociolinguistic principles are held to be relevant for this task: (1) pragmatics—that the values stated or implied in test items should be consistent with the values and experience of the examinees, (2) processing—that the process required to arrive at the

answer should be explicit in the item stem and appropriate to the test content, (3) formality—that the level of formality in language should not exceed the level required to state the problem effectively, and (4) redundancy—that clarity and completeness are more valuable in item writing than are brevity and avoidance of redundancy. These principles are applied to examples from a word-knowledge test which may be used in the Armed Services aptitude testing battery. Prospects for further research and test development are discussed. (CTM)

ED 151 730 CS 003 954

*Henry, G.*

**The Relation between Linguistic Factors of Written Style Identified by a Principal Components Analysis and Reading Comprehension as Measured by Cloze Tests.**

Pub Date—[77]

Note—12p.; Study prepared at University of Liege, Belgium

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, Foreign Countries, \*Linguistic Difficulty (Inherent), \*Readability, \*Reading Comprehension, \*Reading Research, Secondary Education, Semantics, Syntax, Written Language

Identifiers—Belgium

Some 2700 Belgian students (grades five through twelve) participated in this study of the relationships between linguistic features of passages and passage readability estimated from cloze procedures. Clozed versions of each of 60 test passages were prepared and administered to students at various grade levels. Twenty-five linguistic features of written style were also identified and scored for each passage. Factor analysis of the 25 linguistic scores yielded a content factor (didactic and descriptive reading versus light reading), a syntactical complexity factor, and a redundancy factor. The three factors together, however, accounted for only 55% of the total variance. Regression analyses indicated that the linguistic features were of varying importance to comprehension at different ages. Semantic content seemed to pose the main difficulty for the youngest children; older children were more able to use additional types of clues (such as repetitions of words) and were more sensitive to syntactic difficulties. (AA)

ED 152 088 FL 009 321

**A Guide to the Development of Bilingual Education Programs.**

Chicago Board of Education, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.—Right to Read Program.

Pub Date—74

Grant—OEG-0-72-5328

Note—64p.; Document not available in hard copy due to marginal legibility of original

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, Bilingualism, Bilingual Students, Community Involvement, Curriculum, Curriculum Design, Curriculum Development, Educational Objectives, \*Elementary Secondary Education, Instructional Materials, Instructional Staff, Language Instruction, Language of Instruction, Language Teachers, Needs Assessment, Parent Participation, \*Program Design, \*Program Development, Program Evaluation, Program Guides, \*Program Planning, Second Language Learning, Teacher Education, Teaching Methods, Testing

This handbook is designed for school administrators, teachers, parents, and community groups who are interested in establishing a bilingual education program in their school. Since it is intended to be a practical, step-by-step guide to bilingual education, the handbook emphasizes the process of developing a program, pointing out alternatives available at each stage. The guide is organized into four chapters: (1) Deciding: Introduction; Considerations on Bilingual Education; The Planning Checklist; (2) Planning: The Planning Committee; The Needs Assessment; The Program Aims; The Program Design; (3) Organizing: Student Selection; Student Grouping; Curriculum Development; Staff Selection; Staff Training; Materials, Facilities, Budgets; (4) Operating: Pretesting; Methods of Instruction; Parent and Community Involvement; Dissemination; Evaluation. The appendix consists of a guide to sources of information and materials. A selected bibliography concludes the handbook. (CLK)

ED 152 101 FL 009 334

*Guymon, Ronald E.*

**The Effect of Spanish Classroom Reading Instruction on Pronunciation Ability during the First Week of Instruction.**

Pub Date—Mar 78

Note—29p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aptitude, Adult Education, Adult Students, Educational Research, Instructional Innovation, Instructional Materials, \*Language Instruction, Language Tests, Post Secondary Education, Post Testing, \*Pronunciation, \*Reading Instruction, \*Second Language Learning, \*Spanish, \*Teaching Methods, Test Results, Trainees

Identifiers—Missionaries, Modern Language Aptitude Test

An innovative classroom-based approach to reading instruction in the context of Spanish instruction was proposed. The effects of this instruction on the pronunciation ability of students were analyzed. The subjects were 30 adult missionary trainees who had no previous exposure to Spanish. The dependent variable was measured using two instruments. A posttest-only control group design was selected, using analysis of covariance, with Modern Language Aptitude Test scores as the covariate. Analysis of both dependent measures showed a significant treatment effect as well as a significant aptitude-treatment interaction. Results confirm Wilkinson's (1975) research regarding the improved effect on pronunciation ability of missionaries due to early reading instruction. Analysis of interaction showed reading instruction to be most beneficial to low-aptitude subjects, with high-aptitude subjects scoring more favorably overall. These findings suggest the need for the consideration of the presence of such an interaction in research evaluation. (Author/AM)

ED 152 104 FL 009 339

*Sherwin, Trisha Kee, Daniel W.*

**Pictorial Elaboration Effects on Mexican-American Children's Retention of Noun Pairs.**

Pub Date—27 Mar 78

Note—27p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education, \*Cognitive Processes, Elementary Education, English (Second Language), Language Research, Learning Processes, \*Memory, \*Mexican Americans, Nominals, \*Paired Associate Learning, \*Pictorial Stimuli, Psycholinguistics, Reading Achievement, Reading Processes, Recall (Psychological), \*Retention, Socioeconomic Influences, Spanish, Spanish Speaking, Test Results, Verbal Learning, Visual Aids

Identifiers—Elaboration (Learning), Language Processing

The present experiment investigated: (1) the effect of pictorial elaboration on low socioeconomic-status Mexican-American children's long term memory for noun pairs; (2) the effect of labeling mode on estimates of paired-associate acquisition and retention; and (3) the interrelationships between paired-associate task performance and school achievement. The basic design was a 2x2 crossed factorial with pictorial presentation (standard vs. elaborated) and labeling mode (English vs. Spanish). In the acquisition phase of the experiment, 60 second grade children learned a twenty-pair list of common noun referents labeled in English or Spanish. The children learned the list to a leniently scored criterion of 16/20 correct by the study-test paired-associate method. After seven days, retention was assessed by cued-recall and multichoice tests. The results indicated that while elaborated pictorial presentation enhanced the rate of original learning, it neither helped nor hindered the children's long term memory for the pairs. Estimates of original learning and retention did not vary as a function of labeling mode. The rate of paired-associate learning was significantly related only to reading achievement within the elaborated presentation condition. There were no reliable correlations between the indices of paired-associate retention and school achievement. (Author/AM)

ED 152 114 FL 009 366

*Kulakov, Allan*  
Foreign Language Training in the United States  
Peace Corps.

Peace Corps, Washington, D.C.

Pub Date—Apr 67

Note—76p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Instructional Materials, \*Language Instruction, Language Proficiency, \*Language Programs, Language Skills, \*Language Tests, Post Secondary Education, \*Program Descriptions, \*Program Development, \*Program Evaluation, Second Language Learning, Teaching Methods, Testing, Uncommonly Taught Languages, Volunteers, Volunteer Training

Identifiers—Peace Corps

This document reports on the foreign language training offered in the Peace Corps. Following a brief introductory statement, a list of languages taught by the Peace Corps in the years 1961-67 is provided, as well as a brief description of Peace Corps language training methods. Guidelines for language coordinators are outlined, and the approach to language proficiency testing is described. The document concludes with an outline of the procedures for implementation and reporting of language testing, and critical questions for the planning and evaluation of language training programs are raised. (CLK)

ED 152 116 FL 009 377

*O'Dair, Isold*  
Language and Linguistic Theses in Irish University Libraries.

Linguistics Inst. of Ireland, Dublin.

Pub Date—Jul 77

Note—94p.

Available from—Institiuid Teangeolaíochta Eireann (Linguistics Institute of Ireland), 31 Fitzwilliam Place, Dublin 2, Ireland (2 pounds, 25 pence plus postage)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bibliographies, Bilingualism, Curriculum Planning, Dialect Studies, Grammar, Higher Education, Language Instruction, \*Language Research, \*Linguistics, \*Masters Theses, Phonetics, Phonology, Psycholinguistics, Reading Instruction, Teaching Methods, Testing

Identifiers—\*Ireland, \*Irish

This is a bibliography of post-graduate theses on language and linguistics in Irish university libraries, from 1915 to 1976. The 537 entries are listed by author and indexed by subject and language. In addition, each entry contains the following information: degree, year, and university. An appendix contains theses completed outside of Ireland which are of interest because of subject matter or authorship. This volume is intended to assist those engaged in the training of language teachers and to give a general picture of research carried out in Ireland in the field of language. Although the list is not considered complete, an effort was made to include all theses thought to be in any way relevant to language and language teaching. Excluded are works on literary appreciation and literature in general, except where it was thought the work might yield information on language or the history of a particular language. (Author/AM)

ED 152 432 OS 009 858

A Bibliography of Bilingual-Bicultural Preschool Material for the Spanish-Speaking Child. Supplement I.

InterAmerica Research Associates, Washington, D.C.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.—OHDS-78-31107

Pub Date—78

Contract—180-76-C-0011

Note—76p.; For related document, see ED 142 047

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, Biculturalism, \*Bilingual Education, Children's Books, Early Childhood Education, \*Instructional Materials, \*Preschool Education, \*Spanish Speaking, \*Staff Improvement, Tests, Workbooks

This bibliography was prepared for use by teachers and paraprofessionals working in early childhood programs serving Spanish-speaking children throughout the United States. Items in the bibliography are grouped into three major categories: (1) staff development (containing only materials which have been identified as instructional for the preschool staff rather than the preschool children); (2) instructional materials (listing materials which can be used separately to develop specific skills or a range of skills in children or teaching personnel); and supplemental materials (workbooks, audiovisual materials, storybooks, tests and other materials). The annotated listings describe the item, indicate who the item is designed for, and how it might be used. Entries are listed alphabetically by title within each category. Two indices are included: a general index and a subject index. (Author/SB)

ED 153 445 FL 008 871

*Smith, Kenneth And Others*

The KEEP Phone Discrimination Test. Technical Report No. 64.

Kamehameha Schools, Honolulu, Hawaii.  
Kamehameha Early Education Project.

Pub Date—Jun 77

Note—12p.; For related documents, see FL 008 872-873, 948

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Creoles, Dialects, \*Dialect Studies, Diglossia, Elementary School Students, English (Second Language), \*Hawaiians, \*Interference (Language Learning), Language Instruction, Language Research, \*Language Tests, Language Variation, Learning Difficulties, Nonstandard Dialects, Phoneme Grapheme Correspondence, Phonemes, Phonology, Primary Education, Prognostic Tests, \*Reading Difficulty, Reading Instruction, Reading Skills, Second Language Learning, Standard Spoken Usage, Test, Test Construction, Testing

Identifiers—\*Hawaiian Creole English, KEEP Phone Discrimination Test

The urban, ethnically Hawaiian child typically experiences great difficulty in learning to read English. In order to determine whether phonological confusion is a source of dialectal interference, the Kamehameha Early Education Program (KEEP) Phone Discrimination Test (KPDT) was developed for the one hundred twelve students in the KEEP school (K-3). This research report describes the development of the procedure for item inclusion and for administration of the test. The research sought to answer the following questions: (1) whether bidialectal confusion difficulties should be assumed, (2) whether all confusions of this sort are idiosyncratic in nature, and (3) whether there is a need for a program to eliminate confusions due to differing phoneme inventories of an idiolectal or dialectal nature. Eight Hawaiian-Creole-speaking children selected by KEEP personnel were the subjects in the development of the test. The final version concentrates on five phoneme pairs which appear to be sources of allophonic confusion for the children tested. It appears to test (at the allophonic level) points of overall phonemic confusion which could be predicted to be sources of difficulty in learning phoneme-grapheme correspondence. This report includes a test sample and directions for its administration and use. (AMH)

ED 153 453 FL 009 181

Testing and Evaluation. Foreign Languages in Virginia Schools, No. 3.

Virginia State Dept. of Education, Richmond. Foreign Language Service.

Pub Date—Sep 77

Note—23p.; For related documents, see FL 009 179-185

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, Criterion Referenced Tests, Cultural Education, \*Curriculum Guides, Evaluation Criteria, \*Language Instruction, \*Language Programs, Language Skills, \*Language Tests, Latin, Listening Tests, Modern Language Curriculum, Norm Referenced Tests, \*Program Evaluation, Reading Tests, Secondary Education, Second Language Learning, Speech Skills, Standardized Tests, State Curriculum Guides, Student Evaluation, Test Construction, \*Testing, Writing Skills

Identifiers—\*Virginia

This publication is one of a series designed to inform and assist those responsible for foreign lan-

guage instruction, including teachers, administrators, supervisors, and those engaged in teacher education. The complete series serves as a curriculum guide. The format of the series is such that it can be revised so as to keep materials current. Each publication is punched so that it may be placed in a binder. This volume deals with an area of language instruction that is easily overlooked: testing. Following a discussion of general objectives and principles in foreign language testing, various kinds of tests are briefly described, and steps in test construction are discussed. Particular attention is paid to testing the four language skills and cultural awareness. Student self-evaluation and program evaluation are briefly discussed. Finally, a description is provided of achievement and aptitude tests available to the language teacher. Evaluative criteria for foreign language programs are appended. (Author/AM)

ED 153 466 FL 009 381

*Levenston, Eddie A. Blum, Shoshana*

Discourse-Completion as a Technique for Studying Lexical Features of Interlanguage. Working Papers on Bilingualism, No. 15.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date—Mar 78

Note—14p.; For related documents, see FL 009 382-384

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, Instructional Research, Grammar, \*Language Instruction, \*Language Tests, Language Usage, Learning Theories, Linguistic Theory, Native Speakers, Psycholinguistics, Questionnaires, \*Second Language Learning, Semantics, \*Teaching Methods, Test Construction, \*Vocabulary, Word Study Skills

Identifiers—\*Interlanguage

After a survey of current methods of studying lexical acquisition, none of which are really suitable for studying how specific words are acquired and used by adult learners and how such usage differs from that of native speakers, a method is proposed for the study of such qualitative aspects of second language lexical acquisition. Learners are required to fill in the blanks in short texts, or "discourses," which as far as possible are so constructed that there is only one lexical item that would be judged an appropriate filler by native speakers. This technique can be tested by means of a questionnaire administered to native speakers. The main advantages of this technique are that it can be used to test specific hypotheses about learners' interlanguage and to compare different populations, including both learners and native speakers. Certain difficulties that arise in item construction and data analysis are also discussed in detail, particularly the problem of limiting both syntactic and situational possibilities, the significance of inappropriate responses, and the wording of questionnaire instructions. (Author/AM)

ED 153 467 FL 009 382

*Bialystok, Ellen Froehlich, Maria*

The Aural Grammar Test: Description and Implications. Working Papers on Bilingualism, No. 15.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—Mar 78

Note—22p.; For related documents, see FL 009 381-384

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, \*French, \*Grammar, High School Students, Language Proficiency, Language Research, Language Skills, \*Language Tests, \*Learning Characteristics, Learning Motivation, \*Linguistic Competence, Listening Comprehension, Listening Tests, Secondary Education, \*Second Language Learning, Test Results

Identifiers—\*Aural Grammar Test, Grammaticality Judgments

The Aural Grammar Test was designed to assess aural grammatical competence for language presented in a formal situation. The subjects used in this initial development of the test were 147 Toronto high school students learning French as a second language. The test is described and the results are interpreted in terms of both the explicit and intuitive knowledge students have of the grammatical forms tested. Responses indicated both the relative degree of mastery the students had of the target forms and the certainty, or explicitness, with which they were responding. Further, the results of the test are compared to the performance by the same students on a set of standardized International Educational Achievement Tests and to a set of predictor scores relating to individual learner characteristics. The implications of the results and some potential uses for the test are discussed. (Author/CFM)

ED 153 470 FL 009 386

Lowe, Pardee, Jr.

The Oral Language Proficiency Test.

Pub Date—Dec 76

Note—38p.; Accompanying tapes are available from the National Audiovisual Center; Prepared as part of the Interagency Language Roundtable; Contains occasional small print

Pub Type—Books (010)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Audiolingual Skills, Communicative Competence (Languages), Definitions, \*Interviews, \*Language Instruction, \*Language Proficiency, \*Language Tests, Listening Comprehension, Measurement Techniques, Questioning Techniques, \*Second Language Learning, Speech Communication, Speech Skills, Testing, Video Tape Recordings

Identifiers—\*Oral Proficiency Test

This booklet describes the test used by the federal government to determine oral proficiency in a foreign language. The test is essentially an oral interview, conducted by two testers, and lasting from 15 to 30 minutes, although the format can vary. Proficiency levels range from 0 (for no practical speaking proficiency) to 5 (for speaking proficiency equivalent to that of an educated native speaker). Definitions of rating levels are stringent, and testers are carefully trained in testing methods and proficiency definitions. Accompanying videotape cassettes demonstrate how the test should and should not be administered. Commentaries on both are appended, as well as a detailed description of the FSI (Foreign Service Institute) Checklist of Performance Factors. (AM)

ED 153 478 FL 009 399

Ingram, D.E.

Language Proficiency at Matriculation.

Pub Date—77

Note—14p.; Paper presented at the Annual Congress of the Applied Linguistics Association of Australia (2nd, Melbourne, Australia, August 29-31, 1977)

Available from—Applied Linguistics Association of Australia, c/o D.E. Ingram, Editor of Publications, Dept. of Languages and Literature, Mt. Gravatt C.A.E., Mt. Gravatt, Queensland, Australia 4122 (\$3.00)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Admission (School), College Admission, College Students, Communicative Competence (Languages), Error Analysis (Language), \*French, Grammar, Grammar Translation Method, Higher Education, \*Language Instruction, \*Language Proficiency, \*Language Tests, \*Second Language Learning, Standardized Tests, Teaching Methods, Testing, \*Test Validity, Vocabulary

The paper reports some of the results of a preliminary survey of the language proficiency of matriculation students of French in Britain and Australia. The technique used (especially the use of Chief Examiners' reports) is justified and the deficiencies that exist in current matriculation examinations are noted. In particular, the examinations are observed to rely heavily on traditional grammar-translation-literature approaches, to test examination-specific skills, and to give little weight to oral skills. The conclusion is drawn that they give little direct information on proficiency interpreted as communicative competence. Typical errors and inadequacies found in matriculation language are discussed at length with particular attention being given to formal accuracy, discourse and cohesion, prepositions, vocabulary, registers and functions. The average

level attained by students at the end of Secondary School is estimated at S-1+, R-1+ on the FSI Scale. Finally, the study is used to suggest teaching and learning needs for post-matriculation courses. (Author/AM)

ED 153 479 FL 009 400

Frey, Betty J.

Basic Helps for Teaching English as a Second Language.

Pub Date—76

Note—232p.

Available from—Communication Skill Builders, Inc., 817 E. Broadway/P. O. Box 6081, Tucson, Arizona 85733 (\$7.00)

Pub Type—Guide. - General (050)

Document Not Available from EDRS.

Descriptors—Adult Education, Audiovisual Aids, Educational Objectives, Elementary Secondary Education, \*English (Second Language), Idioms, Instructional Aids, Instructional Materials, Language Fluency, \*Language Instruction, Language Skills, Language Teachers, Language Tests, \*Learning Activities, Literacy, Non English Speaking, Post Secondary Education, Pronunciation Instruction, Second Language Learning, Sentence Structure, Spanish Speaking, Speech Skills, Syntax, Teacher Workshops, \*Teaching Guides, \*Teaching Methods, Unit Plan

Identifiers—Dialogues, Language Exercises

This book is designed for teachers of children whose first language is other than English, in particular, teachers who have had little or no formal training in the teaching of English as a second language (ESL). Although the emphasis is on the Spanish-speaking student, the same techniques and tools apply to speakers of other languages. The first chapter, "Objectives and Teaching Atmosphere," discusses the linguistic and social goals of the ESL teacher. The second chapter, "Developing Fluency in Speaking English," emphasizes the primary importance of oral skills. The third chapter, "Improving Pronunciation of English," provides exercises, including songs, for learning to distinguish and pronounce sounds in English. The fourth chapter, "A Sense of Syntax and Sentence Structure," discusses the study of sentence patterns and idioms. Sample exercises are provided. The fifth chapter discusses various techniques and materials, such as "choral-oral spelling," dramatization, dialogues, choral reading of poetry, science news clippings, tape recordings, phonograph records, and the Tele-Trainer. The final chapter discusses illiteracy in older children and in adults. The appendices include: an oral test of English fluency, an explanation of how to use Laubach charts and stories and how to teach students how to tell time, with idioms; dialogues for use in science and social studies; and a suggested curriculum for a 30-hour teacher workshop on adult literacy and TESL. A glossary, bibliography and index are also provided. (CFM)

ED 153 484 FL 009 407

Tamor, Lynne

Oral Reading: Individual Responses to Increasing Text Difficulty as a Function of General Cognitive Parameters.

Pub Date—77

Note—10p.; Paper presented at the Annual Boston University Conference on Language Development (2nd, Boston, Massachusetts, Sept. 30-Oct 1, 1977).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, \*Cognitive Processes, \*Cognitive Style, \*Complexity Level, Elementary Education, Error Analysis (Language), Individual Characteristics, Learning Theories, Models, Oral Reading, Psycholinguistics, \*Reading Development, Reading Instruction, \*Reading Processes, \*Reading Research, Reading Tests

Traditionally, studies of beginning reading have focused either on between-subjects' differences or on changes in reading performance characteristics induced by specific training procedures. A third approach to reading is a within-subjects' comparison of individual performance characteristics at varying difficulty levels. The present study investigated the effect of text difficulty level on types of reading errors and the relationship of cognitive style to those effects. Tape recordings were made of elementary school children reading texts at a variety of difficulty levels. Tests were also administered to measure reading achievement and cognitive style. The children's strategies when confronted with difficult material seemed to indicate that a fluent

reader switches reading strategies freely to adapt to differing demands of various reading tasks, and that this ability may well be largely a function of general psychological parameters such as cognitive styles. A reading model was constructed, within the framework of Pascual-Leone's and Rumelhart's theories of cognition, which incorporates as an important factor the ability to shift reading strategies. At least three cognitive styles can be identified: adaptive flexibility, impulsivity-reflection, and field dependence-independence. This type of research places reading within a broad cognitive processing framework and may provide curriculum developers and teachers with a more complete understanding of the process they are trying to teach. (Author/AM)

ED 153 486 FL 009 411

Cornejo, Ricardo Nadeau, Adel

The California Language Census Survey: Field Methodology Issues.

Pub Date—Mar 78

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingualism, Bilingual Students, Court Litigation, Educational Legislation, Elementary Secondary Education, \*English (Second Language), Equal Education, Ethnic Groups, Federal Legislation, \*Language Dominance, \*Language Tests, Language Usage, Minority Groups, Native Speakers, \*Non English Speaking, Questionnaires, Second Language Learning, Second Languages, Spanish, State Legislation, State Programs, State Surveys, Student Placement

Identifiers—California, Census, Chacon Moscone Bilingual Education Act, Lau v Nichols, \*Limited English Speaking Ability, Pilipino, San Diego Observation Assessment Instrument

This is the first in a series of papers on research, development, and training for bilingual/multicultural education. The first two sections of the paper describe Task Force findings specifying remedies available for eliminating past educational practices ruled unlawful under Lau v Nichols, particularly the section dealing with identification of the student's primary language, and the Chacon-Moscone Bilingual Education Act, California, which provides for identification of limited-English-speaking pupils in each school district. Next, the language census undertaken to comply with the Chacon-Moscone Bilingual Education Act, is described. The purpose of the census was to determine the number of limited-English-speaking pupils and to classify them according to primary language, age, and grade level. Subsequent sections describe the San Diego Observation Assessment Instrument; staff training; data analysis; criteria for placement of students; and the selection, adaptation and implementation of the San Diego instrument by the State Department of Education. Finally, methodological issues are discussed, including problems encountered in scheduling, printing and delivery, technical quality of the test, and instrument validation. Appendices include lists of tests and publishers and copies of the following documents: the letter to parents from the Superintendent's office, the questionnaire to be completed by the parents, and the language assessment instrument. (AMH)

ED 153 487 FL 009 414

Santiago, Milagros J. de Guzman, Estefania S.

A Child's Step Forward in Reading: The Effect of Language of Material and Other Factors on Reading Comprehension among Grade Four Pupils. Philippine Normal College Research Series No. 3.

Philippine Normal Coll., Manila.

Pub Date—77

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, Educational Research, Elementary Education, Elementary School Students, English, Grade 4, Indonesian Languages, \*Language of Instruction, \*Language Proficiency, Language Research, \*Reading Comprehension, Reading Instruction, \*Reading Materials, Reading Research, Reading Skills, Scores, Student Ability, Student Characteristics, Testing

Identifiers—Philippines, \*Pilipino

Sixty grade four pupils of the Philippine Normal

College Laboratory were involved in a study to determine the effect of language of material, type of material, and ability level on their reading comprehension. The materials were either unilingual English (E/E), unilingual Filipino (P/P), or consisted of a text in English followed by quotations in Filipino, 'E/P), or vice versa (P/E). The materials were either "Work" or "recreatory" types of materials. The students were identified as being of fast, average, or slow ability. Four selections of work materials and four of recreation materials were each randomly presented in four formats. An analysis of variance with repeated measures on type and language of the materials was used to analyze pupils' scores on the comprehension tests given after they had gone over each of the eight selections. The reading comprehension of the pupils varied as a function of the language of the material, with the unilingual P/P being the easiest, followed by E/P, E/E, and P/E. Student ability was also found to be a factor in performance in the four language situations. In addition, recreation materials were found to be easier than the work materials. (Author/AM)

ED 153 489 FL 009 416

Valette, Rebecca M.

Modern Language Testing, Second Edition.

Pub Date—77

Note—349p.

Available from—Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017 (\$7.50)

Pub Type—Guides - General (050)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Affective Objectives, Bilingual Education, Communicative Competence (Languages), Cultural Education, Elementary Secondary Education, English (Second Language), Evaluation Methods, Higher Education, Language Attitudes, \*Language Instruction, \*Language Proficiency, Language Skills, \*Language Tests, Listening Tests, Literature, Modern Languages, Reading Skills, Reading Tests, Scoring, Second Language Learning, Speech Skills, Standardized Tests, Teaching Guides, Test Construction, \*Testing, Testing Programs, \*Test Interpretation, Test Items, Verbal Ability, Writing Skills

This handbook, intended for language teachers at all levels, is an introduction to foreign language testing. It is a revision and expansion of the edition that appeared ten years ago. This edition reflects contemporary concerns in measurement and evaluation and contemporary changes in teaching aims, particularly toward communicative competence. The book is divided into three parts: (1) Principles and Procedures of Testing, (2) Methods of Evaluation and (3) Current Developments. The first section deals with the general area of modern language testing, preparing and giving the classroom test and evaluating test results. The second section describes tests in six areas of language instruction: listening, speaking, reading, writing, culture and literature. The third section discusses new directions in modern language testing and in bilingual and ESL programs. There are also an appendix, containing descriptions of commercial language tests, and a selected bibliography. (AMH)

ED 153 505 FL 009 463

Cooper, Stephen. Comp.

Graduate Theses and Dissertations in English as a Second Language: 1976-77. Language in Education: Theory and Practice, No. 3.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 78

Note—34p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (\$2.95)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Applied Linguistics, \*Bibliographies, Bilingualism, Contrastive Linguistics, Cultural Education, Curriculum, \*Doctoral Theses, \*English (Second Language), \*Graduate Study, Grammar, Higher Education, Instructional Materials, \*Language Instruction, Language Research, Language Tests, \*Masters Theses, Phonology, Psycholinguistics, Reading, Second Language Learning, Sociolinguistics, Teaching Methods, Vocabulary, Writing Skills

Identifiers—Information Analysis Products

This is the second annual listing of graduate theses and dissertations in English as a second language (ESL). The studies cited here were completed during the academic year 1976-77. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies. Information was contributed by program directors, graduate advisers, and department chairmen from among more than 50 institutions in the United States and Canada that are known to have graduate programs in ESL. Each of the 116 entries provide writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers. Entries are listed under the following headings: (1) Adult Education; (2) Applied Linguistics; (3) Bilingualism; (4) Contrastive Studies; (5) Culture; (6) Curriculum; (7) Grammar; (8) Materials; (9) Methods; (10) Phonology; (11) Profession; (12) Psycholinguistics; (13) Reading; (14) Research; (15) Second Dialect; (16) Second Language Learning; (17) Sociolinguistics; (18) Testing; (19) Vocabulary-Usage; and (20) Writing. (Author/AM)

ED 153 507 FL 009 466

Croft, Kenneth, Ed.

Readings on English as a Second Language.

Pub Date—72

Note—461p.; Parts may be marginally legible due to small type

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$8.75)

Pub Type—Books (019)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*English (Second Language), Grammar, Instructional Aids, \*Language Instruction, Language Laboratory Use, Language Tests, Listening Comprehension, Pattern Drills (Language), Pronunciation, \*Reading Materials, Reading Skills, Second Language Learning, Syntax, \*Teaching Methods, Testing, Vocabulary, Writing Skills

Identifiers—Dialogs (Language Instruction)

This collection of readings on the topic of teaching English as a second language (ESL) has a twofold purpose: to enlarge the ESL teacher's awareness of the field and to assist in the professional growth of the new teacher or teacher-trainee. Each of the book's nine sections deal with one area of ESL instruction. Section 1, "Trends and Practices," contains six articles on methodology by A.L. Wright, W.F. Twaddell, C.H. Prator, J.D. Bowen, E.M. Anthony and W.E. Norris, and W.M. Rivers. Section 2, "Speaking and Understanding," consists of three articles by C.F. Hockett, J.E. Strain, B.W. Robinett, and W.M. Rivers. Section 3, "Grammar," contains four articles by G. McCready, L. McIntosh, R.L. Politzer, and C.B. Paulston. Section 4, "Reading," includes three articles by C.C. Fries, R.A. Hall, Jr., and W.E. Norris. Section 5, "Writing," contains four articles by G. Dykstra, K.K. Sutherland, W. Slager, and R.B. Kaplan. Section 6, "Vocabulary," includes three articles by W.F. Twaddell, R. Lado, and M. Higa. Section 7, "Testing," includes three articles on writing proficiency, test construction, and validation, by S. Sako, D.P. Harris, and B. Spolsky. Section 8, "Teaching Aids," discusses gestures, games, pictures, and language laboratories, in four articles by R.L. Saitz, J. Dobson, C.J. Kreidler, and K. Croft. Section 9 contains the following: (1) "Development of a Manipulation-Communication Scale," by C.H. Prator; (2) "A Multiple-Register Approach to Teaching English," by J.D. Bowen; and (3) "Language and Categories: Some Notes for Foreign Language Teachers," by K. Croft. (AM)

ED 154 606 FL 009 435

Bellin, Wynford Natsopoulos, Dimitris

Later Development of Syntax in Bilingual and Monoglot Children. Final Report.

Spons Agency—Social Science Research Council, London (England).

Pub Date—76

Note—167p.; Reproduced from best copy available

Available from British Lending Library, Boston SPA, Weatherby, West Yorkshire, England

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Ambiguity, \*Bilingualism, Child Language, Children, Cognitive Development, \*Comprehension Development, Contrastive Linguistics, English, \*Greek, \*Language Development, Language Research, Language Tests, Learning Theories, Linguistic Competence, Monolingualism, Psycholinguistics, Semantics, Syntax, \*Verbs

Investigations using English have shown that a number of linguistic constructions associated with reporting verbs, and verbs concerning plans, present comprehension difficulties to children over the age of five. The corresponding constructions in Greek involved ambiguity appreciation, and tests of monoglots and bilinguals indicated that a cognitive developmental stage is implicated in ambiguity appreciation. Striking contrasts between the results from Greek children, who did not appreciate ambiguity, and what would be expected on the basis of English studies forced an appeal to semantics in explaining comprehension difficulty. Testing a wide range of constructions with fewer reporting verbs demonstrated that semantic theories which invoked speakers' intentions could not provide a general explanation of comprehension difficulties. What seemed to be developing was a gradual mastery of the way reporting verbs gave meaning to, and took meaning from, the constructions in which they can stand. The fact that results from monoglots were language-particular made possible a test of bilingual children to evaluate theories about their development. Existing theories implied that results from bilinguals would be qualitatively different. There was no support for such predictions. What occurred was a greater frequency of the same misapprehensions about the meanings of reporting verbs that had been obtained with monoglots. (Author/CFM)

ED 154 610 FL 009 440

Fischer, Robert A.

Listening Comprehension: A Cognitive Prerequisite for Communication.

Pub Date—Apr '78

Note—34p.; Expanded version of a paper presented at the annual meeting of the South Central Modern Language Association (Nov 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiolingual Skills, Cognitive Objectives, \*Cognitive Processes, \*Communicative Competence (Languages), Educational Objectives, Higher Education, \*Language Instruction, Language Processing, Language Tests, Linguistic Competence, Listening, \*Listening Comprehension, \*Listening Skills, Listening Tests, Memory, Phonology, Psycholinguistics, Recall (Psychological), Secondary Education, Second Language Learning, Sentence Structure, Speech Communication, Syntax, Tape Recordings, \*Teaching Methods, Testing, Translation, Vocabulary Development

Identifiers—Cognitive Approach

Proponents of the cognitive approach to language teaching list linguistic competence as the primary instructional objective and attribute considerable importance to listening comprehension. For the student, linguistic competence would be knowledge of grammatical components of the language and its vocabulary. Understanding oral messages is an essential prerequisite for effective communication, the goal of foreign language teaching today. Training in aural comprehension is therefore crucial. The listener interprets speech in three interrelated stages: (1) the speech perception stage, (2) the speech comprehension stage, and (3) the memory storage stage. The listener employs these strategies in communication situations in the native language. Instruction in their use can facilitate the student's acquisition of the listening skill in the foreign language. The following approaches are suggested: presentation of taped listening materials which include normal speech patterns, instruction in general phonological patterns, training in parsing a sentence into constituents and recognition of content words, systematic vocabulary building, development of syntactic strategies, and judicious use of translation. If listening comprehension is a major goal, it should occupy a major part of the testing program. If the teacher devotes more time to the systematic analysis, practice and testing of listening comprehension, the student should acquire the necessary knowledge and skills. (AMH)

ED 154 614 FL 009 453

Kuhlman, Natalie A.

Language Dominance Testing: Some Questions.

Pub Date—Mar 78

Note—17p.; Paper presented at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (7th, San Francisco, California, March 3-5, 1978)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Qualifications, \*Bilingualism, Child Language, English (Second Language), \*Language Dominance, \*Language Proficiency, \*Language Tests, \*Measurement Instruments, Measurement Techniques, Models, Questionnaires, \*Testing, Test Interpretation, Test Reliability, Test Results, \*Test Selection

This paper examines the usage of testing instruments to identify the language and dialect dominance of children. In order not to misuse language assessment tests, a careful distinction must be made between the terms "language proficiency," "language preference," and "relative language proficiency." Differences in the several types of language assessment instruments must also be taken into consideration. These differences include type of data provided, such as information on pronunciation or syntax, and required skill levels for test administrators and evaluators. Questionnaires, story-telling, question-answer format, and combination tests, such as the Language Ability Scales (LAS), are examples of language assessment instruments requiring different skills and measuring different features. An example is given of a language assessment model that yields only limited information, due to lack of sufficient preparation on the part of the administrators. It is suggested that the following model should be followed: (1) tests must be selected with specific criteria in mind; (2) the test administrators should meet certain qualifications, such as sufficient training; (3) the primary investigator should have formal linguistic training; and (4) an in-service course should be given, to those responsible for usage of test results, in the areas of sociolinguistics, structure of Standard American English and dialects tested, and language acquisition. (Author/AM)

ED 154 618 FL 009 458

Sacco, Margaret Close

What Do You Do? What Are You Doing? The Simple Present and Progressive Present Tense.

Public Service Commission of Canada, Ottawa (Ontario). Staff Development Branch.

Pub Date—76

Note—41p.

Available from—Supply and Services Canada, Publishing Centre, Ottawa, Ontario K1A 0S9, Canada (\$1.45)

Pub Type—Books (010)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Comprehension, \*English (Second Language), \*Grammar, Instructional Materials, \*Language Instruction, Language Tests, \*Morphology (Languages), Pattern Drills (Language), Post Secondary Education, \*Second Language Learning, Sentence Structure, Syntax, \*Verbs, Workbooks, Writing Exercises

Identifiers—\*Present Tense

This workbook is part of "Contact Canada," a course for teaching English as a second language to adult Francophones. The specific aim of this booklet is to teach the meaningful use of the progressive present tense through comparison and contrast with simple present tense usage. The workbook, which is accompanied by a six-minute animated film and a set of cards, is divided into three sections. Section One is graded and illustrated to bring out the fundamental concept of "genericness" in the simple present. It is shown in a statement of general truth, as paraphrase for noun and adjective structures, and in conjunction with generic-time adverbs. Section Two focuses on the concept of "specificity" inherent in the progressive present, as opposed to the generalizing function of the simple present. Lessons are based on the semantic features of the tenses, namely unity, incompleteness, specificity and temporariness. These concepts are demonstrated by clear and simple explanations, illustrations and exercises. Section Three tests and reinforces student comprehension. (Author/AMH)

ED 154 621 FL 009 467

Preparation and Dissemination of Abstracts and Full Translations of Selected Contents of East European Journals Concerned with Applied Linguistics. Final Report.

Adam Mickiewicz Univ. in Poznan (Poland); Center for Applied Linguistics, Arlington, Va.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—Mar 78

Contract—OEC-0-72-4330

Note—643p.; Not available in hard copy due to marginal legibility of original document

Pub Type—Reports - Research (143)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abstracts, \*Applied Linguistics, Audiovisual Aids, English (Second Language), \*Foreign Language Periodicals, German, Grammar, Information Dissemination, Language Instruction, \*Language Research, Language Skills, Language Tests, Morphology (Languages), \*Periodicals, Phonology, Russian, Second Language Learning, Semantics, Syntax, Teaching Methods, Turkish, Verbs

Identifiers—Bulgaria, Czechoslovakia, East Germany, \*Europe (East), \*Europe (East Central), Hungary, National Defense Education Act Title VI, Poland, Rumania, USSR

The Center for Applied Linguistics, in Cooperation with Adam Mickiewicz University, Poznan, Poland, undertook to cover experimentally, for a period of 18 months, foreign language Journal material on applied linguistics published in Central and Eastern Europe and to select for abstracting, and in some cases, translation, articles of particular interest to American linguists, language scholars and educators. Since a serious information gap has existed in this area, that is, articles appearing in Central and East European journals are seldom written or translated into English, American scholars and educators have been unable to follow or benefit from much of the research carried out by scholars in Central and Eastern Europe. This has led on occasion to an unnecessary duplication of research efforts. Over a period of 18 months, 166 journals were scanned, and a total of 554 abstracts (appended to this report) were prepared and submitted to an advisory panel for evaluation. On the basis of the panel's evaluation, 88 articles were selected for full translation. The full translations of these 88 articles have been placed with the National Translations Center of the John Crerar Library in Chicago. This report provides a list of the articles and journals included in the project. The abstracts appended to the report are grouped by country. (Author/CFM)

ED 154 627 FL 009 473

Mollica, Anthony, Ed.

A Handbook for Teachers of Italian.

American Association of Teachers of Italian.

Pub Date—77

Note—301p.

Available from—Dorothy Fronk, Secretary-Treasurer, American Association of Teachers of Italian, 1742 Tomlinson Avenue, Bronx, New York 10461 (\$8.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Audiovisual Aids, College Language Programs, Community Involvement, Cultural Background, Cultural Education, Elementary Secondary Education, Ethnic Relations, Higher Education, Instructional Aids, \*Italian, Italian Literature, \*Language Instruction, Language Tests, Nonstandard Dialects, Reading Skills, Resource Materials, \*Second Language Learning, Standard Spoken Usage, \*Teaching Guides, \*Teaching Methods, Thematic Approach, Visual Aids

This handbook for teachers of Italian consists of a collection of 16 essays, by noted professionals in the field of Italian instruction: (1) "Fundamentals of Language Learning and Language Instruction," by A. Papalia; (2) "Linguistic Methodology and the Teacher of Italian," by R.J. Di Pietro; (3) "Preparation for Language Teaching," by F.J. Bosco; (4) "Developing Communication Skills," by F.J. Bosco and R.J. Di Pietro; (5) "The Reading Program and Oral Practice," by A.S. Mollica; (6) "Developing Cultural Understanding," by J.A. Tursi; (7) "Cartoons in the Language Classroom," by A.S. Mollica; (8) "Testing for Mastery," by J.A. Boyd; (9) "The Teaching of Italian Literature," by O. Ragusa; (10) "Teaching Italian Film," by P.E. Bondanella; (11)

"Thematic Approach in the Italian Program," by R.J. Trivelli; (12) "Teaching Standard Italian to Students with Dialect Backgrounds," by M. Daneai; (13) "Italian and the Community," by S.B. Chandler; (14) "The Italian Experience in America," by R.F. Harney; (15) "Where to Earn a Degree in Italian," by E.A. Lebrano; and (16) "Resource Materials for the Teaching of Italian," by A. Dente and A.S. Mollica. (AM)

ED 154 635 FL 009 482

Danoff, Malcolm N. And Others

Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program. Volume III: Year Two Impact Data, Educational Process, and In-Depth Analyses.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-48300-1/78-FR-V

Pub Date—Jan 78

Contract—OEC-0-74-9331

Note—458p.; For related document, see FL 009 481

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—\*Academic Achievement, Biculturalism; \*Bilingual Education, \*Bilingual Schools, Bilingual Students, Bilingual Teacher Aides, Bilingual Teachers, Classroom Techniques, Educational Objectives, Educational Policy, Elementary Education, Elementary School Students, English (Second Language), Federal Programs, Language Attitudes, Language Instruction, Language Maintenance, Language of Instruction, Language Programs, Language Research, Learning Activities, Learning Processes, Non English Speaking, \*Program Evaluation, School Surveys, Second Language Learning, \*Spanish Speaking, Student Attitudes, Student Characteristics, Teaching Methods, Test Results

Identifiers—Elementary Secondary Education Act Title VII

This volume is the further examination of: (1) the impact of the Title VII program, based on student outcome data collected after the publication of Volume One in 1976 and on the continued examination of Volume One data; and (2) educational processes and outcomes found in the In-Depth Study classrooms. In the first section, a detailed discussion is provided of the analysis of the data: Fall 1976 test score analyses and findings, procedures used, characteristics of the score analysis samples, language use indices, program impact assessment, and other related issues. In the second section, the following topics are discussed: the nature of the student population involved, educational goals, the impact on student achievement and attitudes, the relationship between gains in student achievement and attitudes and instructional process variables, contextual characteristics, and teacher and teacher aide characteristics. The appendices include statistical information and supporting tables. (AMH)

ED 154 639 FL 009 487

Salazar, Robert

French Phonology. Programmed Introduction. Instructor's Manual.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date—[78]

Note—131p.; For related documents, see ED 138 118, 143 224-225

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 044-000-01681, \$3.00)

Pub Type—Books (010)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Autoinstructional Aids, \*French, Instructional Materials, \*Language Instruction, Language Tests, Pattern Drills (Language), \*Phonology, Programmed Instruction, Programmed Materials, Pronunciation, \*Pronunciation Instruction, Second Language Learning, \*Teaching Guides

Identifiers—Dialogs (Language Learning)

This manual is designed to accompany the student's text in a self-instructional course intended to assist the student in attaining a high degree of competence in French pronunciation and a basic knowledge of how French sounds correspond to the writing system. The material is divided into ten chapters. Each chapter has three parts: (1) conversation drills based on dialogues learned in the



laboratory; (2) reading exercises; and (3) tests prepared in the laboratory and corrected in class. This manual includes exercises that do not appear in the student's text. Reading selections and test questions are presented in both texts, but answers appear only in the instructor's manual. (AM)

**ED 154 640** FL 009 489

*Duncan, Sharon E. De Avila, Edward A.*  
Language Assessment Scales, Level 2, LAS II, for Grades 6 and Up, English/Spanish. Examiner's Manual.

Linguametrics Group, Inc., Corte Madera, Calif.

Pub Date—78

Note—80p.; For related documents, see FL 009 490-492

Available from—Linguametrics Group, P.O. Box 454, Corte Madera, California 94925 (\$49.50)

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Bilingual Education, Bilingualism, Bilingual Students, Cognitive Processes, Diagnostic Tests, Elementary Secondary Education, \*English (Second Language), Language Development, Language Instruction, \*Language Proficiency, Language Skills, \*Language Tests, Language Usage, Linguistic Competence, Listening Tests, Non English Speaking, Phonemes, Pragmatics, Scoring, Second Language Learning, \*Spanish, \*Spanish Speaking, Speech Communication, Speech Skills, Syntax, \*Testing, Test Interpretation, Test Items, Test Validity, Vocabulary

Identifiers—\*Language Assessment Scales, Limited English Speaking Ability

Language Assessment Scales, Level 2 (LAS II) are used to assess the linguistic proficiency of limited-English-speaking or non-English-speaking adolescents. LAS II, like its predecessor, LAS I, provides a picture of oral linguistic proficiency based on a student's performance across four linguistic subsystems: phonemic, lexical, syntactic and pragmatic. It is two independent tests, one in English and the other in Spanish. The phonemic section includes auditory discrimination and phoneme production items. The lexical section consists of words of varying levels of difficulty and with important phonemic features. The method used is identification of a picture. The syntactic section has two parts: (1) the student listens to a sentence and points to the picture illustrating the sentence, and (2) the student listens to a story and retells it in his/her own words. Because of the close connection between cognitive and linguistic development, interpretation of these results must be done by a native speaker and must take into account the age of the student. The pragmatic area is tested by having the teacher rate the student on his/her ability to carry out certain relevant tasks requiring language. The examiner's manual contains the LAS II rationale, instructions for administration and scoring, the examiner's test sheet, a group summary sheet, language samples and notes on LAS II validity. (AMH)

**ED 154 641** FL 009 490

*De Avila, Edward A. Duncan, Sharon E.*  
Language Assessment Scales, LAS I, for Grades K-5, English/Spanish. Second Edition.

Linguametrics Group, Inc., Corte Madera, Calif.

Pub Date—77

Note—84p.; For related documents, see FL 009 489-492 ; Several pages may be difficult to read due to small print

Available from—Linguametrics Group, P.O. Box 454, Corte Madera, California 94925 (\$49.50)

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, Bilingualism, Bilingual Students, Child Language, Diagnostic Tests, Elementary Education, \*English (Second Language), Language Development, Language Instruction, \*Language Proficiency, Language Skills, \*Language Tests, Language Usage, Listening Tests, Non English Speaking, Phonemes, Pragmatics, Scoring, Second Language Learning, \*Spanish, \*Spanish Speaking, Speech Communication, Speech Skills, Syntax, \*Testing, Test Interpretation, Test Items, Test Validity, Vocabulary

Identifiers—\*Language Assessment Scales, Limited English Speaking Ability

Language Assessment Scales, LAS I, are designed for children in grades K-5. LAS I accommodates ethnic and linguistic differences and provides direct

language activities taken from the popular culture of both English- and Spanish-speaking peoples. LAS I consists of two independent tests, one in English and the other in Spanish, presented largely on tape. It provides a picture of oral linguistic ability based on the child's performance over four linguistic subsystems: phonemic, lexical, syntactic and pragmatic. The phonemic section measures both the decoding and encoding of the English and Spanish phonemic systems with particular emphasis on the most distinctive and difficult sounds. The lexical section consists of a number of words of varying levels of difficulty, which the child identifies through pictures. LAS I uses two methods to measure syntactic ability: identification of the picture illustrating the sentence heard and retelling of a story. For the pragmatic system, the teacher rates the child on his/her ability to carry out relevant tasks requiring language. The test is individually administered by native speakers. This manual contains administration and scoring instructions, a group summary sheet, language samples, technical notes on validity, and cue pictures for both English and Spanish versions. (AMH)

**ED 154 946** RC 010 450

*Ligon, Glynn And Others*  
ESAA Bilingual/Bicultural Project. 1973-74 Evaluation Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 74

Note—458p.; Not available in hard copy due to small print size of original document

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Bilingual Education, Classroom Observation Techniques, Comparative Analysis, Cross Cultural Training, Educational Assessment, Elementary Secondary Education, Field Trips, Inservice Teacher Education, \*Mexican Americans, Parent Participation, \*Program Evaluation, Reading Achievement, School Demography, \*Self Concept, Spanish, Test Results

Identifiers—\*Austin Independent School District TX, Bicultural Education, Emergency School Assistance Act, Texas (Austin)

Designed to establish a comprehensive program of bilingual education in Spanish and English in schools with high concentrations of Spanish dominant Mexican American students, the project aimed to: increase the achievement levels of minority students in the communication skills areas; provide for their special learning needs through a staff with special skills; increase their experience backgrounds; increase the home support for the students' learning goals; improve their self-concept through awareness of their cultural heritage. For evaluation purposes, project objectives were categorized into input, process, and outcome objectives. These were then evaluated via classroom observations, parent and teacher interviews, questionnaires, and standardized tests—the Boehm Test of Basic Concepts, Prescriptive Reading Inventory, California Achievement Test, Prueba de Lectura, Secondary Vocabulary Test, Primary Self-Concept Test, and Piers-Harris Children's Self-Concept Test. Findings included: there was a significant increase in Spanish reading skills; there were high and low gains in English reading skills; observations revealed generally adequate levels of appropriate classroom instructional activities but very low level of incorporation of minority group students' backgrounds and cultural heritage into these instructional activities; successful staff training was conducted for 9 of the planned 20 days due to the delay of the delivery of materials and equipment for instruction. (NQ)

**ED 155 252** UD 018 234

*Smith, Hyrum Cannon Smith, Van Nguyen*  
Evaluating Program Effectiveness: Measuring Input, Process, and Product Variables in N.Y.C. Federally Funded High School Bilingual Programs.

Pub Date—[78]

Note—91p.; Appendix E may not reproduce clearly due to the print quality of the original document

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Bilingual Education, Budgets, Measurement Instruments, Program Budgeting, \*Program Effectiveness, \*Program Evaluation, Program Proposals, \*Records (Forms), School Surveys, \*Senior High Schools

Identifiers—\*Elementary Secondary Education Act Title VII, \*New York (New York)

There have been questions regarding the effectiveness of Federally funded programs. In this paper the possibility that programs might be effective but that their effectiveness is not being reported is investigated. Seven of the twelve Title VII bilingual programs in the New York City high schools were evaluated, using their funding proposals and Board of Education Evaluation Reports, to discover the relationship between input, process and product variables. It was determined that the reporting format made comparisons among programs or between programs and parent schools very difficult. Report forms are discussed. Selected input (personnel cost, staff mix and staff qualifications), process and product (student attendance, examination scores, and language and achievement test results) variables are analyzed and the findings are described. Specific recommendations for improving reporting procedures are offered. Appended to the work are copies and analyses of individual school program budgets. (Author/GC)

**ED 155 668** CS 004 187

*Dupuis, Mary M. Askov, Eunice N.*  
The Content Area Reading Project: An Inservice Education Program for Junior High School Teachers and Teachers of Adults. Appendix C, Model Teaching Materials. Final Report.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—Sep 77

Note—313p.; For related documents, see CS 004 184-187

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Basic Education, Autoinstructional Aids, Centers of interest, Cloze Procedure, \*Content Reading, \*Diagnostic Tests, English (Second Language), \*Grouping Procedures, Home Economics, Informal Reading Inventory, Junior High Schools, \*Learning Activities, Poetry, Reading Comprehension, Reading Instruction, \*Reading Skills, Social Studies, Study Skills, \*Teacher Developed Materials, Units of Study, Vocabulary Skills

Materials developed by teacher participants in the Content Area Reading Project are presented in this appendix to the Project report. The first section provides group informal reading inventories developed for use in adult education, teaching English as a second language, and nine content areas; it then presents cloze tests developed for use in eight different content areas. The second section includes various plans for grouping students according to informal reading inventory scores, cloze scores, and criteria other than reading. Section three includes a variety of reading skills exercises, grouped into three categories: those designed to develop vocabulary, comprehension, and study skills. The following sections present a home economics unit on portable electric appliances, individualized learning activities packages developed to teach about ancient Egypt and to help students learn about good grooming, and activities for a learning center in which students read and learn about poetry. The concluding section provides guidelines given to teachers to aid them in developing each of the types of materials featured. (GW)

**ED 155 759** CS 502 145

*Mead, Nancy A.*  
Issues Related to Assessing Listening Ability.

Pub Date—Mar 78

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Audio Passive Laboratories, Communication Skills, Educational Assessment, Language Skills, \*Listening, Listening Comprehension, \*Listening Skills, \*Listening Tests, Research Needs, \*Research Projects

Identifiers—\*National Assessment of Educational Progress, \*Speech Communication Association

The National Assessment of Educational Progress (NAEP) and the Speech Communication Association (SCA) initiated a pilot study to test the feasibility of assessing speaking and listening skills. A pool of 56 items was developed and then field tested at four sites which represented a variety of national regions, of size and type of cities, and of racial and ethnic populations. There were significant differences between the responses of minority and non-minority students. A panel of speech communication experts hypothesized that minority students might have less specialized vocabulary knowledge, a lower tolerance for long materials perceived as boring, and less experience listening to the accents and speaking rates of white speakers. The results of the NAEP/SCA project suggest a clear need for further development and research in this area. In addition, three guidelines were developed for researchers in the area of listening ability: (1) focus on skills that are unique and central to listening, (2) use short, interesting listening stimuli, and (3) consider extraneous factors which might contribute to item bias; these suggestions are intended to aid researchers rather than act as a definitive guide. (JF)

ED 155 931 FL 009 548  
English Teachers' Journal (Israel), No. 17.  
Ministry of Education and Culture, Jerusalem (Israel).

Pub Date—May 77

Note—76p.

Available from—English Inspectorate, Ministry of Education and Culture, P.O.B. 292, Jerusalem, Israel (\$1.00)

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Education, Classroom Games, Creative Dramatics, Educational Television, Elementary, Secondary Education, \*English, \*English (Second Language), \*Hebrew, Higher Education, Individual Instruction, \*Language Instruction, Language Skills, Language Teachers, Language Tests, Listening Comprehension, Literature, Periodicals, Reading Instruction, Religious Education, \*Second Language Learning, Secretaries, Speech Communication, Speech Skills, Teacher Evaluation, \*Teaching Methods, Tourism, Vocational Education

Identifiers—\*Israel

This journal, published in Israel, contains articles of interest to teachers of English as a second language, particularly those in Hebrew-English situations. This issue contains the following articles: (1) "Evaluating the Teacher's Control of English," by R. Gefen; (2) "Instructional Television and the English Proficiency Level of Ninth Grade Pupils," by E. Newmark; (3) "Group Testing of Listening Comprehension and Oral Proficiency," by V. Whiteson; (4) "Creative Dramatics in the Teaching of English to Grade 4 Classes," by L. Ravich; (5) "Literature and the Religious Teacher," by R. Ribner; (6) "An Individual Instruction Program," by M. Applebaum; (7) "I'd Like You to Read This, Please," by N. Alpert; (8) "English for Speakers of Hebrew: Advanced Language Series," by R. Berman and R. Stock; (9) "Teaching Beginning Reading I: Matching Sounds and Letters," an interview with Virginia French Allen; (10) "A Few Notes on Teaching Reading," by L. Groebel; (11) "An Experimental Unit for Grade 10 'Masmar' Vocational Class," by E. Levy; (12) "Teaching English Through Games in Grade Four," by M. Talmi; (13) "Teaching and Testing in the Secretarial-Tourism Trend," by J. Kadish-White; and (14) "Games in Foreign Language Teaching," by E. Olshtain. A synopsis in Hebrew of the contents of the issue is provided. (AMH)

ED 155 945 FL 009 566  
Aitken, Kenneth G.

Measuring Listening Comprehension in English as a Second Language. TEAL Occasional Papers, Vol. 2, 1978.

British Columbia Association of Teachers of English as an Additional Language, Vancouver.

Pub Date—78

Note—10p.

Available from—Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada (\$2.50 Canadian plus \$.50 postage)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, Elementary Secondary Education, \*English (Second Language), Language Instruction, \*Language Tests, \*Listening Comprehension, \*Listening Tests, \*Multiple Choice Tests, Objective Tests, Second Language Learning, Testing

Identifiers—\*Dictation Tasks

Approaches to measuring listening comprehension that can be used in the classroom by teachers of English as a second language are presented. General abilities needed to comprehend spoken language, and stages that a second language learner may go through in developing proficiency in speech comprehension, are outlined. Techniques for measuring listening comprehension include two types of objective testing items: multiple-choice and fill-in. Multiple-choice formats include: use of question-choice of response, conversational statement-response, dialogue-response, and paraphrase-response. Fill-in formats include the grammar comprehension item developed by Bowen and variations of cloze tests. Examples are presented of the types of objective test items. Dictation tasks for testing listening comprehension are also described and examples are presented. Additionally, a test is described which requires the examinee to recall a lecture by selecting points that had been discussed. (SW)

ED 156 362 RC 010 136

Juarez, Manuela Raimondis, Nina Mendosa

Effects of the Language of the Instructions on Test Performance: California Achievement Tests. Mini-Study.

Edgewood Independent School District, San Antonio, Tex.

Pub Date—[74]

Note—146p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Achievement Tests, Bilingual Students, \*English, Grade 2, \*Language Dominance, Literature Reviews, \*Mexican Americans, Performance Factors, Post Testing, Pretesting, Primary Education, \*Regional Dialects, \*Spanish, Tables (Data), Testing, Test Results

Identifiers—\*California Achievement Tests, Test Instructions, Texas (San Antonio)

The study examined whether the California Achievement Test (CAT) results would be affected if the test instructions were administered in the language the children best understood. In a pre-post-test sequence, 77 Mexican American second graders between the ages of 7 and 8 of a low socioeconomic background attending the same elementary school in west San Antonio were administered the CAT Reading Section, Level I, Form A. In the pre-test, the individual classroom teachers gave the instructions only in English. In the posttest, 28 children received the instructions in Spanish, 25 in English, and 21 in the local Spanish dialect. Language dominance of the posttest subjects was informally rated by their teachers. Pre- and posttest scores were subjected to Pearson correlations and to analysis of variance. Findings included: there was a significant difference of .008 in favor of the posttest group receiving instructions in English on the vocabulary subtest; the group receiving instructions in the local dialect omitted fewer items than the English or Spanish group on the reading subtest; significant differences were obtained in favor of the English group in the vocabulary and reading subtests; and an analysis of the gains for each group revealed that, in general, higher gains were obtained by the group receiving instructions in the local dialect. The instructions in Spanish and in the local dialect and the language dominance rating instrument are appended. (NQ)

ED 156 691 TM 007 103

Baldauf, Richard B., Jr.

Evaluation Models and Instrumentation: Problems for Title I in America's Pacific Possessions.

Pub Date—Feb 78

Note—25p.; Paper presented at the Trust Territory Title I Conference (February 9-14, 1978)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cloze Procedure, Cost Effectiveness, Decision Making, Elementary Secondary Education, \*English (Second Language), \*Evaluation Methods, \*Models, \*Norms, \*Program Evaluation, Standardized Tests, Systems Approach, Test Construction, Test Selection

Identifiers—\*Elementary Secondary Education

Act Title I, Local Norms Model, \*Pacific Trust Territory

An overview of the system analysis approach to evaluation and the psychometric models currently proposed to evaluate Elementary and Secondary Education Act Title I projects is presented. It is argued that, in America's Pacific possessions, the sole use of the systems analysis approach to evaluation fails to provide adequate information to questions of central importance for English as a second language program development. In this particular setting, the proposed models, although well researched and considerably refined in recent years, are often inappropriate and difficult to implement correctly, and due to the cost factor they may actually detract from program quality. Tests designed for use in the continental United States are generally inappropriate for islands where English is a second language. Three models developed by the RMC Research Corporation for Title I evaluation are discussed: (1) the norm-referenced model; (2) the control group model; and (3) the special regression model. Two preferable evaluation models would be the use of standardized tests with local norms, and the development of cloze tests with local norms. (Author/CTM)

ED 157 375 FL 009 446

Evaluacion de que consisten y por que se llevan acabo? (Evaluation: What Does it Consist of, and for What Purpose?).

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—78

Note—9p.; Some pages may be marginally legible due to type size

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, Concept Formation, Course Content, \*Course Evaluation, Course Objectives, \*Educational Objectives, English, Grade 4, Guidelines, Language Development, \*Language Instruction, Language Programs, Language Skills, Primary Education, \*Program Evaluation, Second Language Learning, Self Concept, Spanish, Test Results

A guide is presented for the evaluation of the bilingual programs in the Austin, Texas, Independent School District. The reasons for an evaluation and a definition of program objectives and evaluation instruments are given. The program components, objectives and evaluation instruments for each grade level (K-4) are listed. The components involved are: language development (first and second language), concept development (first and second language), and development of self-concept. A glossary of relevant terms is provided. The disposition of test results is explained. (AMH)

ED 157 379 FL 009 533

Cox, Jerry

Current Trends in Foreign Language Testing.

Pub Date—Sep 77

Note—10p.; Paper presented at the Fall Conference of the South Carolina Chapter of the American Association of Teachers of German (Conway, South Carolina, Sept. 24, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, \*Cloze Procedure, Evaluation, Higher Education, \*Language Instruction, \*Language Proficiency, Language Skills, \*Language Tests, Multiple Choice Tests, Secondary Education, \*Second Language Learning, Test Construction, \*Testing, Test Items

Identifiers—\*Dictation, \*Noise Testing

Three techniques of integrative FL testing are specifically discussed: dictation, cloze testing and noise testing. Studies show that dictation, when properly conducted, is a useful and efficient measure of overall language proficiency. Cloze testing is defined and illustrated with four examples, each with a different format. Noise or interference testing is briefly defined and three possible formats for such tests are suggested. All three devices test native-like language proficiency and are based on the redundancy, creativity and competence aspects of language. It is suggested that such testing be introduced periodically to keep abreast of students' interlanguage development and to replace the narrow focus of feature or chapter quizzes with total language testing. Test samples are appended. (Author/AMH)

ED 157 381 FL 009 539

Gardner, R. C.

**Attitudes and Aptitude in Learning French, Research Bulletin No. 13.**

University of Western Ontario, London. Dept. of Psychology.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—May 78

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Academic Aptitude, Aptitude Tests, Attitude Tests, Educational Counseling, Elementary Secondary Education, \*French, \*Language Ability, \*Language Attitudes, Language Enrollment, Language Research, Predictive Ability (Testing), \*Second Language Learning, \*Student Attitudes, Student Motivation, Test Validity

Identifiers—Attitude Motivation Inventory, Modern Language Aptitude Test, Value of Language Study

This address to school counselors discusses the role of aptitude and attitudes in learning French as a second language with attention to the senior elementary and high school levels. The Modern Language Aptitude Test (MLAT) and the Attitude Motivation Inventory (AMI) were administered to students. The MLAT and abilities it is designed to assess are discussed. Attitudinal variables of the AMI, integrativeness, motivation, attitudes toward the learning situation, class anxiety, and instrumentality, are described. Correlations suggest that prediction of achievement in French can be reasonably accurate if attention is paid to both aptitude and attitudes. Both MLAT and AMI evidence convergent validity because of substantial correlations with French grades. Only AMI has low correlation with non-French academic average. MLAT correlates as highly with academic average as it does with French grades. Language enrollment statistics for Ontario and implications of the findings for counseling are presented. (SW)

ED 157 383 FL 009 551

Rosenhouse, Judith

**A Method for Teaching English as a Second Language and Its Evaluation.**

University of Western Ontario, London. Dept. of Psychology.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—Aug 77

Note—1 p.; Paper presented at the International Conference on the Teaching of Spoken English (Leeds, England, August 15-20, 1977); Not available in hard copy due to marginal legibility of the original document

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, Bilingual Students, Cultural Factors, Elementary Education, \*English (Second Language), Grammar, Hebrew, \*Immersion Programs, Immigrants, Individualized Instruction, Language Development, \*Language Instruction, Language Proficiency, \*Language Programs, Language Tests, Phonology, \*Second Language Learning, Speech Communication, \*Teaching Methods, Vocabulary

Identifiers—England

This paper describes the experience of two children, native-speakers of Hebrew, in a language center in England. The language center provides a total immersion program in English for a multi-lingual population of children aged 5 to 12 years. The small-group and individualized instruction, the instructional materials and facilities, and the close attention of the teachers contribute to a favorable learning atmosphere. Another advantage of the center is the elimination of feelings of inferiority. The older child, aged 10, spent one year in the center; the other, aged 8, spent a year and a half there before going into a regular school program. The following aspects of their language study are briefly discussed: (1) the center's method of teaching the English sound system, grammar and vocabulary; (2) the children's progress in learning the language; and (3) three tests given to the children to check their linguistic competence one year after they left the center. One conclusion drawn is that the favorable learning atmosphere at the center and "full immersion" in the environment contributed to the rapid learning of English by the two children. (AMH)

ED 157 401 FL 009 668

McLane, Kathleen, Comp. Omaggio, Alice, Comp.

**ERIC Documents on Foreign Language Teaching and Linguistics: List No. 18. CAL-ERIC/CLL Series on Languages and Linguistics, No. 57.**

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Note—26p.; For related document, see ED 140 616

Journal Cit—Modern Language Journal; v61 n7 p340-363 Nov 1977

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Applied Linguistics, \*Bibliographies, \*Bilingual Education, Bilingualism, Careers, Contrastive Linguistics, Cross Cultural Training, Culture, Dialect Studies, \*English (Second Language), Error Analysis (Language), French, German, Information Theory, Instructional Materials, International Education, Language Development, Language Handicaps, \*Language Instruction, Language Research, Language Tests, \*Linguistics, Phonology, Program Descriptions, Program Evaluation, Psycholinguistics, \*Second Language Learning, Semantics, Sociolinguistics, Spanish, Teacher Education, Teaching Methods, Testing, Translation, Uncommonly Taught Languages

This is the eighteenth in a series of catalogues of documents in the ERIC system that are of interest to teachers and researchers in foreign languages and linguistics. The documents cited in the present list appeared in the monthly ERIC abstract journal "Resources in Education" (RIE) from July through December 1976. The list is compiled from all of the RIE citations published during that period, not only those contributed by the Clearinghouse on Languages and Linguistics. The list contains the following headings: (1) General; (2) Linguistics; (3) Foreign Language Education; (4) Physiology and Psychology of Language Learning; (5) Equipment; (6) Bilingual/Bicultural Education; and (7) English as a Second Language. Each entry includes author's names, title of the work, source, date (if available), length, and ED number. The list is designed to be used in conjunction with RIE and an ERIC microfiche collection. (Author/AMH)

ED 157 667 RC 010 643

Ozete, Oscar

**Assessing Reading Comprehension in Spanish for Bilingual Children. Bulletin No. 9533.**

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date—78

Note—57p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Students, Correlation, Elementary School Students, Grade 3, Language Dominance, Mexican Americans, Native Speakers, Puerto Ricans, \*Reading Comprehension, \*Reading Tests, \*Spanish Speaking, \*Test Construction, \*Test Reliability

Identifiers—Wisconsin (Milwaukee)

The study prepared reading tests in the children's first language, Spanish, that initially considered their comprehension of the language and subsequently evaluated their skill in drawing inferences or pertinent information from the material read. Two reading comprehension tests (Forms A and B) were constructed, using two different excerpts from "Fantasias", a book not previously read by the children. Each test consisted of 35 multiple-choice questions divided into 3 parts: Input Subtest—20 questions assessing the student's familiarity with a passage's linguistic elements; Content Subtest—5 items measuring the student's ability to infer meaning from context; and Paraphrase Subtest—assessing the ease with which students recognize suitable paraphrases for 10 of the verbal expressions found in the Input passage. A total of 150 examinations were administered to 116 third-grade students (predominantly of Mexican and Puerto Rican backgrounds) enrolled in 6 bilingual schools in Milwaukee, Wisconsin. Five classes took Form A (79 tests), 4 took Form B (71 tests), and 2 took both forms (34 tests). Test instructions were given in both English and Spanish. Student scores were then compared with factors such as language dominance, home lan-

guage, and reading levels through a series of correlations. Among the findings were that: reliability of Form A (total test) was high at .93; for Form B reliability was higher for subtests I and III and noticeably lower for subtest II; significant at the .01 level were the total score and subscores for Form A with the children's reading level in Spanish. (NQ)

ED 158 560 FL 009 452

Ligon, Glynn And Others

**Objectives by Level, Scope and Sequence: Spanish Criterion Referenced Test.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Aug 74

Note—15p.; For related documents, see FL 009 447-451

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, \*Criterion Referenced Tests, \*Educational Objectives, Elementary Education, Federal Programs, Language Instruction, \*Language Tests, Phonetic Analysis, Reading Comprehension, \*Reading Tests, Second Language Learning, \*Spanish, Structural Analysis, Student Evaluation, Testing, Vocabulary

Identifiers—Elementary Secondary Education Act Title VII

An outline is presented of the instructional objectives for Spanish reading measured by the Austin Independent School District's Spanish Criterion Referenced Test (SpCRT). Available in six levels from kindergarten through fifth grade, the test is referenced to the Spanish materials available and the instructional activities for Spanish reading conducted in this bilingual program. The test yields a student profile identifying which objectives the student has already met and which objectives are to be pursued during the current school year. It also yields a classroom profile identifying which students may be grouped for instruction related to a specific objective. Two tables are included: (1) an outline of 31 major instructional objectives according to level, scope and sequence; and (2) for each level, a detailed listing of each objective under three major headings: phonetic analysis, structural analysis and comprehension. (Author/AMH)

ED 158 574 FL 009 672

Nalman, N. And Others

**The Good Language Learner. Research in Education Series No. 7.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date—78

Note—112p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6 (\$4.75)

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Classroom Research, \*Cognitive Style, Communicative Competence (Languages), Educational Research, \*Individual Characteristics, Language Ability, Language Instruction, Language Proficiency, \*Language Research, Language Tests, Learning Processes, Linguistic Competence, Question Answer Interviews, Secondary Education, Secondary School Students, \*Second Language Learning, Student Attitudes, Verbal Ability

Identifiers—\*Learning Strategies

This study is intended to help experienced practitioners and student teachers gain a systematic understanding of language learning. Part I is a general introduction discussing the second language learner and first language learner. Part II describes the adult interview study; the method, procedure, and results of interviews with good and poor language learners are outlined. Part III describes the main classroom study, which constitutes the major portion of the report. The following aspects of the study are discussed in detail: (1) apparatus (criterion measures, cognitive style and personality test, classroom observation and student interview); (2) method; (3) results and statistical analysis; and (4) special aspects (such as differential teacher treatment, case studies and classroom activities and atmosphere). The study involved a total of 72 students in grades 8, 10 and 12, who were observed and then tested in an attempt to isolate some of the critical variables among the common characteristics, personality traits, cognitive styles, strategies and learning environments of the good language learner. Part IV, the conclusion, discusses major findings, suggestions for further research, and practical implications. Rubin's list of strategies, the interview questionnaire, and a

bibliography are appended. (NCR)

ED 158 600 FL 009 710

*Sajavaara, Kari Lehtonen, Jaakko*  
Spoken Language and the Concept of Fluency.  
Jyväskylä Univ. (Finland). Language Center.  
Pub Date—78

Note—38p.; Best copy available  
Journal Cit—Language Centre News; n1 p23-57  
1978

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communicative Competence (Language), Grammar, \*Language Fluency, \*Language Instruction, Language Usage, Linguistic Competence, Pragmatics, \*Second Language Learning, Sociolinguistics, Speech Skills, Testing, Verbal Ability, \*Verbal Communication

Language teaching typically reflects current research, and, until quite recently, grammatical competence (e.g., in the Chomskyan sense) was the major target of linguistic research. Emphasizing the spoken language, the term "fluency," as applied to the foreign language performance of a language learner, is correlated to foreign language proficiency. Some parameters of fluency as found in the literature are examined to see to what extent such parameters should be observed in future studies and what methods should be used to test their influence. Since the term is difficult to define, dictionary definitions are consulted along with professional discussions and language teaching authorities. Fluency is regularly mentioned as one of the goals for foreign language teaching and is discussed in terms of linguistic, psychological, and sociolinguistic factors. A preliminary test was conducted to acquire material for the study of fluency. The organization of the message is evaluated in terms of message length, false starts, impressions, lexical density and variation, and continuity factors are also evaluated. Even when fluency is defined as being independent of the grammatical competence of the language learner, the lack of linguistic resources remains the most usual cause of disruptions, message reductions, and total abandonment of turns in discussion. For teaching fluency, two things should be combined: the words and their use, i.e., the grammar and the pragmatics of the language. (NCR)

ED 158 602 FL 009 713

*Mendelsohn, David*  
Problems in Testing the Intonation of Advanced Foreign Learners.

Jyväskylä Univ. (Finland). Language Center.  
Pub Date—78

Note—16p.

Journal Cit—Language Center News; n1 p111-123  
1978

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English (Second Language), \*Intonation, \*Language Instruction, Phonetics, \*Second Language Learning, Speech Communication, Speech Skills, Stress (Phonology), Suprasegmentals, Teaching Methods, Test Construction, \*Testing, Test Interpretation, \*Test Reliability, Test Validity, Verbal Ability

It is argued that knowledge about the testing of intonation in English as a foreign language is inadequate; the major problems are outlined and tentative suggestions are given. The basic problem is that the traditional foreign language teacher's conception of intonation is limited. A three-part definition of intonation is favored, with suggestions on how to assess each of these subsystems. The sections deal with the assessment of the subsystems of tonality, tonicity and tone which together make up intonation. Tonicity is defined as the distribution into tone groups—the number and location of the tone group boundaries. Tonicity is defined as the placing of the tonic syllable—the location in each tone group of the pretonic and tonic sections. Tone is defined as the choice of primary and secondary tone. In the discussion of tone, it is noted that: (1) specific tones do not always accompany specific grammatical forms; (2) there is dialectal and ideolectal variation in tone; (3) there is a "mirage effect" when assessing tone; and (4) tone is not an easily isolated item. The problems of the selection and elicitation of data for assessing intonation are discussed briefly, concluding that free speech with controlled content is the best method. In order to reach a valid and reliable assessment of intonation, more attention must be paid to the importance of the problems involved. (NCR)

ED 158 609 FL 009 723

*Howlett, Frederick G.*  
Teaching French Vocabulary to English Speaking Students. A Comprehensive and Eclectic Approach.

Pub Date—Aug 78

Note—95p.

Language—English; French

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Communicative Competence (Languages), Contrastive Linguistics, Course Objectives, \*Etymology, \*French, Instructional Improvement, Instructional Innovation, \*Language Instruction, Language Research, Language Tests, Mass Media, Secondary Education, Second Language Learning, Student Interests, Teacher Developed Materials, Teaching Methods, Textbook Research, \*Vocabulary, Vocabulary Development, Vocabulary Skills, Word Frequency, Word Lists

The greatest need of language teachers today is a workable approach to teaching vocabulary. This is essential if students are to be enabled to achieve communicative competence, that is, to make a transfer from the textbook to the real world of French, as reflected in the French media. An effective and comprehensive approach to teaching vocabulary can be integrated with existing French instructional materials and programs. In time, it can allow the teacher to use authentic materials in place of the "packaged" materials of existing courses. Such a change in methods and materials is essential if large numbers of students arriving in high school with a good foundation in French are to reach the stated objective. There are two complementary vocabulary instruction strategies directed toward this end: a predetermined approach based on a minimum high frequency word list, and an experiential approach using authentic materials (e.g., newspapers and radio broadcasts) arising from students' expressed needs. The predetermined approach capitalizes on the etymological relationship between French and English words. The experiential approach provides one way to learn, use and test vocabulary as it is needed. A bibliography and ten appendices are provided, containing lists of French and English words grouped according to similarities and etymological origins and links, and sample vocabulary tests. (Author/AMH)

ED 158 955 RC 010 742

*Gonzales, Joe R., Comp.*  
Spanish/English and Native American/English Bibliography. A Guide to the Holdings of the SW-BETRC Resource Materials Bank.

Southwest Bilingual Education Training Resource Center, Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 77

Grant—G007604664

Note—105p.; Not available in hard copy due to small print size of original

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agencies, \*American Indians, \*Annotated Bibliographies, Audiovisual Aids, Bibliographies, Biculturalism, \*Bilingual Education, Directories, Early Childhood Education, \*Educational Resources, Elementary Secondary Education, \*Instructional Materials, Measurement Instruments, \*Mexican Americans

Identifiers—Native Americans

A guide to the holdings of the Southwest Bilingual Education Training Resource Center (SW-BETRC) located at the University of New Mexico in Albuquerque, this bibliography includes updated (60's and 70's) listings and annotated citations relevant to bilingual/bicultural education programs comprised of English, Spanish, and Native American language components. Divided into seven basic sections, this bibliography includes (1) an annotated educational and cultural bibliography of Mexican American professional resources listed by author's surname (130 citations); (2) a listing of over 150 locally and commercially developed classroom instructional materials with grade level and publisher's title; (3) a listing of 165 Native American professional resources with descriptions (includes print and non-print materials); (4) a listing of some 175 bilingual evaluation instruments (secondary level) available for reference use in the Center's Materials Bank or via the accompanying distributors list; (5) a list of 41

bibliographies providing information and references to early childhood education, bilingual education programs, evaluation, migrant education, parent-community involvement, and other specific aspects of bilingual education; (6) a list of 25 ERIC (Educational Resource Information Center) sources on bilingual/bicultural education; and (7) a list of 55 distributors of bilingual materials (includes addresses, catalog titles, areas of interest, and material types). (JC)

ED 159 204 TM 007 486

*Apanasewicz, Nelli Rosen, Seymour M.*  
Final Examinations in the Russian Ten-Year School.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-14126

Pub Date—66

Note—24p.; Not available in hard copy due to marginal legibility of original document

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, \*Academic Standards, \*Achievement Tests, Algebra, Chemistry, Educational Assessment, Educational Objectives, Elementary Secondary Education, Federal Regulation, \*Foreign Countries, Geometry, \*Grade 10, \*Graduation Requirements, History, Physics, Second Language Learning, Social Studies, Student Testing, Testing Programs, Test Items

Identifiers—\*Final Examinations, \*USSR

In May and June of each year, Soviet students who have completed grades one through ten face a final examination in each of the major subjects which they have studied. The examinations are constructed by the ministries of education in the Soviet republics and are submitted to the individual school district authorities. The type, form, and purpose of the examination are relatively constant each year. The examinations are aimed at verifying the amount of knowledge acquired by the students upon completion of their secondary education, and reflect an effort to have students master a prescribed amount of knowledge from textbooks, other required readings, and practical work. Each pupil selects a card bearing the questions he or she will answer; the student must provide the answers orally, and when appropriate, on the blackboard. Answers are judged by a committee composed of the school director, teachers, and an official from the local district education department. This booklet provides an outline of the course content covered by the 1964 examinations in algebra, geometry, physics, chemistry, history of the USSR and social sciences, and foreign languages (English, German, and French). (Author/JAC)

ED 159 241 UD 018 434

*Bishop, Arthur, Ed.*  
Focus 2 Bilingual Education.

Educational Testing Service, Princeton, N.J.

Pub Date—77

Note—23p.; Not available in hard copy due to author's restriction

Available from—Educational Testing Service, Princeton, New Jersey 08541 (free)

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Tests, \*Bilingual Education, Bilingual Teachers, Community Support, Diagnostic Tests, Educational Assessment, \*Educational Planning, \*Educational Testing Elementary Secondary Education, English (Second Language), Inservice Teacher Education, \*Minority Group Children, Minority Group Teachers, Non English Speaking, Parent Participation, Preschool Education, \*Test Construction

Identifiers—\*Elementary Secondary Education Act Title VII  
With the passing of Title VII of the Elementary and Secondary Education Act in 1968, a number of school districts turned to the Educational Testing Service (ETS) for help in the area of bilingual education. ETS bilingual specialists began to offer advice and assistance in planning new programs, inservice training, evaluating curricula, and measuring different aspects of bilingual programs. Explained in this document are some of the problems ETS had to consider in providing this assistance: the type of bilingual program best suited to a particular school; the need to establish a program that would receive the necessary local support; and the shortage of qualified teachers. Specific strategies and programs

developed, implemented and/or conducted by ETS are detailed. These include language tests, surveys of inservice training programs, minimum proficiency tests for teachers, screening and achievement tests for children, instructional program evaluation, and the development of process and outcome objectives for students in different grades. Some of the established bilingual programs referred to are "Mano a Mano," the Targeted Achievement Reading Program (TARP), Better Understanding of Educational Needs of Others (BUENO), and CIRCUS (BL CIRCO). (BB)

ED 159 588 CS 003 692

Au, Kathryn H. Spidel, Gisela E.

Hawaii Creole Speakers' Listening Comprehension Abilities in Standard English and Hawaii Creole. Technical Report No. 53.

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Pub Date—Feb 76

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Creoles, Interference (Language Learning), \*Listening Comprehension, \*Non-standard Dialects, Primary Education, Reading Achievement, \*Reading Comprehension, \*Reading Research, \*Second Language Learning, Standard Spoken Usage

This study was conducted to determine if the low reading achievement of a group of Creole-speaking first and second graders was caused by lack of comprehension (due to dialect interference) of their Standard English texts. The materials used were three stories in Creole and three stories in Standard English. Because they had never encountered dialect texts, these stories were taped and the children were asked questions orally, in order not to bias the results. The children were tested at three different levels of difficulty appropriate to their grade levels. No difference in total number of correct responses was found between the Creole and Standard English selections. This finding is consistent with the results of other studies done with both Black and Hawaiian children. An important finding relating to reading achievement was that the children as groups comprehended story content poorly, even at their expected grade level. Since listening comprehension should be far above reading comprehension, it was suggested that more emphasis be given to increasing general comprehension skills in both listening and reading. (Author)

ED 159 648 CS 004 398

Parrish, Berta E. And Others

New Directions in Reading Education. Volume 1. Arizona State Univ., Tempe. Coll. of Education.

Pub Date—78

Note—89p; First Yearbook of the Arizona State University Reading Conference

Available from—Reading Education, Payne B-112, Arizona State University, Tempe, Arizona 85281 (\$2.00)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Bilingual Education, Conference Reports, Content Reading, Criterion Referenced Tests, Elementary Secondary Education, \*Evaluation Methods, Higher Education, Humanistic Education, Informal Reading Inventory, \*Language Development, Norm Referenced Tests, Readability Formulas, Reading Diagnosis, \*Reading Instruction, Reading Research, \*Reading Tests, \*Supplementary Reading Materials

Identifiers—\*Oral Language

The nine articles presented in this yearbook were drawn from Arizona State University's Annual Reading Conference which focused on new directions in reading. Four of the articles deal with evaluation techniques in reading and include discussions of developing culture-fair informal reading inventories, what oral language tests really measure, and evaluations of norm-referenced and criterion-referenced measures of reading achievement. The theory and practice related to expressive language skills are discussed in two articles, one dealing with teaching in a bilingual culture, the other with language development through the content areas. The remaining three articles cover the need for readability estimates in the selection of supplementary reading materials, a suggestion that reading researchers look to government and industry for support, and a plea for all educators to humanize instructional practices. (FL)

ED 159 882 FL 009 635

Schub, Renate A. Bartz, Walter H.

Free to Communicate. Perspective: A New Freedom. ACTFL Review of Foreign Language Education. Vol. 7.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date—75

Note—47p.

Available from—Not Available Separately; See FL 009 633

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—\*Communicative Competence (Languages), Educational Objectives, Elementary Secondary Education, Error Analysis (Language), Higher Education, Instructional Innovation, Instructional Materials, Language Development, \*Language Instruction, Language Skills, \*Language Tests, \*Learning Activities, Literature Reviews, \*Second Language Learning, Student Motivation, \*Teaching Methods

Greater emphasis is placed upon communication in today's foreign language classroom. Various definitions of communicative competence are considered: basically, it is the ability to understand and make oneself understood in real-life situations. In teaching for communicative competence, meaning (what is being said) becomes the focal point of attention, and form (how, linguistically, it is being said) becomes secondary. Recent findings and theories that are pertinent to the question of how to develop communicative competence are summarized. First language versus second language learning, meaning with situational referents versus manipulative practice, learner factors, error analysis and error correction, and pedagogical implications are discussed. Published and teacher-made materials that suggest specific classroom activities are reviewed, including guided conversation, guided composition, and simulation. Testing communicative competence and some directions for future research and materials development are covered. Foreign language study appears to be becoming more humanistic as a result of the emphasis upon communication and the growing recognition of the individual's right to express freely his thoughts and feelings in the classroom. (SW)

ED 159 894 FL 009 708

Pack, Alice C., Ed.

TESL Reporter, Vol. 11, No. 3.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date—78

Note—17p.

Available from—Communication and Language Arts Division, Brigham Young University, Hawaii Campus, Laie, Hawaii 96762 (free)

Pub Type—Journals; Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Book Reviews, Composition (Literary), Composition Skills (Literary), Educational Games, Elementary Secondary Education, \*Employment Opportunities, \*English (Second Language), Grammar, Higher Education, \*Language Instruction, Language Tests, Predictive Validity, Puzzles, Second Language Learning, \*Sentence Combining, Teacher Workshops, \*Test Validity, Vocabulary, Vocabulary Development, Workshops, Writing Exercises

Identifiers—Comprehensive English Language Test (CELT), \*Crossword Puzzles

This issue contains five articles on teaching English as a second language. "Predictive Validity of the CELT" by R. T. Moran and J. G. Erion discusses use of the Comprehensive English Language Test for Speakers of English as a Second Language to predict later success in a setting where nearly all students speak English as their second language. "Sentence Combining: A Theory and Two Reviews" by R. Shook acquaints the reader with the theory of sentence combining and reviews two books that apply to ESL instruction. "How to Construct a Crossword Puzzle" by A. C. Pack gives detailed instructions on the materials needed and procedure to be followed in constructing vocabulary building puzzles. "Report on 2nd Annual Year of Composition Workshop" by G. Larkin describes the presentations and workshops based on the theme of composition instruction within the framework of English as an international auxiliary language. The final article consists of a listing of employment opportunities for teachers of English as a second lan-

guage in Kobe, Japan and Saudi Arabia. (AMH)

ED 159 895 FL 009 711

Tommola, Jorma

Testing Listening Comprehension Through Redundancy Reduction. Language Centre News, No. 1. Jyväskylä Univ. (Finland). Language Center.

Pub Date—78

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, Cognitive Processes, Communication (Thought Transfer), Language Ability, \*Language Instruction, \*Language Tests, Linguistic Competence, Linguistic Theory, \*Listening Comprehension, \*Listening Tests, Memory, Perception Tests, Psycholinguistics, Recall (Psychological), \*Redundancy, \*Second Language Learning, Test Construction, Testing, Testing Problems, Test Interpretation

The idea of reducing the redundancy of a verbal message in a statistical way is presented as a practiced technique of language testing. Considering the temporality of speech comprehension, and the necessarily sequential intake of information, these cues may include the serial order of elements and transitional probability. To give the background of reduced redundancy tests, the constructivist view of listening comprehension is outlined as a creative, active cognitive operation with several implications: (1) it means that processing is facilitated by the linguistic and pragmatic organization of the message, together with its presentation in context; (2) it implies that memory, especially short-term storage, is an essential part of comprehension; and (3) it implies that the native listener is only partly bound by the properties of the signals he receives. Two reduced redundancy techniques of listening comprehension testing are reviewed that present the learner with messages that do not contain all the information they normally carry. In the noise test and the aural cloze test, the learner needs to mobilize his total awareness of the linguistic and pragmatic structure. Preliminary observations on an experimental test of aural cloze with Finnish learners imply that the tests have instructional value and may have a stronger theoretical basis than the completion tasks traditionally used to measure listening for details. (NCR)

ED 159 925 FL 009 777

Bilingual Resources, Vol. 1, No. 2, Winter 1978. California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—44p.

Available from—National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032 (\$2.50 per copy. \$6.00 for a subscription of 3)

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, Asian Americans, Biculturalism, \*Bilingual Education, Cultural Factors, Elementary Secondary Education, English (Second Language), Information Sources, \*Instructional Materials, Language Dominance, \*Language Instruction, \*Language Programs, Language Tests, Learning Modules, Program Evaluation, Publications, Reading Instruction, Resource Guides, \*Resource Materials, Screening Tests, Second Language Learning, Spanish, Speech Pathology, Stereotypes, Teaching Methods, \*Testing

Identifiers—Elementary Secondary Education Act Title VII

This journal consists of guides to instructional materials and articles on subjects of interest to teachers in bilingual education programs. The following articles and regular features appear in this issue: (1) "Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program: Abstract and Summary of Findings"; (2) A review of "Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program," by Michael G'Malley; (3) "English Reading for Asian Students," by Grace E. Lee, a discussion of cultural variables and their influence on language acquisition among Asian students; (4) "Opening the Classroom to Indian Students (Head 'em Off at the Pass)," by Dwight A. Billedeaux, a discussion of the systematic stereotyping of American Indians and their exclusion from quality education because of this; (5) "In-

structional and Resource Materials: Annotations"; (6) "Publications of the National Dissemination and Assessment Center, Los Angeles," brief descriptions of recently published and forthcoming material; (7) "Issues in Language Testing," a discussion of some of the problems teachers face when assessing child language usage problems; and (8) "Test Reviews: Spanish/English Language Performance Screening (S/Elpe) and the Austin Spanish Articulation Test (ASAT)." (AMH)

ED 159 932 FL 009 788  
**Bilingual Resources**, Vol. 1, No. 3 Spring 1978.  
 California State Univ., Los Angeles. National Dissemination and Assessment Center.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—78  
 Note—42p.

Available from—National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032 (\$2.50 per copy, \$6.00 for a subscription of 3)

Pub Type—Journal Articles (080)  
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, Behavior Change, Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Teachers, Cultural Factors, Elementary Secondary Education, English (Second Language), Guides, \*Instructional Materials, Language Dominance, \*Language Instruction, Language Proficiency, Language Tests, Poetry, Publications, Reading Instruction, Reading Tests, \*Resource Guides, Resource Materials, Second Language Learning, Social Factors, Spanish Speaking, Standardized Tests, \*Teaching Methods, \*Testing

This journal consists of guides to instructional materials and articles on subjects of interest to teachers in bilingual education programs. The following articles and regular features appear in this issue: (1) "Social Class or Culture? - A Fundamental Issue in the Education of Culturally Different Students," by Frank Angel, an excerpt from a discussion of the confusion of the two concepts of social class and culture; (2) "Behavior Modification Perspective and Bilingual/Bicultural Education Models," by Todd R. Risley, an excerpt; (3) "A Re-Appraisal of Spanish-English Bilingualism for Bilingual Education in the U.S.A.," by Atilano A. Valencia, a discussion of different perspectives of bilingualism and the resulting orientations; (4) "Supply and Demand Factors Related to Bilingual Spanish Teaching Candidates Emerging from Public and Private Colleges and Universities in California, 1976-1977," by Robert Forbes and Berenice Haley; (5) "Instructional and Resource Materials: Annotations"; (6) "Literacy for America's Spanish Speaking Children," by Eleanor Wall Thonis, an excerpt; (7) "Publications of the National Dissemination and Assessment Center, Los Angeles," brief descriptions of recently published and forthcoming material; (8) "Test Review: Basic Inventory of Natural Language (BINL);" and (9) "Selections from Native American Poetry." (AMH)

ED 161 058 CS 204 440

Matluck, Joseph H.

**The Multiple Role of Oral Language Assessment: Language Status, Research, and Curriculum Development.**

Pub Date—May 78

Note—16p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Curriculum Development, \*Educational Assessment, Elementary Secondary Education, \*English (Second Language), Language Maintenance, \*Language Programs, \*Language Tests, Multilingualism, Spanish Speaking

Identifiers—\*MAT SEA CAL Oral Proficiency Tests, \*Oral Language

An oral language assessment test not only can determine the relative proficiency of a child in one or more languages and his or her language preference, but also can provide diagnostic information as to the child's strengths and weaknesses in each language. This information can serve as a guide to curriculum development and to prescriptive instruction in both oral language and reading. Also, data collected from such tests can become valuable resources for investigating language usage, language

acquisition, and bilingualism. Full bilingual programs require an instrument providing assessment in both the home language and in English. Programs in Washington, Idaho, Texas, and California have used the MAT-SEA-CAL Oral Proficiency Tests as diagnostic instruments, as vehicles for improving curriculum design and development, and as aids in making decisions about children being considered for special education and language disability programs. A wide range of research projects that have provided validation for the MAT-SEA-CAL tests and are built on the information gathered from the tests have been conducted and are underway. (TJ)

ED 161 264 FL 009 665  
 Jones, Randall L.

**Testing: A Vital Connection. The Language Connection: From the Classroom to the World.** ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date—77

Note—29p.

Available from—Not Available Separately; See FL 009656

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—\*Communicative Competence (Languages), \*Language Instruction, Language Proficiency, \*Language Skills, \*Language Tests, Listening Comprehension, Reading Skills, \*Second Language Learning, Speech Skills, Testing, Writing Skills

Language testing must be an integral component of any foreign language program. It should relate closely to the objectives of the program so that students are tested on what they practice in the classroom. Although language testing during the past few decades has been concerned primarily with measuring only linguistic knowledge, more consideration is being given to performance testing of communicative competence. Testing of listening and reading proficiency are very common today, principally because they are easily written using a multiple-choice format. Tests of speaking and writing, although less common, are receiving more attention in the classroom. Nonlinguistic aspects of communication need to be incorporated into tests of communicative competence. Students need to learn how the people of a culture communicate and interpret cultural and social information. Research in language testing has moved from a principal focus on validity and reliability to include important psycholinguistic aspects of second language acquisition. Areas within language testing that need special consideration are: more emphasis on the development of valid tests of communicative competence; the development of training materials for administering and scoring performance language tests; better dissemination of information about successful methods of testing foreign language proficiency; more concern for criterion validity; and methods for testing at the higher levels of language proficiency. (Author/SW)

ED 161 265 FL 009 666

Lett, John A., Jr.

**Assessing Attitudinal Outcomes. The Language Connection: From the Classroom to the World.** ACTFL Foreign Language Education Series, Vol. 9.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date—77

Note—36p.

Available from—Not Available Separately; See FL 009 656

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—\*Attitude Tests, \*Language Attitudes, \*Language Instruction, Language Research, \*Measurement Techniques, Research Methodology, \*Second Language Learning, Semantic Differential, \*Student Attitudes  
 Identifiers—Bogardus Social Distance Scale, Likert Scale

Some theoretical definitions of attitudes, including various assumptions that underlie most approaches to attitude measurement, are presented, and directions and findings of attitude research approaches to attitude measurement are the Bogardus Social Distance Scale, the semantic differential, and the Likert scale, each characterized by a particular

format and a certain set of assumptions. Some methodological considerations fundamental to attitude measurement are presented. Guidelines are suggested for the selection of appropriate procedures for given purposes, the identification of specific instruments for specific research situations, and the construction of original measures for situations in which no appropriate one is available. Given current interest in the possible relationships between attitudes and foreign language achievement, and in alleged nonlinguistic outcomes of foreign language study, it seems likely that more and more attitude studies will be conducted in foreign language education. It is desirable that this research include longitudinal, quasi-experimental studies to supplement and extend the valuable correlational studies that have already been done. Caution should be exercised in the interpretation of research data, particularly with respect to the inference of causal relationships among variables. (SW)

ED 161 274 FL 009 783

Poltzer, Robert L.

**Some Reflections on the Role of Linguistics in the Preparation of Bilingual/Cross-Cultural Teachers.** Bilingual Education Paper Series, Vol. 1, No. 12.

California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 78

Note—19p.

Available from—National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032 (\$1.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Objectives, Applied Linguistics, Biculturalism, \*Bilingual Education, \*Bilingual Teachers, Cognitive Objectives, \*Cross Cultural Training, Cultural Awareness, Cultural Context, Cultural Education, Cultural Pluralism, Higher Education, Interdisciplinary Approach, Language Attitudes, Language Instruction, Language Tests, Language Variation, \*Linguistics, Program Content, Psycholinguistics, \*Sociolinguistics, Teacher Attitudes, \*Teacher Education, Teaching Methods

Identifiers—Elementary Secondary Education Act Title VII

During the past twenty years, the field of linguistics has changed in ways that are significant for the preparation of bilingual/cross-cultural teachers. Most linguists today would agree that variability in language and the relation of language to societal phenomena are now major concerns of linguistic inquiry and that interdisciplinary branches of linguistics, especially sociolinguistics and psycholinguistics, are assuming increasing importance in linguistic inquiry. The importance of the contribution of sociolinguistics and psycholinguistics to the training of bilingual education specialists must be judged according to the utilization and role of these sciences in the total professional preparation. Knowledge of them must be matched with cultural understanding and a knowledge of teaching methodology and the language of the target group. Because teachers' attitudes seem to influence educational outcomes, the impact of a linguistics course on language attitudes suggests that the linguistics course must be taught not only from the cognitive but also from the affective point of view. A summary of the findings of a test battery being developed by the Program for Teaching and Linguistic Pluralism of the Center for Educational Research at Stanford concludes this paper. It reinforces the view that a knowledge of linguistics cannot be successfully applied without a knowledge of the pupils' dominant language or without cultural understanding and empathy. (AMH)

ED 161 278 FL 009 794

Oller, John W., Jr. Perkins, Kyle

**Language in Education: Testing the Tests.**

Pub Date—May 78

Note—142p.

Available from—Newbury House Publishers, Inc., 54 Warehouse Lane, Rowley, Massachusetts 01969 (\$4.95)

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Biculturalism, Bilingual Education, Cloze Procedure, \*Educational Testing, Intelligence Quotient, Intelligence

Tests, Language Ability, \*Language Proficiency, \*Language Tests, Personality Tests, Predictive Ability (Testing), Predictive Validity, Psychological Testing, Student Testing, Test Bias, Test Construction, Testing, Test Interpretation, \*Test Reliability, \*Tests, \*Test Validity

This book addresses the question of what tests are measures of intelligence, achievement, and personality tests not based on empirical investigation have questionable validity. Some researchers now suspect that almost all tests given to students in all subjects, as well as general tests of intelligence and personality, are essentially language tests. This book is a first step in the investigation of language proficiency as a factor in educational tests. Five researchers discuss: (1) the importance of language proficiency to IQ and other educational tests (John W. Oller, Jr.); (2) content similarities between intelligence, achievement, personality and language tests (Bjarni Gunnarsson); (3) cloze and dictation tasks as predictors of intelligence and achievement scores (Thomas A. Stump); (4) relationships between oral and written cloze scores and achievement test scores in a bilingual setting (Virginia Streiff); and (5) language proficiency as a source of variance in self-reported effective variables (John W. Oller, Jr. and Kyle Perkins). This book can be used in courses on counseling and guidance, educational measurement, the psychology of language, educational linguistics, and language testing. It also has relevance to the problems of bilingual/bicultural education and multilingualism. Tests cited and references are appended. (Author/NCR)

ED 161 281 FL 009 803

*Tombart, Martin Mangino, Evangelina*  
How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 78

Note—155p.; Not Available in hard copy due to marginal legibility of original document.

Available from—Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas (\$3.00)

Language—English; Spanish

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Bilingual Education, Cognitive Development, Cognitive Objectives, Cognitive Processes, \*Criterion Referenced Tests, Elementary Secondary Education, \*English (Second Language), Essay Tests, \*Guides, Higher Education, Item Analysis, Language Instruction, Language Tests, Learning Processes, Manuals, Mastery Tests, Objective Tests, Scoring, Second Language Learning, Spanish, \*Test Construction, \*Testing, Test Items

Identifiers—\*Bloom's Taxonomy of Educational Objectives

This manual is intended to serve as a step-by-step guide to writing criterion-referenced tests. It includes directions on constructing and scoring various types of test items to measure each level of cognitive function. The manual gives a method for writing, analyzing and rewriting instructional objectives; preparing a content outline; matching test items with objectives; and writing the test items. This guide can be used as a self-paced learning device, as a workshop manual, or as reference material. It provides examples and exercises in both Spanish and English to facilitate skill mastery and reinforce concepts. (Author/AMH)

ED 161 302 FL 009 845

*Benseler, David P. Comp.*  
ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages for the Years 1975 and 1976.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date—78

Note—348p.; Not available in hard copy due to small print

Available from—ACTFL Materials Center, 2 Park Avenue, New York, N.Y. 10016 (\$8.50).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Instruction, \*Bibliographies, Bilingual Education, Bilingualism, Classical

Languages, Cultural Education, Curriculum Development, Curriculum Planning, Elementary Secondary Education, Foreign Culture, Foreign Language Books, Grammar, \*Instructional Materials, \*Language Instruction, Linguistics, Modern Language Curriculum, Phonology, Post-secondary Education, Psycholinguistics, \*Second Language Learning, Semantics, Sociolinguistics, Teacher Education, \*Teaching Methods, Textbooks

Identifiers—American Council on the Teaching of Foreign Languages

This selected bibliography of books and articles related to foreign language pedagogy is compiled from a master list of over 300 journals and reference sources. This compilation, which lists publications that appeared during the two calendar years 1975 and 1976, contains 4,224 citations. They are divided into the following topics: "Pestschriften" and Other Analyzed Collections; General; Bilingualism; Linguistics; Culture; Teaching the Foreign Language; Curricular Problems and Developments; Materials; Physiology and Psychology of Language Learning; Teacher Education and Certification; Methods; Equipment; and Testing. An author index is provided. (Author/NCR)

ED 161 878 TM 006 882

*Blanco, George M.*  
Spanish-Language Assessment in a Bilingual Teacher Education Program.

Pub Date—20 Apr 76

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 20, 1976)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingual Teachers, Higher Education, Language Proficiency, \*Language Skills, \*Language Tests, Native Speakers, \*Spanish, Teacher Education, Teacher Evaluation, \*Test Construction

A diagnostic Spanish proficiency exam for a bilingual education teacher preparation program was pilot tested with 38 students, both native and non-native speakers. Other standardized proficiency exams were considered but judged inappropriate. The Modern Language Association Cooperative Foreign Language Proficiency Test: Spanish seemed more useful for Spanish literature majors because of its literary orientation and use of peninsular dialect. The College Board's Spanish Proficiency Exam assesses only a passive knowledge of Spanish listening comprehension and reading. Accordingly, a test was developed specifically for the teacher preparation program. Its purposes were (1) to objectively assess listening, speaking, reading, and writing skills; (2) to assess phonological, grammatical, and lexical items; (3) to recommend remedial courses, if necessary; (4) to document linguistic growth; and (5) to make this assessment in a relatively reasonable period of time. The locally popular Northern Mexican dialect was used in preference to the peninsular dialect. The test consisted of a conversational oral interview and four other subtests—speaking, listening comprehension, reading, and writing. Results of the pilot testing indicated a positive correlation between proficiency ratings on the interview and the speaking and listening comprehension scores. Native speakers' ratings on the interview correlated positively with every subtest except reading; however, non-native speakers showed no clear correlation trends. The test is being modified to reduce administration time from four to two hours. (CP)

ED 161 951 TM 007 992

*Guidelines for Selecting Test Instruments and Procedures for Assessing the Needs of Bilingual Children and Youth. Part I: Guidelines for Determining Student Eligibility for Bilingual Instruction. Part II: Revised Guidelines for Selecting Test Instruments and Procedures in Bilingual Instruction.*

Michigan State Dept. of Education, Lansing.

Pub Date—Mar 76

Note—45p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Administrator Guides, Bibliographies, Bilingual Education, \*Bilingual Students, Elementary Secondary Education, Eligibility, \*Language Tests, \*Needs Assessment, School Districts, \*Spanish Speaking, State Standards, \*Student Evaluation, Testing,

\*Test Selection

Identifiers—Michigan

It is required by Michigan Public Act 294 that local school districts having an enrollment of 20 or more students of limited English-speaking ability establish and operate bilingual instruction programs, and that the State Board of Education approve a testing mechanism suitable for evaluating the proficiency in English language skills of students of limited English-speaking ability. This document was designed to provide school districts in Michigan with a set of guidelines for determining student eligibility for bilingual instruction and a set of revised guidelines to be used in assessing students with a language background other than English. Guidelines are presented for: (1) establishing the role of the bilingual instruction eligibility committee; (2) establishing the procedure for determining eligibility; (3) documenting and recording each student's difficulties in performing ordinary classwork and test scores reflecting academic achievement; (4) utilizing test results; and (5) designating school districts for bilingual education. Appendices include a list of test instruments suggested for eligibility assessment; designated Michigan school districts; and a list of test instruments for assessment, prescription, and evaluation in bilingual instruction. (Author/JAC)

ED 162 281 CS 004 485

*Connor, Ulla*

A Study of Reading Skills among English as a Second Language Learners. Technical Report No. 471.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 78

Contract—NIE-G-78-0217

Note—265p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Cultural Factors, Doctoral Theses, Elementary Secondary Education, \*English (Second Language), \*Listening Comprehension, Questionnaires, \*Reading Comprehension, \*Reading Research, Reading Skills, \*Second Language Learning, Socioeconomic Influences, \*Word Recognition

Ninety-one English-as-a-second-language (ESL) students in grades two through twelve and 781 native English-speaking students in grades two, four, and six participated in a study to examine the relationships among word identification, reading comprehension, and listening comprehension of ESL students and to compare word identification and reading comprehension skills of ESL and native English-speaking students. The study also sought to determine the effects of certain individual and socioeconomic variables on ESL students' reading comprehension. The findings revealed that native speakers performed significantly better than ESL students on the word identification tasks, and that there was a positive correlation between ESL learners' reading and listening skills. No association was shown between ESL students' first-language background and their performance on word identification tasks, nor was the ability to read in English affected by reading skills in the first language or by its structure. Clear patterns were evident among the ESL students' reading performance and language background, length of residence in the United States, amount of English spoken at home, and amount of television watched. However, no pattern appeared between the ESL students' reading performance and their sex, sibling position, amount of ESL instruction, or socioeconomic status. (Appendixes include tests, passages and questions, questionnaires, and parent permission letters and forms used in the study.) (FL)

ED 162 467 EC 112 510

*Semmel, Melvyn I. And Others*

The Effectiveness of a Computer-Assisted Teacher Training System (CATTS) in the Development of Reading and Listening Comprehension Instructional Strategies of Preservice Special Education Trainees in a Tutorial Classroom Setting. Final Report 53.4.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Aug 76

Grant—OEG-9-242178-4149-032

Note—266p. A part of the Computer-Assisted Teacher Training System (CATTS) Development and Applications series; For related information, see EC 112 508-509

Available from—Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 (\$4.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Oriented Programs, Educational Technology, \*Handicapped Children, Language Instruction, \*Listening Comprehension, Mentally Handicapped, Performance Based Teacher Education, Practicums, Program Descriptions, Program Effectiveness, \*Reading Comprehension, \*Skill Development, \*Teacher Education, \*Teaching Skills

Identifiers—\*Computer Assisted Teacher Training System

Described is a project which relates psycholinguistic processes (reading and listening comprehension) of handicapped children to the training needs of special education teachers through the application of Computer-Assisted Teacher Training System technology in performance based teacher education. The first chapter discusses preservice special education and presents the nine objectives of the project. Chapter 2 reviews the literature and considers implications and conclusions relating to the following topics: interactive teaching behaviors and reading and listening comprehension, language strategies of retarded children, reading studies involving educable mentally handicapped children, reading comprehension and organization in the retarded. Chapter 3 describes the methods used in the project observation system, training materials, coder training, and coder competencies evaluation; tutor background, practicum objectives and tutoring procedures; and teaching phases and experimental design). The results of the project (including 11 tables) are discussed in chapter 4. Chapter 5 summarizes the project in terms of objectives, perspective, methods, data sources, and results, and draws conclusions about the effectiveness of the project. (BD)

ED 162 503 FL 009 627

Jorstad, Helen L.

Testing as Communication. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date—74

Note—51p.

Available from—Not Available Separately; See FL 009 619

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Cloze Procedure, Communication Skills, Communicative Competence (Languages), Criterion Referenced Tests, Cultural Awareness, Educational Objectives, Elementary Secondary Education, Grading, Higher Education, \*Language Instruction, Language Proficiency, Language Skills, Language Teachers, \*Language Tests, Performance Contracts, Program Evaluation, Reading Tests, Receptive Language, Research Needs, \*Second Language Learning, Speech Communication, Student Attitudes, \*Student Evaluation, \*Testing, Test Items

The principal aim of testing is to communicate to the student the extent to which he has progressed in attempting to fulfill his goals. Progress in the testing field is observed especially as a step in a feedback loop that includes goals, tasks, and evaluation procedures for providing feedback to the student. The teacher-as-learner also uses test feedback in program planning. The criterion-referenced test is essential if the "mastery model" is used. A need exists for computerized banks of foreign language test items that are easily used for individualized programs, and research and local study are needed to determine the minimum objectives for foreign language courses. When only criterion-referenced tests on discrete language are used, there is a danger that affective goals will be glossed over. If contracts are used, there should be some flexibility to allow for specialized student interests. Both discrete item tests and tests of global language proficiency are needed. There is also a need for tests of communicative competence to ensure goal-test congruence. Research is continuing on ways to test "way-of-life" culture; behavior can and must be tested as well as knowledge. New reporting systems to parents are

needed for innovative programs. Constant evaluation of the attitudes of foreign language students and students who are not studying languages are needed so that the programs reflect the goals and needs of students. Continued research into ways of assessing student and community attitudes toward foreign language study and foreign people and cultures is essential. (SW)

ED 162 520 FL 009 849

Alkhuil, Muhammad Ali

English as a Foreign Language: Linguistic Background and Teaching Methods.

Riyad Univ. (Saudi Arabia).

Pub Date—76

Note—150p.

Pub Type—Books (010)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Applied Linguistics, Bibliographies, \*English (Second Language), Grammar, Higher Education, Instructional Aids, \*Language Instruction, \*Language Skills, Language Tests, Lesson Plans, Pronunciation Instruction, Reading Instruction, Second Language Learning, \*Teacher Education, \*Teaching Methods, \*Teaching Skills, Vocabulary Development, Writing

This manual is intended primarily for university student who are preparing to teach English as a foreign language, although it is considered useful for inservice teachers also. Language, linguistics, approaches to foreign language instruction, program types and effective teaching methods are discussed in the introduction. Subsequent chapters deal with the teaching of pronunciation, grammar, vocabulary, reading and writing. The final two chapters deal with testing each language skill and the use of instructional aids. Each chapter presents in summary form some of the theory related to the topic, instructions on class presentation, exercises and assignments, and a discussion in the form of review questions on the chapter. Some chapters contain lesson plans. A bibliography completes the volume. (AMH)

ED 162 528 FL 009 894

Teaching English as a Second Language: Perspectives and Practices. A Series of Six Texts.

Testing: Fourth of a Series.

New York State Education Dept., Albany.

Pub Date—78

Grant—G0077C0041

Note—89p.

Available from—The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, New York 12234

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, \*Cloze Procedure, \*Communicative Competence (Languages), Culture Free Tests, \*English (Second Language), Intelligence Tests, Language Dominance, Language Instruction, \*Language Proficiency, \*Language Tests, Learning Processes, Minority Group Children, \*Second Language Learning, Sociolinguistics, Teaching Methods, Test Construction, Testing, Test Interpretation, Test Reliability

This book is designed to assist those who work with non-English dominant students by providing resource information relevant to second language teaching and learning. The articles in the series encompass both theory and practical learning techniques in six general topics. Five articles concerning testing are presented in the fourth volume of this series. "Testing," by Robert Cooper, is a brief introductory guide to the construction, selection, and use of second language tests, specifically tests of English as a second language. The second article, "Writing Proficiency and Achievement Tests," by Sydney Sako, discusses test items designed to measure the four types of language skills: listening comprehension, reading comprehension, speaking production, writing production, and combinations of these skills. The third article, "The Assessment of Language Dominance and Proficiency," by Marina Burt and Heidi Dulay, defines the dimension of bilingual measurement in order to assess oral language dominance and proficiency. The fourth article, "Using Cloze Procedure as an Overall Language Proficiency Test," by Kenneth Aitken, discusses the construction, administration, scoring and interpretation of cloze tests of overall language proficiency. The last article, "I.Q. Tests for Minority Children and a Piagetian-Based Computerized Information System as an Alternative," by Edward A. DeAvila, discusses the inadequacy of the response of test pub-

lishers to public criticism of I.Q. tests. Appended are a list of abbreviations and definitions used in the book and a list of materials and services available from the Bureau of Bilingual Education, New York State Education Department. (NCR)

ED 163 031 TM 008 028

Wanous, Donna S.

Comparison of the Factor Structure of Selected Cognitive Abilities in Bilinguals.

Pub Date—Mar 78

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978) GEO:U.S.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, \*Bilingual Students, \*Cognitive Ability, Cognitive Tests, \*English, \*Factor Structure, Intelligence Tests, Junior High Schools, \*Language Proficiency, Spanish, \*Spanish Speaking, Test Bias, Testing Problems

Identifiers—Gullford (J P)

The organization of nine selected cognitive abilities from Gullford's structure-of-intellect model (SI) was explored in a sample of Spanish-English bilingual students. One hundred and ninety-four seventh and eighth graders were assigned to take a battery of nine cognitive ability tests in Spanish or English. The nine tests measured convergent production of semantic material, convergent production of figural material and divergent production of semantic material. Separate factor analyses for each language version resulted in two different factor structures. The factor structure based on the English test battery yielded a verbal-ability factor, a spatial-ability factor, and a relational-ability factor. The Spanish test battery resulted in a convergent-verbal-spatial ability factor, a divergent-semantic ability factor, and a sequential-reasoning ability factor. Results indicated that the cognitive abilities of bilingual children are multidimensional in structure; that the organization of these abilities is different from that hypothesized by Guilford's model; and that this organization is different when the student is tested in Spanish versus English. Recommendations are made for teachers, researchers, and test authors involved in bilingual education. (Author/JAC)

ED 163 043 TM 008 061

Hardy, Roy

Should Jose Be Tested In Spanish?

Pub Date—Apr 77

Contract—100-76-0136

Note—33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April, 1977)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Aptitude Tests, Bilingual Students, \*Language of Instruction, \*Language Proficiency, Language Role, Preschool Education, \*Preschool Tests, \*Response Style (Tests), Screening Tests, Spanish, \*Spanish Speaking, \*Test Construction, Testing

Identifiers—Bilingual Syntax Measure, \*Circo Assessment Battery

To prepare for the national norming of El Circo (the Spanish-language equivalent of the Circo Assessment Battery) three research questions were posed. First, will the presentation of test instructions in both English and Spanish significantly increase achievement? Second, what level of language competency is necessary for valid use of the various tests on nonlanguage skills in the El Circo battery? Third, how can this competency be assessed? Three El Circo tests, representing low, intermediate, and high requirements for understanding test instructions and responding appropriately were given to 154 Spanish speaking or Spanish surnamed preschoolers. Results indicated both languages should not be used for test instructions because there was no significant difference in achievement between groups assigned to this treatment and groups receiving instruction in the dominant language alone. The influence of language competency increased with the quantity of verbal instructions for the test. Pre-screening to identify children with insufficient Spanish to benefit from El Circo was recommended. The Bilingual Syntax Measure and the El Circo Language Check were validated in this study for prescreening. Although parent and teacher assessments were also considered, neither added much to the accuracy of the screening. (CP)



ED 163 753

FL 009 721

Cohen, Andrew D. Aphak, Edna  
 Easifying Second Language Learning.  
 Pub Date—Jul 78

Note—49p.; Best copy available

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Classroom Communication, College Students, Hebrew, Higher Education, Intensive Language Courses, \*Language Instruction, Learning Activities, Questionnaires, Review (Reexamination), \*Second Language Learning, Student Attitudes, Study Abroad, Study Habits, \*Study Skills, \*Test Wisdom, \*Vocabulary Development

A study was conducted to investigate some basic learning activities in order to identify strategies that make learning more effortless. Study topics focus on acquisition of new second-language vocabulary, students' organization of their notebooks, studying for tests, observation of classroom communication, and test-taking strategies. Nineteen native English-speaking students from the United States who were spending their junior year in Israel were studied. They were taking an intensive Hebrew program for two months, followed by a field experience, and then less intensive Hebrew studies. A language background questionnaire was administered to the students to obtain pre-instruction profiles. Study results suggest that if students used some associational patterns for learning vocabulary, the words were retained successfully over time. No one note-taking or review method is appropriate for all students, but students did not differ much in basic note-taking and review patterns, as revealed by self-report. Students themselves can be a good source of information concerning study tips. Good and bad communicative strategies appeared across class levels and were used both by better and poorer students. It was demonstrated that it is difficult for an outside observer to establish the actual source of the error and to identify the learner strategy being employed without consulting the learners. Six suggestions about how to take tests were generated. The language background questionnaire is appended. (SW)

ED 163 754

FL 009 724

Gardner, Robert C. Smythe, Padric C.  
 Second Language Acquisition: A Social Psychological Approach. Research Bulletin No. 332.  
 University of Western Ontario, London. Dept. of Psychology.

Spons Agency—Ontario Curriculum Inst., Toronto.

Pub Date—Jul 75

Note—335p.; Appendix D, the correlation matrices for the validation study, are not included because the type size is too small to be filmed.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Academic Achievement, Aptitude, Attitude Tests, Cultural Awareness, Elementary Secondary Education, \*French, Intelligence, \*Language Attitudes, Language Instruction, Language Proficiency, \*Language Research, \*Performance Factors, \*Second Language Learning Student Attitudes, Student Motivation, Test Construction

Identifiers—\*Canada, Ontario (London)

A two-year research project was conducted to investigate factors that promote second language acquisition and to monitor changes in these factors associated with increased training and proficiency in the second language. Two French programs in London, Ontario second language program beginning in grade 7 and the secondary school French program in London, Ontario, were examined. A battery of tests was developed to assess students' motivation to learn a second language. Information is presented on the elements of experimental design and analysis, the test construction phase of the attitude/motivational test battery, relationships among the attitude/motivational tests and several measures of French achievement, the soundness of the measuring instruments, a formula for predicting second language achievement, results of two separate studies on language dropouts, a different research orientation focusing on stereotypes about French Canadians, English Canadians, "French teacher," "French course," and "English course." A theory that is being developed to integrate the findings on the relationship between French achievement and the three areas of intelligence, language aptitude, and motivation is outlined. Test materials used in the initial study and the validation study and correlation matrices produced to generate factor analytic information are appended. (SW)

ED 163 807

FL 009 924

Perren, G. E. Ed.  
 Foreign Language Testing. Specialised Bibliography.

Centre for Information on Language Teaching, London (England).

Pub Date—Jul 77

Note—72p.

Available from—Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP England

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Abstracts, Achievement Tests, \*Annotated Bibliographies, Aptitude Tests, Cloze Procedure, \*English (Second Language), Evaluation Methods, Language Instruction, Language Proficiency, Language Skills, \*Language Tests, Modern Languages, Psycholinguistics, \*Second Language Learning, \*Testing

This specialized bibliography provides a widely representative selection of materials on testing foreign language skills. It is divided into two sections. The first covers articles that have appeared in periodicals over the past two years and includes abstracts of each. These have been reprinted from volumes 1 through 9 of "Language Teaching and Linguistics: Abstracts" (formerly "Language Teaching Abstracts"). The second part is a selected list of books dealing with language testing and a brief selection of published tests. A separate contents index of the abstracts is provided, and a combined index of authors and editors covering both books and articles is appended. (NCR)

ED 163 814

FL 009 947

Eisenstein, Miriam  
 Childhood Bilingualism and Adult Language Learning Aptitude, CUNY Forum, No. 3.

City Univ. of New York, N.Y. Graduate School and Univ. Center. Program in Linguistics.

Pub Date—77

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Learning, \*Aptitude, Aptitude Tests, Bilingual Education, \*Bilingualism, Childhood, Cognitive Ability, College Students, \*Language Ability, \*Language Development, Language Proficiency, Language Research, Language Skills, Multilingualism, Psycholinguistics, \*Second Language Learning

This paper investigates the influence childhood bilingualism has on adult foreign language learning ability. Early research exploring the influence of bilingualism on general intelligence is mentioned as well as recent studies that present more favorable results. It is hypothesized that childhood bilingualism will have a positive effect on adult foreign language learning aptitude. Bilingualism is defined, and the bilinguals in this study are limited to those who acquired a second language before puberty. The subjects for this experiment were 93 college students, all either native Americans or those who had arrived in the U.S. before age 5 and had native proficiency in English. They were given the Modern Language Aptitude Test (MLAT) and were asked to rate the importance of foreign language learning as an asset. For comparison purposes, the subjects were divided into the following groups: monolinguals, bilinguals, bilinguals with formal education, bilinguals without formal education, polylinguals, and simple bilinguals. The findings point towards the conclusion that bilingualism in childhood is a positive factor in adult second language learning aptitude. Formal education may be a positive factor for formal learning situations although it may have a negative effect on the self confidence of the learner. Learning several languages in childhood appears to have a cumulative positive effect. (NCR)

ED 165 473

FL 009 982

Gonzalez, Gustavo  
 The Acquisition of Spanish Grammar by Native Spanish Speaking Children.

National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 78

Note—84p.

Available from—National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 302, Rosslyn, Virginia 22209

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Child Language, \*Grammar, Interviews, \*Language Development, Language Learning Levels, Language Patterns, Language Research, Language Tests, Morphology (Languages), Native Speakers, Phonology, Preschool Children, Psycholinguistics, Sentence Structure, \*Spanish, \*Spanish Speaking, Speech Communication, Syntax, \*Verbal Communication

The normal sequence of development of Spanish phonology and Spanish grammatical patterns in the speech of native Spanish-speaking children, two to five years old, was studied to determine the syntactic structures and range of language variability at each chronological age level. Middle-class children, living in the Lower Rio Grande Valley of Texas, whose parents earned between \$4500 and \$20,000 a year, were interviewed for a total of about two hours. The elicitation technique was basically conversational and materials of different types were used, including dolls, cars, and storybooks. The first interview consisted mostly of general questions; the second concentrated on verb tenses and moods; and the final interview included a morphology test which utilizes Spanish nonsense words. An experimental Spanish phonology test was also administered. The child was asked to repeat certain sentences that contain all the phonemes and significant allophones of Spanish. Syntactic structures found in each age group, a discussion of certain grammatical features, and an examination of the deviations encountered at the age levels are presented. Examples are given for almost every structure, but the deviations are not included. It is suggested that the findings would be valuable to kindergarten and primary teachers, curriculum writers, and test developers. (SW)

ED 165 474

FL 009 983

Oyama, Susan  
 The Sensitive Period and Comprehension of Speech. Working Papers on Bilingualism, No. 16.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date—Oct 78

Contract—OEC-72-1403

Grant—NSF-GS-36263

Note—18p.

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Learning, Adults, \*Cognitive Processes, Immigrants, \*Language Development, \*Language Processing, Language Proficiency, Language Research, Language Skills, Linguistic Theory, \*Listening Comprehension, \*Neurolinguistics, \*Second Language Learning, Speech Communication

Identifiers—\*Critical Period Hypothesis

Recent studies in productive phonology among immigrants have supported the case for the existence of a critical or sensitive period in language acquisition. The present study proposes that the case for a sensitive period would be further strengthened by the discovery of comparable age effects for other linguistic abilities such as listening comprehension. It was hypothesized that the most powerful predictor of comprehension would be the age at which the individual had begun using English and that the amount of practice with second language and other attitudinal and usage variables would show only indirect relationships with comprehension skill. Sixty male Italian immigrants listened to taped English sentences masked with background noise at four signal-to-noise ratios. Comprehension scores were correlated with age of beginning English but were not predicted by number of years in the United States or by other variables investigated. Scores of those who arrived before early adolescence resembled those of native speakers, while those subjects who began English toward the end of adolescence showed a marked comprehension deficit. These results supported the hypothesis that a sensitive period exists for the acquisition of a second language. The discussion explores the sensitive period as a developmental concept and treats two themes that occur frequently in the acquisition literature: the importance of motivation and the role of input. (Author/AMH)

ED 165 478 FL 009 988

Canale, Michael Mougion, Raymond  
**Problèmes posés par la mesure du rendement en français des élèves franco-ontariens (Problems Posed by the Measurement of Proficiency in French Among Franco-Ontarian Students).**  
 Working Papers on Bilingualism, No. 16.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date—Oct 78  
 Note—20p.

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

Language—French

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, Dialect Studies, \*Educational Policy, Elementary Secondary Education, Error Analysis (Language), \*French, Language Maintenance, \*Language Proficiency, Language Research, Language Styles, Language Usage, \*Language Variation, Minority Groups, \*Nonstandard Dialects, Sociolinguistics, Speech Communication, Standard Spoken Usage, Test Interpretation

Identifiers—Canada, Ontario

This study examines the hypothesis that the French used by a large number of Franco-Ontarians represents a linguistic system (or several systems) that differs from Standard French. In addition, a review of previous research leads to the inverse hypothesis, that Ontario French represents a body of different systems or sub-systems that are more or less related to Standard French. It is proposed that Ontario French is as valuable and efficient a communicative tool as is Standard French, when used among Franco-Ontarians in informal, everyday communication. The implications of this hypothesis are also examined with respect to: (1) interpretation of results on proficiency tests of Standard French, (2) development of further instruments to measure the proficiency of Franco-Ontarian students in French, and (3) development of classroom materials that focus on the particular needs of these students. (Author/AMH)

ED 165 481 L 010 007

Spolsky, Bernard, Ed.

**Approaches to Language Testing. Advances in Language Testing Series: 2. Papers in Applied Linguistics.**

Center for Applied Linguistics, Arlington, Va.  
 Pub Date—Aug 78

Note—81p.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 (\$4.95)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Applied Linguistics, Diagnostic Tests, Educational Psychology, Educational Theories, \*Language Proficiency, \*Language Tests, Linguistic Theory, \*Measurement Techniques, Pragmatics, Prognostic Tests, Psycholinguistics, \*Psychometrics, Sociolinguistics, \*Testing

This volume, one in a series on modern language testing, collects four essays dealing with current approaches to language testing. The introduction traces the development of language testing theory and examines the role of linguistics in this area. "The Psycholinguistic Basis," by E. Ingram, discusses some interpretations of the term "psycholinguistics" and relates them to traditional and recent language testing practices. "Psychometric Considerations in Language Testing," by J.L.D. Clark, discusses aspects of psychometric practice with regard to three broad categories of purpose within the area of language testing: (1) prognostic testing, (2) diagnostic testing, and (3) proficiency testing. "The Sociolinguistic Foundations of Language Testing," by J.A. Fishman and R.L. Cooper, illustrates the usefulness of a sociolinguistic approach and provides justification for it by the construction of language assessment procedures. "Pragmatics and Language Testing," by J.W. Oller, Jr., discusses in historical perspective the major concepts of pragmatics and relates them to language testing. (AM)

ED 165 482 FL 010 008

Linder, Cathy, Ed.

**Oral Communication Testing: A Handbook for the Foreign Language Teacher.**

American Association of Teachers of French.

Pub Date—77

Note—84p.

Available from—National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60077 (\$7.00)

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Communicative Competence (Languages), Elementary Secondary Education, \*French, Higher Education, Language Fluency, Language Instruction, Language Learning Levels, Language Proficiency, Language Skills, \*Language Tests, \*Listening Comprehension, Listening Tests, Second Language Learning, \*Speech Communication, \*Testing, Test Selection, Verbal Communication, Verbal Tests

Identifiers—\*Conversation

This handbook is a compendium of communication testing techniques submitted by French teachers from the United States, France, and Canada. The majority of the handbook consists of sample oral communication tests. The introductory section defines communication, outlines communications testing, and discusses listening comprehension, oral expression, and conversation. A general scoring system adapted from the Foreign Service Institute rating procedures by Bartz and Schulz is outlined, based on fluency, comprehensibility, amount of communication, and quality of communication. The sample communication tests are organized by category: listening comprehension, oral expression, and conversation. Within each category, the following sequencing is presented: beginner level, beginner-intermediate level, intermediate level, intermediate-advanced level, advanced level, and all levels (beginner, intermediate, and/or advanced). Information is presented on test preparation, administration, and scoring. Sample scripts and the English equivalents are provided, and a few diagrams are included. (SW)

ED 165 499 FL 010 043

Pletcher, Barbara P. And Others

**A Guide to Assessment Instruments for Limited English Speaking Students.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0165

Note—190p.

Available from—Santillana Publishing Company, Inc., 575 Lexington Avenue, New York, New York 10022

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Achievement Tests, Aptitude Tests, Attitude Tests, \*Bilingual Education, Chinese, Culture Free Tests, Educational Assessment, Elementary Education, \*English (Second Language), French, Guides, Italian, Language Dominance, Language Proficiency, \*Language Tests, Mathematics, Minority Groups, Navajo, Portuguese, Sciences, Self Concept Tests, Social Studies, Spanish, Standardized Tests, Tagalog, Testing, \*Test Reviews, \*Tests, Test Selection

Identifiers—\*Limited English Speaking Ability

The test reviews in this guide are intended to be used by school personnel charged with locating and administering appropriate assessment instruments to limited-English-speaking elementary school children. Assessment instruments are reviewed for native speakers of Chinese, French, Italian, Navajo, Portuguese, Spanish and Tagalog. Each instrument reviewed met nine criteria and was analyzed for cultural bias by a cultural and linguistic review panel. The descriptive information section of each entry contains the following types of information: purpose, score interpretation, grade range, target ethnic group, administration time, administrator requirements, author, source and cost. The following types of tests are included: Language Dominance, English Language Proficiency, Native Language Proficiency, Achievement in Multi-Subject Areas, Achievement in Individual Subjects, Learning Styles (for Spanish-Speaking), and General Ability and Scholastic Aptitude. Four appendices provide a comprehensive index, a source index, a glossary of technical terms, and a bibliography. (AMH)

ED 165 505 FL 010 058

Weller, Georganne

**Measurement of the Degree of Bilingualism and Biculturalism of American Teenagers Living in Mexico, 1977. Working Papers in Sociolinguistics, No. 48.**

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 78

Note—44p.

Available from—Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Biculturalism, \*Bilingualism, Dialects, Language Attitudes, Language Dominance, Language Proficiency, Language Research, Language Role, Linguistic Competence, Linguistic Performance, Paralinguistics, Sociocultural Patterns, Socioeconomic Status, Sociolinguistics, Spanish, \*Spanish Speaking, \*Teenagers

Identifiers—\*Mexico

This study of a group of American teenagers living in Mexico uses a series of questionnaires to measure their degree of bilingualism (in English and Spanish) and biculturalism (in American and Mexican culture). The main hypotheses of this investigation were: (1) after five or more years in Mexico, the teenage subjects will be at least functionally bilingual and bicultural, but their competence and performance are expected to be inferior to that of their monolingual and monocultural counterparts in the United States and Mexico; and (2) the English language and American culture will be dominant over the Spanish language and Mexican culture because of reinforcement by family and school, and because of prestige factors involved. The study's methodology included design or research scheme, testing and control groups, field work, and analysis of data. The data was collected through a battery of questionnaires and tests designed to ascertain general background, language and a cultural background, linguistic cultural association, linguistic acceptability, and dialect distinction. Results supported both of the study's hypotheses. The actual questionnaires and tabular statistical results are included in the text. (EJS)

ED 166 932 FL 009 655

Wagner, Daniel A.

**Cognitive Perspectives on Bilingualism in Children.**

Pub Date—Jul 78

Note—12p.; Paper presented at the Biennial Meetings of the International Association of Applied Psychology (Munich, West Germany, July 1978)

Pub Type—Information Analysis (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingualism, Cognitive Ability, \*Cognitive Development, Cognitive Processes, Intelligence, Intelligence Tests, \*Language Processing, Language Skills, \*Linguistic Performance, Minority Groups, Psycholinguistics, \*Psychological Studies, Research Problems, \*Second Language Learning, Trend Analysis

The interest of the psychologist in bilingualism from its origins in the early 1900's to the present is traced. Bilingualism and intelligence are discussed as well as some recent studies on bilingualism and cognitive development. Several areas where psychologists may provide valuable insights into the process of becoming bilingual are discussed with their educational applications. It is suggested that studies of the relationship between intelligence and bilingualism have been unhelpful because: they lacked proper controls; standardized tests almost always discriminate against those (e.g., most ethnic groups) who were not part of the standardization sample; and such tests allow little direct access to the nature of cognitive processing involved. Many of the studies on bilingualism and cognitive development have sought to demonstrate that there are no cognitive "deficits" resulting from bilingualism, and most recent studies seem to wish to demonstrate that "bilingual is better." Some investigators are interested in the theoretical basis of cognition and have found bilingual subjects an interesting group to study. Studies have also been motivated by the belief that the practical issues of bilingual education, such as language learning and literacy, may be based in important ways on cognitive skills. Two

areas of research that remain practicable and interesting are within-population experimental designs relating linguistic proficiency to cognitive skills, and the study of reading acquisition in first and second languages. (SW)

**ED 166 942** FL 009 979  
A Bibliography of English as a Second Language Materials: Grades 4-12.

National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—58p.

Available from—National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 (\$4.50)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Communicative Competence (Languages), Elementary Secondary Education, \*English (Second Language), Grammar, Idioms, Language Fluency, \*Language Tests, Pronunciation, \*Reading Materials, Reference Books, \*Resource Materials, \*Second Language Learning, Speech Communication, Supplementary Textbooks, Vocabulary, Writing Exercises

This annotated bibliography of English as a second language (ESL) materials for grades 4-12 is divided into the following parts: ESL texts, ESL readers, writing texts, supplementary materials, tests, student references, and aids for the ESL teacher. The supplementary materials include grammar practice, pronunciation and fluency, vocabulary and idioms, practical matters, and diversions. The annotations include reference to the age of the students for which the particular materials are suitable (upper elementary, junior high, or high school), and the ESL level (beginning, intermediate, or advanced). In compiling the bibliography, focus was on the student who lives in a community that lacks the necessary resources to provide him with education in his native language. (SW)

**ED 166 943** FL 009 980  
A Bibliography of English as a Second Language Materials: Grades K-3.

National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—24p.

Available from—National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 (\$4.50)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childrens Literature, \*Communicative Competence (Languages), Early Childhood Education, Elementary Education, \*English (Second Language), Grade 1, Grade 2, Grade 3, Kindergarten, \*Language Tests, \*Primary Grades, Reading Instruction, \*Reading Materials, \*Second Language Learning, Speech Communication, Supplementary Textbooks

This annotated bibliography of English as a second language (ESL) materials for grades K-3 is divided into four parts. The first part, ESL texts, lists a number of series or single texts that are designed to teach the spoken language and reading to the elementary school child. The second part is a list of readers that, although were mostly designed for native English-speaking children, have been found to be particularly effective with children learning English. The third part is a list of supplementary materials that can be used as "props" in group communication activities, or for individualized work when the rest of the class is engaged in an activity that is beyond the child's language competence. The fourth part is a list of tests that can be used to obtain some measure of the young child's command of English. In compiling the bibliography, the focus was on the child who lives in a community that lacks the necessary resources to provide him with a full bilingual education program in his native language. (SW)

**ED 166 947**

*Ekstrand, Lars Henrik*

**Bilingual and Bicultural Adaptation. Educational and Psychological Interactions.** Bulletin No. 66. School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date—Mar 78

Note—76p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Adjustment (to Environment), Age, Biculturalism, \*Bilingualism, Bilingual Students, Child Development, Cognitive Development, Emotional Adjustment, Emotional Development, English (Second Language), Fies, Immigrants, Language Development, Language Instruction, Language Proficiency, Language Skills, \*Language Tests, Psychoeducational Processes, \*Psycholinguistics, Psychological Needs, Psychological Studies, Psychophysiology, \*Second Language Learning, \*Socioeconomic Influences

This report is a compilation of five research papers in second language acquisition and immigrant adaptability that are part of studies conducted in Sweden over the last twenty years. (1) "Language teaching and psycho-physics" discusses basic measurement problems in the assessment of second language proficiency, where testing of writing and reading skills has overshadowed listening comprehension and pronunciation skills in importance. (2) "Measuring foreign language achievement in the ages 7-10 years" deals with the optimum age problem in second language learning when the setting is modern language learning in a school situation, and tests the possibility of the formation of learning sets. (3) "Age and length of residence as variables related to the adjustment of migrant children" complements the above discussion on optimum age problems, with the setting as language learning in a foreign cultural environment. (4) "Adjustment among immigrant peoples in Sweden" studies the relation between language learning and socio-emotional adjustment. (5) "Social and individual frame factors in second language acquisition. Comparative aspects" considers a number of variables in the two language learning situations described above. It is concluded that different levels of measurement of language functions such as the physical, psychological, neuro-physiological, neurological, educational, and linguistic levels, should be regarded as complementary, not exchangeable. (Author/MHP)

**ED 166 962**

*Oskarsson, Mats*

**Approaches to Self-Assessment in Foreign Language Learning.**

Council for Cultural Cooperation, Strasbourg (France).

Pub Date—78

Note—61p.

Available from—Council of Europe, F-67006 Strasbourg, CEDEX, France

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage PC Not Available from EDRS.

Descriptors—Adult Education, \*Adult Students, \*Educational Accountability, Educational Assessment, Evaluation Methods, Foreign Countries, Language Instruction, Language Proficiency, \*Language Programs, \*Language Tests, Listening Comprehension, Reading, \*Second Language Learning, \*Self Evaluation, Student Evaluation, Verbal Ability, Writing Skills Identifiers—Finland, France, Israel, \*Sweden

This study was designed to outline possible forms of guided self-assessment in adult language learning and to suggest steps that might be taken in order to further develop methods judged to be suitable for use within the European unit/credit scheme for foreign language learning by adults. The report includes a review of relevant literature and research activities, a survey of practices in various educational institutions in Scandinavia and elsewhere, concrete suggestions for self assessment materials, and a description of field experiments with those materials. Additionally, proposals for further research and practical development work are made. Research activities in Sweden, France, Israel, and Finland are outlined. In March 1977 a questionnaire requesting information about self-assessment practices was sent to 120 Swedish educational institutions and organizations providing foreign language instruction for adults. The most common form of self-assessment, apart from the self-assessment element inherent in most types of structured exercises

FL 009 994

with model answers, consisted of ordinary paper-and-pencil tests that the learner scores himself with the help of an overlay stencil or an answer key. A guidance test for university and college students and use of self-instructional and self-assessment materials in research projects in Sweden are discussed. Suggestions on self-assessment materials concern standardized forms, assessment in relation to individual goals, standardized forms based on threshold level, self-assessment by means of formal tests, and informal self-assessment. Self-assessment forms are included. (SW)

**ED 166 970**

*Valdes Fallis, Guadalupe, Ed.*

*Rudolfo, Ed.*

**Teaching Spanish to the Spanish and Practice.**

Pub Date—76

Note—181p.

Language—Spanish; English

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, Bilingual Students, Grammar, \*Language Instruction, Language Role, Language Tests, \*Language Variation, Mexicans, Native Speakers, Nonstandard Dialects, Phonology, Pronunciation, Puerto Rican, \*Regional Dialects, \*Spanish, \*Spanish Speaking, \*Standard Spoken Usage, Vocabulary Identifiers—Mexico, Puerto Rico

This volume gathers a sampling of educators' ideas on the issue of the role of the non-standard dialect in the teaching of Spanish to Spanish speakers. Part one, "Rationale for the Teaching of Spanish to the Spanish Speaking," deals with philosophy and theory and contains papers by Guadalupe Valdes Fallis and Nasario Garcia. Part two, "Linguistic Description of Dialects," contains papers by Tracy Terrell, Jorge M. Guitart, and Edwin Blanco. Part three, "Methods and Techniques," contains papers by Rosaura Sanchez, Rosa F. Mines, Rodolfo Garcia-Moya, Anthony Girard Lozano, and Sergio D. Elizondo. Part four, "Evaluation," consists of papers by Richard E. Baecher, Janet D. Ziegler, Charles W. Stansfield, and Daniel N. Cardenas. The papers address the state of the art of Puerto Rican Spanish in the Eastern United States as well as Chicano Spanish in the Southwest. (AM)

**ED 166 981**

*Lightbown, Patsy M. Barkman, Bruce*

**Interactions Among Learners, Teachers, Texts, and Methods of English as a Second Language. Progress Report, 1977-78.**

Department of the Secretary of State, Ottawa (Ontario).

Pub Date—78

Note—154p.

Available from—TESL Centre, Concordia University, H-407, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, Canada H3G 1M8 (\$7.50)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Class Activities, Classroom Communication, \*Communicative Competence (Languages), Elementary Secondary Education, \*English (Second Language), Instructional Materials, Interaction Process Analysis, \*Language Instruction, \*Language Tests, Language Usage, Second Language Learning, \*Textbook Evaluation

The first year of a three-year longitudinal study of the English language development of 175 French-speaking elementary and secondary school students in Quebec, Canada, is described. The major study goals are: to obtain precise longitudinal information on ESL development; to describe aspects of classroom interaction, including language used by the teacher and language contained in teaching materials; and to examine the relationships between classroom interaction and learning. Study topics include: (1) group and individual progress toward native-like use of English in linguistic and communicative performance; (2) variability in learners' performance on the same linguistic elements under different conditions (e.g., classroom drill, oral interview, written task); (3) the effectiveness, at different stages in ESL development, of specific classroom activities; and (4) the specific effects of out-of-class exposure to English. During the first year, 70 hours of classroom interaction were recorded and transcribed. Language use questionnaires, initial oral interviews, a picture card description task, grammaticality judgment tests, cloze tests, and other measures were

FL 010 082

Theory

administered and partially analyzed. The major chapters in the report describe the work on learners' language, classroom interaction, and text analysis. (SW)

ED 166 990 FL 010 140

English Teachers' Journal (Israel), No. 20.

Pub Date—Nov 78

Note—71p.; Not available in hard copy due to small print

Pub Type— Journal Articles (080) -- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, Educational Television, Elementary Secondary Education, \*English (Second Language), Higher Education, \*Instructional Materials, \*Language Instruction, \*Language Tests, \*Learning Difficulties, Linguistic Theory, Listening Comprehension, Literature, Newspapers, Reading Instruction, \*Second Language Learning, Secretaries, Socially Disadvantaged, Textbooks, Tourism

Identifiers—\*Israel

This journal contains news items and articles for teachers of English in Israel. The following news items are included: Listening Comprehension Test, 1978; news from the Bagrut Examinations, 1978; summer schools in Great Britain, 1978; Bagrut Examinations, 1975-1978; in-service courses; "English Teachers' Journal" subscription; new textbooks; English newspapers in school; updated curriculum for schools; the Hertzog-Toynbee debate; achievement tests in English; and NETA for grade 8. The remaining contents are: "Notes Toward a Syllabus for Teaching English to Socially-Disadvantaged Pupils" by Raphael Gefen; "Suggested Syllabus for 'Gemer-Masmar' Students"; "Guidelines for the Two-Point Programme in the Secretarial and Tourism Trends"; "English Language Achievements of Israeli Secondary School Students" by Arich Lewy; "Teaching Reading to Beginners" by Zafra T. Litcher and Elana Neumark; "News from the Instructional Television Centre" by Sheila Been, Dvora Ben-Meir, and Sional Kronfeld; "A Practical Application of a Theoretical Analysis: Teaching Less-Able Learners" by Boaz Sarig; "Incongruencies in Lexical 'Gridding'—An Application of Contrastive Semantic Analysis to Language Teaching" by M.B. Dagut; "Fifth Annual Conference of the Israel Association for Applied Linguistics" by Andrew Cohen; "Materials for Teaching Native Speakers" by Patti Golan; "Books for English Speakers" by Yael Gefen; and "The Place of the Notebook in Teaching English" by Mella Elainmy. Letters to the editor and synopses in Hebrew of the contents of the issue are also included. (SW)

ED 167 953 CS 004 652

Bradtmiller, Weldon G.

Speed Listening and Reading.

Pub Date—Oct 78

Note—34p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (3rd, Cincinnati, Ohio, October 12-14, 1978)

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiotape Recordings, Content Reading, Elementary Education, Intelligence, Listening, \*Listening Comprehension, \*Reading Comprehension, \*Reading Instruction, Reading Processes, \*Reading Research, \*Speech Compression, Speed Reading, \*Teaching Methods

Compressed speech (speed listening), in which audiotapes are speeded up, is examined in this paper along with its relationship to the reading process. Among the topics discussed first are the close relationship between reading and listening, the rationale behind compressed speech, and the use of compressed speech in business communication, special education, and reading instruction. Results of recent relevant research are then reported; the research includes the development of a test to evaluate the listening comprehension of pupils in grades four through eight; an examination of the relationship between listening comprehension, reading comprehension, and intelligence; the administration of listening tests at each of six different speeds; and the experimental use of the compressed speech technique in grades four through eight in the areas of social studies, science, and English literature. The results, reported in narrative and tabular form, suggest that children generally learn as well by listening

as by reading, that there is a significant relationship between speed of reading and of listening, that teachers are enthusiastic about the compressed speech technique after using it, and that the use of the auditory mode along with the visual mode shows promise for helping students with learning problems. (GT)

## Journal Article Resumes

- EJ 001 530** RE 500 007  
*Arnold, Richard D.*  
 Reliability of Test Scores for the Young "Bilingual" Disadvantaged  
 Pub Date—69 Jan  
 Journal Cit—Reading Teacher; v22 n4 p341-45  
 Descriptors—\*Bilingual Students, Measurement Instruments, \*Primary Grades, \*Reading Achievement, \*Reading Research, Spanish Americans, \*Test Reliability, Test Validity
- EJ 002 836** FL 500 056  
*Lesage, Andre*  
 L'Examen de classement s L'Institut N.D.E.A. de Tours (The Rating Exam at the N.D.E.A. Tours Institute)  
 Pub Date—69 Mar  
 Journal Cit—French Rev; v42 n4 p569-577  
 Descriptors—\*French, Language Fluency, Language Teachers, \*Language Tests, Language Usage, Listening Comprehension, \*Teacher Rating, Test Construction, \*Testing  
 Identifiers—\*NDEA Institute
- EJ 005 562** AA 502 262  
*Sennett, A. Lowell*  
 German Vocabulary Inventory: An Instrument Designed to Reflect Grade and Level Differences  
 Pub Date—69 May-Jun  
 Journal Cit—J Educ Res; v62 n9 p390-391  
 Descriptors—\*Elementary Grades, \*German, Language Instruction, \*Language Learning Levels, Student Evaluation, Testing, \*Vocabulary Development  
 Identifiers—German Vocabulary Inventory
- EJ 005 877** AA 502 449  
*Burke, Jack D. and others*  
 The Criterion-Related Validity of English Language Screening Instruments for Foreign Students Entering the University of Southern California  
 Pub Date—69 Sum  
 Journal Cit—Educ Psychol Meas; v29 n2 p503-506  
 Descriptors—Admission Criteria, College Admission, \*English (Second Language), \*Foreign Students, Grade Point Average, \*Language Proficiency, Predictive Validity, \*Screening Tests, \*Test Validity  
 Identifiers—University of Southern California
- EJ 006 367** EC 500 325  
*Wilson, Margo E.*  
 A Standardized Method for Obtaining a Spoken Language Sample  
 Pub Date—69 Mar  
 Journal Cit—J Speech Hearing Res; v12 n1 p95-102  
 Descriptors—Evaluation Methods, \*Language Development, \*Language Research, Pictorial Stimuli, Response Mode, \*Testing, Visual Measures  
 Identifiers—Picture Story Language Test
- EJ 006 774** AL 500 009  
*Nehk, Dietrich*  
 Report of the "Meeting of Experts on Language Testing in Adult Education" Held at the Residential College for Adult Education at Goharde (West Germany) from June 12 to 18, 1968  
 Pub Date—69 May  
 Journal Cit—IRAL; v7 n2 p133-148  
 Descriptors—Achievement Tests, \*Adult Education, \*Aptitude Tests, English (Second Language), \*Language Tests, Listening Comprehension, Second Language Learning
- EJ 008 379** RE 500 479  
*Rystrom, Richard C.*  
 Testing Negro-Standard English Dialect Differences  
 Pub Date—69 Sum  
 Journal Cit—Reading Res Quart; v4 n4 p500-11  
 Descriptors—Attitudes, \*Language Tests, Linguistics, \*Negro Dialects, \*Research, Rural Urban Differences, Skill Development, \*Standard Spoken Usage  
 Identifiers—\*Rystrom Dialect Test
- EJ 009 585** TE 900 040  
*Briere, Eugene J.*  
 ESL Testing on the Navajo Reservation  
 Pub Date—69 Apr  
 Journal Cit—Nat Ass Stud Personnel Admin; v6 n4 p71-77  
 Descriptors—\*Achievement Tests, \*American Indians, Diagnostic Tests, Elementary Education, \*English (Second Language), \*Language Tests, Student Placement
- EJ 009 586**  
*Poulter, Virgil L.*  
 Computer-Assisted Laboratory Testing  
 Pub Date—69 Dec  
 Journal Cit—Mod Lang J; v53 n8 p561-564  
 Descriptors—\*College Language Programs, \*Computers, Data Processing, Electronic Equipment, \*Language Laboratories, Language Laboratory Use, \*Modern Languages, Test Construction, \*Testing
- EJ 010 045** AA 503 495  
*Personka, Carl R., Jr. Davis, O. L., Jr.*  
 Predictive Validity of English and Spanish Versions of a Readiness Test  
 Pub Date—69 Nov  
 Journal Cit—Elem Sch J; v70 n2 p79-85  
 Descriptors—Bilingual Students, Comparative Analysis, Elementary School Students, English (Second Language), Grade 1, \*Predictive Validity, \*Reading Readiness Tests, \*Spanish Speaking, Statistical Analysis  
 Identifiers—Davis Eells Test Of General Intelligence, Metropolitan Readiness Tests
- EJ 011 545** RC 500 056  
*Bebeau, Donald E.*  
 Administration of a TOEFL Test to Sioux Indian High School Students  
 Pub Date—69 Oct  
 Journal Cit—J Amer Indian Educ; v9 n1 p7-16  
 Descriptors—\*American Indians, \*English Instruction, Language Handicaps, \*Language Research, \*Language Tests, Tables (Data)  
 Identifiers—\*Lakota (Language), Michigan Test Battery
- EJ 012 392** AL 500 038  
*Banathy, Bela H. Madarasz, Paul H.*  
 Contrastive Analysis and Error Analysis  
 Pub Date—69 Fall  
 Journal Cit—J Engl Second Lang; v4 n2 p77-92  
 Descriptors—\*Contrastive Linguistics, Cultural Context, \*Interference (Language Learning), \*Language Instruction, Language Tests, Learning Difficulties, Predictive Measurement, \*Second Language Learning  
 Identifiers—\*Error Analysis  
 Report of findings which indicate that error analysis can be used as a method to test the predictive value of contrastive analysis and extend its power of pedagogical applications. (Author/FWB)
- EJ 012 753** AL 500 037  
*Jakovits, Leon A.*  
 A Functional Approach to the Assessment of Language Skills  
 Pub Date—69 Fall  
 Journal Cit—J Engl Second Lang; v4 n2 p63-76  
 Descriptors—Communication (Thought Transfer), Cultural Factors, \*Language Skills, \*Language Tests, \*Linguistic Competence, \*Second Language Learning, \*Semantics, Sociocultural Patterns, Test Construction  
 Identifiers—Communicative Competence  
 Argues for language tests based on a view of linguistic competence broad enough to recognize the importance of social-psychological factors in the use of language. Paper prepared for a conference on language testing at Idyllwild, California, November 7-8, 1968. (FWB)
- EJ 014 877** FL 500 297  
*Pimsleur, Paul Struth, Johann F.*  
 Can Aptitude for German be Predicted?  
 Pub Date—69 Spr  
 Journal Cit—Unterrichtsprax; v2 n1 p17-19  
 Descriptors—\*Academic Achievement, \*Aptitude Tests, \*German, \*Language Ability, Language Tests, Secondary Schools, Tables (Data)  
 Identifiers—\*Pimsleur Language Aptitude Battery  
 Condensed version of a study reported in "Pimsleur Language Test Forum No. 4," available from Test Department, Harcourt, Brace & World, Inc., 757 Third Ave., New York, N.Y. 10017. (DS)

- EJ 014 850** FL 500 335  
*Lange, Victor Spothling, Robert*  
 Two Advanced Placement Examination Lectures  
 Pub Date—69 F  
 Journal Cit—Unterrichtsprax; v2 n2 p1 4-123  
 Descriptors—\*Advanced Placement, \*Audiolingual Skills, \*College Entrance Examinations, \*College Language Programs, \*German, \*Lecture, \*Literature, \*Secondary School Students, \*Tape Recordings, \*Tests
- EJ 014 879** FL 500 380  
*Kobersky, Eva*  
 Testing Recognition and Production with Oral Stimuli  
 Pub Date—69 Jan  
 Journal Cit—Contact; 12; n12 p2  
 Descriptors—\*Aptitude Tests, \*Auditory Perception, \*Aural Stimuli, \*Hungarian, \*Interpreters, \*Language Ability, \*Phonemics, \*Second Language Learning, \*Test Results, \*Translation
- EJ 015 241** AL 500 058  
*Spolsky, Bernard*  
 Language Testing—The Problem of Validation  
 Pub Date—69 Spr/Sum  
 Journal Cit—Florida FL Rep; v7 n1 p100-102, 163-164  
 Descriptors—\*Achievement Tests, \*Diagnostic Tests, \*English (Second Language), \*Language Proficiency, \*Language Tests, \*Test Construction, \*Test Validity, \*Testing  
 Suggests a functional definition of levels in the preparation of proficiency tests which would test the student's ability to operate in a specified sociolinguistic situation with specified ease or effect. Appears in "The Florida FL Reporter... special anthology issue "Linguistic-Cultural Differences and American Education..." (AMM)
- EJ 016 098** FL 500 447  
*Kallivoda, Theodore B.*  
 Oral Testing in Secondary Schools  
 Pub Date—70 Apr  
 Journal Cit—Mod Lang J; v54 n4 p250-252  
 Descriptors—\*Audiolingual Methods, \*Language Proficiency, \*Language Tests, \*Questionnaires, \*Second Language Learning, \*Secondary Schools, \*Speech Skills, \*Tables (Data), \*Test Results, \*Testing
- EJ 016 467** RE 501 135  
*Culhane, Joseph W.*  
 CLOZE Procedures and Comprehension  
 Pub Date—70 Feb  
 Journal Cit—Reading Teacher; v23 n5 p410-13, 464  
 Descriptors—\*Cloze Procedure, \*Comprehension Development, \*Content Reading, \*Context Clues, \*Language Patterns, \*Reading Comprehension, \*Reading Skills, \*Student Testing, \*Teaching Techniques
- EJ 016 479** RE 501 147  
*Reddin, Estoy*  
 Syntactical Structure and Reading Comprehension  
 Pub Date—70 Feb  
 Journal Cit—Reading Teacher; v23 n5 p467, 469  
 Descriptors—\*Bilingual Students, \*Cloze Procedure, \*Comprehension Development, \*Language Ability, \*Language Patterns, \*Oral English, \*Reading Comprehension, \*Research Reviews (Publications), \*Syntax
- EJ 016 649** AL 500 074  
*Saka, Sydney*  
 Writing Proficiency and Achievement Tests  
 Pub Date—69 Sep  
 Journal Cit—TESOL Quart; v3 n3 p237-249  
 Descriptors—\*Achievement Tests, \*English (Second Language), \*Language Proficiency, \*Language Skills, \*Language Tests, \*Listening Comprehension, \*Reading Comprehension, \*Speaking, \*Test Construction, \*Writing  
 Test items designed to measure the four language skills and their combinations are presented; various presentations of item types (question, statement, sentence completion, etc.) are illustrated; and the best possible uses are given for each of the different types. The author is Chief of the Measurement Branch, Defense Language Institute, English Language School, Lackland Air Force Base, Texas. (FWB)
- EJ 017 275** TE 200 606  
*Darnell, Donald K.*  
 Clozenzop: A Procedure for Testing English Language Proficiency of Foreign Students  
 Pub Date—70 Mar  
 Journal Cit—Speech Monogr; v37 n1 p36-46  
 Descriptors—\*College Students, \*English (Second Language), \*Foreign Students, \*Language Proficiency, \*Language Research, \*Language Skills, \*Language Tests, \*Second Language Learning, \*Test Construction, \*Test Results  
 Describes a study of the effectiveness of "clozenzop," which combines a variation of "cloze procedure" (for measuring readability) with an "entropzop" measure (for indexing the compatibility of one's responses with those of a criterion group). (Author/RD)
- EJ 017 975** RE 501 309  
*Ohnmacht, Fred W. and others*  
 Cloze and Closure: A Factorial Study  
 Pub Date—70 Mar  
 Journal Cit—J Psychol; 74; n74 p20  
 Descriptors—\*Cloze Procedure, \*Comparative Testing, \*Language Research, \*Reading Comprehension, \*Reading Research, \*Secondary School Students, \*Task Performance, \*Teaching Techniques, \*Verbal Ability, \*Visual Perception
- EJ 018 189** TE 200 602  
*D'Oyley, Vincent R. Scott, Douglas M.*  
 Objective Testing and the Evaluation of English: Some Comments  
 Pub Date—70 Spr  
 Journal Cit—Engl Quart; v3 n1 p87-93  
 Descriptors—\*Achievement Tests, \*Composition Skills (Literary), \*English Education, \*Language Skills, \*Objective Tests, \*Reliability, \*Student Evaluation, \*Test Construction, \*Test Validity  
 Identifiers—\*Canadian English Language Achievement Test  
 Discussion of the attributes of the "Canadian English Language Achievement Test"; paper presented at annual convention of Canadian Council of Teachers of English (1st, Calgary, Alberta, Canada, August 1968). (RD)
- EJ 018 842** TE 900 086  
*Dunlop, I.*  
 Tests of Writing Ability in English as a Foreign Language  
 Pub Date—69 Oct  
 Journal Cit—Engl Lang Teaching; v24 n1 p54-59  
 Descriptors—\*English (Second Language), \*Evaluation, \*Language Tests, \*Tape Recordings, \*Test Results, \*Writing Skills  
 Features of the writing tests reported on here were: the presentation of instructions by means of tapes and written guidelines, and emphasis on factual rather than imaginative subjective matter, and a standardized system of grading. (FWB)
- EJ 019 199** RE 501 086  
*Adams, Ruth R. Brody, Lawrence*  
 An Evaluation of the Written Composition of High School Students in Five College Discovery Centers in New York City  
 Pub Date—Apr '68  
 Journal Cit—Int Reading Assn Conf Proc Pt 1; 13; n13 p78  
 Descriptors—\*Comparative Testing, \*Disadvantaged Youth, \*Evaluation, \*Language Development, \*Reading Research, \*Secondary School Students, \*Sex Differences, \*Writing Skills
- EJ 020 392** FL 500 653  
*Schrand, Heinrich*  
 Zur Kontrolle mündlicher Leistungen im Sprachlabor (The Evaluation of Oral Achievement in the Language Laboratory)  
 Pub Date—70 Mar  
 Journal Cit—Sprachlabor audiovisuelle Unterricht; 1; n1 p  
 Descriptors—\*Achievement Tests, \*English (Second Language), \*Language Instruction, \*Language Laboratory Use, \*Language Proficiency, \*Modern Languages, \*Oral Communication, \*Student Evaluation, \*Test Construction, \*Testing
- EJ 020 468** FL 500 644  
*Seelye, H. Ned*  
 Performance Objectives for Teaching Cultural Concepts  
 Pub Date—70 May  
 Journal Cit—Foreign Lang Ann; v3 n4 p566-578  
 Descriptors—\*Behavioral Objectives, \*Classroom Techniques, \*Cultural Awareness, \*Cultural Context, \*Educational Objectives, \*Language Instruction, \*Language Skills, \*Performance Criteria, \*Secondary Schools, \*Testing  
 For a related document, see Florence Steiner's "Performance Objectives in the Teaching of Foreign Languages," in this issue of "Foreign Language Annals." (DS)
- EJ 020 469** FL 500 645  
*Steiner, Florence*  
 Performance Objectives in the Teaching of Foreign Languages  
 Pub Date—70 May  
 Journal Cit—Foreign Lang Ann; v3 n4 p579-591  
 Descriptors—\*Classroom Techniques, \*Course Objectives, \*Curriculum Development, \*Language Instruction, \*Learning Motivation, \*Modern Languages, \*Performance Criteria, \*Performance Tests, \*Secondary Schools, \*Student Attitudes  
 For a related document, see H. Ned Seelye's "Performance Objectives for Teaching Cultural Concepts," in this issue of "Foreign Language Annals." (DS)
- EJ 020 473** FL 500 649  
*Lange, Dale L., Comp.*  
 1969 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages  
 Pub Date—70 May  
 Journal Cit—Foreign Lang Ann; v3 n4 p627-668  
 Descriptors—\*Applied Linguistics, \*Bibliographies, \*Language Instruction, \*Learning Theories, \*Modern Languages, \*Second Language Learning, \*Teacher Education, \*Teaching Methods, \*Testing  
 Third annual listing of articles and books on the teaching of foreign languages published by the American Council on the Teaching of Foreign Languages (ACTFL). Covers modern foreign languages, Latin and Greek, English as a second language, and applied linguistics. The ACTFL Bibliography also appears as Volume Four in the "Library Edition" of the "MLA International Bibliography." (DS)
- EJ 020 777** RE 501 487  
*McLeod, John; Anderson, Jonathan*  
 An Approach to Assessment of Reading Ability Through Information Transmission  
 Pub Date—70 Spr  
 Journal Cit—J Reading Behav; v2 n2 p116-43  
 Descriptors—\*Cloze Procedure, \*Evaluation Methods, \*Information Theory, \*Language Patterns, \*Reading Ability, \*Reading Materials, \*Reading Research, \*Redundancy, \*Test Reliability, \*Test Validity
- EJ 020 804** TE 900 091  
*Light, Timothy*  
 The Reading-Comprehension Passage and a Comprehensive Reading Programme  
 Pub Date—70 Jan  
 Journal Cit—Engl Lang Teaching; v24 n2 p120-124  
 Descriptors—\*Directed Reading Activity, \*English (Second Language), \*Language Learning Levels, \*Language Tests, \*Listening Comprehension, \*Reading Comprehension, \*Reading Level, \*Reading Materials, \*Reading Programs, \*Silent Reading  
 The author challenges the usefulness of the "reading-comprehension passage" in teaching English to speakers of other languages and suggests alternative methods. (FWB)
- EJ 020 933** AL 500 100  
*Briere, Eugene J.*  
 Current Trends in Second Language Testing  
 Pub Date—69 Dec  
 Journal Cit—TESOL Quart; v3 n4 p333-340  
 Descriptors—\*Communication Skills, \*English (Second Language), \*Language Instruction, \*Language Proficiency, \*Language Tests, \*Linguistic Competence, \*Linguistic Performance, \*Second Language Learning, \*Semantics, \*Syntax  
 Detailed discussion of the theoretical papers presented at the second conference on "Problems in Foreign Language Testing" held at the Idyllwild campus of the University of Southern California, November 1968, and a brief summation of the practical ones. Paper presented at the TESOL Con-

tion, March 1969. (FWB)

**EJ 021 686** RE 501 591

*Sheldon, M. Frank Oser, Harry*  
A Psycholinguistic Model of Syntactic Complexity  
Pub Date—Jan-Mar '70  
Journal Cit—Lang Speech; 13; n13 p3  
Descriptors—Complexity Level, \*Hypothesis Testing, \*Models, Syntax, \*Transformation Generative Grammar, Transformations (Language), Transformation Theory (Language)  
Identifiers—\*Psycholinguistics

**EJ 021 710** FL 500 714

*Hill, I. L.*  
Multiple Choice Testing of the Recognition Skills in French

Pub Date—Apr '70

Journal Cit—Babel; v6 n1 p12-16

Descriptors—Audiolingual Methods, \*French, \*Language Instruction, Language Skills, Language Tests, Listening Comprehension, Multiple Choice Tests, Reading Comprehension, Reading Skills, \*Testing

**EJ 021 717** FL 500 722

*Bowers, Peter, Comp.*  
Ideas for Examinations  
Pub Date—Mar '70

Journal Cit—Canadian Modern Language Review; v26 n3 p67-72

Descriptors—\*Elementary Schools, \*French, \*In-service Education, \*Language Instruction, Language Teachers, \*Secondary Schools, Seminars, Teaching Techniques, Testing, Textbooks

**EJ 021 719** FL 500 724

*Bonheim, Helmut*  
Objective Testing in English Studies  
Pub Date—Apr '70

Journal Cit—Neueren Sprach; v69 n4 p191-200  
Descriptors—Cultural Context, \*English (Second Language), \*Foreign Countries, Grammar, Language Skills, Language Tests, Pronunciation, \*Testing, Universities, Vocabulary

Talk given at the Sonnenberg International Conference, October 31, 1969. (DS)

**EJ 021 720** FL 500 734

*Brings, Friedhelm*  
Leistungstests im Anfangsunterricht; Ergebnisse und Probleme eines Versuchs im Englischunterricht der Sexta (Achievement Tests in Elementary Instruction; Results and Problems of an Experiment in Fifth Grade English Instruction)  
Pub Date—Apr-Jun '70

Journal Cit—Praxis neusprachlich Unterrichts; v17 n2 p115-136

Descriptors—Academic Achievement, Achievement Tests, Aptitude Tests, \*Elementary Schools, \*English (Second Language), Grammar, \*Language Research, Language Skills, Language Tests, Reading Comprehension

Sample tests included. Revised version of a talk given at a meeting of the Allgemeinen Deutschen Neophilologen-Verband on November 14, 1969, in Dortmund, Germany. (DS)

**EJ 023 143** TE 900 119

*Pendlebury, A. C.*  
Testing Vocational English  
Pub Date—May '70

Journal Cit—Engl Lang Teaching; v24 n3 p254-260  
Descriptors—\*English (Second Language), \*Language Tests, \*Test Construction, Vocabulary Development, \*Vocational Education

Defining vocational English as a specific vocabulary of individual words and phrases connected with a certain occupation, the author outlines principles of testing, lists types of vocational English tests, and attempts to show that in constructing such tests a whole range of types of question can be used. (FB)

**EJ 023 551** RE 501 665

*Leeds, Donald S.*  
Illinois Test of Psycholinguistic Abilities—Summary of Research and Commentary  
Pub Date—May '70

Journal Cit—J Reading Spec; v9 n4 p169-83  
Descriptors—Ability Identification, \*Diagnostic Tests, \*Language Handicaps, \*Literature Reviews, Models, Preschool Children, Primary Grader, \*Psycholinguistics, Remedial Programs  
Identifiers—\*Illinois Test of Psycholinguistic Abilities

**EJ 023 718** AL 500 118

*Robinson, Peter*  
Towards a Basic Procedure in the Composition of Second Language Tests  
Pub Date—Feb '70

Journal Cit—IRAL; v8 n1 p49-58  
Descriptors—Admission Criteria, \*Evaluation, Language Instruction, Language Learning Levels, \*Language Proficiency, \*Language Tests, Objective Tests, \*Test Construction

Tests which the foreign language competence of the learner are the chief focus of the discussion, and the following aspects of such tests are discussed: purpose level, type, selection, form, gradation, order, number of items, administration of test, correction, and validation. (FB)

**EJ 024 623** AL 500 123

*Buteau, Magdelhayne F.*  
Students' Errors and the Learning of French as a Second Language: A Pilot Study  
Pub Date—May '70

Journal Cit—IRAL; v8 n2 p133-145  
Descriptors—\*Contrastive Linguistics, Error Patterns, \*French, Interference (Language Learning), Language Tests, Linguistic Competence, \*Psycholinguistics, \*Second Language Learning Identifiers—\*Error Analysis

In analyzing the errors made in a French grammar test by intermediate level English-speaking learners of the language, it was found that no. all mistakes could be accounted for by interference from the native language, but that other psychological factors were involved as well. (FB)

**EJ 025 238** TE 200 840

*Bordie, John G.*  
Language Tests and Linguistically Different Learners: The Sad State of the Art  
Pub Date—Oct '70

Journal Cit—Elem Engl; v47 n6 p814-28  
Descriptors—\*English (Second Language), Language Ability, \*Language Proficiency, Language Skills, \*Language Tests, Test Interpretation, \*Test Reliability, \*Test Validity, Verbal Tests

A list of publication sources for language tests and a 48-item bibliography are appended; a preprint from a pamphlet to be published by the National Conference on Research in English. (Editor/RD)

**EJ 025 257** TM 500 032

*Hwang, Kwo-Yann Disney, Henry F.*  
Predictive Validity of the Test of English as a Foreign Language for Chinese Graduate Students at an American University  
Pub Date—Sum '70

Journal Cit—Educ Psychol Meas; v30 n2 p475-77  
Descriptors—Academic Achievement, \*Chinese, \*English (Second Language), Evaluation Methods, \*Graduate Students, \*Predictive Ability (Testing), Predictor Variables, Universities  
Identifiers—\*Test of English as a Foreign Language, University of Oregon

**EJ 025 869** FL 500 845

*Sisson, Cyrus R.*  
The Effect of Delayed Comparison in the Language Laboratory on Phoneme Discrimination and Pronunciation Accuracy  
Journal Cit—Lang Learning; v20 n1-d Jun '70 p69-88

Descriptors—\*Audio Active Compare Laboratories, English (Second Language), Feedback, \*Language Laboratories, Language Research, Language Tests, Phonemes, Pronunciation, \*Second Language Learning, Tables (Data)  
Bibliography included. (DS)

**EJ 025 897** FL 500 775

*Bowers, Peter, Comp.*  
Hints on Testing  
Pub Date—Jun '70  
Journal Cit—Canadian Modern Language Review; v26 n4 p55-60

Descriptors—\*French, French Literature, Grammar, \*Language Instruction, Multiple Choice Tests, Reading Comprehension, \*Testing

**EJ 026 344** AA 507 181

*Leverthal, Donald Siedman, Donald J.*  
A Factor Analytic Study of the Illinois Test of Psycholinguistic Abilities  
Pub Date—Oct '70

Journal Cit—J Clin Psychol; v26 n4 p473-7  
Descriptors—\*Communication (Thought Transfer), \*Factor Analysis, \*Language Ability, Models, \*Psycholinguistics, \*Tests

Identifiers—\*Illinois Test of Psycholinguistic Abilities

**EJ 026 795** FL 500 925

*Davison, J. M. Goake, P. M.*  
An Assessment of Oral Testing Methods in Modern Languages  
Pub Date—Sep '70

Journal Cit—Mod Lang; v51 n3 p116-123  
Descriptors—Audiolingual Methods, \*College Language Programs, Intonation, Language Laboratory Use, Language Tests, Listening Comprehension, \*Modern Languages, Multiple Choice Tests, \*Pronunciation, \*Testing

**EJ 026 810** PS 500 646

*Mishra, Shitala P. Hurt, Maure, Jr.*  
The Use of Metropolitan Readiness Tests with Mexican-American Children  
Pub Date—Sep '70

Journal Cit—Calif J Educ Res; v21 n4 p182-7  
Descriptors—\*Bilingual Students, Early Childhood, Mexican Americans, \*Predictive Ability (Testing), Reading Readiness Tests, Test Reliability, Test Validity, \*Testing Problems  
Identifiers—\*Metropolitan Readiness Tests

**EJ 027 129** FL 500 779

*Louette, Henri Morette, Pierre*  
L'épreuve de langue au baccalauréat (The Baccalaureate Language Test)  
Pub Date—May '70

Journal Cit—Pedagogie; v25 n5 p423-426  
Descriptors—Cultural Context, Grammar, \*Language Instruction, \*Language Tests, \*Modern Languages, Oral Expression, \*Secondary Schools, Testing, Writing Exercises  
Identifiers—\*France

**EJ 027 139** FL 500 881

*Aupecle, Maurice*  
Les exercices de compréhension et d'expression orales au Niveau 2 (Listening Comprehension and Oral Expression at Level II)  
Pub Date—Jun '70

Journal Cit—Franc Dans Monde; v10 n73 p54-59  
Descriptors—Audiovisual Aids, Communication (Thought Transfer), Diagrams, \*French, \*Language Instruction, \*Language Learning Levels, Listening Comprehension, Listening Tests, Oral Expression, Teaching Methods  
Special issue devoted to teaching Level II French. (DS)

**EJ 028 977** RE 502 054

*Bickley, A. C. And Others*  
The Cloze Procedure: A Conspectus  
Pub Date—Sum '70

Journal Cit—Journal of Reading Behavior; v2 n3 p234-49

Descriptors—\*Cloze Procedure, Foreign Language Books, \*Language Ability, Linguistic Patterns, \*Literature Reviews, Psychological Characteristics, \*Readability, \*Reading Comprehension, Research Methodology, Teaching Techniques

**EJ 030 154** AL 500 160

*Vanek, Marianne Woodhall, Michael*  
The Subsidiary Language Examination—an Experiment  
Pub Date—Sum '70

Journal Cit—Audiovisual Language Journal; v8 n2 p85-87

Descriptors—College Students, Educational Experiments, \*German, \*Language Instruction, \*Language Proficiency, \*Language Tests

Describes the preparation, structure and experimental testing of an examination designed to test student achievement in the subsidiary German course at the Lancheater Polytechnic, Coventry, one of several subsidiary language courses aimed at giving Modern Language students a sound working knowledge of a third language. (FB)

**EJ 030 159** AL 500 171

*Robinson, Peter*  
The Composition, Adaptation, and Choice of Second-Language Tests  
Pub Date—Oct '70

Journal Cit—English Language Teaching; v25 n1 p60-68

Descriptors—Aptitude Tests, Diagnostic Tests, \*Evaluation, \*Language Proficiency, \*Language Tests, Predictive Measurement, Second Language Learning, \*Test Construction

Identifies different types of tests and then treats evaluation tests at some length. Emphasizes that there is no such things as a universal test, which

can be used to measure the second-language competence of any group of people," and that tests are only useful for the group they were designed to measure." (FB)

**EJ 030 163** FL 500 999  
*Pimsleur, Paul*

**New Approaches to Old Problems through Testing**  
Pub Date—Oct '70  
Journal Cit—Canadian Modern Language Review; v27 n1 p23-32

Descriptors—French, Grammar, \*Language Instruction, Language Proficiency, Language Skills, \*Language Tests, Listening Comprehension, Oral Expression, Teaching Techniques, \*Testing  
Speech presented at the Sixth Annual Whitewater Language Conference, Whitewater, Wisconsin, March 1970. Many of the ideas presented have more relevance for the United States than Canada. (DS)

**EJ 030 164** FL 501 000

*Wright, Wendy A.*  
**Testing: Examples and Suggestions for Use with L.F.I., Level 1**  
Pub Date—Oct '70  
Journal Cit—Canadian Modern Language Review; v27 n1 p33-43

Descriptors—\*Language Instruction, Language Skills, Language Tests, Listening Comprehension, \*Modern Languages, Oral Expression, Reading Comprehension, Test Results, \*Testing, Testing Problems

**EJ 030 209** AL 500 172

*Hutchings, Geoffrey*  
**"Colourless Green Ideas": Multiple-Choice Vocabulary Tests**  
Pub Date—Oct '70  
Journal Cit—English Language Teaching; v25 n1 p68-71

Descriptors—\*English (Second Language), \*Language Tests, \*Multiple Choice Tests, Test Construction, \*Vocabulary Skills

The author uses a brief discussion of the many seemingly successful attempts to find a context for Chomsky's supposedly meaningless sentence "Colourless green ideas sleep furiously," as a starting point for a discussion of devising multiple choice vocabulary tests where the correct choice is clear and unambiguous. (FB)

**EJ 030 210** AL 500 173

*Cooper, Malcolm D.*  
**Measuring Language Problems and Attainment**  
Pub Date—Oct '70  
Journal Cit—English Language Teaching; v25 n1 p72-76

Descriptors—\*Diagnostic Tests, \*English (Second Language), \*Language Proficiency, \*Language Tests, Learning Difficulties, Multiple Choice Tests

The author, a secondary school teacher in Tanzania, presents a test designed to be used as a diagnostic test before a controlled program of integrated grammar and composition teaching and as an achievement test afterwards. (FB)

**EJ 030 228** FL 501 028

*Harditt, James N., Jr.*  
**A Note on Evaluation of Student Proficiency in the Neglected Languages**  
Pub Date—Dec '70  
Journal Cit—Foreign Language Annals; v4 n2 p171-172

Descriptors—Japanese, \*Language Fluency, Language Proficiency, Language Tests, National Defense, \*Program Evaluation, \*Uncommonly Taught Languages  
Identifiers—\*Defense Language Institute

**EJ 030 791** FL 501 100

*Brings, Friedhelm*  
**Zur Konstruktion eines informellen Sprachleistungstests (The Construction of an Informal Test of Language Achievement)**  
Pub Date—Oct-Dec '70  
Journal Cit—Praxis des neusprachlichen Unterrichts; v17 n4 p380-391

Descriptors—\*English (Second Language), \*Language Proficiency, \*Language Tests, Measurement Techniques, Multiple Choice Tests, Standardized Tests, \*Test Construction, Testing, Testing Problems

**EJ 030 807** TM 500 112

*Bornstein, Harry Chamberlain, Karen*  
**An Investigation of the Effects of "Verbal Load" in Achievement Tests**  
Pub Date—Nov '70  
Journal Cit—American Educational Research Journal; v7 n4 p597-604

Descriptors—\*Achievement Tests, \*Language Handicaps, \*Multiple Choice Tests, Syntax, Test Reliability, Test Validity, \*Verbal Ability, Vocabulary

**EJ 031 303** FL 501 136

*Shane, Alex M.*  
**An Evaluation of the Existing College Norms for the MLA-Cooperative Russian Test and Its Efficacy as a Placement Examination**

Pub Date—Feb '71  
Journal Cit—Modern Language Journal; v55 n2 p93-99

Descriptors—Coll Language Programs, Degree Requirements, \*Language Instruction, Listening Comprehension, \*Placement, Reading Comprehension, \*Russian, Tables (Data), \*Tests  
Identifiers—\*MLA Cooperative Russian Test

**EJ 031 638** TM 500 151

*Hurt, Maure, Jr. Mishra, Shitala P.*  
**Reliability and Validity of the Metropolitan Achievement Tests for Mexican-American Children**

Pub Date—Win '70  
Journal Cit—Educational and Psychological Measurement; v30 n4 p989-92

Descriptors—\*Achievement Tests, \*Culturally Disadvantaged, Grade 4, Grade 5, \*Language Handicaps, Mexican Americans, \*Test Reliability, Test Validity  
Identifiers—\*Metropolitan Achievement Tests (MAT)

**EJ 032 007** FL 501 228

*Jarvis, Gilbert A.*  
**Systematic Preparation of the Multiple-Choice Listening Test**

Pub Date—Dec '70  
Journal Cit—NALLD Journal; v5 n2 p18-25

Descriptors—Language Laboratories, Language Laboratory Use, \*Language Tests, \*Modern Languages, Multiple Choice Tests, Speech Skills, Tape Recordings, Test Construction, Test Interpretation, \*Testing

**EJ 032 239** AL 500 180

*Harris, David P.*  
**Report on an Experimental Group-Administered Memory Span Test**

Pub Date—Sep '70  
Journal Cit—TESOL Quarterly; v4 n3 p203-213  
Descriptors—College Students, \*English (Second Language), \*Group Tests, \*Language Tests, \*Memory, Psycholinguistics, Statistical Studies  
Identifiers—\*Memory Span Tests

Findings of the test reported here were: (1) group-administered tests are practicable and may be scored reliably; (2) performance correlated highly with performance on standardized listening and grammar tests of English as a foreign language; (3) the difficulty of the test sentences seemed to be determined by their length and syntactical complexity. (Author/FB)

**EJ 033 709** TE 900 132

*Ilyin, Donna*  
**Structure Placement Tests for Adults in English-Second-Language Programs in California**  
Pub Date—Dec '70

Journal Cit—TESOL Quarterly; v4 n4 p323-330  
Descriptors—\*Adult Education, \*English (Second Language), Language Learning Levels, \*Language Tests, Multiple Choice Tests, \*Student Placement, Test Construction, Test Reliability  
This paper describes the development of EPI (English-Second-Language Placement Test) 100-200-300 which places adult students into the first three levels of English-Second-Language classes and discusses work done on EPT 400-500-600, an experimental test to place students in the last three levels of ESL classes. (Author/FB)

**EJ 035 267** FL 501 370

*Pinel, Nicole*  
**Test d'évaluation de niveau oral pour les jeunes débutants en français (Testing Oral Proficiency of Beginning French Students)**

Pub Date—Mar 71  
Journal Cit—Français dans le Monde; 79; n79 p1  
Descriptors—\*Audiolingual Skills, \*Elementary Schools, \*French, Language Learning Levels, Language Tests, \*Oral Expression, Pronunciation, \*Second Language Learning, Test Results  
Describes testing methods and results employed at the Lycée Français in London, England, in primary grades. (DS)

**EJ 036 767** FL 501 386

*Helbig, Gerhard*  
**Graduierung der Grammatikalität und Leistungsbewertung im Sprachunterricht (Grading of Grammar and Evaluation in Language Instruction)**

Pub Date—71  
Journal Cit—Deutsch als Fremdsprache; v8 n1 p1-12

Descriptors—\*Applied Linguistics, Cognitive Processes, Communication (Thought Transfer), Form Classes (Languages), \*German, \*Grammar, \*Language Tests, \*Second Language Learning, Syntax  
Research reported at the University of Leipzig, May 29, 1970. (WB)

**EJ 038 190** FL 501 401

*Clarkson, Ian*  
**Modern Language Essay Marking**  
Pub Date—Jan 71

Journal Cit—Canadian Modern Language Review; v27 n2 p87-90  
Descriptors—Charts, \*Essay Tests, Grading, \*Language Instruction, Language Learning Levels, Measurement Instruments, \*Modern Languages, Test Construction, \*Tests

**EJ 038 192** FL 501 408

*Rosenbaum, Eric*  
**Foreign Language Testing**  
Pub Date—Spr 71  
Journal Cit—Unterrichtspraxis; v4 n1 p1-6  
Descriptors—\*Language Instruction, \*Language Tests, \*Modern Languages, Test Construction, Test Validity, \*Testing, Testing Problems

**EJ 038 215** FL 501 473

*Briere, Eugene J.*  
**Are We Really Measuring Proficiency with Our Foreign Language Tests?**

Pub Date—May 71  
Journal Cit—Foreign Language Annals; v4 n4 p385-391

Descriptors—\*Academic Achievement, Achievement Tests, Interdisciplinary Approach, \*Language Proficiency, Language Skills, Language Tests, \*Modern Languages, Teaching Methods, Test Validity, \*Testing

Portion of a paper given at the seminar sponsored by the South East Asian Ministers of Education Organization in Bangkok, Thailand, in May 1970. (DS)

**EJ 038 217** FL 501 476

*Cloas, Robert I.*  
**A Four-Year Study of Foreign Language Aptitude at the High School Level**

Pub Date—May 71  
Journal Cit—Foreign Language Annals; v4 n4 p411-419

Descriptors—Academic Achievement, \*Aptitude Tests, Language Tests, \*Modern Languages, Performance, Performance Criteria, Secondary Schools, \*Surveys, Tables (Data)  
Identifiers—\*Modern Language Aptitude Test

**EJ 038 224** FL 501 531

*Duhamel, Ronald J.*  
**A Model for Planned Change in Second Language Programs**

Pub Date—May 71  
Journal Cit—Canadian Modern Language Review; v27 n4 p20-30

Descriptors—\*Educational Objectives, Experimental Teaching, \*Language Instruction, Language Tests, Modern Language Curriculum, Performance Criteria, \*Second Language Learning, \*Secondary Schools, Teacher Attitudes, Test Results



- EJ 038 710** FL 501 397  
*Reid, Evan*  
**Aptitude Tests**  
 Pub Date—Jan 71  
 Journal Cit—Canadian Modern Language Review; v27 n2 p68-72  
 Descriptors—\*Aptitude Tests, Language Proficiency, \*Language Skills, \*Language Tests, \*Modern Languages, Test Construction, Test Interpretation  
 Identifiers—\*Modern Language Association of America (MLA)
- EJ 038 711** FL 501 398  
*Wright, Wendy A.*  
**Testing: Examples and Suggestions for Use in "Beginner's German"**  
 Pub Date—Jan 71  
 Journal Cit—Canadian Modern Language Review; v27 n2 p73-78  
 Descriptors—Audiolingual Skills, \*German, \*Language Instruction, Language Skills, Language Tests, Listening Comprehension, \*Modern Languages, Standard Spoken Usage, \*Testing
- EJ 038 712** FL 501 399  
*Hunter, Evanne*  
**Testing Beginners in French**  
 Pub Date—Jan 71  
 Journal Cit—Canadian Modern Language Review; v27 n2 p79-82  
 Descriptors—Audiolingual Skills, Evaluation, \*French, \*Language Tests, Listening Comprehension, \*Modern Languages, Test Construction, \*Testing, Testing Programs  
 Paper delivered at an in-service training session for grade 6 French teachers at North York, Ontario, Canada. (DS)
- EJ 041 074** FL 501 571  
*Upshur, John A.*  
**Objective Evaluation of Oral Proficiency in the ESOL Classroom**  
 Pub Date—Mar 71  
 Journal Cit—TESOL Quarterly; v5 n1 p47-59  
 Descriptors—Applied Linguistics, Audiolingual Methods, \*English (Second Language), Illustrations, Language Skills, Language Tests, \*Second Language Learning, Tables (Data)  
 Paper prepared with the support of the Defense Language Institute English Language School, Lackland Air Force Base, Texas under contract F41609-70-C0033, and delivered in 1970 to staff members of the DLIELS. (DS)
- EJ 041 082** FL 501 580  
*Robinson, Peter*  
**Oral Expression Tests: [Part] 1**  
 Pub Date—Feb 71  
 Journal Cit—English Language Teaching; v25 n2 p151-155  
 Descriptors—\*English, \*Language Instruction, Language Skills, \*Language Tests, Listening Comprehension, Listening Tests, Objective Tests, Reading Comprehension  
 Based on a paper delivered at the Canadian Linguistics Association Congress held in Toronto, Canada, June 10-13, 1969. (DS)
- EJ 041 085** FL 501 583  
*Black, Colin*  
**Graded Practice in Advanced Listening Comprehension**  
 Pub Date—Feb 71  
 Journal Cit—English Language Teaching; v25 n2 p171-178  
 Descriptors—\*English, \*Language Instruction, Language Tests, \*Listening Comprehension, Listening Tests, Multiple Choice Tests, Reading Material Selection, Testing
- EJ 041 086** FL 501 584  
*Anderson, J.*  
**A Technique for Measuring Reading Comprehension and Readability**  
 Pub Date—Feb 71  
 Journal Cit—English Language Teaching; v25 n2 p178-182  
 Descriptors—\*Cloze Procedure, Communication (Thought Transfer), Diagrams, Language Ability, Reading Ability, \*Reading Comprehension, \*Reading Skills, \*Testing
- EJ 041 093** FL 501 591  
*Clark, J. L. D.*  
**Foreign Language Testing in the United States**  
 Pub Date—Spr 71  
 Journal Cit—Audio-Visual Language Journal; v9 n1 p39-47  
 Descriptors—Advanced Placement Programs, \*Aptitude Tests, Electronic Equipment, Language Skills, \*Language Tests, \*Modern Languages, Multiple Choice Tests, Testing, Textbooks
- EJ 042 666** FL 501 601  
*Schrand, Heinrich*  
**Zertifikats-Kurse und Zertifikats-Prüfungen an Volkshochschulen dargestellt am Beispiel des Englischunterrichts (Certificate Courses and Certificate Examinations in Adult Education: The Example of English Instruction)**  
 Pub Date—Feb 71  
 Journal Cit—Fremdsprachlicher Unterricht; 17; n17 p  
 Descriptors—\*Adult Education Programs, \*English (Second Language), Evening Classes, \*Language Instruction, Language Proficiency, Language Programs, \*Language Tests, Second Language Learning, Special Degree Programs  
 Identifiers—\*Germany  
 Special issue devoted to foreign language instruction in adult education. (WB)
- EJ 042 672** FL 501 607  
*Roach, Albert*  
**Die Funktion eines diagnostischen Eignungs- und Einstufungstests für Volkshochschul-Kurse (The Function of a Diagnostic Aptitude and Placement Test for Adult Education Courses)**  
 Pub Date—Feb 71  
 Journal Cit—Fremdsprachlicher Unterricht; 17; n17 p4  
 Descriptors—\*Adult Education Programs, Aptitude Tests, \*French, \*Language Instruction, Language Programs, Language Skills, \*Language Tests, Student Placement, Test Construction  
 Identifiers—\*Germany  
 Special issue devoted to foreign language instruction in adult education. (WB)
- EJ 042 673** FL 501 608  
*Schrand, Heinrich*  
**Auswahlbibliographie zum Fremdsprachenunterricht in der Erwachsenenbildung (A Selective Bibliography for Foreign Language Instruction in Adult Education)**  
 Pub Date—Feb 71  
 Journal Cit—Fremdsprachlicher Unterricht; 17; n17 p5  
 Descriptors—\*Adult Education, \*Annotated Bibliographies, Audiovisual Aids, \*Bibliographies, \*Language Instruction, Language Laboratories, Language Programs, Language Tests, \*Teaching Methods, Vocabulary  
 Special issue devoted to foreign language instruction in adult education. (WB)
- EJ 042 861** FL 501 718  
*Angoff, William H. Sharon, Amiel T.*  
**A Comparison of Scores Earned on the Test of English as a Foreign Language by Native American College Students and Foreign Applicants to U.S. Colleges**  
 Pub Date—Jun 71  
 Journal Cit—TESOL Quarterly; v5 n2 p129-136  
 Descriptors—College Entrance Examinations, \*English, \*English (Second Language), Foreign Student, Language Proficiency, Language Skills, Statistical Data, Tables (Data), Test Results, \*Testing
- EJ 042 870** FL 501 753  
*Beardmore, H. Baetens Renkin, A.*  
**A Test of Spoken English**  
 Pub Date—Feb 71  
 Journal Cit—International Review of Applied Linguistics in Language Teaching; v9 n1 p1-11  
 Descriptors—Audiolingual Skills, \*English (Second Language), Foreign Students, Language Proficiency, Psycholinguistics, \*Standard Spoken Usage, Test Reliability, Test Results, Test Validity, \*Testing
- EJ 042 883** RE 502 860  
*Koussaal, C. W. And Others*  
**Correlates of Greenberg and Jenkins' S-Scale Across Languages**  
 Pub Date—Jun 71  
 Journal Cit—Perceptual and Motor Skills; v32 n3 p683-88  
 Descriptors—\*Articulation (Speech), \*Consonants, \*Cross Cultural Studies, Factor Analysis, Hypothesis Testing, \*Inner Speech (Subvocal), Language Research, \*Language Usage, Phonetic Analysis, Predictive Validity
- EJ 042 925** FL 501 767  
*Oller, John W., Jr.*  
**Dictation as a Device for Testing Foreign-Language Proficiency**  
 Pub Date—Jun 71  
 Journal Cit—English Language Teaching; v25 n3 p254-259  
 Descriptors—\*English (Second Language), Grammar, \*Language Proficiency, Measurement Techniques, Phonology, \*Second Language Learning, Tables (Data), Teaching Techniques, \*Testing, Vocabulary
- EJ 042 926** FL 501 768  
*Robinson, Peter*  
**Oral Expression Tests: 2**  
 Pub Date—Jun 71  
 Journal Cit—English Language Teaching; v25 n3 p260-266  
 Descriptors—\*English (Second Language), Grammar, Language Tests, Listening Comprehension, \*Oral Expression, Phonetics, Questioning Techniques, Testing, Vocabulary
- EJ 043 081** CG 503 334  
*Killian, L. R.*  
**WISC, Illinois Test of Psycholinguistic Abilities, and Bender Visual-Motor Gestalt Test Performance of Spanish-American Kindergarten and First-Grade School Children**  
 Pub Date—Aug 71  
 Journal Cit—Journal of Consulting and Clinical Psychology; v37 n1 p38-43  
 Descriptors—\*Academic Achievement, \*Bilingualism, \*Cognitive Ability, \*Cognitive Tests, \*Spanish Americans  
 The specific cognitive deficits which might account for the poor school performance of Spanish American school children were examined. The results suggest that Spanish American children are deficient on the input side of communicative skills, especially in understanding sentences and pictures. Bilingualism does not appear to be an important variable. (Author)
- EJ 043 454** EC 032 896  
*Lee, Laura L. Canter, Susan M.*  
**Developmental Sentence Scoring: A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech**  
 Pub Date—Aug 71  
 Journal Cit—Journal of Speech and Hearing Disorders; v36 n3 p315-40  
 Descriptors—Clinical Diagnosis, \*Exceptional Child Education, \*Expressive Language, \*Language Ability, Language Handicapped, \*Language Tests, Screening Tests  
 Identifiers—Developmental Sentence Scoring
- EJ 044 086** RE 503 112  
*Asher, James J.*  
**Q by Q Interview as a Predictor of Success in Second Language Learning**  
 Pub Date—Aug 71  
 Journal Cit—Psychological Reports; v29 n1 p331-37  
 Descriptors—Behavior Patterns, \*Employment Interviews, Expectation, \*Measurement Instruments, Measurement Techniques, \*Predictive Validity, Reliability, Response Mode, \*Second Language Learning, \*Success Factors
- EJ 044 503** FL 501 843  
*Stein, Oswald*  
**Vom Nutzen und Nachteil der Klassenarbeiten für den neusprachlichen Unterricht (The Advantages and Disadvantages of Class Tests in Modern Language Instruction)**  
 Pub Date—Aug 71  
 Journal Cit—Neuere Sprachen; v70 n8 p436-441  
 Descriptors—Achievement Tests, \*Classroom Techniques, Composition Skills (Literary), Expository Writing, \*Language Instruction, Language Proficiency, \*Language Tests, \*Modern

Languages, \*Student Evaluation, Writing Skills  
Paper presented at an in-service course, November 1970, Reinhardswaldschule (Kassel), West Germany. (WB)

EJ 04 594 FL 501 759  
Zierer, Ernesto

**The Test of Aural Perception in Foreign Language Teaching—From the Standpoint of Information Theory**

Pub Date—May 71

Journal Cit—International Review of Applied Linguistics in Language Teaching; v9 n2 p125-130

Descriptors—Auditory Discrimination, \*Auditory Perception, Charts, Communication (Thought Transfer), \*Information Theory, \*Language Instruction, Linguistics, Phonemes, Statistical Data, \*Testing

EJ 044 671 FL 501 852

Matthai, Hans Rudolf

**Interpretation als Testform? Ein Vorschlag zur objektivierte Leistungsmessung in der Oberstufe (Interpretation as a Form of Testing? A Proposal for Objective Achievement Measurement in the Upper Grades)**

Pub Date—Jul 71

Journal Cit—Neueren Sprachen; v70 n7 p341-349

Descriptors—Achievement Tests, \*Advanced Students, \*English (Second Language), Language Proficiency, Language Skills, \*Language Tests, \*Literature, Multiple Choice Tests, \*Objective Tests, Reading Comprehension

EJ 046 151 FL 501 883

Nickel, Gerhard

**Problems of Learners' Difficulties in Foreign Language Acquisition**

Pub Date—Aug 71

Journal Cit—International Review of Applied Linguistics in Language Teaching; v9 n3 p219-227

Descriptors—\*Applied Linguistics, Classroom Materials, Contrastive Linguistics, Curriculum Development, Interference (Language Learning), Language Instruction, \*Learning Difficulties, \*Second Language Learning, Test Construction, Test Interpretation

Paper read at the Pacific Conference on Contrastive Linguistics and Language Universals, Honolulu, Hawaii, January 11-16, 1971. (VM)

EJ 046 153 FL 501 885

Dimitrijevic, Naum R. Djordjevic, Dusan

**The Reliability of the Subjective Assessment of the Pupils' Pronunciation of English as a Foreign Language**

Pub Date—Aug 71

Journal Cit—International Review of Applied Linguistics in Language Teaching; v9 n3 p245-265

Descriptors—\*English (Second Language), Examiners, Grading, \*Objective Tests, \*Pronunciation, Tables (Data), Teacher Education, Test Construction, Test Interpretation, Test Reliability  
Paper read at the Second Congress of Applied Linguistics, Cambridge, England, 1969. (VM)

EJ 046 179 FL 501 863

Beile, Werner

**Listening Comprehension Exercises in the Nuffield and Schools Council German Course**

Pub Date—Apr 71

Journal Cit—Neueren Sprachen; v70 n4 p203-206

Descriptors—\*Audiolingual Skills, \*Audiovisual Aids, \*German, \*Language Instruction, Language Tests, \*Listening Comprehension, Pattern Drills (Language), Standard Spoken Usage, Tape Recordings

Identifiers—\*Nuffield Foundation

EJ 046 379 CG 503 635

Swanson, Elinor DeBlasio, Richard R.

**Interpreter Effects on the WISC Performance of First Grade Mexican-American Children**

Pub Date—Oct 71

Journal Cit—Measurement and Evaluation in Guidance; v4 n3 p172-175

Descriptors—\*Bilingual Students, Children, \*Grade 1, \*Intelligence Tests, \*Interpreters, \*Mexican Americans, Rural Youth

First grade rural Mexican American children were tested to determine whether the use of a bilingual interpreter would significantly influence their Verbal, Performance, and Total IQ scores. Results indicate no significant differences. (Author)

EJ 046 514 RJ 503 183

Weaver, Wer-tell W. And Others

**Vertical and Horizontal Constraints in the Context Reading of Sentences**

Pub Date—Spr 70-71

Journal Cit—Journal of Reading Behavior; v3 n2 p39-43

Descriptors—\*Cloze Procedure, \*Context Clues, \*Form Classes (Languages), Language Patterns, Language Research, \*Reading Comprehension, Reading Processes, \*Reading Research, Reading Skills, Sentences

EJ 046 710 RE 503 184

Tuinman, J. Jaap

**The Removal of Information Procedure (RIP): A First Analysis**

Pub Date—Spr 70-71

Journal Cit—Journal of Reading Behavior; v3 n2 p44-50

Descriptors—\*Cloze Procedure, College Students, \*Information Theory, Junior High School Students, Language Learning Levels, \*Language Proficiency, \*Language Research, Language Tests, \*Reading Research, Test Reliability  
Investigates a reversed cloze procedure in which high information words are deleted from a passage. Concludes that this procedure is both reliable and unique. (VJ)

EJ 047 627 FL 501 855

Toth, Erwin

**Die Prüfung zum VHS-Zertifikat für Englisch als Beispiel eines objektiven Sprachtests (The Test for the Adult Education Certificate for English as an Example of an Objective Language Test)**

Pub Date—May 71

Journal Cit—Neueren Sprachen; v70 n5 p229-37

Descriptors—Achievement Tests, \*Adult Education, \*English (Second Language), Higher Education, Language Proficiency, Language Skills, \*Language Tests, Multiple Choice Tests, \*Objective Tests

EJ 049 111 FL 502 033

Blachford, Charles H.

**A Theoretical Contribution to ESL Diagnostic Test Construction**

Pub Date—Sep 71

Journal Cit—TESOL Quarterly; v5 n3 p209-215

Descriptors—\*Criterion Referenced Tests, \*Diagnostic Tests, Educational Experiments, English (Second Language), Statistics, Test Construction, Test Interpretation, \*Test Reliability  
Much of the content was presented at the TESOL Convention, New Orleans, Louisiana, March 1971, and is derived from the author's dissertation "Experimental Steps to Ascertain Reliability of Diagnostic Tests in English as a Second Language" (Columbia University). (VM)

EJ 049 758 AA 511 100

William, U.

**The Construction of Standardized Tests for Welsh-Speaking Children**

Pub Date—Nov 71

Journal Cit—Educational Research; v14 n1 p29-34

Descriptors—\*Bilingual Students, English (Second Language), \*Linguistics, Mental Tests, \*Standardized Tests, \*Test Construction  
Identifiers—Wales

EJ 050 293 FL 502 125

Brown, James W. And Others

**A Testing of the Audio-Active Voice Reflector in the Foreign Language Classroom**

Pub Date—Mar 72

Journal Cit—Modern Language Journal; v56 n3 p144-147

Descriptors—\*Audio Equipment, \*Electronic Equipment, \*Equipment Utilization, Experimental Teaching, \*Language Instruction, Language Laboratories, Language Laboratory Use, Language Tests, Spanish, Tables (Data)

EJ 050 583 FL 502 004

Weller, Franz-Rudolf

**Zur Korrektur und Bewertung französischer Klassenarbeiten: Ein Tagungsbericht (The Correction and Evaluation of French Compositions: A Conference Report)**

Pub Date—Oct 71

Journal Cit—Neueren Sprachen; v70 n10 p516-525

Descriptors—Bibliographies, \*Composition (Literary), Conference Reports, \*French, \*Language Instruction, Language Proficiency, Language Skills, \*Language Tests, \*Student Evaluation,

Writing Skills

Conferences held November 20-22, 1969 and March 16-18, 1970 in Cologne, West Germany. (WB)

EJ 050 686 FL 502 117

Oller, John W. Jr. Conrad, Christine A.

**The Cloze Technique and ESL Proficiency**

Pub Date—Dec 71

Journal Cit—Language Learning; v21 n2 p183-195

Descriptors—\*Cloze Procedure, Educational Experiments, \*English (Second Language), Language Patterns, \*Language Proficiency, Language Skills, Second Language Learning, Test Construction, \*Test Validity

EJ 050 755 FL 502 127

Oller, John W. Jr.

**Scoring Methods and Difficulty Levels for Cloze Tests of Proficiency in English as a Second Language**

Pub Date—Mar 72

Journal Cit—Modern Language Journal; v56 n3 p151-158

Descriptors—\*Cloze Procedure, \*English (Second Language), Grammar, Instructional Materials, Language Learning Levels, \*Language Proficiency, Language Skills, Reading Skills, Tables (Data), Testing

EJ 050 769 FL 502 173

Deyes, A. E.

**How Well Can Our Students Speak? (Language Laboratory Testing)**

Pub Date—Oct 71

Journal Cit—English Language Teaching; v26 n1 p31-37

Descriptors—English (Second Language), Evaluation Methods, \*Language Laboratory Use, Language Skills, \*Language Tests, Listening Skills, Oral Expression, \*Speaking, Test Construction

EJ 052 170 FL 502 291

Oller, John W. Jr. Inal, Nevin

**A Cloze Test of English Prepositions**

Pub Date—Dec 71

Journal Cit—TESOL Quarterly; v5 n4 p315-326

Descriptors—\*Cloze Procedure, Comparative Analysis, Educational Experiments, \*English (Second Language), Grammar, Item Analysis, Language Proficiency, Language Tests, Scoring, \*Test Reliability

EJ 052 171 FL 502 292

Briere, Eugene J. Brown, Richard H.

**Norming Tests of ESL Among Amerindian Children**

Pub Date—Dec 71

Journal Cit—TESOL Quarterly; v5 n4 p327-333

Descriptors—\*American Indians, \*English (Second Language), Language Instruction, Language Skills, \*Norms, Scoring, Statistical Analysis, Test Construction, Test Reliability

Revised version of a paper presented at the TESOL Convention in New Orleans, Louisiana, March 1971. Project funded by the Bureau of Indian Affairs. (VM)

EJ 053 363 CG 504 093

Palmer, Michael Graffney, Philip D.

**Effects of Administration of the WISC in Spanish and English and Relationship of Social Class to Performance**

Pub Date—Jan 72

Journal Cit—Psychology in the Schools; v9 n1 p61-64

Descriptors—\*Bilingual Students, \*Bilingualism, \*Intelligence Tests, \*Performance Factors, Performance Tests, \*Socioeconomic Status  
Testing in English of bilingual children does not necessarily handicap them and the results achieved reflect and accurate level of performance. Once a relationship between addisocioeconomic and performance levels is established, a rise in socioeconomic status could mean a rise in performance. (Author)

EJ 053 396 FL 502 368

Bonheim, Helmut

**Die Erstellung einer sprachlichen Testbatterie (The Production of a Linguistic Test Battery)**

Pub Date—Nov 71

Journal Cit—International Review of Applied Linguistics in Language Teaching; v9 n4 p353-359

Descriptors—Achievement Tests, Diagnostic Tests, Item Analysis, \*Language Proficiency, Language Research, \*Language Tests, \*Modern Languages, Occupational Tests, Self Evaluation, \*Test Con-

- struction
- EJ 053 446** FL 502 400  
*Dreher, Barbara Larkins, James*  
 Non-Semantic Auditory Discrimination: Foundation for Second Language Learning  
 Pub Date—Apr 72  
 Journal Cit—Modern Language Journal; v56 n4 p227-230  
 Descriptors—\*Auditory Discrimination, Auditory Evaluation, Auditory Perception, Language Tests, \*Listening Comprehension, \*Pronunciation, Psychoacoustics, \*Second Language Learning
- EJ 056 159** FL 502 498  
*Edener, Wilfried*  
 Probleme und Möglichkeiten der mündlichen Prüfung im neusprachlichen Unterricht (Problems and Possibilities of the Oral Examination in Modern Language Instruction)  
 Pub Date—Feb 72  
 Journal Cit—Fremdsprachliche Unterricht; v6 n1 p76-86  
 Descriptors—Evaluation Criteria, Instructional Improvement, \*Language Instruction, \*Language Tests, \*Modern Languages, \*Oral Communication, Speech Skills, Student Testing, Test Construction, Testing Problems
- EJ 056 160** FL 502 499  
*Edener, Wilfried*  
 Protokollformular und Beurteilungsbogen für die mündliche Prüfung in neusprachlichen Fächern: Entwurf (Record and Examination Forms for the Oral Test in Modern Languages: Outline)  
 Pub Date—Feb 72  
 Journal Cit—Fremdsprachliche Unterricht; v6 n1 p1-8  
 Descriptors—Evaluation Criteria, Language Proficiency, \*Language Tests, \*Modern Languages, \*Oral Communication, \*Speech Skills, Student Testing, Test Construction, Verbal Ability  
 Based on the author's article in the same issue of Fremdsprachliche Unterricht; see FL 502 498. (RS)
- EJ 056 349** FL 502 514  
*Müller, Gilbert H.*  
 Testing Chinese Language Proficiency through Multiple-Choice Items  
 Pub Date—Feb 72  
 Journal Cit—Journal of the Chinese Language Teachers Association; v7 n1 p25-36  
 Descriptors—\*Chinese, Grammar, \*Language Instruction, Language Proficiency, Language Skills, Language Tests, Listening Comprehension, Testing, \*Uncommonly Taught Languages, Vocabulary  
 Paper delivered at the annual meeting of ACTFL (American Council on the Teaching of Foreign Languages) on November 27, 1971, in Chicago, Illinois. (DS)
- EJ 056 350** FL 502 515  
*Ching, Eugene*  
 Chinese Auditory Perception and Comprehension Tests  
 Pub Date—Feb 72  
 Journal Cit—Journal of the Chinese Language Teachers Association; v7 n1 p37-42  
 Descriptors—Auditory Discrimination, Auditory Perception, \*Chinese, \*Language Instruction, Language Skills, Language Tests, \*Listening Comprehension, Oral Expression  
 Paper read at the annual meeting of the Chinese Language Teachers Association held in conjunction with ACTFL (American Council on the Teaching of Foreign Languages) on November 26, 1971, in Chicago, Illinois. (DS)
- EJ 056 912** FL 502 442  
*Gunningham, M. R. F.*  
 Latin for Common Entrance: A Critical Look at the New Paper  
 Pub Date—71  
 Journal Cit—Didaskalos; v3 n3 p460-470  
 Descriptors—Achievement Tests, College Entrance Examinations, Language Proficiency, \*Language Tests, \*Latin, National Competency Tests, Norm Referenced Tests, Standardized Tests
- EJ 057 774** FL 502 645  
*Claude, Pierre*  
 Reflexions sur un test de phonologie (Reflections on a Phonological Test)  
 Pub Date—May-Jun 71  
 Journal Cit—Langues Modernes; v65 n3 p56-59  
 Descriptors—Componential Analysis, \*French, \*Language Instruction, \*Language Tests, Phonemes, Phonological Units, \*Phonology, Surveys, Synchronic Linguistics
- EJ 057 816** FL 502 803  
*Palmer, Adrian S.*  
 Testing Communication  
 Pub Date—Feb 72  
 Journal Cit—International Review of Applied Linguistics in Language Teaching; v10 n1 p35-45  
 Descriptors—Experiments, Factor Analysis, Language Ability, \*Language Proficiency, \*Language Tests, \*Oral Communication, Second Language Learning, Tables (Data), Test Construction, Test Reliability  
 Assistance in this study was provided by the Testing and Certification Division of the English Language Institute. (VM)
- EJ 057 877** FL 502 807  
*Coste, Daniel*  
 Le renouvellement méthodologique dans l'enseignement du français langue étrangère (A Renewed Method for Teaching French as a Foreign Language)  
 Pub Date—Mar 72  
 Journal Cit—Français dans le Monde; 87; n87 p1  
 Descriptors—Audiolingual Methods, Audiovisual Aids, \*French, Grammar Translation Method, \*Language Instruction, Language Proficiency, Linguistic Theory, \*Second Language Learning, Teaching Methods, Testing  
 Abridged version of an article which appeared in "Langue Française"; n8 Dec 1970. (DS)
- EJ 058 401** TE 202 130  
*Mollach, Francis L.*  
 The Use of Cloze Procedure to Study the Reading Capabilities of Community College Freshmen  
 Pub Date—Spr 72  
 Journal Cit—Research in the Teaching of English; v6 n1 p20-35  
 Descriptors—\*Cloze Procedure, \*College Freshmen, \*Reading Ability, \*Reading Tests, Tables (Data), \*Textbook Evaluation, Written Language  
 Study reveals that a large percentage of students appear to suffer from severe reading and writing handicaps. (Author/ML)
- EJ 058 568** FL 502 578  
*Gottler, Lothar*  
 Zur Verwendung des Bildes in mündlichen Prüfungen (The Use of Pictures in Oral Tests)  
 Pub Date—Mar 72  
 Journal Cit—Zielsprache Französisch; 1; n1 p18  
 Descriptors—Audiovisual Aids, \*French, \*Language Tests, Oral Communication, \*Pictorial Stimuli, \*Student Testing, Test Construction
- EJ 058 903** FL 502 593  
*Schrand, Heinrich*  
 Probleme der Leistungskontrolle im Englischunterricht an Volkshochschulen (Problems of Performance Control in English Instruction in Adult Education Institutions)  
 Pub Date—Jan 72  
 Journal Cit—Zielsprache Englisch; 1; n1 p23  
 Descriptors—\*Adult Education, \*English (Second Language), Evaluation, \*Higher Education, Language Instruction, Multiple Choice Tests, Test Construction  
 Analysis of the validity of multiple choice tests in advanced-level English. (RS)
- EJ 058 904** FL 502 596  
*Schrand, Heinrich*  
 Zum Problem der mündlichen Leistungskontrolle im Englischunterricht an Volkshochschulen (Problems of Oral Performance in English Instruction in Adult Education Institutions)  
 Pub Date—Mar 72  
 Journal Cit—Zielsprache Englisch; 2; n2 p20  
 Descriptors—\*Adult Education, Educational Objectives, \*English (Second Language), \*Evaluation, Higher Education, Listening Skills, \*Speech Skills, \*Test Construction  
 Critique of the oral portion of the Certification Examination in English, with emphasis on its degree of correspondence to the learning goals it supposedly measures. (RS)
- EJ 058 905** FL 502 852  
*Simpson, J.*  
 Evaluation and Testing in Modern Languages with Particular Reference to Tests to Accompany the Nuffield/Schools Council Modern Language Materials  
 Pub Date—Spr 72  
 Journal Cit—Audio-Visual Language Journal; v10 n1 p43-50  
 Descriptors—Educational Objectives, \*Evaluation, Grammar, \*Language Tests, \*Modern Language Curriculum, \*Modern Languages, Oral Expression, Teaching Techniques, \*Testing
- EJ 059 190** FL 502 591  
*Hamblock, Dieter Wessels, Dieter*  
 Ein Einstufungstest im Hochschulbereich: Bemerkungen zum gymnasialen Englischunterricht (A College Placement Test: Notes on High School English Instruction)  
 Pub Date—Jan 72  
 Journal Cit—Zielsprache Englisch; 1; n1 p3  
 Descriptors—\*Achievement Tests, College Admission, Educational Needs, \*English (Second Language), Language Instruction, Secondary Education, Statistical Data, Test Construction
- EJ 059 691** FL 502 575  
*Butzkamm, Wolfgang*  
 Ein informeller Leseverständnistest zu J.B. Priestley "An Inspector Calls" (An Informal Reading Comprehension Test for J.B. Priestley's "An Inspector Calls")  
 Pub Date—Aug 71  
 Journal Cit—Fremdsprachliche Unterricht; v5 n3 p1-8  
 Descriptors—Achievement Tests, \*English (Second Language), English Literature, Language Proficiency, \*Language Tests, \*Multiple Choice Tests, \*Reading Comprehension, Student Evaluation  
 Identifiers—\*Priestley (J. B.) Supplement 7. (RS)
- EJ 060 392** TM 500 596  
*Sharon, Armiel T.*  
 English Proficiency, Verbal Aptitude, and Foreign Student Success in American Graduate Schools  
 Pub Date—Sum 72  
 Journal Cit—Educational and Psychological Measurement; v32 n2 p425-31  
 Descriptors—\*Aptitude Tests, English (Second Language), \*Foreign Students, Graduate Study, \*Language Proficiency, \*Predictive Ability (Testing), \*Predictive Validity, Predictor Variables, Tables (Data)  
 Results of this study indicate that an English proficiency test such as TOEFL may raise the validity of the GRE aptitude tests in predicting foreign students' graduate school GPA. (Author)
- EJ 060 603** FL 503 068  
*Groot, P. J. M.*  
 Schoolonderzoek Moderne Vreemde Talen (Testing in Modern Foreign Languages)  
 Pub Date—Mar 72  
 Journal Cit—Levende Talen; 286; n286 p13  
 Descriptors—Audiolingual Skills, Language Proficiency, \*Language Skills, \*Language Tests, Linguistic Competence, \*Modern Languages, Reading Skills, \*Second Languages, Speech Skills, Student Evaluation
- EJ 060 936** UD 501 653  
*Zirkel, Perry Alan*  
 Spanish-Speaking Students and Standardized Tests  
 Pub Date—Jun 72  
 Journal Cit—Urban Review; v5 n6 p32-40  
 Descriptors—Academic Achievement, \*Bilingual Students, Culture Free Tests, \*Intelligence Tests, Minority Group Children, Performance Tests, \*Spanish Americans, \*Spanish Speaking, \*Standardized Tests  
 A review of research reveals linguistic, cultural, and psychological difficulties for Spanish-speaking children on standardized tests of academic achievement and aptitude. (RJ)

- EJ 062 238** CS 700 006  
*Bowers, Frederick Nocke, Phil L.*  
Cloze, Transformational Theory and Redundancy  
Pub Date—W 71-72  
Journal Cit—Journal of Reading Behavior; v4 n1 p20-33  
Descriptors—\*Cloze Procedure, Deep Structure, Information Theory, \*Redundancy, Semantics, Structural Linguistics, Surface Structure, \*Transformation Theory (Language)
- EJ 062 272** FL 503 142  
*Mason, Victor*  
Report on Cloze Tests Administered to Thai Students  
Pub Date—Mar 72  
Journal Cit—Bulletin of the English Language Center; v2 n1 p31-50  
Descriptors—\*Cloze Procedure, Comparative Analysis, Diagnostic Tests, \*English (Second Language), \*Language Skills, \*Scoring, \*Thai Identifiers—Thailand
- EJ 062 274** FL 503 144  
*Bachman, Lyle F. Kalls, David*  
An Outside Reading Comprehension Test  
Pub Date—Mar 72  
Journal Cit—Bulletin of the English Language Center; v2 n1 p68-78  
Descriptors—Educational Experiments, \*English (Second Language), \*Essay Tests, \*Multiple Choice Tests, \*Reading Comprehension, \*Reading Tests, Test Construction  
Identifiers—Thailand
- EJ 062 293** FL 503 166  
*Raird, Raymond*  
On the Role of Chance in Imitation - Comprehension - Production Test Results  
Pub Date—Aug 72  
Journal Cit—Journal of Verbal Learning and Verbal Behavior; v11 n4 p474-477  
Descriptors—\*Comprehension, \*Imitation, Language Research, Language Tests, Psycholinguistics, \*Scoring, \*Speech, Test Construction, \*Test Validity
- EJ 062 299** FL 502 606  
*Kahl, Peter W.*  
Möglichkeiten der Leistungsmessung durch informelle Tests im Englischunterricht (Possibilities for Measuring Achievement in English Instruction through Informal Tests)  
Pub Date—Nov 71  
Journal Cit—Neusprachliche Mitteilungen; v24 n4 p199-212  
Descriptors—Achievement Tests, \*English (Second Language), \*Language Tests, Scoring, Scoring Formulas, Student Evaluation, Teacher Developed Materials, \*Test Construction, Test Interpretation, Test Validity
- EJ 062 300** FL 502 607  
*Glaap, Albert-Reiner*  
Zur Konstruktion von Tests und Testarbeiten im Englischunterricht der Mittelstufe des Gymnasiums (On the Designing of Tests and Test Content in English Instruction at the Intermediate Secondary Level)  
Pub Date—Nov 71  
Journal Cit—Neusprachliche Mitteilungen; v24 n4 p212-221  
Descriptors—\*English (Second Language), Language Proficiency, \*Language Tests, Measurement, \*Secondary Education, Skill Development, Student Evaluation, \*Test Construction, Test Validity, Transfer of Training
- EJ 062 301** FL 502 608  
*Rasch, Albert*  
Das VHS-Zertifikat Französisch: Objektivierete Leistungsmessung im Französischunterricht für Erwachsene (The Adult Education Center French Certificate: Objective Measurement of Achievement in French Instruction for Adults)  
Pub Date—Nov 71  
Journal Cit—Neusprachliche Mitteilungen; v24 n4 p222-237  
Descriptors—Adult Education, Evaluation, \*French, Illustrations, Language Ability, \*Language Tests, Scoring Formulas, Test Construction, \*Test Reviews
- EJ 062 741** AA 513 124  
*Stallings, William M.*  
A Comparison of Television and Audio Presentations of the MLA French Listening Examination  
Pub Date—Jul-Aug 72  
Journal Cit—Journal of Educational Research; v65 n10 p472-4  
Descriptors—\*Language Tests, \*Listening Comprehension, \*Listening Tests, Nonverbal Communication, Tape Recorders, Tape Recordings, Television  
Although nonverbal cues are often available in real-life communication, listening is usually tested by aural stimuli broadcast from an audio-tape. It would seem that testing listening comprehension might be improved by using television to offer nonverbal cues in addition to aural stimuli. (Author)
- EJ 062 747** FL 502 609  
*Kamratowski, Joachim*  
Leistungstests im Sprachunterricht (Achievement Tests in Language Instruction)  
Pub Date—Oct 71  
Journal Cit—Englisch; v6 n4 p97-101  
Descriptors—\*Achievement Tests, \*English (Second Language), \*Language Tests, Norm Referenced Tests, Pictorial Stimuli, Teacher Developed Materials, \*Test Construction, Test Validity
- EJ 062 748** FL 502 610  
*Koch, Holger Scheibner-Herzig, Gudrun*  
Korrelationsstatistischer Vergleich zweier Schulleistungstests für den Unterricht in Englisch an Hauptschulen (Comparison by Statistical Correlation of Two English Achievement Tests for Intermediate Schools)  
Pub Date—Oct 71  
Journal Cit—Englisch; v6 n4 p101-107  
Descriptors—Achievement Tests, Comparative Statistics, Correlation, \*English (Second Language), Intermediate Grades, \*Language Tests, Test Interpretation, Test Results, \*Test Reviews  
Identifiers—\*West Germany  
Expanded version of a lecture given at a meeting of the Teachers of Modern Languages in Colleges of Education (Tagung der Fachdidaktiker für neuere Sprachen an den Pädagogischen Hochschulen), October 1, 1970 in Lüneburg, West Germany. (RS)
- EJ 062 749** FL 502 673  
*Zindler, Horst*  
Prüfungswesen und Ausbildungsmöglichkeiten im Bereich Deutsch als Fremdsprache an westdeutschen Hochschulen (Testing Methods and Possibilities for Education at West German Colleges in the Field of German as a Foreign Language)  
Pub Date—72  
Journal Cit—Zielsprache Deutsch; 1; n1 p6  
Descriptors—\*German, \*Higher Education, Instructional Improvement, Language Instruction, \*Language Tests, Second Language Learning, \*Teacher Education, Test Reviews, Testing  
Identifiers—\*West Germany
- EJ 063 511** FL 502 615  
*Schulz, Reinhard*  
Listening Comprehension: Eine weitere Lehr- und Lernhilfe für den Englischunterricht auf der zweiten Spracherlernungsstufe (Listening Comprehension: A Further Teaching and Learning Aid for English Instruction at the Second Stage of Language Acquisition)  
Pub Date—Aug 72  
Journal Cit—Neueren Sprachen; v71 n8 p441-451  
Descriptors—\*English (Second Language), \*Language Instruction, \*Language Learning Levels, Language Skills, \*Listening Comprehension, Listening Skills, Listening Tests, Second Language Learning, \*Teaching Techniques
- EJ 063 512** FL 502 616  
*Lubke, Diethard*  
Nacherzählung oder Textinterpretation? Erfahrungen mit neuartigen Klassenarbeiten auf der Oberstufe (Retelling or Text Interpretation? Experiences with Innovative Written Tests in Advanced Classes)  
Pub Date—Aug 72  
Journal Cit—Neueren Sprachen; v71 n8 p451-463  
Descriptors—Advanced Students, Composition (Literary), \*Language Instruction, \*Language Tests, Literary Analysis, \*Modern Languages, Tales, Writing Exercises, \*Writing Skills, Written Language
- EJ 063 513** FL 502 617  
*Loebner, Horst-Dieter*  
Die Relevanz des Schriftbildes für die "Nacherzählung" (The Relevance of the Printed Image for "Retelling Exercises")  
Pub Date—Aug 72  
Journal Cit—Neueren Sprachen; v71 n8 p463-473  
Descriptors—English (Second Language), \*Language Instruction, Language Proficiency, \*Language Tests, Listening Comprehension, Tales, Testing, Visual Perception, \*Written Language
- EJ 063 602** FL 503 288  
Three Functional Tests of Oral Proficiency  
Pub Date—Sep 72  
Journal Cit—TESOL Quarterly; v6 n3 p221-235  
Descriptors—\*Language Proficiency, \*Language Tests, \*Linguistic Competence, \*Measurement Instruments, \*Oral Communication, Second Language Learning, Test Construction, Test Reliability, Testing Programs
- EJ 063 638** FL 503 058  
*Farrington, B.*  
A Computer-Marked Examination in French Prose Composition for First Year University Students  
Pub Date—Jun 72  
Journal Cit—Modern Languages; v53 n2 p55-63  
Descriptors—Charts, College Language Programs, \*Computer Assisted Instruction, \*French, Multiple Choice Tests, \*Prose, Student Writing Models, \*Testing
- EJ 063 653** FL 503 104  
*Whitson, Valerie*  
The Correlation of Auditory Comprehension with General Language Proficiency  
Pub Date—Sum 72  
Journal Cit—Audio-Visual Language Journal; v10 n2 p89-91  
Descriptors—Auditory Perception, \*Language Proficiency, Language Research, Language Tests, \*Listening Comprehension, Statistical Data, \*Student Evaluation
- EJ 063 693** FL 503 326  
*Taylor, James S.*  
Would Achievement Testing of Students Solve the Problem of Incompetent Language Teachers?  
Pub Date—Oct 72  
Journal Cit—Modern Language Journal; v56 n6 p360-364  
Descriptors—Academic Achievement, \*Achievement Tests, \*Language Instruction, Language Proficiency, \*Language Teachers, Language Tests, Student Evaluation, Teacher Education, Teacher Qualifications
- EJ 063 723** FL 503 385  
*Smith, Gilbert*  
Problems of Testing in Lower-Level Reading Courses  
Pub Date—Sep 72  
Journal Cit—Hispania; v55 n3 p487-490  
Descriptors—Grammar, \*Language Instruction, Language Skills, Language Tests, Listening Comprehension, \*Reading Instruction, \*Testing
- EJ 065 230** FL 503 442  
*Theissen, Hans*  
An Attempt at the Construction of a Phonetic Discrimination Test for Foreign Learners of German  
Pub Date—Dec 71  
Journal Cit—BILC Bulletin; 5; n5 p24  
Descriptors—Audiovisual Aids, Auditory Discrimination, \*German, \*Language Instruction, Language Tests, Listening Comprehension, \*Phonetics, \*Testing
- EJ 065 231** FL 503 443  
*Arcaim, Enrico And Others*  
L'élaboration du test de langue française pour les Forces Armées Italiennes, d'après une théorie nouvelle de la syllabe (Discussion of a French Test for the Italian Armed Forces Based on a New Theory of Syllable)  
Pub Date—Dec 71  
Journal Cit—BILC Bulletin; 5; n5 p35  
Descriptors—Armed Forces, \*Contrastive Linguistics, \*French, \*Italian, Language Tests, Linguistic Theory, Second Language Learning, \*Syllables  
Identifiers—\*Italy  
Advances the theory that the syllables internal structure and laws governing its productivity permit a new perspective of the contrastive analysis of the Italian and French systems. (DS)

- EJ 065 253** FL 503 482  
*Marston, Patrick*  
 Some Ideas on Aural Testing in German  
 Pub Date—Oct 72  
 Journal Cit—Canadian Modern Language Review; v29 n1 p73-78  
 Descriptors—\*Aural Learning, \*German, \*Language Instruction, Language Laboratory Use, Language Tests, Listening Comprehension, Test Construction, Test Results
- EJ 066 432** FL 503 225  
*Townson, Michael*  
 Zur Fehleranalyse (Error Analysis)  
 Pub Date—71  
 Journal Cit—Linguistik und Didaktik; v2 n7 p235-238  
 Descriptors—Educational Diagnosis, \*Error Patterns, Item Analysis, \*Language Instruction, \*Test Interpretation, Typology
- EJ 066 815** FL 503 137  
*Lubke, Diethard*  
 Einsprachige Vokabelerklärungen: Testergebnisse aus dem Französischunterricht (Unilingual Vocabulary Explanations: Test Results from French Instruction)  
 Pub Date—Feb 72  
 Journal Cit—Neusprachliche Mitteilungen; v25 n1 p23-31  
 Descriptors—Definitions, \*French, Language Development, \*Language Instruction, Language Proficiency, \*Language Tests, Textbooks, \*Vocabulary, Vocabulary Development, Vocabulary Skills
- EJ 067 179** AA 514 016  
*Stennett, R. G. And Others*  
 Language Background, Guessing, Mastery and Type of Error in Beginning Reading  
 Pub Date—Sep 72  
 Journal Cit—Alberta Journal of Educational Research; v18 n3 p180-9  
 Descriptors—\*Beginning Reading, \*Conceptual Tempo, Data Analysis, \*Error Patterns, Grade 1, Grade 2, \*Guessing (Tests), Language Ability, Skill Development, \*Socioeconomic Status  
 Results of this study reinforce Kagan's postulation of reflection-impulsivity as a dimension of cognitive style which influences performance on a wide variety of reading-like tasks. (Authors)
- EJ 067 399** AA 513 672  
*Oliveira, Arnulfo L.*  
 Barrio Test of Verbal Abilities (Form A)  
 Pub Date—Nov 72  
 Journal Cit—Educational Leadership; v30 n2 p169-70  
 Descriptors—\*Intelligence Tests, Language Tests, \*Mexican Americans, \*Verbal Tests  
 Article contains a new intelligence test developed for use by teachers and administrators who are or will be working with Spanish-speaking pupils in the Texas Rio Grande Valley. (Editor/GB)
- EJ 068 133** FL 503 680  
*Taggart, Gilbert Moore, G. A. B.*  
 The Use of Closed-Circuit Television for Oral Tests in the Language Laboratory  
 Pub Date—Oct 72  
 Journal Cit—NALLD Journal; v47 n1 p27-30  
 Descriptors—Closed Circuit Television, Course Objectives, \*Language Instruction, \*Language Laboratories, \*Language Laboratory Use, \*Television, Testing
- EJ 068 615** FL 503 715  
*Oller, John W., Jr.*  
 Assessing Competence in ESL: Reading  
 Pub Date—Dec 72  
 Journal Cit—TESOL Quarterly; v6 n4 p313-323  
 Descriptors—\*English (Second Language), \*Evaluation Methods, Eye Movements, \*Linguistic Competence, Listening, \*Reading Skills, Speaking, Test Construction, \*Test Validity, Writing  
 Paper presented in a much abbreviated form at the 1972 TESOL Convention, Washington, D. C. (VM)
- EJ 071 049** CG 505 383  
*Alsamoni, Lawrence M.*  
 A Study of Foreign Language Learning at the University of Illinois  
 Pub Date—Jan 73  
 Journal Cit—Measurement and Evaluation in Guidance; v5 n4 p468-474  
 Descriptors—College Language Programs, College Students, Comparative Testing, Grades (Scholastic), \*Language Programs, \*Languages, \*National Norms, \*Placement, Test Results  
 The results indicate that students enrolled in the first four courses of a foreign language have learned significantly different amounts of the same material, as measured by the CEBB Foreign Language Placement Tests. The relationships between the test scores and course grades indicated that test scores predict successful student performance almost as well as grades do. (Author)
- EJ 071 846** FL 504 008  
*Brann, C. M. B.*  
 Dictation as an Aural Test: An Essay in Error Analysis  
 Pub Date—Nov 72  
 Journal Cit—International Review of Applied Linguistics in Language Teaching; v10 n4 p361-368  
 Descriptors—\*Articulation (Speech), \*Auditory Discrimination, \*Error Patterns, \*Evaluation, \*Language Tests, Learning Difficulties, Test Reliability, Testing Problems
- EJ 071 870** FL 503 780  
*Raasch, Albert*  
 Tests im Sprachunterricht (Tests in Language Instruction)  
 Pub Date—Dec 72  
 Journal Cit—Neueren Sprachen; v71 n12 p696-706  
 Descriptors—\*Item Analysis, \*Language Instruction, Language Skills, \*Language Tests, Modern Languages, Objective Tests, Test Interpretation, Test Validity, Testing
- EJ 071 872** FL 503 846  
*Richterich, Rene*  
 En rellasant Lado (On Re-reading Lado)  
 Pub Date—Dec 72  
 Journal Cit—Zielsprache Französisch; 4; n4 p  
 Descriptors—Applied Linguistics, \*Language Instruction, Language Research, \*Language Tests, Linguistic Theory, \*Teaching Methods, Testing  
 Summarizes Robert Lado's ideas on language testing and the study of linguistics. (DS)
- EJ 071 876** FL 503 850  
*Raasch, Albert*  
 Erste Ergebnisse der Testanalyse 1972: Zum schriftlichen Prüfungsteil des VHS-Zertifikats Französisch (First Results of the Test Analysis 1972: The Written Phase of the French Examination for the Adult Education Center Certificate)  
 Pub Date—Dec 72  
 Journal Cit—Zielsprache Französisch; 4; n4 p37  
 Descriptors—\*Adult Education, \*Error Patterns, \*French, Instructional Aids, Language Proficiency, Language Skills, \*Language Tests, Statistical Analysis  
 Specific examples of the most common types of errors are cited. (RS)
- EJ 072 351** HE 503 821  
*Jameson, Sanford C. Malcolm, Donald J.*  
 TOEFL - The Developing Years  
 Pub Date—W 72-73  
 Journal Cit—International Educational and Cultural Exchange; v8 n3 p57-62  
 Descriptors—\*English (Second Language), \*Higher Education, \*International Education, \*Second Language Learning, \*Tests  
 Describes TOEFL (Test of English as a Foreign Language). (PG)
- EJ 073 447** FL 503 666  
*Francke, Walter K.*  
 Individual Oral Exams  
 Pub Date—F 72  
 Journal Cit—Unterrichtspraxis; v5 n2 p150-152  
 Descriptors—Audiolingual Methods, Communication (Thought Transfer), \*German, Grammar, Individual Differences, Individual Instruction, \*Language Instruction, Oral Expression, \*Speech Skills, \*Testing
- EJ 075 010** FL 504 194  
*Matthews-Breazy, R. J. H.*  
 Translation as a Testing Device  
 Pub Date—Oct 72  
 Journal Cit—English Language Teaching; v27 n1 p58-65  
 Descriptors—\*English (Second Language), \*German, \*Language Instruction, Language Skills, Language Tests, Teaching Techniques, \*Test Construction, \*Translation
- EJ 075 011** FL 504 195  
*Anderson, Jonathan*  
 The Application of Cloze Procedure to English Learned as a Foreign Language in Papua and New Guinea  
 Pub Date—Oct 72  
 Journal Cit—English Language Teaching; v27 n1 p66-72  
 Descriptors—\*Cloze Procedure, Elementary Schools, \*English (Second Language), \*Language Instruction, \*Statistical Data, Tables (Data), \*Test Interpretation  
 Identifiers—New Guinea, Papua
- EJ 075 013** FL 504 197  
*Clark, Mark A.*  
 Arabic Distractors for English Vocabulary Tests  
 Pub Date—Oct 72  
 Journal Cit—English Language Teaching; v27 n1 p77-79  
 Descriptors—\*Arabic, \*English (Second Language), Guessing (Tests), \*Language Instruction, Language Tests, \*Multiple Choice Tests, Statistical Data, Test Construction, \*Vocabulary
- EJ 075 018** FL 504 205  
*Dykstra, Gerald*  
 Goal and Test Congruency and Systematization in Materials Preparation  
 Pub Date—Jun-Dec 72  
 Journal Cit—RELC Journal; v3 n1-2 p19-29  
 Descriptors—\*Achievement Tests, \*Educational Objectives, \*English (Second Language), \*Language Instruction, Language Tests, \*Material Development, Second Language Learning, Test Reliability
- EJ 076 233** FL 504 487  
*McKinstry, Robert*  
 Large-Scale Testing in the Language Laboratory  
 Pub Date—Spr 73  
 Journal Cit—Audio-Visual Language Journal; v11 n1 p57-61  
 Descriptors—Audiolingual Methods, \*Language Instruction, \*Language Laboratories, Language Laboratory Use, Language Proficiency, \*Language Tests, Multiple Choice Tests, \*Testing
- EJ 076 635** FL 504 181  
*Ewen, Elizabeth Gipps, Caroline*  
 Tests of English for Immigrant Children  
 Pub Date—Spr 73  
 Journal Cit—Multiracial School; v2 n2 p22-24  
 Descriptors—\*Aptitude Tests, Classroom Materials, \*Diagnostic Tests, \*Elementary Schools, \*English (Second Language), \*Immigrants, Research Projects  
 Identifiers—England
- EJ 076 639** FL 504 223  
*Forbes, Duncan*  
 Selling English Short  
 Pub Date—Feb 73  
 Journal Cit—English Language Teaching; v27 n2 p132-137  
 Descriptors—\*English (Second Language), \*Language Instruction, Multiple Choice Tests, \*Program Evaluation, Test Reviews, Test Validity, \*Testing  
 Identifiers—\*Africa  
 Critical evaluation of testing programs as a language barrier in English courses in African educational systems. (RS)
- EJ 076 648** FL 504 233  
*Robins, Peter*  
 Testing the Second-Language Competence of Children and Adults  
 Pub Date—Feb 73  
 Journal Cit—English Language Teaching; v27 n2 p190-199  
 Descriptors—Adults, Aptitude Tests, Children, \*Contrastive Linguistics, \*English (Second Language), Error Patterns, French, \*Language Instruction, \*Speech Skills, \*Testing  
 Based on a paper given at the Fourth Annual Conference of the International Association of Teachers

of English as a Foreign Language, London, England, December 29, 1970 to January 2, 1971. (RS)

EJ 076 649 FL 504 234

*Townson, Michael*  
Testing Oral Skills at University Level  
Pub Date—Feb 73  
Journal Cit—English Language Teaching; v27 n2 p199-205  
Descriptors—\*English (Second Language), Evaluation Methods, \*Language Instruction, \*Speech Skills, Teacher Education, \*Testing, \*Universities  
Identifiers—Erlangen University

EJ 077 214 EA 503 656

*Mecklenburger, James A.*  
Epilogue: The Performance Contract in Gary  
Pub Date—Apr 73  
Journal Cit—Phi Delta Kappan; v54 n8 p562-563  
Descriptors—\*Administrative Problems, \*Change Agents, Curriculum Problems, Educational Change, Language Arts, \*Performance Contracts, \*Performance Specifications, School Industry Relationship, \*Teacher Attitudes, Testing Problems  
Explains how the arrival of the performance contractor, Behavioral Research Laboratories, at Gary, Indiana, was beneficial and why their departure became a necessity. Contends that the tenure of BRL had to be curtailed because they functioned not as a creator of a new program, but as a change agent sufficiently powerful to force change at Gary. (Author)

EJ 078 227 CS 703 062

*Dew, Donald Jensen, Paul J.*  
The Phonetic Transcription Proficiency Test: Description and Preliminary Evaluation  
Pub Date—Mar 73  
Journal Cit—Speech Monographs; v40 n1 p38-48  
Descriptors—\*Language Research, \*Measurement Instruments, \*Performance Tests, Phonemes, Phonetic Analysis, \*Phonetic Transcription, Phonetics, \*Test Construction  
Identifiers—\*Phonetic Transcription Proficiency Test

EJ 078 267 FL 504 534

*Brodkey, Deay*  
Dictation as a Measure of Mutual Intelligibility: A Pilot Study  
Pub Date—Dec 72  
Journal Cit—Language Learning; v22 n2 p203-220  
Descriptors—Bilingualism, English (Second Language), \*Language Research, \*Listening Comprehension, \*Listening Tests, \*Oral English, Spanish Americans, \*Statistical Analysis, Tables (Data), Tape Recordings

EJ 078 298 FL 504 671

*Gulora, Alexander Z. And Others*  
Empathy and Second Language Learning  
Pub Date—Jun 72  
Journal Cit—Language Learning; v2 n1 p111-130  
Descriptors—\*Empathy, Language Ability, Perception Tests, \*Pronunciation, \*Psycholinguistics, \*Research Projects, \*Second Language Learning, Test Results  
Research performed pursuant to a contract with the Defense Language Institute. Complete report of this research is available on request from Defense Language Institute Headquarters, R and S Division, Anacostia Naval Annex, Washington, D.C.; Reference: "Final Report - The Role of Personality Variables in Second Language Behavior." (RS)

EJ 078 376 FL 504 607

*Lange, Dale L., Comp.*  
1972 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages  
Pub Date—May 73  
Journal Cit—Foreign Language Annals; v6 n4 p537-658  
Descriptors—\*Bibliographies, Bilingualism, Curriculum Development, English (Second Language), \*Instructional Materials, \*Language Instruction, \*Linguistics, \*Teacher Education, Teaching Methods, Testing

EJ 078 786 FL 504 244

*Bryan, Miriam M.*  
The MLA Cooperative Foreign Language Tests  
Pub Date—W 72  
Journal Cit—Revue de Louisiane/Louisiana Review; v1 n2 p143-148  
Descriptors—\*Achievement Tests, \*Colleges, Language Tests, \*Languages, Scoring, \*Secondary Schools, Standardized Tests, \*Test Construction  
Identifiers—Modern Language Association

EJ 078 787 FL 504 663

*Oller, John W., Jr. And Others*  
Cloze Tests in English, Thai, and Vietnamese: Native and Non-Native Performance  
Pub Date—Jun 72  
Journal Cit—Language Learning; v2 n1 p1-15  
Descriptors—\*Cloze Procedure, \*English (Second Language), High School Students, Item Analysis, Native Speakers, Psycholinguistics, Tables (Data), \*Test Interpretation, \*Thai, \*Vietnamese

EJ 078 793 RC 501 223

*Vasquez, James*  
Measurement of Intelligence and Language Differences  
Pub Date—Spr 72  
Journal Cit—Aztlán; v3 n1 p155-63  
Descriptors—Culture Free Tests, Educational Philosophy, \*Intelligence Tests, \*Language Tests, \*Mexican Americans, \*Nonverbal Tests, \*Test Bias  
Translated and nonverbal tests are discussed as techniques for measuring intelligence and language differences in the Chicano child. (NQ)

EJ 079 981 FL 504 564

*Stansfield, Charles W.*  
Testing at the Intermediate Level  
Pub Date—Spr 73  
Journal Cit—American Foreign Language Teacher; v3 n3 p7-11,36  
Descriptors—\*Language Instruction, \*Language Tests, \*Language Learning Levels, \*Standardized Tests, \*Listening Tests, Verbal Tests, Reading Skills, Test Validity, Transformation Generative Grammar

EJ 079 993 FL 504 688

*Weible, David M.*  
Active Teaching or Formal Testing?  
Pub Date—Spr 73  
Journal Cit—Unterrichtspraxis; v6 n1 p12-14  
Descriptors—\*Language Instruction, \*German, \*Instructional Innovation, \*Testing, \*Grading, Universities, Student Reaction, Student Motivation, Student Teacher Relationship, Textbooks  
Revision of testing and grading procedures implemented in a German course at the University of Illinois at Chicago Circle. (RS)

EJ 081 599 FL 504 862

*Bachman, Lyle F.*  
Testing Oral Production  
Pub Date—Mar 73  
Journal Cit—Bulletin of the English Language Center; v3 n1 p41-58  
Descriptors—\*English (Second Language), \*Testing, \*Speech, \*Language Skills, \*Linguistic Performance, Linguistic Competence, Phonology, Morphology (Languages), Syntax  
Paper presented at the 2nd Annual Seminar on English Language Teaching, Vientiane, Laos, February 7-9, 1973. (RL)

EJ 081 672 FL 504 845

*Duwell, Henning*  
Die Integration von Tests in Fremdsprachenlehrwerken (The Incorporation of Tests in Foreign Language Textbooks)  
Pub Date—Apr-Jun 73  
Journal Cit—Praxis des Neusprachlichen Unterrichts; v20 n2 p121-127  
Descriptors—\*Language Instruction, \*Textbooks, \*Testing, \*Achievement Tests, \*Aptitude Tests, Instructional Materials, Instructional Innovation, Textbook Selection, Language Learning Levels

EJ 082 160 FL 505 015

*Hamblock, Dieter*  
"Structure and Usage"—ein EFL-Test im Rahmen des Lower Certificate in English (An EFL Test in the Framework of the Lower Certificate in English)  
Pub Date—Jun 73  
Journal Cit—Zielsprache Englisch; 3; n3 p21  
Descriptors—\*English (Second Language), \*Testing, \*Form Classes (Languages), Context Clues, Grammar, Language Tests, Language Proficiency, Language Usage, Language Patterns, Morphology (Languages)

EJ 082 312 AA 516 426

*Mandelson, Fernore R.*  
Test Performance on a Verbal Learning Task as a Function of Anxiety-Arousal: Testing Instructions  
Pub Date—p 72  
Journal Cit—Journal of Educational Research; v67 n1 p37-49  
Descriptors—\*Anxiety, \*Performance Tests, \*Verbal Learning, \*Second Language Learning, Elementary School Students, Tables (Data), Analysis Of Variance, Data Analysis  
Identifiers—\*Mood Adjective Check List, MACL  
The purpose of this study was to clarify some of the dynamics of test anxiety in the foreign-language classroom: to evaluate the effect of different test instructions (calculated to arouse or reduce test anxiety) on the test performance of foreign language pupils. (Author)

EJ 082 904 FL 505 076

*Kunne, Wulf*  
Erstellung eines fremdsprachlichen Aussprachetests: Probleme und Methoden (The Composition of a Foreign Language Pronunciation Test: Problems and Methods)  
Pub Date—Jul 73  
Journal Cit—Neueren Sprachen; v72 n7 p372-380  
Descriptors—\*Pronunciation Instruction, \*English (Second Language), \*Test Construction, \*Testing, \*Language Skills, Testing Problems, Diagnostic Tests, Models, Bibliographies

EJ 082 947 FL 505 190

*Johansson, Stig*  
An Evaluation of the Noise Test: A Method for Testing Overall Second Language Proficiency by Perception under Masking Noise  
Pub Date—May 73  
Journal Cit—International Review of Applied Linguistics in Language Teaching; v11 n2 p107-33  
Descriptors—\*Acoustics, Charts, \*Evaluation Methods, Grammar, Individual Psychology, \*Language Proficiency, Listening Comprehension, Morphology (Languages), \*Second Language Learning, \*Testing  
Abridged version of the original Swedish article. (DD)

EJ 082 978 FL 505 263

*Sopher, E.*  
Multiple-Choice Comprehension Tests  
Pub Date—Jun 73  
Journal Cit—English Language Teaching; v27 n3 p281-88  
Descriptors—\*Multiple Choice Tests, \*Comprehension, \*Language Ability, \*Test Construction, \*Answer Keys, Grammar, Language Usage, Idioms, Illustrations, Language Tests

EJ 084 551 EC 052 434

*Hare, Betty A. And Others*  
Construct Validity of Selected Subtests of the ITPA  
Pub Date—Sep 73  
Journal Cit—Exceptional Children; v40 n1 p13-20  
Descriptors—\*Test Validity, \*Language Tests, \*Psycholinguistics, \*Statistical Analysis, Testing, Childhood  
Identifiers—\*Illinois Test of Psycholinguistic Abilities

EJ 086 260 FL 505 461

*Butzkamm, Wolfgang*  
Ein informeller Sprechfertigkeitstest im elementaren Englischunterricht (An Informal Language Readiness Test in Elementary English)  
Pub Date—Sep 73  
Journal Cit—Englisch; v8 n3 p101-4  
Descriptors—\*Learning Readiness, \*Language Tests, \*Elementary Grades, \*Test Construction, \*English (Second Language), Predictive Ability (Testing), Test Interpretation  
Revised version of a paper presented at the 1971 Annual Meeting of the Society for Applied Linguistics. (DD)

EJ 086 261 FL 505 462

*König, Dieter*  
Diktatberichtigungen im Englischunterricht (Correcting Dictations in English)  
Pub Date—Sep 73  
Journal Cit—Englisch; v8 n3 p104-5  
Descriptors—\*Language Instruction, \*English (Second Language), \*Writing Exercises, \*Writing Skills, \*Test Interpretation, Student Evaluation, Vocabulary, Spelling, Language Usage

- EJ 088 061** FL 505 671  
*Mohan, Bernard A.*  
 Comprehension Testing as Semantics plus Induction  
 Pub Date—Nov 1 73  
 Journal Cit—Linguistics; 115; n115 p9  
 Descriptors—\*Psycholinguistics, \*Children, \*Sentence Structure, \*Comprehension, \*Language Tests, \*Phrase Structure, \*Concept Formation, \*Inductive Methods, \*Semantics
- EJ 088 072** FL 505 682  
*Carroll, John B.*  
 Implications of Aptitude Test Research and Psycholinguistic Theory for Foreign-Language Teaching  
 Pub Date—Sep 15 73  
 Journal Cit—Linguistics; 112; n112  
 Descriptors—\*Psycholinguistics, \*Learning Theories, \*Aptitude Tests, \*Language Research, \*Language Instruction, \*Second Language Learning, \*Acoustic Phonetics, \*Memory, \*Grammar, \*Morphophonemics  
 Paper presented at the 17th International Congress of Applied Psychology, Liege, Belgium, July 1971. (DD)
- EJ 088 108** FL 505 789  
*Landsheere, Gilbert de*  
 Application du cloze test de W.L. Taylor a la langue française (Application of W.L. Taylor's Cloze Test in French)  
 Pub Date—72  
 Journal Cit—Scientia Paedagogica Experimentalis; v9 n2 p207-56  
 Descriptors—\*Cloze Procedure, \*French, \*Elementary Grades, \*Secondary Grades, \*Reading Comprehension, \*Language Ability, \*Experiments, \*Testing, \*Tables (Data)  
 Identifiers—Taylor (W L)
- EJ 088 208** RC 501 345  
*Fry, Maurine A. Johnson, Carole Schulte*  
 Oral Language Production and Reading Achievement Among Selected Students  
 Pub Date—Oct 73  
 Journal Cit—Journal of American Indian Education; v13 n1 p22-7  
 Descriptors—\*American Indians, \*Reading Achievement, \*Speech Skills, \*Verbal Tests, \*Achievement Tests, \*Child Language, \*Day Schools, \*Grade 2, \*Language Research, \*Public Schools  
 Identifiers—\*Pima Maricopas  
 The study, using a design that controlled for chronological age, sex, and intelligence, was conducted to explore the relation between oral language and reading achievement among 45 second grade Pima-Maricopa Indian children attending public school and 24 attending a Bureau of Indian Affairs Day School. (FF)
- EJ 090 328** TM 501 927  
*Ramos, Robert A. Stern, June*  
 Item Behavior Associated with Changes in the Number of Alternatives in Multiple Choice Items  
 Pub Date—W 73  
 Journal Cit—Journal of Educational Measurement; v10 n4 p305-10  
 Descriptors—\*Multiple Choice Tests, \*Measurement, \*Test Construction, \*Data Analysis, \*Research Design, \*Tables (Data), \*Sampling, \*Language Tests  
 The purpose of the present study was to determine whether a "natural" four-alternative multiple choice item represents the same psychological task as a five-choice item rescored as a four-choice item. (Author)
- EJ 090 371** TM 501 070  
*Ayers, Jerry B. And Others*  
 Prediction of Success in College Foreign Language Courses  
 Pub Date—W 73  
 Journal Cit—Educational and Psychological Measurement; v33 n4 p939-42  
 Descriptors—\*College Language I, \*Language Tests, \*Academic Achievement, \*Predictive Ability (Testing), \*Test Validity, \*Multiple Regression Analysis  
 Identifiers—\*Modern Language Aptitude Test (MLAT), \*American College Test
- EJ 090 490** AA 517 303  
*Mendoza-Friciman, Minerva*  
 Spanish Bilingual Students And Intelligence Testing  
 Pub Date—Nov 73  
 Journal Cit—Thrust for Education Leadership; v3 n2 p20-3  
 Descriptors—\*Bilingual Students, \*Spanish Speaking, \*Intelligence Tests, \*Educational Objectives, \*Educational History, \*Standardized Tests, \*Test Validity, \*Intelligence Quotient, \*Academic Achievement, \*Cultural Background  
 Considered the impact of intelligence testing upon Spanish speaking children and the relationship between the classroom environment and bilingual students' social background. (Author/RK)
- EJ 091 087** CS 700 583  
*Brekke, Beverly Williams, John D.*  
 Conservation and Reading Achievement of Second Grade Bilingual American Indian Children  
 Pub Date—Jan 74  
 Journal Cit—Journal of Psychology; 86; n86 p6  
 Descriptors—\*Reading Achievement, \*Intelligence Tests, \*Bilingual Students, \*American Indians, \*Conservation (Concept), \*Grade 2, \*Disadvantaged Youth, \*Socioeconomic Status  
 The results of this study question the usefulness of the Draw-A-Man Test as a measure of intelligence for the bilingual child. (TO)
- EJ 092 496** CG 506 916  
*Greene, John F. Zirkel, Perry A.*  
 The Use of Parallel Testing of Aural Ability As An Indicator of Bilingual Dominance  
 Pub Date—Jan 74  
 Journal Cit—Psychology in the Schools; v11 n1 p51-55  
 Descriptors—\*Bilingual Students, \*Audiolingual Skills, \*Language Ability, \*Aural Stimuli, \*Bilingual Education, \*Language Tests, \*Educational Research, \*Verbal Tests  
 Investigates differences in the performance of Spanish-speaking children on alternate forms of the Oral Vocabulary Subtest of the Inter-American Test of General Abilities (Manuel, 1967) in Spanish and English that may be attributed to the factors of practice effect, language level, and chance errors of measurement. (Author)
- EJ 092 556** CS 700 731  
*Dubois, Betty Lou*  
 Cultural and Social Factors in the Assessment of Language Capabilities  
 Pub Date—Feb 74  
 Journal Cit—Elementary English; v51 n2 p257-61  
 Descriptors—\*Language Ability, \*Language Usage, \*Evaluation Criteria, \*Evaluation Methods, \*Bilingual Students, \*English Instruction, \*Language Proficiency, \*Language Tests  
 Through example, shows that the accuracy of the assessment of language competence, performance, and dominance of the potentially bilingual student may be seriously impaired by inappropriate conditions of observation and lack of knowledge by the assessor. (TO)
- EJ 092 907** FL 505 566  
*Oller, John W., Jr.*  
 Pragmatic Language Testing  
 Pub Date—Dec 73  
 Journal Cit—Language Sciences; 28; n28 p  
 Descriptors—\*Language Tests, \*Test Construction, \*Communication (Thought Transfer), \*Language Patterns, \*Syntax, \*Sentence Structure, \*Generative Grammar, \*Deep Structure, \*Language Proficiency, \*Cloze Procedure  
 Revised version of a paper presented at Indiana University, Bloomington, Indiana, November 1972. (DD)
- EJ 092 916** FL 505 639  
*Schrand, Heinrich*  
 Writing Multiple-Choice Tests: Observations and Suggestions  
 Pub Date—Oct 73  
 Journal Cit—Zielsprache Englisch; 4; n4 p2  
 Descriptors—\*Multiple Choice Tests, \*Test Construction, \*English (Second Language), \*Language Instruction, \*Student Evaluation, \*Statistical Analysis, \*Illustrations, \*Language Tests
- EJ 093 009** FL 505 515  
*Goldenberg, Ted*  
 Preparing Oral Examinations  
 Pub Date—Oct 73  
 Journal Cit—PASAA; v3 n2 p114-22  
 Descriptors—\*Language Tests, \*Oral English, \*Student Evaluation, \*Test Validity, \*Test Construction, \*Test Interpretation, \*Error Patterns, \*Listening Skills, \*Speech Skills, \*English (Second Language)
- EJ 093 053** FL 505 859  
*Eichenlaub, W.*  
 A New Look at German "Sight"  
 Pub Date—Jan 74  
 Journal Cit—Canadian Modern Language Review; v30 n2 p130-2  
 Descriptors—\*German, \*Reading Tests, \*Reading Comprehension, \*Sight Vocabulary, \*Language Tests, \*Reading Material Selection, \*Reading Skills, \*Word Study Skills, \*Word Recognition, \*Reading Ability  
 Discusses techniques for testing reading of "sight" passages. (HW)
- EJ 096 239** FL 506 068  
*Denham, Patricia A.*  
 Design and Three-Item Paradigms  
 Pub Date—Jan 74  
 Journal Cit—English Language Teaching Journal; v28 n2 p138-45  
 Descriptors—\*Listening Tests, \*English (Second Language), \*Advanced Students, \*Auditory Discrimination, \*Test Interpretation, \*Vowels, \*Language Laboratories, \*Language Tests, \*Error Patterns, \*Comparative Analysis
- EJ 096 240** FL 506 069  
*Fowler, W. S.*  
 Experimenting with Multiple Choice  
 Pub Date—Jan 74  
 Journal Cit—English Language Teaching Journal; v28 n2 p145-8  
 Descriptors—\*Multiple Choice Tests, \*Language Tests, \*English (Second Language), \*Test Construction, \*Verbs, \*Test Results
- EJ 096 325** FL 506 229  
*Plaister, Ted*  
 Teaching Reading Comprehension to the Advanced ESL Student Using the Cloze Procedure  
 Pub Date—Dec 73  
 Journal Cit—RELC Journal; v4 n2 p31-8  
 Descriptors—\*English (second language), \*Advanced Students, \*Reading Comprehension, \*Cloze Procedure, \*Reading Instruction, \*Syntax, \*Lexicology, \*Reading Skills, \*Reading Ability
- EJ 096 326** FL 506 230  
*Byers, Burton H.*  
 Testing Proficiency in Interpersonal Communication  
 Pub Date—Dec 73  
 Journal Cit—RELC Journal; v4 n2 p39-47  
 Descriptors—\*Language Tests, \*English (Second Language), \*Communication (Thought Transfer), \*Test Results, \*Measurement Instruments, \*Scoring, \*Testing, \*Comprehension
- EJ 096 395** FL 506 311  
*Dretzke, Burkhard*  
 Grenzen und Möglichkeiten der objektiven Leistungsmessung mündlicher Sprachauswertungen im Englischunterricht: Abschlussklasse des Gymnasiums (Limitations and Possibilities for Objective Measurement of Oral Language Skill Proficiency in Teaching English: The Final Year in the Gymnasium)  
 Pub Date—Feb 74  
 Journal Cit—Neueren Sprachen; v73 n1 p47-67  
 Descriptors—\*Language Instruction, \*English (Second Language), \*Speech Skills, \*Verbal Ability, \*Student Evaluation, \*Testing, \*Pronunciation, \*Intonation, \*Vocabulary, \*Idioms
- EJ 097 983** FL 506 372  
*Cory, Mark E.*  
 A Neglected Aspect of Foreign Language Testing: Structuring the Review Session  
 Pub Date—May 74  
 Journal Cit—Foreign Language Annals; v7 n4 p417-20  
 Descriptors—\*Modern Languages, \*German, \*Language Instruction, \*Language Tests, \*Testing, \*College Language Programs  
 Discusses the merits of a practice examination modeled after the final examination administered in German classes at the University of Nebraska. (RI)

- EJ 098 031** FL 506 457  
*Gutberlett, Rolf And Others*  
 Vorschläge zur Gestaltung der mündlichen Prüfung zum Volkshochschul-Zertifikat Englisch 1 (Proposals for Developing an Oral Exam for the English 1 Certificate in Adult Education)  
 Pub Date—Apr 74  
 Journal Cit—Zielsprache Englisch; 2; n2 p7  
 Descriptors—\*Language Instruction, \*English (Second Language), \*Language Tests, \*Oral English, \*Test Construction, Questioning Techniques, Reading Comprehension, Oral Reading, Testing
- EJ 099 626** FL 506 318  
*Akala (A Shark)*  
 Pub Date—73  
 Journal Cit—Rusakij Yazyk za Rubezhom; 4; n4 p3  
 Descriptors—\*Russian, \*Reading Comprehension, \*Pronunciation Instruction, \*Language Tests, Language Instruction, Second Language Learning, Listening Comprehension  
 Identifiers—\*Tolstoy (L N)  
 Abridged version of Tolstoy's story, "A Shark," is used for reading and listening comprehension tests. The tests stress correct pronunciation, accent, and memorization of phrases. (HK)
- EJ 099 671** FL 506 462  
*James, Carl*  
 Linguistic Measures for Error Gravity  
 Pub Date—Spr 74  
 Journal Cit—Audio-Visual Language Journal; v12 n1 p3-9  
 Descriptors—\*Applied Linguistics, \*Testing, \*Language Tests, Test Construction, Scoring, Language Skills, Linguistic Performance  
 The prime contention of this paper is that applied linguists are capable of making a more substantial contribution than they have hitherto to the field of Language Skills Measurement. (Author)
- EJ 100 254** SP 502 679  
*Ellis, Dormer Gauthier, Rheal*  
 Le Rendement en Anglais des Elèves Franco-Ontariens  
 Pub Date—Jun 74  
 Journal Cit—Orbit 23; v5 n3 p10-1  
 Descriptors—\*Reading Tests, \*Non English Speaking, \*Bilingual Education, \*Second Languages, Reading Skills  
 Identifiers—\*French Canadians, Ontario  
 Courses for French-speaking students in Ontario are designed to provide language skills needed to succeed in an English-speaking society. Experiments using reading tests prepared for English-speaking students are described. (MBM)
- EJ 100 365** AA 518 556  
*Gipps, G. Ewen, E.*  
 Scoring Written Work in English as a Second Language: the Use of the T-unit  
 Pub Date—Feb 74  
 Journal Cit—Educational Research; v16 n2 p121-25  
 Descriptors—\*Second Language Learning, \*English (Second Language), \*Writing Skills, \*Scoring, \*Sentence Structure, Educational Research, Test Construction, Children  
 Identifiers—\*Minimal Terminable Unit  
 Evaluated the use of the T-unit in the scoring of spoken and written work by children learning a second language. (RK)
- EJ 100 489** AA 518 680  
*Gipps, Caroline Ewen, Elizabeth*  
 Tests of English for Immigrant Children  
 Pub Date—May 74  
 Journal Cit—Trends in Education; 33; n33 p  
 Descriptors—\*Immigrants, \*Test Construction, \*English (Second Language), \*Language Skills, Sampling  
 The NFER has devised a set of English proficiency tests suitable for immigrant junior-school children. What do these tests reveal about the level of linguistic skill found in different immigrant groups? (Editor)
- EJ 102 713** FL 506 501  
*Celce-Murcia, M. And Others*  
 Goal: Good Multiple-Choice Language-Test Items  
 Pub Date—Apr 74  
 Journal Cit—English Language Teaching Journal; v28 n3 p257-262  
 Descriptors—\*Language Tests, \*Multiple Choice Tests, \*Test Construction, \*Item Analysis, Objective Tests, Language Instruction, Measurement Goals
- EJ 102 733** FL 506 521  
*Carter, Thomas P.*  
 A Technical Solution to the Problem of Test Administration in an Individualized Language Program  
 Pub Date—Spr 74  
 Journal Cit—American Foreign Language Teacher; v4 n3 p11-3  
 Descriptors—\*Language Tests, \*Individualized Programs, \*Testing, Language Instruction, Individualized Instruction, Tests, French, Language Laboratories  
 Identifiers—Quizzes
- EJ 103 335** TM 501 237  
*Shuit, David L. Hannon, Thomas A.*  
 The Validity of the HNTLA for Evaluation of the Abilities of Bilingual Children  
 Pub Date—Sum 74  
 Journal Cit—Educational and Psychological Measurement; v34 n2 p429-32  
 Descriptors—\*Bilingual Students, \*Test Validity, \*Special Education, \*Intelligence Tests, \*Placement, Navaho, Mexican Americans, Elementary School Students, Correlation  
 Identifiers—\*Hikey Nebraska Test of Learning Aptitude, HNTLA
- EJ 104 370** FL 506 597  
*Soechting, Paul*  
 The Use of Conversation Evaluation Sheets in FL Instruction  
 Pub Date—Spr 74  
 Journal Cit—Unterrichtspraxis; v7 n1 p99-101  
 Descriptors—\*Conversational Language Courses, Evaluation Criteria, Evaluation Methods, \*Language Instruction, Language Tests
- EJ 106 022** FL 506 666  
*Gordon, W. Terrence*  
 Object-oriented Oral Testing  
 Pub Date—Oct 74  
 Journal Cit—Canadian Modern Language Review; v31 n1 p72-74  
 Descriptors—\*Language Tests, \*Verbal Tests, \*Testing, \*French, Speech Skills, Language Fluency  
 Presents a summary outline of an approach to oral testing used in the past two years with groups of students completing Fernand Marty's "Active French." (Author/PP)
- EJ 107 472** FL 506 688  
*Yarmohammadi, Lotfollah*  
 Universal versus Language-Specific Tests  
 Pub Date—Oct 74  
 Journal Cit—English Language Teaching Journal; v29 n1 p65-68  
 Descriptors—\*English (Second Language), \*Persian, \*Language Tests, \*Comparative Analysis, Testing, Contrastive Linguistics, Structural Analysis, Syntax, Lexicography  
 A language-specific test-item is one which includes a distractor which is a predictable mistake made by Persian speakers, and determined by syntactic and lexical contrastive analysis of Persian and English. The term 'universal' is used for a test-item which does not contain contrastive distractors as defined here. (Author)
- EJ 107 477** FL 506 693  
*Poltzer, Robert L.*  
 Developmental Sentence Scoring as a Method of Measuring Second Language Acquisition  
 Pub Date—Sep 74  
 Journal Cit—Modern Language Journal; v58 n5-6 p245-250  
 Descriptors—\*Second Language Learning, \*Language Development, \*Measurement Techniques, Scoring, Data Analysis, Measurement Instruments  
 Identifiers—\*Developmental Sentence Scoring  
 Describes how Developmental Sentence Scoring, an instrument or procedure for estimating a child's native language development, can be used to measure second language acquisition. (PMP)
- EJ 107 480** FL 506 696  
*Stubbs, Joseph B. Tucker, G. Richard*  
 The Cloze Test as a Measure of English Proficiency  
 Pub Date—Sep 74  
 Journal Cit—Modern Language Journal; v58 n5-6 p239-241  
 Descriptors—\*Cloze Procedure, \*English (Second Language), \*Language Proficiency, \*Measurement Techniques, Test Results, Second Language Learning
- Presents empirical data concerning the use of the cloze test as a measure of proficiency in English as a second language. (Author/PMP)
- EJ 109 517** FL 506 858  
*Partridge, J. A.*  
 An Experiment in Aptitude Testing in Two British Schools  
 Pub Date—Sep 74  
 Journal Cit—Modern Languages; v55 n3 p123-126  
 Descriptors—\*Second Language Learning, \*Aptitude Tests, \*Language Skills, Aptitude, Tests, Test Reliability, Secondary Education, Language Tests  
 Identifiers—\*Pimsleur Language Aptitude Battery  
 This is a discussion of the results of the Pimsleur Language Aptitude Battery used to determine the potential language-learning ability of secondary school students. (CK)
- EJ 111 069** FL 506 815  
*Jacobson, Morris Imhoof, Maurice*  
 Predicting Success in Learning a Second Language  
 Pub Date—Nov 74  
 Journal Cit—Modern Language Journal; v58 n7 p329-336  
 Descriptors—\*Second Language Learning, \*Multilingualism, \*Japanese, \*Language Tests, Music Education, Semantic Differential, Education, Ideography, Language Proficiency, Second Languages  
 In this study of ability to learn Japanese, six extralinguistic factors were investigated: multi-linguality, semantic space sensitivity, formal education, Japanophilia, musical training and the introduction of Kanji (ideographs used in Japanese writing). (CK)
- EJ 111 129** FL 506 894  
*Fairbairn, Kerry*  
 Table of Specifications for Foreign Languages  
 Pub Date—Oct 74  
 Journal Cit—Babel: Journal of the Australian Federation of Modern Language Teachers' Associations; v10 n3 p10-14  
 Descriptors—\*Second Language Learning, \*Language Instruction, \*Language Skills, \*Teaching Guides, \*Language Learning Levels, Teacher Role, Teaching Methods, Teaching Models, Language Tests  
 Table lists skills for second language learning on one axis and levels of complexity on the other. Uses of table by classroom teacher in assessment are discussed. (RM)
- EJ 111 138** FL 506 898  
*Duwell, Henning*  
 Inhalte und Methoden der informellen Schülerbefragung im Fremdsprachenunterricht (Contents and Methods of Informal Interrogation of Pupils in Teaching Foreign Languages)  
 Pub Date—74  
 Journal Cit—Neueren Sprachen; 6; n6 p333-  
 Descriptors—\*Student Attitudes, \*Language Instruction, \*Questioning Techniques, Questionnaires, Attitude Tests, Second Language Learning  
 Because of the lack of standardized questionnaires for ascertaining pupil attitudes toward foreign language teaching in the Federal Republic, hints are given for questioning pupils informally. Along with the presentation of different methods, the possible areas of interrogation are discussed, with examples. (Text is in German.) (IFS/WGA)
- EJ 111 163** FL 506 937  
*Cooper, Robert L. Fishman, Joshua A.*  
 Some Studies of Language Attitude in Israel  
 Pub Date—Oct 74  
 Journal Cit—English Teachers' Journal (Israel); 12; n12 p3  
 Descriptors—\*Second Language Learning, \*Language Instruction, \*Language Research, \*Student Attitudes, \*Attitude Tests, Language Development, Cultural Factors  
 The importance of student attitudes to the target language in second language learning is discussed, and several studies are briefly described relating to language attitudes. (RM)
- EJ 111 165** FL 506 939  
*Gefen, Raphael*  
 Using the "Cloze" Technique for Testing English as a Foreign Language in Israel  
 Pub Date—Oct 74  
 Journal Cit—English Teachers' Journal (Israel); 12; n12 p1  
 Descriptors—\*Cloze Procedure, \*English (Second Language), \*Standardized Tests, \*Language Instruction, \*Second Language Learning, Language



## Tests, Test Construction, Achievement Tests

The Cloze test is explained, and an experiment described which was conducted by the Ministry of Education in 1973 using Cloze tests as language exercises in the matriculation examination. Results of the test and teachers' evaluations are reported, and sample passages given. (RM)

EJ 111 168 FL 506 942

Toben, Michael

## The Multiple Difficulties in the Construction of Multiple Choice Tests

Pub Date—Oct 74

Journal Cit—English Teachers' Journal (Israel); 12; n12 p4

Descriptors—\*Language Instruction, \*Test Construction, \*Teaching Methods, \*Multiple Choice Tests, \*Test Validity, Language Tests, Objective Tests, \*Test Reliability

Some of the pitfalls in the construction of multiple choice tests are discussed and examples of invalid questions given. (RM)

EJ 111 172 FL 506 946

Green, Peter

## Aptitude Testing—An On-going Experiment

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p205-210

Descriptors—\*Language Instruction, \*Second Language Learning, \*Aptitude Tests, \*Academic Aptitude, Language Tests

Discusses differences in second language students which account for differences in success. Four factors—intelligence, parental support, previous experience and language aptitude—were used in the York study to predict language learning success. Results of those tests are discussed. (RM)

EJ 111 173 FL 506 947

Harding, Ann Page, Brian

## An Alternative Model for Modern Language Examinations

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p237-244

Descriptors—\*National Competency Tests, \*Language Instruction, \*Second Language Learning, \*Language Tests, \*Curriculum Guides, Achievement Tests, Course Content, Curriculum Planning, Teaching Methods

An alternative model for the 16+ examinations presently being tested by examining boards is suggested which would allow for differing levels of achievement for different student populations. (RM)

EJ 111 175 FL 506 949

Harding, Ann

## Test Writing and Speaking at GCE Ordinary Level

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p171-178

Descriptors—\*Language Instruction, \*Second Language Learning, \*Language Tests, \*Test Construction, \*National Competency Tests, Linguistic Performance

Discusses diversity which has arisen in testing of productive skills at GCE O level. Criteria to apply in assessment of foreign language acquisition, and writing and speaking tests in particular, are discussed, as well as the weighting of writing and speaking at O level. (RM)

EJ 111 176 FL 506 950

Harding, Ann

## Transfer at 13+ and the Assessment of Aptitude for Modern Languages

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p201-203

Descriptors—\*Language Instruction, \*Second Language Learning, \*Language Tests, \*Secondary Education, \*Aptitude Tests, Standardized Tests, Language Skills

The transfer of students at 13+ from middle to high school requires high school teachers to assess heterogeneous groups of children from different middle schools. Ways of predicting students' success at further language study are suggested. (RM)

EJ 111 177 FL 506 951

Harrison, Andrew

## Written Production at the Advanced Level: Testing an Alternative to Prose

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p179-183

Descriptors—\*Language Tests, \*Second Language Learning, \*Test Construction, \*Language Instruction, \*Translation, National Competency Tests, Teaching Methods, Language Skills, Linguistic Performance

Alternatives to prose translation as a language test are discussed, and an experimental reorientation test in French given to 128 prospective A level candidates is described in detail. (RM)

EJ 111 178 FL 506 952

Meara, Paul

## Two Tests of Overall Ability in a Foreign Language

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p233-236

Descriptors—\*Language Tests, \*Language Instruction, \*Second Language Learning, \*Objective Tests, \*Test Construction, Cloze Procedure

Two kinds of objective tests are described which are fairly easy to construct and which stress overall language ability and language predictability. Cloze tests involve filling in passages from which every nth word is missing; noise tests the interpretation of recordings on which noise is superimposed. (RM)

EJ 111 179 FL 506 953

Page, Brian

## A Quoi Sert un Aspirateur? (What Good is a Vacuum Cleaner?)

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p199-200

Descriptors—\*Standardized Tests, \*Language Instruction, \*Second Language Learning, \*Language Tests, \*Grading, Examiners, National Competency Tests, Testing Programs, Measurement

The JMB, Syllabus B, O level oral examination in French is commented on by an ex-examiner. Mention is made of ways in which candidates lose marks and of the need for teachers to know more about the marking system. (RM)

EJ 111 181 FL 506 955

## The Pimsleur Language Aptitude Battery and the CREDIF CGM 62 Tests of Level

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p211-212

Descriptors—\*Aptitude Tests, \*Achievement Tests, \*Second Language Learning, \*Language Instruction, Language Tests, Standardized Tests

Each section of the Pimsleur Language Aptitude Battery and the CREDIF CGM 62 tests is briefly described. (RM)

EJ 111 182 FL 506 956

Sewell, Penny

## Test Items—Objective and Otherwise

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p147-156

Descriptors—\*Language Instruction, \*Second Language Learning, \*Language Tests, \*Objective Tests, Achievement Tests, Teaching Methods

A definition of objective test items is given. The disadvantages and advantages of objective tests are discussed, and some examples of objective items are given. Hints on writing objective items are offered, and some non-objective items are discussed. (RM)

EJ 111 183 FL 506 957

Sewell, Penny

## Constructing a Course-Based Achievement Test

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p213-216

Descriptors—\*Second Language Learning, \*Test Construction, \*Language Tests, \*Achievement Tests, \*Course Content, Standardized Tests, Pre-testing

Reports the procedure followed by members of the Testing and Evaluation Section, Schools Council Modern Languages Project, York, in producing test batteries to accompany the Nuffield/Schools Council language courses, the French course "En Avant" in particular. (RM)

EJ 111 184 FL 506 958

Sewell, Penny

## Test Types and Their Functions

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p141-146

Descriptors—\*Language Instruction, \*Second Language Learning, \*Language Tests, \*Diagnostic Tests, \*Prognostic Tests, Aptitude Tests, Achievement Tests, Course Evaluation

Discusses the function of a number of test types—aptitude, level/selection, classroom, progress, achievement, and proficiency tests. The use of these tests in course evaluation is also mentioned. (RM)

EJ 111 185 FL 506 959

Sewell, Penny

## Testing Listening and Reading

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p165-169

Descriptors—\*Second Language Learning, \*Language Instruction, \*Listening Comprehension, \*Linguistic Competence, French, Reading Comprehension, Language Skills, Teaching Methods, Language Tests, Course Content

The typical day of a student travelling in France is outlined, with discussion of the different types of language he would be exposed to. Ways in which classroom teaching can provide similar experience are suggested, and abilities involved in listening and reading which are not language-specific are discussed. (RM)

EJ 111 187 FL 506 961

Uren, Ormond

## Thoughts on Language Testing

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p135-140

Descriptors—\*Language Tests, \*Testing, \*Self Evaluation, \*Second Language Learning, \*Language Instruction, Language Usage, Psycholinguistics, Programed Instruction, Teaching Methods, Course Content

Discusses various uses of testing in language teaching as well as testing that occurs in normal language use. (RM)

EJ 111 188 FL 506 962

Valette, Rebecca

## Using Classroom Tests to Improve Instruction

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p217-221

Descriptors—\*Second Language Learning, \*Language Instruction, \*Test Construction, \*Teaching Methods, \*Criterion Referenced Tests, Language Tests, Testing, Aptitude Tests, Language Skills, Norm Referenced Tests

Ways to use classroom tests as an aid to students of foreign languages are discussed, with particular reference to retesting. (RM)

EJ 111 189 FL 506 963

Williams, David

## The Abitur

Pub Date—W 1974/5

Journal Cit—Audio-Visual Language Journal; v12 n3 p223-225

Descriptors—\*Secondary Education, \*German, \*National Competency Tests, \*Second Language Learning, \*Language Tests, Testing, Grading, Evaluation Methods, Test Construction, Achievement Tests

A brief comparison of secondary school examination methods in England and the Federal Republic of Germany is made. The Abitur, or examination for the leaving certificate of the German grammar school, is explained, and an Abitur and its results at the German School, the Hague, 1974, are described. (RM)

EJ 111 115 TM 501 436

Angoff, William H. Sharon, Amiel T.

## The Evaluation of Differences in Test Performance of Two or More Groups

Pub Date—W 74

Journal Cit—Educational and Psychological Measurement; v34 n4 p807-16

Descriptors—\*Language Tests, \*Analysis of Variance, \*Groups, \*Test Interpretation, English (Second Language), Item Analysis, Test Bias Identifiers, \*Test of English as a Foreign Language, TOEFL

A two-factor analysis of variance with multiple measurements on one factor was conducted among

the 40 items of the Vocabulary test of the Test of English as a Foreign Language (TOEFL) for six language groups. All sources of variance were found significant beyond the one per cent level. (Author/RC)

**EJ 111 729** TM 501 450  
*Dalton, Starrette King, Larry D.*  
**Foreign Language Placement: An Alternative Validation Procedure**

Pub Date—W 74  
Journal Cit—Educational and Psychological Measurement; v34 n4 p915-21  
Descriptors—\*Predictive Validity, \*College Language Programs, \*Student Placement, \*Language Tests, Higher Education, Test Validity  
Identifiers—\*CEEB Foreign Language Placement Tests

**EJ 112 625** FL 506 986  
*Partington, J. A.*

**The Problem of the Defined Syllabus**  
Pub Date—Dec 74  
Journal Cit—Modern Languages; v55 n4 p175-178  
Descriptors—\*Second Language Learning, \*Language Instruction, \*Curriculum Planning, \*Test Construction, \*Modern Language Curriculum, Course Objectives, Curriculum Guides, Language Tests, National Competency Tests, Course Content  
Problems of development of a defined syllabus for modern language courses are discussed, as well as the relationship of the syllabus to testing and public examinations in particular. (RM)

**EJ 112 682** FL 507 043  
*Cahill, William And Others*

**Assessing Student Achievement**  
Pub Date—Jan 75  
Journal Cit—TESL Talk; v6 n1 p29-44  
Descriptors—\*English (Second Language), \*Language Instruction, \*Language Tests, \*Evaluation Methods, \*Test Construction, Teaching Methods, Testing, Academic Achievement, Student Evaluation, Interviews  
Two techniques for evaluating student achievement in English as a second language are explained: the interview and the dictation exercise. Sample test items are presented. (PMP)

**EJ 112 731** FL 507 092  
*Upshur, John A.*

**Language Testing**  
Pub Date—Jun 74  
Journal Cit—Linguistic Reporter; v16 n6 p4,9-10  
Descriptors—\*Language Tests, \*Language Instruction, \*Second Language Learning, Testing, Teaching Methods

It is suggested in this column that trends in language testing in the last 15 years have followed trends in modern language teaching. Language testing adopted the tenets of audiolingualism and contrastive analysis, then incorporated task-making procedures of psychometrics, and finally became more eclectic in its approach. (SW)

**EJ 112 743** FL 507 104  
*Upshur, John A.*

**Language Testing**  
Pub Date—Dec 74  
Journal Cit—Linguistic Reporter; v16 n10 p7,18  
Descriptors—\*Language Tests, \*Second Language Learning, \*English (Second Language), \*Standardized Tests, \*Test Reviews, Test Construction, Language Proficiency

Identifiers—\*Test of English as a Foreign Language, Cambridge English Examinations, TOEFL  
This column examines the Cambridge English Examinations and the Test of English as a Foreign Language (TOEFL). The changes made to these tests are discussed. (SW)

**EJ 114 260** FL 507 123  
*Corbluth, Julian*

**A Functional Analysis of Multiple-Choice Questions for Reading Comprehension**

Pub Date—Jan 75  
Journal Cit—English Language Teaching; v29 n2 p164-173  
Descriptors—\*Reading Comprehension, \*English (Second Language), \*Multiple Choice Tests, \*Item Analysis, \*Test Construction, Reading Tests, Language Tests

**EJ 114 265** FL 507 128  
*Narayanaswamy, K. R.*

**The Measurement of Reading Ability**  
Pub Date—Jan 75  
Journal Cit—English Language Teaching; v29 n2 p143-150  
Descriptors—\*Reading Ability, \*Reading Tests, \*Reading Speed, \*Reading Comprehension, Language Tests, English (Second Language)

**EJ 115 155** SP 503 522  
*Swain, Merrill*

**More about Primary French Immersion Classes**  
Pub Date—Apr 75  
Journal Cit—Orbit 27; v6 n2 p13-15  
Descriptors—\*Bilingual Education, \*French, \*Elementary Grades, Intelligence Quotient, Standardized Tests, Experimental Programs  
This article answers some questions regarding primary French immersion classes—particularly in relation to performance on standardized tests. (PB)

**EJ 116 036** FL 507 235  
*Beardsmore, H. Baetens*

**Testing Oral Fluency**  
Pub Date—Nov 74  
Journal Cit—International Review of Applied Linguistics in Language Teaching; v12 n4 p317-326  
Descriptors—\*Language Tests, \*Language Instruction, \*Second Language Learning, \*Linguistic Performance, \*Speech Skills, Language Proficiency, Standardized Tests, Objective Tests, Grading

A testing technique is reported for testing oral production which attempts to combine the advantages of the interview test and the standardized, discrete-point test and to improve standardization of tests of oral production. (RM)

**EJ 116 039** FL 507 238  
*Zydatiss, Wolfgang*

**Some Test Formats for Elicitation Procedures**  
Pub Date—Nov 74  
Journal Cit—International Review of Applied Linguistics in Language Teaching; v12 n4 p281-287  
Descriptors—\*Second Language Learning, \*Language Development, \*Language Tests, \*Learning Processes, \*Psycholinguistics, Language Instruction, Child Language, Cognitive Processes, Learning Theories

Tests to discover the nature of the second language learner's language are discussed. Such tests are based on the assumptions that the development of the system of the foreign language in the learner follows certain regular patterns, and that the learner's grammar is essentially systematic at any stage of his learning. (RM)

**EJ 116 046** FL 507 245  
*Seliger, Herbert W. Whiteson, Valerie*

**Contextualizing Laboratory Administered Aural Comprehension Tests**  
Pub Date—Jan 75  
Journal Cit—System; v3 n1 p10-15  
Descriptors—\*Language Tests, \*Second Language Learning, \*Language Instruction, \*Language Proficiency, \*Listening Comprehension, Language Research, Listening Tests, English (Second Language), Higher Education

An experimental test consisting of dialogue with intermittent pauses for responses and a white noise accompaniment was given to non-English speakers who were candidates for admission to the English Department at Bar Ilan University in order to evaluate aural comprehension. Development of the test and results are reported. (RM)

**EJ 116 076** FL 507 275  
*Irvine, Patricia And Others*

**Cloze, Dictation and the Test of English as a Foreign Language**  
Pub Date—Dec 74  
Journal Cit—Language Learning; v24 n2 p245-252  
Descriptors—\*English (Second Language), \*Language Tests, \*Language Proficiency, \*Language Skills, Linguistic Competence, Second Language Learning, Applied Linguistics  
Identifiers—Test of English as a Foreign Language, TOEFL

The TOEFL was taken by 159 non-native speakers of English in Tehran, Iran, who also took a cloze test and two dictations. Results revealed that Listening Comprehension, cloze and dictation were more highly correlated with each other, and with the remaining parts of the TOEFL, than the latter were with each other. (Author/KM)

**EJ 116 118** FL 507 317  
*Farrington, Brian*

**What is Knowing a Language? Some Considerations Arising from an Advanced Level Multiple-Choice Test in French**

Pub Date—Mar 75  
Journal Cit—Modern Languages; v56 n1 p10-17  
Descriptors—\*Language Tests, \*Language Proficiency, \*Testing, \*Multiple Choice Tests, \*Language Instruction, French, Second Language Learning, Language Learning Levels, Higher Education  
Describes a five-choice French test used for first-year university students and discusses its construction and effectiveness. (KM)

**EJ 116 127** FL 507 326  
*Forrest, Ronald*

**Objective Examinations and the Teaching of English**  
Pub Date—Apr 75  
Journal Cit—English Language Teaching Journal; v29 n3 p240-246  
Descriptors—\*English (second Language), \*Objective Tests, \*Teacher Attitudes, \*Language Tests, \*Testing, Surveys, Teaching Methods  
Identifiers—\*Africa

Analyzes briefly the results of a questionnaire distributed to secondary English teachers in Ghana, Nigeria, and Ethiopia, concerning the use of objective tests, their effects on teaching, and teacher attitudes toward them. School leaving certificate examinations in these countries are closely linked to employment opportunities. (MSE)

**EJ 116 155** FL 507 354  
*Whiteson, Valerie Seliger, Herbert W.*

**An Integrative Approach to the "Noise" Test**  
Pub Date—Spr 75  
Journal Cit—Audio-Visual Language Journal; v13 n1 p17-18

Descriptors—\*Language Proficiency, \*Language Tests, \*Audiovisual Aids, \*Second Language Learning, \*Listening Tests, Test Reliability, Listening Comprehension, Tape Recordings  
A language comprehension test using electronically distorted sentences was developed at Bar Ilan University in Israel as an attempt to measure communicative competence. Reliability coefficients, student reactions, and a sample dialogue are provided. (MSE)

**EJ 116 200** FL 507 399  
*Mothe, Jean-Claude*

**L'Evaluation par les Tests dans la Classe de Français (Evaluation by Tests in the French Class)**

Pub Date—Apr 75  
Journal Cit—Français dans le Monde; 112; n112 p  
Descriptors—\*French, \*Language Instruction, \*Second Language Learning, \*Language Tests, Test Construction, Objective Tests, Modern Languages, Test Validity, Evaluation Methods  
Addresses modern language teachers, especially of French, on the notions of objectivity and subjectivity, and the problems of testing knowledge. Specific written and oral measures are discussed, and a glossary of testing terms is provided. (Text is in French.) (MSE)

**EJ 117 596** EC 071 365  
*Nelson-Burgess, Shirley A. Meyerson, Marion D.*

**MIRA: A Concept in Receptive Language Assessment of Bilingual Children**  
Pub Date—Jan 75  
Journal Cit—Language, Speech, and Hearing Services in Schools; v6 n1 p24-8  
Descriptors—\*Language Handicapped, \*Bilingual Students, \*Mexican Americans, \*Receptive Language, \*Language Tests, Exceptional Child Education, Minority Groups, Preschool Education, Cultural Differences  
Identifiers—Mexican American Inventory of Receptive Abilities

**EJ 117 689** FL 507 493  
*Modu, Christopher And Others*

**How Valid is the Advanced Placement French Language Examination?**  
Pub Date—May 75  
Journal Cit—French Review; v48 n6 p1013-1022  
Descriptors—\*French, \*Equivalency Tests, \*Advanced Placement, \*Language Tests, Evaluation Methods, Measurement Instruments

- EJ 117 690** FL 507 494  
*Mon. de, James*  
**Measuring and Enhancing Syntactic Fluency in French**  
 Pub Date—May 75  
 Journal Cit—French Review; v48 n6 p1023-1031  
 Descriptors—\*Syntax, \*French, \*Language Fluency, \*Teaching Methods, \*Measurement Techniques, \*Language Proficiency, \*Evaluation Methods, \*Language Instruction, \*Second Language Learning, \*Language Tests  
 Describes techniques for measuring and developing the syntactic fluency of students learning French. (P M P)
- EJ 119 279** EC 071 765  
*Weiner, Paul S. Hoock, William C.*  
**The Standardization of Tests: Criteria and Criticisms**  
 Pub Date—Dec 73  
 Journal Cit—Journal of Speech and Hearing Research; v16 n4 p616-26  
 Descriptors—\*Handicapped, \*Speech Evaluation, \*Language Tests, \*Standardized Tests, \*Test Validity, \*Exceptional Child Education, \*Testing Problems  
 Identifiers—\*Nondiscriminatory Tests (Handicapped)  
 Following a review of the procedures involved in the establishment of norms for standardized tests, the specific procedures used to establish norms for three tests commonly used in speech and language pathology are critically examined. (LS)
- EJ 119 558** FL 507 638  
*Ramirez, Arnulfo G. Politzer, Robert L.*  
**The Acquisition of English and the Maintenance of Spanish in a Bilingual Education Program**  
 Pub Date—Jun 75  
 Journal Cit—TESOL Quarterly; v9 n2 p113-124  
 Descriptors—\*Second Language Learning, \*Spanish Speaking, \*English (Second Language), \*Bilingual Education, \*Language Tests, \*Bilingual Students, \*Language Proficiency, \*Elementary Grades, \*Verbal Development, \*Achievement Tests  
 Identifiers—\*Spanish American Oral Proficiency  
 Spanish and English versions of an oral proficiency test were administered to Spanish-surnamed pupils at grade levels K, one, three and five in a bilingual education program. The results indicated that achievement in English appears to be unrelated to the maintenance of Spanish for bilingual children. (Author/ND)
- EJ 119 639** FL 507 719  
*Politzer, Robert L. McKay, Maryann*  
**A Pilot Study Concerning the Development of a Spanish/English Oral Proficiency Test**  
 Pub Date—Jan-Aug 75  
 Journal Cit—Bilingual Review; v2 n1&2 p112-137  
 Descriptors—\*Language Tests, \*Bilingual Students, \*Spanish, \*Test Construction, \*Item Analysis, \*Test Reliability, \*Bilingualism, \*Vocabulary, \*Grammar, \*Scoring  
 Identifiers—\*Language Dominance  
 A preliminary version of an oral proficiency test in English and Spanish for bilingual speakers was revised after analysis of the results of a pilot study in which the item pool was administered to 45 bilingual first-, fifth- and ninth-graders. Analyses of items and independent variables are described. (KM)
- EJ 120 229** UD 503 649  
*Cazden, Courtney B.*  
**Concentrated vs. Contrived Encounters: Suggestions for Language Assessment**  
 Pub Date—Spr 75  
 Journal Cit—Urban Review; v8 n1 p28-34  
 Descriptors—\*Language Tests, \*Testing Problems, \*Language Development, \*Environmental Influences, \*Child Language, \*Test Interpretation, \*Teacher Role, \*Language Styles, \*Social Dialects, \*Language Research  
 Noting that the question of how to evaluate the effect of an educational program on child language reduces to the question of how to analyze child language, the author discusses ways to measure those functional aspects of child language which may be most sensitive to both environmental interferences and environmental facilitations. (Author/JM)
- EJ 121 048** FL 507 821  
*Pauels, Wolfgang*  
**Zur Objektivität "objektiver Tests" (On the Objectivity of "Objective Tests")**  
 Pub Date—75  
 Journal Cit—Neueren Sprachen; 2; n2 p112-  
 Descriptors—\*Objective Tests, \*Language Tests, \*Multiple Choice Tests, \*Testing, \*Measurement Techniques  
 States that "objective tests" are based on assumptions. Different types yield different results; therefore they cannot all be objective. The commonly accepted idea that multiple-choice tests are the most objective is attacked. (Text is in German.) (IFS/WGA)
- EJ 121 057** FL 507 830  
*Pauels, Wolfgang*  
**Englische Rechtschreibtests in Multiple-Choice-Form in Hauptschule und Gymnasium (English Spelling Tests in Multiple Choice Form in the Hauptschule and Gymnasium)**  
 Pub Date—75  
 Journal Cit—Praxis des Neusprachlichen Unterrichts; v22 n1 p34-41  
 Descriptors—\*Secondary Education, \*Language Instruction, \*Language Tests, \*Low Ability Students, \*Multiple Choice Tests, \*Second Language Learning, \*Spelling, \*Visual Aids  
 Identifiers—\*Germany  
 Hauptschule (practical secondary school) pupils are more readily confused than Gymnasium (university-preparatory secondary school) pupils when confronted with false answers. Spelling tests should be designed with regard to the type of school. Introducing visual guides helps the Hauptschule pupils to better achievement in productive tests. (Text is in German.) (IFS/WGA)
- EJ 122 046** AA 521 238  
*Lewandowski, Barbara*  
**The Difference in Intelligence Test Scores of Bilingual Students on an English Version of the Intelligence Test as Compared to a Spanish Version of the Test**  
 Pub Date—Spr 75  
 Journal Cit—Illinois School Research; v11 n3 p47-51  
 Descriptors—\*Educational Research, \*Intelligence Tests, \*Bilingual Students, \*Native Speakers, \*Test Results, \*Vocabulary Skills, \*Research Methodology, \*Spanish Speaking  
 Article revealed the handicaps that bilingual children have in taking intelligence tests in English as opposed to their mother tongue, Spanish. (RK)
- EJ 122 433** CS 702 263  
*Jongsma, Eugene*  
**An Analysis of the Language Patterns of Standardized Reading Comprehension Tests and Their Effect on Student Performance**  
 Pub Date—Dec 74  
 Journal Cit—Journal of Reading Behavior; v6 n4 p353-66  
 Descriptors—\*Standardized Tests, \*Reading Comprehension, \*Reading Tests, \*Language Patterns, \*Academic Achievement, \*Reading Research, \*Elementary Education, \*Grade 4
- EJ 122 725** FL 507 883  
*Busacker, Klaus*  
**Wie kann extensives Lesen ueberprueft werden? (How Can Extensive Reading Be Checked?)**  
 Pub Date—75  
 Journal Cit—Praxis des Neusprachlichen Unterrichts; v22 n2 p210-214  
 Descriptors—\*Language Tests, \*Language Instruction, \*English (Second Language), \*Content Reading, \*Reading Tests, \*Second Language Learning, \*Reading Skills, \*Measurement Techniques, \*Reading Instruction  
 Shows the need for extensive reading in FL teaching. Suggests a test which shows whether a student has actually read the material or has simply gained a superficial knowledge of it. Discusses advantages and disadvantages of multiple-choice. Suggests test exchange for interested teachers. Includes test on Steinbeck's "The Pearl." (Text is in German.) (IFS/WGA)
- EJ 122 744** FL 507 902  
*Holt, R. F.*  
**Testing Oral Proficiency**  
 Pub Date—Apr 75  
 Journal Cit—Babel: Journal of the Australian Federation of Modern Language Teachers' Associations; v11 n1 p34-37  
 Descriptors—\*Language Instruction, \*Second Language Learning, \*Language Tests, \*Oral Expression, \*Objective Tests, \*Achievement Tests, \*Teaching Methods, \*Language Proficiency  
 The lack of oral testing in second language learning and the reasons for this lack are discussed. Examples of oral tests which have been developed are given. (RM)
- EJ 122 762** FL 507 920  
*Matluck, Joseph H. Mace-Matluck, Betty J.*  
**Language and Culture in the Multi-Ethnic Community: Spoken-Language Assessment**  
 Pub Date—Sep-Oct 75  
 Journal Cit—Modern Language Journal; v59 n5-6 p250-255  
 Descriptors—\*Language Tests, \*Ethnic Groups, \*Test Construction, \*Performance Factors, \*Test Bias, \*Sociolinguistics, \*Language Proficiency, \*English (Second Language), \*Cultural Factors, \*Predictive Validity  
 Describes the research approach used to develop the MAT-SEA-CAL Oral Proficiency tests designed by the authors. Language test performance depends on both language proficiency and knowledge of the culture. (TL)
- EJ 122 786** FL 507 947  
*Heien, L. G.*  
**Towards a Systematic Development of Listening Comprehension**  
 Pub Date—Spr 75  
 Journal Cit—Russian Language Journal; v29 n103 p85-93  
 Descriptors—\*Russian, \*Language Instruction, \*Listening Comprehension, \*Listening Tests, \*Second Language Learning, \*Listening Skills, \*Aural Learning, \*Teaching Methods, \*Comprehension Development  
 The article underlines the necessity for a systematic approach to the development of learning comprehension skills. Through pilot testing, two distinctly different approaches (logical vs. psychological) are compared. Given the results in favor of the psychological approach, questions concerning its implementation and what should follow are raised. (CLK)
- EJ 123 936** CS 702 301  
*Cowan, Gregory*  
**Tests and the New Student: A Question of Fit**  
 Pub Date—Sep 75  
 Journal Cit—ADE Bulletin; 6; n6 p44  
 Descriptors—\*English Instruction, \*Composition (Literary), \*Evaluation Methods, \*Language Tests, \*Higher Education  
 Examines long-held assumptions and raises questions about the practice of using tests to evaluate the performances and abilities of students taking English composition. (RB)
- EJ 124 349** FL 508 028  
*Castro, C. S. And Others*  
**Filipino, Indonesian and Thai Listening Test Errors**  
 Pub Date—Jun 75  
 Journal Cit—RELC Journal; v6 n1 p61-72  
 Descriptors—\*Listening Tests, \*Second Language Learning, \*Phonology, \*Interference (Language Learning), \*Error Patterns, \*Indonesian, \*Thai, \*Listening Comprehension, \*English (Second Language), \*Language Instruction  
 Identifiers—\*Filipino, \*Regional English Language Center  
 This article reports on a study to identify listening, and aural comprehension difficulties experienced by students of English, specifically RELC (Regional English Language Centre in Singapore) course members. The most critical errors are discussed and conclusions about foreign language learning are drawn. (CLK)

EJ 124 364 FL 508 043

*Di Cristo, Albert*

Présentation d'un test de niveau destiné à évaluer la prononciation des anglophones (Presentation of a Proficiency Test for Evaluation of the Pronunciation of Native Speakers of English)

Pub Date—75

Journal Cit—Revue de Phonétique Appliquée; 33-34; n33-3

Descriptors—\*French, \*Phonetics, \*Pronunciation, \*Language Tests, Language Instruction, Phonemics, Speech Skills, Suprasegmentals, Second Language Learning, Language Proficiency

Identifiers—\*English Speaking Students

This article presents a model of a proficiency test for objectively evaluating the French pronunciation of advanced English-speaking students. A survey of different techniques is made. The specific techniques described allows for testing of phonemic, phonetic and prosodic competency. A sample correction grid is included. (CLK)

EJ 124 387 FL 508 066

*Smith, Donald L.*

An Automated Pronunciation - Hearing Instruction Aid: Refinements and Applications

Pub Date—Apr-Jun 75

Journal Cit—SIGLASH Newsletter; v8 n2-3 p28-32

Descriptors—\*Second Language Learning, \*Pronunciation Instruction, \*Computer Assisted Instruction, \*Autoinstructional Aids, \*Phonology, Teaching Machines, Individualized Instruction, Phonetics, Testing, Listening Tests

Describes an automated device for teaching and testing the pronunciation of a language to a non-native speaker without the assistance of a trained teacher. This device was developed at the Research Institute of Logopedics and Phoniatrics at the University of Tokyo. Available from SIGLASH, c/o ACM, P.O. Box 12105, Church St. Station, New York, NY 10249. (TL)

EJ 124 395 FL 508 074

*Hebrard, Jean*

Problèmes posés par l'investigation du langage en voie d'acquisition: examen critique de quelques tests de langage (Problems Arising from the Investigation of Language Acquisition: Critical Examination of Language Tests)

Pub Date—Sep 75

Journal Cit—Langue Française; 27; n27 p6

Descriptors—\*French, \*Language Development, \*Psychometrics, \*Evaluation Methods, \*Psycholinguistics, Child Language, Language Research, Testing, Language Skills, Language Tests

By analyzing different language tests currently in use for elementary school children, the article criticizes psychometric means of evaluation and ideas about language and language acquisition resulting from psychometric evaluation. (Text is in French.) (CLK)

EJ 126 983 TM 501 910

*Wen, Shih-Sung*

The Relationship Between Verbal-Meaning Test Scores and Degree of Confidence in Item Responses

Pub Date—F 75

Journal Cit—Journal of Educational Measurement; v12 n3 p197-200

Descriptors—\*Confidence Testing, \*Response Style (Tests), \*Test Validity, \*Test Reliability, Testing Problems, Higher Education, Negroes, Verbal Tests, Test Bias, Language Skills

The relationship between students' scores on a verbal meaning test and their degrees of confidence in item responses was investigated. Subjects were black undergraduate students and the test was administered a verbal meaning test by following a confidence testing procedure. (Author/BJG)

EJ 127 799 FL 508 172

*Breitung, H. A. And Others*

Zum Problem des Tests, insbesondere des Einstufungstests, im Deutschunterricht fuer Auslaender (On the Problem of Tests, Particularly Placement Tests, in Teaching German to Foreigners)

Pub Date—74

Journal Cit—Deutsch als Fremdsprache; v11 n6 p342-353

Descriptors—\*German, \*Student Placement, \*Language Learning Levels, \*Language Tests, \*Evaluation Methods, Interviews, Student Grouping, Language Skills, College Language Programs, Higher Education

Identifiers—\*German Democratic Republic

New placement procedure at Humboldt University includes interviews and placement tests. Interviews reveal response ability, tempo, pronunciation, comprehension, etc. The 60-minute test that follows is described and results discussed, as well as difficulty level and grading. Results: better grouping of students, less shifting, better work. (Text is in German.) (IFS/WGA)

EJ 127 800 FL 508 173

*Glenow, Wilfried*

Zur Frage der Kontrolle und Bewertung von Schuelerleistungen im audiovisuellen Fremdsprachenkabinett (AVFK) (On Checking and Evaluating Student Performance in the Audiovisual FL Laboratory)

Pub Date—74

Journal Cit—Deutsch als Fremdsprache; v11 n6 p353-359

Descriptors—\*Evaluation Methods, \*Language Laboratories, \*Student Evaluation, \*Grading, \*Language Instruction, Second Language Learning, Linguistic Performance, Language Tests, Language Skills

Discusses a system for evaluating student performance in the language laboratory, grading for comprehension and correctness, with four categories: complete, limited, severely limited, unsatisfactory. Evaluation of laboratory performance is more objective, being based on what has been taught and learned under stable conditions. (Text is in German.) (IFS/WGA)

EJ 129 517 FL 508 325

*Gotthold, Y. Gefen, R.*

Listening Comprehension as a Component of the English Matriculation Examination: Report of an Experiment

Pub Date—Nov 75

Journal Cit—English Teachers' Journal (Israel); 14; n14 p1

Descriptors—\*Listening Comprehension, \*English (Second Language), \*Listening Tests, \*Language Tests, \*Admission (School), Language Skills, Testing, Language Instruction, Second Language Learning

Identifiers—\*Israel

An experiment was conducted to determine the possibility of adding a listening comprehension test to the English matriculation exam in Israel. The testing method and teachers' and pupils' reactions are noted, and the test itself is included. (Available from English Inspectorate, Ministry of Education and Culture, P. O. Box 292, Jerusalem, Israel.) (CHK)

EJ 129 560 FL 508 368

*Moeslein, Kurt*

Was kann und soll ein Fremdsprachentest leisten? (What Can and Should the Foreign Language Test Accomplish?)

Pub Date—75

Journal Cit—Deutsch als Fremdsprache; v12 n1 p31-39

Descriptors—\*Language Tests, \*Objective Tests, \*Cloze Procedure, \*Test Construction, \*Educational Diagnosis, Multiple Choice Tests, Native Speakers, Student Placement, Language Instruction, Pattern Drills (Language)

Reports on experience with objective FL tests (multiple choice, fill-in and completion). Native speakers of the mother tongue and the target language cooperate in developing the tests, developed at the Herder Institute, which are used for placement by ability and as the starting point for teaching exercises. (Text is in German.) (IFS/WGA)

EJ 131 047 FL 508 377

*Henning, Grant H.*

Measuring Foreign Language Reading Comprehension

Pub Date—Jun 75

Journal Cit—Language Learning; v25 n1 p109-114

Descriptors—\*Second Language Learning, \*Reading Comprehension, \*Testing, \*Language Tests, \*Measurement Techniques, Language Instruction, Test Reliability, Test Validity, Predictive Validity

A study to evaluate seven commonly employed reading comprehension testing techniques in terms of predictive validity, difficulty and discriminability is described. (Author/RM)

EJ 131 686 SP 504 198

*Tsushima, William T. Hogan, Thomas P.*

Verbal Ability and School Achievement of Bilingual and Monolingual Children of Different Ages

Pub Date—May-Jun 75

Journal Cit—Journal of Educational Research; v68 n9 p349-53

Descriptors—\*Bilingual Students, \*Verbal Ability, \*Verbal Tests, \*Language Tests, Grade 3, Grade 4, Grade 5, Language Ability, Bilingualism, Educational Testing, Academic Achievement, Elementary Education

Identifiers—\*Monolingual Students

EJ 131 916 UD 504 001

*Cruz, Sylvia And Others*

Spanish-Speaking Students and the Language Factor in the MRT

Pub Date—Nov-Dec 75

Journal Cit—Integrated Education; v13 n6 p43-44

Descriptors—\*Kindergarten Children, \*Spanish Speaking, \*Testing Problems, \*School Readiness Tests, \*Language Handicaps, Bilingual Education, Monolingualism, Urban Education

Identifiers—Metropolitan Readiness Test, Connecticut

Discusses a study designed to examine the effect of translating the Metropolitan Readiness Test (MRT) for Spanish speaking school entrants, to determine whether administering the MRT in Spanish makes a significant difference on the scores of Spanish-speaking students, and whether these differences obtain for students in bilingual and all-English classes. (Author/JM)

EJ 131 930 UD 504 015

*Lieberman, Dena*

Language Attitudes in St. Lucia

Pub Date—Dec 75

Journal Cit—Journal of Cross-Cultural Psychology; v6 n4 p471-481

Descriptors—\*Student Attitudes, \*Junior High School Students, \*Bilingual Students, \*Language Usage, Negro Dialects, Research Methodology, Measurement Techniques, Attitude Tests, Psychological Studies

Identifiers—\*West Indies (Saint Lucia)

Presents results of the application of the matched guise—a method requiring respondents to evaluate the personality traits of speakers whose tape-recorded voices are played to them—to a sample of bilingual Saint Lucians. Results indicate that Saint Lucian bilinguals have different evaluative reactions to their two languages, English and a French based Creole. (Author/JM)

EJ 132 570 EC 080 568

*Bryen, Diane N.*

Speech-Sound Discrimination Ability on Linguistically Unbiased Tests

Pub Date—Jan 76

Journal Cit—Exceptional Children; v42 n4 p195-201

Descriptors—\*Minority Groups, \*Bilingualism, \*Language Ability, \*Negroes, \*Spanish Speaking, Speech Evaluation, Exceptional Child Research, Disadvantaged Youth, Elementary Education, Cultural Differences, Culture Free Tests

Speech sound discrimination was assessed using a bilingual perspective with 32 Black, 32 White, and 32 Puerto Rican first and second grade children from a lower socioeconomic background. (Author/DB)

EJ 132 690 FL 508 505

*Thomas, Raymond*

Une Experience d'Evaluation des Connaissances (An Experiment in Proficiency Testing)

Pub Date—75

Journal Cit—Langues Modernes; v69 n2-3 p245-250

Descriptors—\*English (Second Language), \*Second Language Learning, \*Language Instruction, \*Language Tests, \*Test Construction, Higher Education, Listening Comprehension, Reading Comprehension, Language Skills, Language Proficiency

This article describes a language achievement test designed for French students studying English. It evaluates reading and listening comprehension, and grammatical and lexical skills. (Text is in French.) (CLK)

EJ 134 551 EC 080 904

Schwartz, Arthur H. Daly, David A.  
Some Explicit Guidelines for Constructing and Scoring Elicited Imitation Tasks  
Pub Date—Jan 76

Journal Cit—Language, Speech, and Hearing Services in Schools; v7 n1 p33-40

Descriptors—\*Handicapped Children, \*Expressive Language, \*Evaluation Methods, \*Imitation, \*Language Tests, Exceptional Child Education, Early Childhood, Childhood, Sentences, Syntax  
Discussed are the construction and scoring of elicited imitation tasks, a sentence repetition procedure which can be used to obtain information about a child's syntactic abilities. (LS)

EJ 134 663 FL 508 645

Nauck, Hans-Joachim

Wie testet man englischen Wortschatz einsprachig und muendlich? (How Does One Test English Vocabulary Monolingually and Orally?)  
Pub Date—75

Journal Cit—Praxis des Neusprachlichen Unterrichts; v22 n3 p317-318

Descriptors—\*Language Tests, \*Vocabulary, \*Multiple Choice Tests, Verbal Tests, Language Instruction, Testing, Scoring, Grading, Monolingualism

Identifiers—\*Oral Tests

Suggests a monolingual, strictly oral "multiple choice" testing system, with suggestions regarding method, correcting and grading. (Text is in German.) (IFS/WGA)

EJ 134 665 FL 508 647

Schaefer, Klaus

Hoerverstaendnistests im Englischunterricht (Aural Comprehension Tests in Teaching English)  
Pub Date—75

Journal Cit—Praxis des Neusprachlichen Unterrichts; v22 n3 p264-275

Descriptors—\*Listening Comprehension, \*Listening Tests, \*English (Second Language), \*Language Instruction, \*Language Tests, Testing, Test Construction

Aural comprehension deserves more emphasis. Various test types are critically discussed. Suggestions are given for producing and applying one's own tests. An account is given of two examples in the author's experience. (Text is in German.) (IFS/WGA)

EJ 134 683 FL 508 665

ARELS (Association of Recognized English Language Schools) and the ARELS Oral Examination  
Pub Date—76

Journal Cit—Zielsprache Englisch; 1; n1 p38

Descriptors—\*Language Tests, \*Oral Communication, \*English (Second Language), \*Speech Skills, \*Language Fluency, Language Proficiency, Oral Expression, Listening Comprehension, Language Laboratories, Tape Recordings

Describes the oral language examinations developed by ARELS (Association of Recognized English Language Schools). Copies of the examinations in the form of "Picture Story Booklets" and "Reading Passage Booklets" can be obtained from ARELS, 15 Holland Park Gardens, London W14 8DZ. (IFS/WGA)

EJ 134 701 FL 508 683

Folland, David Robertson, David

Towards Objectivity in Group Oral Testing  
Pub Date—Jan 76

Journal Cit—English Language Teaching Journal; v30 n2 p156-167

Descriptors—\*Language Tests, \*Testing, \*Oral Communication, \*English (Second Language), \*Speech Tests, Language Instruction, Reading Comprehension, Writing, Linguistic Performance, College Students

A suggestion is made for solving the problem of testing spoken English. The students were from the Economics Department of a university in Finland. Their needs (practical ones), their courses in spoken English, the form of the test (oral, reading, and writing) and the marking system are considered. (SCC)

EJ 134 702 FL 508 684

Levine, Josie

An Outline Proposal for Testing Communicative Competence  
Pub Date—Jan 76

Journal Cit—English Language Teaching Journal; v30 n2 p128-134

Descriptors—\*English (Second Language), \*Language Instruction, \*Linguistic Performance, \*Test Construction, \*Language Tests, Language Skills, Reading Tests, Writing, Models, Student Evaluation

Identifiers—\*Communicative Competence

A testing model is developed for teachers in multiracial classes in British schools who want to assess their pupils' proficiency in using English for learning, thinking, and communicating. The model serves as a framework for the design and administration of tests for communicative competence in foreign and second languages. (SCC)

EJ 134 703 FL 508 685

Madsen, Harold S.

New Alternatives in EFL Exams or, "How to Avoid Selling English Short"  
Pub Date—Jan 76

Journal Cit—English Language Teaching Journal; v30 n2 p135-143

Descriptors—\*English (Second Language), \*Language Instruction, \*Test Construction, \*Language Tests, Reading Comprehension, Language Usage, Reading Tests, Language Skills, Standardized Tests, Student Evaluation

Identifiers—\*School Leaving Exams, Africa

Efforts to better the school Leaving Exams in English of a large African state lead to the belief that schools should do away with them completely. Where this cannot be done, a thorough, systematic evaluation of reading comprehension, structure, and usage should be combined with productive integrative evaluation. (SCC)

EJ 134 704 FL 508 686

Porter, D.

Modified Cloze Procedure: a More Valid Reading Comprehension Test  
Pub Date—Jan 76

Journal Cit—English Language Teaching Journal; v30 n2 p151-155

Descriptors—\*Language Tests, \*Reading Comprehension, \*Multiple Choice Tests, \*Cloze Procedure, \*English (Second Language), Language Instruction, Test Construction, Second Language Learning

The use of a cloze procedure to test reading comprehension in the foreign language learning situation is considered. A modification is proposed: to combine the cloze procedure with the multiple choice test thereby avoiding the need for language production and creating an element of control and flexibility. (SCC)

EJ 134 706 FL 508 688

Smithies, Michael

Two Methods of Testing Comprehension  
Pub Date—Jan 76

Journal Cit—English Language Teaching Journal; v30 n2 p144-150

Descriptors—\*Testing, \*Language Tests, \*English (Second Language), \*Reading Comprehension, \*Multiple Choice Tests, Test Construction, Comprehension Development, Science Education, Vocabulary, Language Instruction

Two approaches to comprehension are described which attempt to probe the students' real understanding of a prepared passage. In the first method, multiple choice questions were asked based on a 400-word passage; in the second method, a variant of the first, questions are separated into comprehension and phrase vocabulary. (SCC)

EJ 135 365 TM 502 147

Tokar, Edward B. Stofflet, Frederick

The Validity of the SRA Achievement Series, Multilevel Edition: Reading, Language Arts, and Arithmetic Subtests for Minority and Non-Minority Group Fourth Grade Pupils  
Pub Date—Win 75

Journal Cit—Educational and Psychological Measurement; v35 n4 p1029-31

Descriptors—\*Minority Group Children, \*Test Validity, \*Achievement Tests, \*Reading, \*Arithmetic, Intermediate Grades, Academic Achievement, Language Arts, Teacher Rating, Grade 4

Identifiers—\*SRA Achievement Series  
Teacher ratings of fourth grade minority and non-

minority students were compared to pupil performance on the Reading, Language Arts, and Arithmetic subtests of the SRA Achievement series. Correlations were found between teacher ratings and pupil scores except in the area of teacher rating of minority group reading and SRA score. (Author/BJG)

EJ 136 125 EC 081 238

Crockett, D. J.

Component Analysis of Within Correlations of Language-Skill Tests in Normal Children  
Pub Date—Win 74

Journal Cit—Journal of Special Education; v8 n4 p361-75

Descriptors—\*General Education, \*Language Tests, \*Language Ability, \*Statistical Analysis, Exceptional Child Research, Elementary Education, Research Methodology

EJ 136 238 FL 508 706

Rosenbluth, Annabelle R.

The Feasibility of Test Translation between Unrelated Languages: English to Navajo  
Pub Date—Mar 76

Journal Cit—TESOL Quarterly; v10 n1 p33-44

Descriptors—\*American Indian Languages, \*Navaho, \*Test Construction, \*Language Development, \*School Readiness Tests, Language Tests, Translation, Language Ability, English (Second Language), Early Childhood Education

Identifiers—\*Boehm Test of Basic Concepts

The Boehm Test of Basic Concepts was translated into Navajo to investigate whether an English test can be translated into Navajo in a form suitable for assessing the language development of K-2 level Navajos. Differences were in: syntactic difficulty, organization of experience into concepts, accidental similarity of words, ranges of meaning. (SCC)

EJ 136 302 FL 508 770

Frantschi, Richard L. And Others

Additional French Language Experiences and the AP Candidate  
Pub Date—Mar 76

Journal Cit—French Review; v49 n4 p483-495

Descriptors—\*French, \*Second Language Learning, \*Advanced Placement, \*Language Tests, \*Test Results, Language Instruction, Language Skills, Study Abroad, Student Motivation, Language Fluency, Success Factors

Identifiers—\*Advanced Placement French Language Examination, College Entrance Examinations

This article discusses the factors related to successful achievement on advanced placement tests in French, and reports evidence showing that students with a bilingual home environment or having lived abroad, do better than students simply exposed to language instruction in American schools. (CLK)

EJ 137 808 CS 702 884

Finn, Patrick J.

A Question Writing Algorithm  
Pub Date—W 75

Journal Cit—Journal of Reading Behavior; v7 n4 p341-67

Descriptors—\*Test Construction, \*Educational Testing, \*Transformation Generative Grammar, \*Language Usage, Higher Education, Educational Research

Examines the problems of constructing tests and shows how the rules of transformation generative grammar can be used to produce easily understood test questions. (RB)

EJ 138 186 FL 508 812

Reinert, Harry

One Picture Is Worth a Thousand Words? Not Necessarily!  
Pub Date—Apr 76

Journal Cit—Modern Language Journal; v60 n4 p160-168

Descriptors—\*Language Instruction, \*Second Language Learning, \*Learning Characteristics, \*Individual Differences, \*Diagnostic Tests, Individualized Instruction, Individual Needs, Teaching Methods, Student Teacher Relationship, Cognitive Tests

The Edmonds Learning Style Identification Exercise was developed as an instrument for teachers to determine a student's most natural learning mode in order to provide more effective counseling with individualized instruction or other teaching methods to accommodate different learning styles. (RM)

- EJ 138 201** FL 508 827  
*Strucken, Ernst*  
**Wortschatzarbeit und Wortschatztests im Fortgeschrittenenunterricht (Vocabulary Work and Vocabulary Tests in Advanced Classes)**  
 Pub Date—75  
 Journal Cit—Praxis des Neusprachlichen Unterrichts; v22 n4 p432-435  
 Descriptors—\*Vocabulary Development, \*Language Tests, \*English (Second Language), \*Language Instruction, \*Teaching Methods, Test Construction, Grading, Second Language Learning, Secondary Education  
 Discusses the systematic inclusion of vocabulary work and vocabulary tests in teaching English. The suggestions deal with the pupils' preparation through vocabulary work at home, and with the giving of vocabulary tests, their construction, and grading. (Text is in German.) (IFS/WGA)
- EJ 139 470** EC 082 017  
*Toronto, Allen S.*  
**Developmental Assessment of Spanish Grammar**  
 Pub Date—May 76  
 Journal Cit—Journal of Speech and Hearing Disorders; v41 n2 p150-71  
 Descriptors—\*General Education, \*Ethnic Groups, \*Cultural Differences, \*Spanish Speaking, \*Language Tests, Early Childhood Education, Student Evaluation, Grammar, Test Construction  
 Identifiers—\*Developmental Assessment of Spanish Grammar, DASG  
 Described is the Developmental Assessment of Spanish Grammar, an analysis procedure designed to evaluate the language of American Spanish-speaking children with deficient grammatical skills and to serve as a model for structuring language remediation. (Author/SB)
- EJ 139 552** FL 508 932  
*Zajda, Joseph*  
**Evaluation in Russian**  
 Pub Date—Win 76  
 Journal Cit—Russian Language Journal; v30 n105 p40-46  
 Descriptors—\*Russian, \*Language Instruction, \*Second Language Learning, \*Behavioral Objectives, \*Language Tests, Teaching Methods, Criterion Referenced Tests, Achievement Tests, Language Skills  
 Behavioral objectives and how they are to be evaluated in the first year of teaching Russian are discussed. A model test for evaluating stated objectives is given and discussed. (RM)
- EJ 141 123** CS 707 286  
*Pikulski, John J.*  
**Using the Cloze Technique**  
 Pub Date—Mar 76  
 Journal Cit—Language Arts; v53 n3 p317-18,328  
 Descriptors—\*Cloze Procedure, \*Language Ability, \*Context Clues, \*Reading Skills, \*Teaching Methods, Reading Comprehension, Syntax, Semantics  
 The cloze technique is very flexible and can reinforce reading skills and encourage writing. (JH)
- EJ 141 336** FL 508 953  
*Dobbyn, Michael*  
**An Objective Test of Pronunciation for Large Classes**  
 Pub Date—Apr 76  
 Journal Cit—English Language Teaching Journal; v30 n3 p242-244  
 Descriptors—\*Language Instruction, \*Second Language Learning, \*Oral Expression, \*Pronunciation, \*Language Tests, \*English (Second Language), Linguistic Performance, Articulation (Speech), Testing  
 The need for testing oral proficiency in the foreign language is discussed and several kinds of testing procedures described. A specific oral language production test is suggested. (RM)
- EJ 141 356** FL 508 973  
*Albrecht, Irene Bohnbeck, Christine*  
**LEU 5—Ein Leistungstest fuer den Englischunterricht in der 5. Klasse (LEU 5—An Achievement Test for English Teaching in the 5th Grade)**  
 Pub Date—75  
 Journal Cit—Englisch; v10 n1 p9-13  
 Descriptors—\*Language Tests, \*English (Second Language), \*Language Skills, Elementary Education, Listening Tests, Reading Tests, Listening Comprehension, Reading Comprehension, Speech Skills, Writing Skills  
 Describes a third-year English test for fifth graders, with examples (and discussion) in the areas of listening comprehension, answering questions, asking questions, speaking about a series of pictures, reading comprehension, sentence conversion and letter writing. (Text is in German.) (IFS/WGA)
- EJ 141 372** FL 508 989  
*Rae, r.*  
**Mishaps, Major and Minor**  
 Pub Date—Apr 76  
 Journal Cit—Babel: Journal of the Australian Federation of Modern Language Teachers' Associations; v12 n1 p19-22  
 Descriptors—\*Language Instruction, \*Second Language Learning, \*Listening Comprehension, \*Language Tests, \*Language Skills, Writing Skills, Linguistic Competence, Linguistic Performance, Teaching Methods  
 The "dictée" as a method of language testing is discussed. Commonly made mistakes are described, and ways to help the student perform well discussed. (RM)
- EJ 141 441** FL 509 058  
*Ibe, Milagros D.*  
**A Comparison of Cloze and Multiple Choice Tests for Measuring the English Reading Comprehension of Southeast Asian Teachers of English**  
 Pub Date—Dec 75  
 Journal Cit—RELC Journal; v6 n2 p24-32  
 Descriptors—\*English (Second Language), \*Reading Comprehension, \*Reading Tests, \*Cloze Procedure, \*Language Teachers, \*Multiple Choice Tests, Indochinese, Language Tests, Test Validity, Test Reliability  
 This investigation seeks to determine: the validity and reliability of cloze tests for measuring reading comprehension; the relation of cloze scores to difficulty levels of reading passages; the relation of cloze test performance to length of English training; and the merits of judgmental vs. random word deletion in test construction. (DB)
- EJ 143 086** FL 509 150  
*Ebben, Lothar Schroeder, Horst*  
**Das Testen der Sprechfertigkeit (Testing Oral Skills)**  
 Pub Date—75  
 Journal Cit—Englisch; v10 n3 p95-101  
 Descriptors—\*English (Second Language), \*Language Tests, \*Language Instruction, \*Speech Skills, \*Oral Communication, Individual Tests, Test Construction, Testing  
 Though speaking ability receives priority in FL teaching, grades are given with little attention to it. Tests in current use are examined; a new one is proposed. The individual test is preferred to group tests. Various aspects of the individual oral test are discussed. (Text is in German.) (IFS/WGA)
- EJ 143 371** PS 504 961  
*Zirkel, Perry A.*  
**The Why's and Ways of Testing Bilinguality before Teaching Bilingually**  
 Pub Date—Mar 76  
 Journal Cit—Elementary School Journal; v76 n6 p323-330  
 Descriptors—\*Elementary Education, \*Bilingual Education, \*Audiolingual Skills, \*Test Reviews, Testing Problems, Spanish Speaking, Language Tests, Test Selection  
 Identifiers—\*Language Dominance  
 Stresses the importance of systematically determining children's language dominance before enrolling them in bilingual programs, and evaluates a variety of methods used to determine language dominance. A table listing 25 aural and oral instruments (including rating scales, interview schedules, and parallel tests) is provided. (CW)
- EJ 144 136** AA 523 347  
*McEwen, N.*  
**The Quantification of Individual Student Verbalization in a Second Language Classroom**  
 Pub Date—Mar 76  
 Journal Cit—Alberta Journal of Educational Research; v22 n1 p76-87  
 Descriptors—\*Educational Research, \*Verbal Ability, \*Second Language Learning, \*Classroom Communication, \*Student Teacher Relationship, Tables (Data), Student Testing, Individual Differences, High Achievers, Low Achievers  
 This report presents the preliminary development and field-testing of an observational system designed specifically to describe teacher-student dyadic interaction in second language instructional settings. (Author)
- EJ 144 801** FL 509 151  
*Brodkey, Dean Shore, Howard*  
**Student Personality and Success in an English Language Program**  
 Pub Date—Jun 76  
 Journal Cit—Language Learning; v26 n1 p153-162  
 Descriptors—\*Personality Tests, \*Remedial Instruction, \*English Instruction, \*English (Second Language), \*Psychological Characteristics, Higher Education, Predictive Ability (Testing), Diagnostic Tests, Performance Factors, College Students  
 An original personality test is used to aid in screening and advising applicants to a freshman English tutorial program for foreign, minority and Anglo-American students. The test gives indications that it is strongly predictive of good and poor language-study behavior. (Author/RM)
- EJ 144 806** FL 509 196  
*Krashen, Stephen D. And Others*  
**Adult Performance on the SLOPE Test: More Evidence for a Natural Sequence in Adult Second Language Acquisition**  
 Pub Date—Jun 76  
 Journal Cit—Language Learning; v26 n1 p145-151  
 Descriptors—\*Adult Learning, \*Oral Communication, \*Language Tests, \*English (Second Language), \*Second Language Learning, Test Results, Language Development, Learning Processes, Psycholinguistics  
 Discusses the results of the administration of the SLOPE test, a measure of oral production, to 66 adult speakers of English as a second language. (Author/RM)
- EJ 144 870** FL 509 260  
*Kann, Hans-Joachim*  
**Anmerkungen zum Normenkatalog Englisch (Notes on the List of Norms for English)**  
 Pub Date—76  
 Journal Cit—Praxis des Neusprachlichen Unterrichts; v23 n2 p188  
 Descriptors—\*English (Second Language), \*Language Tests, \*Graduation Requirements, \*Test Interpretation, \*Evaluation Methods, Achievement Tests, Secondary Education, Second Language Learning, Language Instruction  
 Identifiers—West Germany  
 Criticizes the acceptance of the error quotient in evaluating linguistic achievement in the current "uniform" graduation examination in English. Offers examples of the unsuitability of this requirement and calls for a new, more balanced solution. (Text is in German.) (IFS/WGA)
- EJ 144 877** FL 509 267  
*Single, Rainer*  
**Der "Reading Comprehension Test." Bericht ueber eine Abschlusspruefung fuer die Realschule (The Reading Comprehension Test. Report on a Final Graduation Examination for the Realschule)**  
 Pub Date—76  
 Journal Cit—Praxis des Neusprachlichen Unterrichts; v23 n2 p122-129  
 Descriptors—\*English (Second Language), \*Reading Comprehension, \*Language Tests, \*Graduation Requirements, Secondary Education, Speech Skills, Language Skills, Achievement Tests, Second Language Learning, Language Instruction  
 Identifiers—\*West Germany  
 Realschulen (secondary schools) in Baden-Wuerttemberg now permit a reading comprehension test, plus dictation, for the graduation examination in FL, instead of the traditional translation. The test is described: Part A tests receptive skills, Part B reproductive-productive. Suggestions are given on content and conducting tests. (Text is in German.) (IFS/WGA)
- EJ 144 880** FL 509 269  
*Jones, Hywel*  
**Language Testing: A Strategy for Teaching**  
 Pub Date—Oct 75  
 Journal Cit—English Language Teaching Journal; v30 n1 p56-61  
 Descriptors—\*English (Second Language), \*Language Tests, \*Diagnostic Tests, \*Diagnostic Teaching, \*Language Instruction, Grammar, Vocabulary, Language Usage, Teacher Education, Second Language Learning  
 Discusses the use of language testing in determining the English structure, vocabulary and usage to be taught to immigrant teachers who want to teach in British schools. (RM)

- EJ 144 883** FL 509 272  
*Oller, John W., Jr. Streiff, Virginia*  
**Dictation: A Test of Grammar-Based Expectancies**  
 Pub Date—Oct 75  
 Journal Cit—English Language Teaching Journal; v30 n1 p25-36  
 Descriptors—\*Language Tests, \*Test Interpretation, \*Statistical Analysis, \*English (Second Language), \*Language Proficiency, Language Instruction, Second Language Learning, Performance Tests, Diagnostic Tests  
 Identifiers—\*Diagnostic Tests  
 Presents a re-evaluation of the data given by Oller in the June 1971 issue of ELT. (RM)
- EJ 145 587** TM 502 398  
*Petersen, Calvin R. Ali-Haik, Antoine R.*  
**The Development of the Defense Language Aptitude Battery (DLAB)**  
 Pub Date—Sum 75  
 Journal Cit—Educational and Psychological Measurement; v36 n2 p369-80  
 Descriptors—\*Test Validity, \*Test Construction, \*Personnel Selection, \*Enlisted Personnel, \*Language Ability, \*Language Tests, Languages, Predictor Variables, Grade Prediction, Factor Analysis  
 Identifiers—\*Defense Language Aptitude Battery, Army  
 Develops and validates a new language aptitude battery to be used for the selection of military personnel for training at the Defense Language Institute which offers over 50 foreign language courses. (RC)
- EJ 146 698** FL 509 299  
*Schrand, Heinrich*  
**Zeitschriftenschau. Schwerpunkt: Hoerverstehen (Journal Review. Focus: Auditory Understanding)**  
 Pub Date—76  
 Journal Cit—Zielsprache Englisch; 3; n3  
 Descriptors—\*Listening Comprehension, \*Language Tests, \*Evaluation Methods, \*Language Instruction, \*Periodicals, Audiolingual Skills, Student Evaluation, Second Language Learning, Educational Games  
 Six journal articles (1972-1975) on auditory comprehension are presented, with their content and conclusions. These deal primarily with the objective evaluation of performance, giving suggestions for preparing and administering tests, example of game-type exercises, and other concrete suggestions. (Text is in German.) (IFS/WGA)
- EJ 146 718** FL 509 311  
*Whitaker, S. F.*  
**What is the Status of Dictation?**  
 Pub Date—Sum 76  
 Journal Cit—Audio-Visual Language Journal; v14 n2 p87-93  
 Descriptors—\*Second Language Learning, \*Listening Comprehension, \*Language Instruction, \*Teaching Methods, English (Second Language), Spelling, Language Tests, Secondary Education, Higher Education  
 Identifiers—\*Dictation  
 Wherever aural comprehension is prized, together with literacy and ability to read the foreign language, dictation may be found to be both profitable for teaching and valid for testing. It must not be presented as a series of spelling traps but as a realistic language activity. (Author/CFM)
- EJ 146 730** FL 509 323  
*Beersmans, Frans Sudhoelter, Juergen*  
**Zertifikat Niederlaendisch: Examen en getuigschrift Nederlands als vreemde taal (Certificate in Dutch)**  
 Pub Date—76  
 Journal Cit—Neusprachliche Mitteilungen; v29 n2 p118-123  
 Descriptors—\*Dutch, \*Language Tests, \*Test Construction, \*Achievement Tests, \*Standardized Tests, Educational Certificates, Higher Education, Language Instruction, Second Language Learning  
 An interim report on preparations for designing an examination in Dutch. The "unit-credit system" proposed by the Council of Europe is being used. The Dutch certificate will be comparable to the certificates given by the British Council and by the People's Universities. Sample portions are given. (Text is in German.) (IFS/WGA)
- EJ 146 731** FL 509 324  
*Bludau, Michael*  
**Normenbuch Englisch (Norm Book for English)**  
 Pub Date—76  
 Journal Cit—Neusprachliche Mitteilungen; v29 n2 p68-70  
 Descriptors—\*English (Second Language), \*Secondary Education, \*Language Tests, \*Test Reviews, \*Achievement Rating, Achievement Tests, Second Language Learning, Language Instruction  
 Identifiers—\*Germany  
 Discusses some central problems in the Norm Book for English "Einheitliche Prüfungsanforderungen in der Abiturprüfung Englisch," Newwied: Luchterhand, 1975. A clear statement of teaching objectives is lacking. Problem types are discussed, along with criteria for rating answers. (Text is in German.) (IFS/WGA)
- EJ 148 203** FL 509 345  
*Hester, D. A.*  
**Multiple Choice Questions in a Classics Course**  
 Pub Date—76  
 Journal Cit—Didaskalos; v5 n2 p266-272  
 Descriptors—\*Multiple Choice Tests, \*Greek Literature, \*Language Instruction, \*Test Interpretation, \*Test Reliability, Testing, Objective Tests  
 The question whether the range of assessment for a course in Greek literature in translation can be broadened to include multiple choice tests is explored. An experimental test is described and evaluated. (RM)
- EJ 148 208** FL 509 350  
*Powell, Anton*  
**Student Assessment in Classics: A Rational Activity?**  
 Pub Date—76  
 Journal Cit—Didaskalos; v5 n2 p175-189  
 Descriptors—\*Classical Literature, \*Classical Languages, \*Higher Education, \*Grades (Scholastic), \*Test Reliability, Testing, Language Research, Language Instruction, Latin, Greek  
 A criticism is made of traditional means of measuring student performance in classics, based on research which has accumulated on assessment in classics and in related subjects. (RM)
- EJ 148 214** FL 509 356  
*Pickering, M. J.*  
**Why Multiple Choice Language Tests Are Sometimes Not**  
 Pub Date—Oct 76  
 Journal Cit—System; v4 n3 p164-173  
 Descriptors—\*Multiple Choice Tests, \*Testing, \*Language Tests, \*Test Wiseness, \*Test Construction, \*Guessing (Tests), Testing Problems  
 Identifiers—\*Centration (Test Construction)  
 This article is mainly concerned with a study of the relation between the content of a multiple choice test and its composition, from the point of view of those features in tests which enable the tettee to derive the correct answer by studying the composition of the test itself. (Author/POP)
- EJ 148 217** FL 509 359  
*Stansfield, Charles*  
**Recent Research on Language Testing: Report from the 27th Annual Conference of the Pacific Northwest Council on Foreign Languages**  
 Pub Date—Oct 76  
 Journal Cit—System; v4 n3 p157-163  
 Descriptors—\*Language Tests, \*Error Patterns, \*Factor Analysis, \*Learning Characteristics, \*Second Language Learning, \*Testing, Semantics, Language Instruction  
 Identifiers—Pacific Northwest Council of Foreign Languages, Error Analysis  
 A brief summary of this conference, focussing on foreign and second language testing, is given. Topics covered include: publishers' tests, semantic aspects of error analysis, factor analysis and language proficiency, learning style identification, the foreign language placement test of the U.S.A.F. Academy, assessment of language dominance, and misconceptions of testing. (POP)
- EJ 148 220** FL 509 362  
*Echelle, R. And Others*  
**Echelles d'attitudes et de motivations relatives à l'apprentissage de l'anglais, langue seconde (Scales of Attitudes and Motivation Related to the Learning of English as a Second Language)**  
 Pub Date—Oct 76  
 Journal Cit—Canadian Modern Language Review; v33 n1 p5-26  
 Descriptors—\*Psycholinguistics, \*Second Language Learning, \*English (Second Language), \*Student Attitudes, \*Student Motivation, \*Attitude Tests, \*Interest Scales, Language Instruction, Interest Tests, Primary Education  
 The teaching of a second language requires a knowledge of student attitudes and motivation. This is a description and evaluation of French scales of student attitudes in learning English as a second language. (Text is in French.) (AM)
- EJ 149 539** AA 524 109  
*Stenhouse, David*  
**Objective Tests, Creativity and Language Games**  
 Pub Date—Jun 76  
 Journal Cit—Australian Journal of Education; v20 n2 p169-83  
 Descriptors—\*Educational Research, \*Objective Tests, \*Critical Thinking, \*Creativity, \*Test Validity, Language Usage, Creativity Tests  
 Two frequent criticisms, that they are "merely verbal," and inimical to "higher" functions, notably creativity, are argued as not intrinsic to "objective" type tests. (Editor)
- EJ 150 305** FL 509 417  
*Allen, Edward D.*  
**Miscue Analysis: A New Tool for Diagnosing Oral Reading Proficiency in Foreign Languages**  
 Pub Date—Dec 76  
 Journal Cit—Foreign Language Annals; v9 n6 p.63-567  
 Descriptors—\*Language Instruction, \*Second Language Learning, \*Reading Comprehension, \*Miscue Analysis, \*Reading Skills, Teaching Methods, Cognitive Processes, Reading Tests, Secondary Education, French  
 The miscues of thirty randomly chosen third-year French students in four high schools were examined and analyzed to discover the strategies they used. (Author/RM)
- EJ 150 315** FL 509 427  
*Wipf, Joseph A.*  
**Measuring and Evaluating Progress in Reading**  
 Pub Date—Dec 76  
 Journal Cit—Foreign Language Annals; v9 n6 p569-576  
 Descriptors—\*Language Instruction, \*Second Language Learning, \*Language Tests, \*Reading Comprehension, \*Test Construction, Reading Tests, Testing, Reading Skills, Teaching Methods  
 Significant test concepts are discussed and guidelines are given for planning and constructing test items. Examples are given for evaluating reading comprehension and suggestions are made for pre- and post-test activities. (Author/RM)
- EJ 150 380** FL 509 492  
*Evans, Gordon Haastrop, Kirsten*  
**Experiments with Cloze Procedure**  
 Pub Date—Oct 76  
 Journal Cit—English Language Teaching Journal; v31 n1 p35-41  
 Descriptors—\*Cloze Procedure, \*English (Second Language), \*Employment Qualifications, \*Occupational Tests, \*Language Tests, Job Skills, Adults, Job Applicants  
 The Nordic Test Development Group prepared proficiency tests of English designed to provide reliable information on which to base decisions as to whether a candidate would be able to function in a job as described or whether he could be trained to do so. Two subtests used a modified cloze procedure. (Author/CFM)
- EJ 151 528** FL 509 505  
*Holloman, John W.*  
**A Practical Approach to Assessing Bilingualism in Young Mexican-American Children**  
 Pub Date—Dec 76  
 Journal Cit—TESOL Quarterly; v10 n4 p389-401  
 Descriptors—\*Bilingualism, \*Spanish, \*English (Second Language), \*Mexican Americans, \*Language Proficiency, Bilingual Students, Elementary Education, Communicative Competence (Languages), Language Tests  
 This article presents a practical approach to assessing Spanish-English bilingualism in Mexican-American children entering school. The general aim of bilingual assessment is discussed. The approach to assessment includes a method of selecting subjects, the use of a sociolinguistic survey, and tests for measuring bilingual communicative competence. (CLK)

- EJ 151 572** FL 509 549  
*Ingram, D. C.*  
**Focus on Use—The British Challenge to Language Teaching**  
 Pub Date—Oct 76  
 Journal Cit—Babel; Journal of the Australian Federation of Modern Language Teachers' Associations; v12 n3 p3-9  
 Descriptors—\*Language Instruction, \*Second Language Learning, \*Language Usage, \*Communication Skills, \*Reading Skills, \*Communicative Competence (Languages), Language Skills, Language Styles, Language Tests, Verbal Ability  
 A major change in British language teaching is in emphasizing the use of language; knowledge of rules and vocabulary is insufficient if a student cannot communicate. This paper discusses five ways in which this idea is being introduced: in language functions, discourse, testing, reading and teaching in the foreign language. (CHK)
- EJ 151 599** FL 509 576  
*B. A. Thomas A. And Others*  
**Computer Mediated Testing. A Branched Program Achievement Test**  
 Pub Date—Dec 76  
 Journal Cit—Modern Language Journal; v60 n8 p428-440  
 Descriptors—\*Language Instruction, \*Language Tests, \*Achievement Tests, \*Computer Assisted Instruction, \*Computer Oriented Programs, French, Educational Technology, Programmed Materials, Branching, Second Language Learning  
 This paper introduces a method of computer analysis of responses in French tests, and describes a Branched Program Achievement Test suitable for computer analysis. Computer mediation and programmed testing is shown to be an efficient and economical educational strategy. (CHK)
- EJ 153 753** FL 509 651  
*Hirvonen, P. A.*  
**Why Multiple Choice Language Tests Still Are**  
 Pub Date—Jan 77  
 Journal Cit—System; v5 n1 p27-32  
 Descriptors—\*Test Reliability, \*Objective Tests, \*Language Tests, \*Aptitude Tests, \*Multiple Choice Tests, Test Construction, Test Selection, Test Validity, Language Instruction, Second Language Learning  
 Defends the use of multiple-choice language tests against Pickering's criticism in a previous issue of this journal. (CHK)
- EJ 153 754** FL 509 652  
*Neva, Barukh And Others.*  
**The Rich Get Richer and the Poor Get Poorer**  
 Pub Date—Jan 77  
 Journal Cit—System; v5 n1 p33-37  
 Descriptors—\*English (Second Language), \*Language Tests, \*Comprehension Development, \*Second Language Learning, \*Language Learning Levels, \*Course Evaluation, Language Instruction, Higher Education  
 An attempt was made to evaluate the effectiveness of a standard one-year advanced English course at Haifa University by administering the same English comprehension test to students before and after the course. Results show that the higher the initial level of the student, the higher his improvement score. (CHK)
- EJ 153 760** FL 509 658  
*Genesee, F. And Others*  
**An Experimental French Immersion Program at the Secondary School Level 1969 to 1974**  
 Pub Date—Jan 77  
 Journal Cit—Canadian Modern Language Review; v33 n3 p318-332  
 Descriptors—\*French, \*Second Language Learning, \*Language Instruction, \*Language Programs, \*Program Evaluation, Intensive Language Courses, Secondary Education, Teaching Methods, Achievement Tests, Language Tests  
 Identifiers—\*Quebec (Montreal), \*Immersion Programs, Canada  
 A secondary school French immersion program in Montreal is discussed. A research and testing program to evaluate student performance is described. Results show a significant increase in French skills over regular language programs, no decrease in English skills, and no decrease in general academic achievement. (CHK)
- EJ 155 230** FL 509 763  
*McDonough, S. H.*  
**Listening Comprehension: The Effect of Test Questions on Delayed Recognition of Content and Expressions**  
 Pub Date—Win 76-77  
 Journal Cit—Audio-Visual Language Journal; v14 n3 p147-153  
 Descriptors—\*Language Instruction, \*Second Language Learning, \*Listening Comprehension, \*Aural Learning, \*Language Tests, Language Skills, Listening Skills, Language Laboratories, Tape Recordings  
 Listening comprehension exercises in second language instruction are expected to: (1) increase students' efficiency at message extraction, and (2) lead to assimilation of new vocabulary and expressions. Data from a small experiment using such exercises illustrate the distinctions drawn and the limitations. (CHK)
- EJ 155 237** FL 509 770  
*James, Carl*  
**Judgements of Error Gravities**  
 Pub Date—Jan 77  
 Journal Cit—English Language Teaching Journal; v31 n2 p116-124  
 Descriptors—\*English (Second Language), \*Language Instruction, \*Language Teachers, \*Language Tests, \*Error Analysis (Language), Evaluation Criteria, Evaluation Methods, Test Validity, Teacher Characteristics  
 Identifiers—Error Correction  
 The process and results of error marking in EFL written work are studied. Common errors were classified and presented to native and non-native EFL teachers to mark and to indicate seriousness of errors. Non-natives judged more severely; individuals were consistent in their judgment; differing views of error gravity are noted. (CHK)
- EJ 155 268** FL 509 801  
*Genesee, F.*  
**The Role of Intelligence in Second Language Learning**  
 Pub Date—Dec 76  
 Journal Cit—Language Learning; v26 n2 p267-280  
 Descriptors—\*Intelligence Quotient, \*Language Research, \*Second Language Learning, \*Language Skills, \*French, Elementary Secondary Education, Language Instruction, Language Tests, Language Proficiency  
 Concerns research undertaken to assess the role of intelligence, as measured by standardized, group I.Q. tests, in the acquisition of a second language. Reading and language usage tests correlated with I.Q. level; tests of listening comprehension and interpersonal communication did not for anglophone students learning French. (Author/POP)
- EJ 155 270** FL 509 803  
*Jonz, Jon*  
**Improving on the Basic Egg: The M-C Cloze**  
 Pub Date—Dec 76  
 Journal Cit—Language Learning; v2. n2 p255-265  
 Descriptors—\*Multiple Choice Tests, \*Cloze Procedure, \*English (Second Language), \*Student Placement, \*Language Tests, Testing, Second Language Learning, Test Construction, Test Validity, Language Instruction  
 This study found that reliable, accurate, time-saving placement information for English as a Second Language students can be derived from a procedure whereby an open-ended cloze is truncated and re-modeled into a multiple-choice format. (Author/POP)
- EJ 156 076** TM 502 641  
*Rincon, Erminia Lopez*  
**Comparison of the Cultural Bias of the KIT:FXP with the WISC Using Spanish Surname Children Differing in Language Spoken**  
 Pub Date—Win 76  
 Journal Cit—Educational and Psychological Measurement; v36 n4 p1037-41  
 Descriptors—\*Intelligence Tests, \*Test Bias, \*Cultural Differences, Spanish Speaking, Bilingual Students  
 Identifiers—\*Kahn Intelligence Test, \*Wechsler Intelligence Scale for Children  
 The Kahn Intelligence Test, Experimental Form and the Wechsler Intelligence Scale for Children were administered to three groups of Spanish surname children of varying language dominance to determine if the Kahn test is free of cultural bias. Results suggest that the tests are not different in their cultural bias. (Author/JKS)
- EJ 156 746** CG 512 083  
*Berry, Gordon L. Lopez, Carol A.*  
**Testing Programs and the Spanish-Speaking Child: Assessment Guidelines for School Counselors**  
 Pub Date—Mar 77  
 Journal Cit—School Counselor; v24 n4 p261-269  
 Descriptors—\*Educational Assessment, \*Testing Problems, \*Psychological Testing, \*Spanish Speaking, \*Bilingual Students, \*Test Bias, Elementary Secondary Education, State of The Art Reviews, English (Second Language), Biculturalism  
 Discusses five major factors that contribute to test bias against Spanish-speaking youngsters: culture, language, noun representation, administration of tests, and interpretation of tests. Also presents guidelines for counselors on assessing what tests to use with Spanish-speaking children, which may be applied to other culturally different groups as well. (Author/MC)
- EJ 157 148** FL 509 935  
*Bastide, Mario*  
**L'épreuve de linguistique à l'examen de sortie des C.P.R. marocains de lettres françaises (The Linguistics Section of the Final Exam in Regional Training Centers in French Language and Literature in Morocco)**  
 Pub Date—Feb/Mar 77  
 Journal Cit—Français dans le Monde; 127; n127  
 Descriptors—\*French, \*Language Tests, \*Language Skills, \*Teacher Education, \*Error Analysis (Language), Language Proficiency, Syntax, Morphology (Languages), Language Instruction, Second Language Learning  
 Identifiers—\*Morocco  
 This article discusses the section of the final examination used at a regional training center in French language and literature in Morocco. The linguistics task is in the form of two tests containing language errors which an examination candidate is required to find, correct, and explain. (Text is in French.) (CLK)
- EJ 158 587** CS 707 740  
*Genishi, Celia Chambers, Richard*  
**Informal Assessment of the Bilingual Child**  
 Pub Date—May 77  
 Journal Cit—Language Arts; v54 n5 p496-506  
 Descriptors—\*Bilingual Students, \*Child Language, \*Speech Communication, \*Language Tests, \*Evaluation Methods, Language Proficiency, Elementary Education, Classroom Communication  
 Describes several techniques of informal assessment which might supplement test results. (DD)
- EJ 158 900** FL 509 943  
*K'hoefler, Bernd*  
**Deutsche Schulleistungstests im Fach Französisch (German School Achievement Tests in French)**  
 Pub Date—76  
 Journal Cit—Neusprachliche Mitteilungen; v29 n3 p137-145  
 Descriptors—\*Achievement Tests, \*Language Tests, \*French, \*Language Instruction, Vocabulary, Student Placement, Test Reliability, Test Validity, Second Language Learning, Elementary Secondary Education  
 Two achievement tests in French are critically examined: one on the students' vocabulary after three years of French, and one designed for student placement. Both are found to be reliable. The validity of their content and construction is discussed. (Text is in German.) (IFS/WGA)
- EJ 158 961** FL 510 004  
*Wong, Angie*  
**Testing Procedures in ESL**  
 Pub Date—Jan 77  
 Journal Cit—TESL Talk; v8 n1 p42-51  
 Descriptors—\*English (Second Language), \*Testing, \*Language Tests, \*Second Language Learning, \*Language Instruction, Achievement Tests, Aptitude Tests, Student Placement, Communication Skills  
 A good test should have three qualities: validity, reliability and practicality. It should be designed, keeping the instructional objectives of the course in mind. Language tests can be made to test: (1) knowledge and perception; (2) manipulation; (3) understanding and production; and (4) overall communication proficiency. Examples of test questions are given. (CFM)



- EJ 158 976** FL 510 019  
*Aitken, Kenneth G.*  
**Using Cloze Procedure as an Overall Language Proficiency Test**  
 Pub Date—Mar 77  
 Journal Cit—TESOL Quarterly; v11 n1 p9-57  
 Descriptors—\*Cloze Procedure, \*Language Proficiency, \*Language Tests, \*Test Construction, \*Test Interpretation, Testing, Second Language Learning, Cognitive Processes, English (Second Language)  
 Cloze tests are valid, reliable second language proficiency tests. This paper discusses the construction, administration, scoring and interpretation of cloze tests of overall language proficiency. Other uses of the cloze in ESL are mentioned. Finally an explanation of the cognitive processes in doing cloze tasks is offered. (CHK)
- EJ 158 980** FL 510 023  
*Gates, Stephen J.*  
**Toward the Measurement of Functional Proficiency: Contextualization of the Noise Test**  
 Pub Date—Mar 77  
 Journal Cit—TESOL Quarterly; v11 n1 p51-57  
 Descriptors—\*Test Validity, \*Tape Recordings, \*Test Results, \*English (Second Language), Test Reliability, Test Construction, Language Proficiency, Language Skills  
 The "noise" test is a dictation of English sentences recorded on tape with accompanying background white noise; it is used to evaluate English proficiency. This study describes a revision to increase test validity. Technical aspects of recording, syntactic comparability of test items, and data on revised instrument performance are discussed. (CHK)
- EJ 158 981** FL 510 024  
*Goodrich, Hubbard C.*  
**Distractor Efficiency in Foreign Language Testing**  
 Pub Date—Mar 77  
 Journal Cit—TESOL Quarterly; v11 n1 p69-78  
 Descriptors—\*Language Tests, \*Test Construction, \*Language Proficiency, \*Test Reviews, Second Language Learning, English (Second Language), Item Analysis  
 The purpose of this investigation was to discover the relative rank order of efficiency of eight distractor categories in multiple-choice foreign language vocabulary tests. Type of test question used was clarified, types of distractors defined, selection process described, test design discussed, and resulting data tabulated and interpreted. (CHK)
- EJ 158 982** FL 510 025  
*Johnson, Dixon C.*  
**The TOEFL and Domestic Students: Conclusively Inappropriate**  
 Pub Date—Mar 77  
 Journal Cit—TESOL Quarterly; v11 n1 p79-86  
 Descriptors—\*Language Tests, \*Language Proficiency, \*Test Selection, \*Test Validity, \*Native Speakers, English (Second Language), Test Reliability  
 This experiment tested college students whose first language is English with the TOEFL examination. The major conclusion was that TOEFL scores do not relate to academic aptitude or performance of domestic students and to evaluate English competency of native speakers with this test is inappropriate. (CHK)
- EJ 158 985** FL 510 028  
*Schulz, Renate A.*  
**Discrete-Point versus Simulated Communication Testing in Foreign Languages**  
 Pub Date—Mar 77  
 Journal Cit—Modern Language Journal; v61 n3 p94-101  
 Descriptors—\*Language Tests, \*Test Results, \*Test Selection, \*Test Construction, Language Instruction, Second Language Learning, Communication Skills, Language Ability  
 This study inquired into the effect of testing on foreign language learning. The main question was: Do tests of communicative proficiency, when administered in lieu of currently prevailing discrete-point item tests, further the student's spontaneous communicative ability? Discussion of results indicates uses for both types of tests. (CHK)
- EJ 158 989** FL 510 027  
*de Jong, H. N.*  
**Some Observations on Testing and Motivation**  
 Pub Date—Apr 77  
 Journal Cit—English Language Teaching Journal; v31 n3 p213-239  
 Descriptors—\*English (Second Language), \*Pronunciation, \*Pictorial Stimuli, \*Phonemes, Second Language Learning, Language Tests, Verbal Ability Test Construction  
 This paper discusses the development of elicitation procedures for checking phoneme production in ESL learners. Two types of elicitation were tried: a picture stimulus test and a regular question-type quiz, presented orally. Development of such procedures was judged quite feasible. (CHK)
- EJ 158 991** FL 510 034  
*Gewirtz, Agatha*  
**Some Observations on Testing and Motivation**  
 Pub Date—Apr 77  
 Journal Cit—English Language Teaching Journal; v31 n3 p240-244  
 Descriptors—\*Language Tests, \*Verbal Tests, \*Language Proficiency, \*Student Motivation, English (Second Language), Test Construction, Language Instruction, Second Language Learning  
 An oral situational structural test developed for ESL students is discussed. This article proposes that tests can be used as motivational instruments and as teaching instruments. Properly used, tests enable students to see a link between ultimate language proficiency and immediate exam passage. (CHK)
- EJ 160 538** FL 510 053  
*Loughrey, Terry*  
**Listening Skill Development in Adult Classes**  
 Pub Date—Jun 76  
 Journal Cit—TESL Talk; v7 n3 p28-34  
 Descriptors—\*English (Second Language), \*Language Instruction, \*Second Language Learning, \*Teaching Methods, \*Listening Comprehension, \*Listening Tests, Listening Skills, Adult Students, Language Tests  
 Discusses in detail a technique, called LES (Listen, Enumerate, and Start), for developing the listening skills of adult ESL (English as a Second Language) students. Students listen to an utterance and then answer questions such as the number of words in a particular sentence, the number of unknown words, etc. (CFM)
- EJ 160 561** FL 510 076  
*Loman, Bengt*  
**Linguistic Performance and Social Evaluation: A Sociolinguistic Attitude Test**  
 Pub Date—Dec 76  
 Journal Cit—Linguistics; 183; n183 p8  
 Descriptors—\*Sociolinguistics, \*Language Research, \*Speech Evaluation, \*Language Variation, \*Language Attitudes, Social Status, Socioeconomic Status, High School Students, Speech, Attitude Tests, Dialects, Linguistic Performance  
 Identifiers—\*Sweden, \*Swedish  
 This article describes part of an experiment aimed at elucidating the relationship between speaker, speech act and listener from a sociolinguistic and sociopsychological perspective. High school students were asked to judge the taped speech of Swedish informants from Borås, Trelleborg and the Torne Valley. (CFM)
- EJ 160 603** FL 510 118  
*Zwei Beiträge zum Thema "Cloze Test". Praktical application of Cloze Tests. Cloze Tests-Anmerkungen und Beispiele (Two Contributions to the Topic "Cloze Test." Cloze Tests - Comments and Examples)*  
 Pub Date—76  
 Journal Cit—Zielsprache Englisch; v4 n4 p24  
 Descriptors—\*English (Second Language), \*Language Instruction, \*Language Tests, \*Cloze Procedure, \*Reading Skills, Second Language Learning, Achievement Tests, Language Skills, Reading Comprehension  
 In Part I, three aspects of cloze tests are examined: placement, measuring achievement, and evaluation. In Part II, it is shown how original texts and textbook texts are prepared for different forms of the cloze test. (Text is in German. (IFS/W 5A)
- EJ 160 855** RC 502 451  
*Sanchez, Rosaura*  
**Critique of Oral Language Assessment Instruments**  
 Pub Date—Dec 76  
 Journal Cit—Journal of the National Association for Bilingual Education; v1 n2 p120-7  
 Descriptors—\*Bilingual Students, \*Educational Assessment, \*Language Tests, \*Measurement Instruments, \*Non English Speaking, \*Speech Communication, Diagnostic Tests, Linguistic Performance  
 The best assessment instrument is the one which tests the students on linguistic patterns and speech events familiar to the student; these instruments must be oriented to the speech communities to be tested. Validation of these materials must also take place within the target population. At the same time these testing materials must test both decoding and encoding and offer the possibility of placement at any point along a linguistic continuum. (Author)
- EJ 161 442** UD 505 242  
*Morris, Joseph*  
**What Tests Do Schools Use with Spanish-Speaking Students?**  
 Pub Date—Mar-Apr 77  
 Journal Cit—Integrated Education; v15 n2 p21-3  
 Descriptors—\*Spanish Speaking, \*Elementary Secondary Education, \*Educational Diagnosis, \*National Surveys, \*Testing Problems, \*Test Bias, School Policy, Standardized Tests, Language Handicapped  
 "A questionnaire concerning the assessment techniques used to evaluate the intellectual level, achievement, and personality of Spanish-speaking children was sent to the directors of pupil personnel services in 16 cities in the United States. The most common tests used were given in English and were not designed for non-English speakers." (Author)
- EJ 161 694** AA 526 267  
*Bonds, Charles W.*  
**The Cloze Procedure and Dialect Considerations**  
 Pub Date—Apr 77  
 Journal Cit—Clearing House; v50 n8 p360-2  
 Descriptors—\*Cloze Procedure, \*Reading Tests, \*Student Evaluation, \*Language Variation, Reading Ability, Nonstandard Dialects, Black Dialects, Miscue Analysis, Scoring
- EJ 162 282** EC 091 788  
*Birmingham, Barbara*  
**The Effectiveness of Language Therapy on Psycholinguistic Skills**  
 Pub Date—F 76  
 Journal Cit—Bureau Memorandum; v18 n1 p7-8  
 Descriptors—\*Language Handicapped, \*Psycholinguistics, \*Language Skills, \*Standardized Tests, Exceptional Child Research, Learning Disabilities, Language Instruction  
 Identifiers—Illinois Test of Psycholinguistic Abilities  
 Data on 81 children (3 to 12 years old) enrolled in special education and regular classrooms were studied in order to examine the correlations between scores on various subtests of the Illinois Test of Psycholinguistic Abilities (ITPA) and scores on several other standardized tests commonly used in the diagnosis of language disabilities, and to evaluate the effects of language training on the various psycholinguistic skills measured by the ITPA. (IM)
- EJ 164 460** FL 510 302  
*Harding, Ann*  
**Proposals for an Alternative A-Level Language Examination**  
 Pub Date—Spr 77  
 Journal Cit—Audio-Visual Language Journal; v15 n1 p21-23  
 Descriptors—\*Language Instruction, \*Language Tests, \*Test Construction, \*Language Skills, Language Proficiency, Achievement Tests, Writing Skills, Speech Skills, Secondary Education  
 Identifiers—\*England  
 Students and teachers are dissatisfied with sixth form language instruction and examinations, claiming that their purposes and goals are confused and not clearly articulated. The suggested new emphasis involves instruction in various specific and practical modes of written and oral language production, written translation, and reading and listening comprehension. (CHK)

- EJ 164 461** FL 510 303  
*Harding, Ann King, Frank*  
**The Wording of Questions of Set Texts in A-Level Examinations**  
 Pub Date—Spr 77  
 Journal Cit—Audio-Visual Language Journal; v15 n1 p52-53  
 Descriptors—\*Literature, \*Test Interpretation, \*Test Construction, \*Language Tests, Achievement Tests, Language Usage, Questioning Techniques, Second Language Learning, Language Instruction, Secondary Education  
 Identifiers—\*England  
 The A-Level literature exams are criticized for using language that is too vague or too difficult, and concepts too involved or sophisticated for the student. It is suggested that examiners confer with teachers and compose questions that are clear and explicit. (CHK)
- EJ 164 462** FL 510 304  
*Harding, J. Cooper*  
**Comprehension and the English Summary: An Outline of Discussions Held in the Course of the Study Undertaken by the Midhurst Commissioned Group**  
 Pub Date—Spr 77  
 Journal Cit—Audio-Visual Language Journal; v15 n1 p86-90  
 Descriptors—\*Language Skills, \*Second Language Learning, \*Language Instruction, \*Reading Comprehension, \*Language Tests, Listening Comprehension, French, Reading Material Selection, Teaching Methods, Secondary Education  
 Identifiers—\*England  
 This article examines teaching methods for developing foreign language comprehension in students, with attention to methods of testing comprehension. Reading materials should include journals, newspapers, and items concerning teenage culture. The English summary of a French text is recommended for testing comprehension, examples of this exercise are given. (CHK)
- EJ 164 470** FL 510 312  
*Matthews, Susan, Matthews, David*  
**Multiple-Choice Tests for A-Level German**  
 Pub Date—Spr 77  
 Journal Cit—Audio-Visual Language Journal; v15 n1 p107-108  
 Descriptors—\*Language Tests, \*German, \*Language Instruction, \*Multiple Choice Tests, Test Construction, Language Learning Levels, Second Language Learning, Secondary Education  
 Identifiers—\*England  
 The problems and advantages of multiple-choice tests in German at A-level are discussed. (CHK)
- EJ 164 474** FL 510 316  
*Fiercy, Margaret*  
**Using BBC's "Voix de France" with First Year A-Level Pupils**  
 Pub Date—Spr 77  
 Journal Cit—Audio-Visual Language Journal; v15 n1 p60-64  
 Descriptors—\*French, \*Language Instruction, \*Listening Comprehension, \*Educational Radio, \*Teaching Methods, Language Tests, Programming (Broadcast), Worksheets, Secondary Education  
 Identifiers—\*England  
 The BBC's French educational programs are valuable for classroom use. Use of worksheets with essay questions, filling in blanks in a passage, and writing equivalents of phrases can test pupils' comprehension. Tape copying is discussed, and a sample worksheet appended. (CHK)
- EJ 164 480** FL 510 322  
*Briscoe, Laurel A.*  
**Post-Evaluation Practice**  
 Pub Date—Sep 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Foreign Language Annals; v10 n4 p405-409  
 Descriptors—\*Second Language Learning, \*Language Instruction, \*Language Proficiency, \*Retention, \*Teaching Methods, Language Tests, Language Usage  
 Language learning is not maximally efficient without intentional practice following tests that evaluate student achievement of an instructional objective. Post-evaluation practice must be at increasing intervals to maximize student retention, and must sometimes be unscheduled, to achieve automatic language usage. A distribution schedule and types of practice are suggested. (CHK)
- EJ 164 482** FL 510 324  
*Nolan, William J.*  
**The Test as a Teaching Device**  
 Pub Date—Sep 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Foreign Language Annals; v10 n4 p403-404  
 Descriptors—\*Language Tests, \*Language Instruction, \*Teaching Methods, \*Testing, Autoinstructional Aids, Second Language Learning  
 Suggests that giving students two copies of a language test allows the student the opportunity to check his answers, know his results immediately, and possibly add points to his original score through self-correction. (CHK)
- EJ 164 485** FL 510 327  
*Chihara, Tetsuro, And Others*  
**Are Cloze Items Sensitive to Constraints across Sentences?**  
 Pub Date—77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Language Learning; v27 n1 p63-73  
 Descriptors—\*Language Tests, \*English (Second Language), \*Cloze Procedure, \*Test Interpretation, Reading Comprehension, Language Skills, Test Validity, Test Construction, English  
 To determine if cloze items are sensitive to constraints across sentences, sequential and scrambled-type tests were given to native English speakers and Japanese adults studying ESL. Results showed cloze items embedded in prose are sensitive to discourse constraints ranging beyond the immediate limits of a sentence. (CHK)
- EJ 164 491** FL 510 333  
*Larsen-Freeman, Diana, Strom, Virginia*  
**The Construction of a Second Language Acquisition Index of Development**  
 Pub Date—Jun 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Language Learning; v27 n1 p123-134  
 Descriptors—\*Second Language Learning, \*Language Learning Levels, \*Measurement Instruments, \*Language Proficiency, \*Writing Skills, Composition Skills (Literary), English (Second Language), Sentence Structure  
 In an effort to find an index of development for second language acquisition, compositions written by non-native speakers of English were classified into proficiency levels and analyzed. Measures that seemed most suitable as an index of development were average length of the T-unit and number of error-free T-units. (CHK)
- EJ 165 135** UD 505 430  
*Cadden, Courtney B. And Others*  
**Language Assessment: Where, What and How**  
 Pub Date—May 77  
 Journal Cit—Anthropology and Education Quarterly; v8 n2 p83-91  
 Descriptors—\*Educational Assessment, \*Language Skills, \*Communicative Competence (Languages), \*Testing Problems, \*Measurement Techniques, Linguistic Competence, Language Tests, Educational Diagnosis, Elementary School Students, Disadvantaged Youth  
 Productive language is where both recent innovative efforts and the most severe problems are. Two problems to be answered are decisions about the assessment situation and about focal aspects of communicative competence to be assessed in them. Two examples of current work are inserted from papers prepared by the staff of the High/Scope Educational Research Foundation and by Sandra Savignon. (Author/JM)
- EJ 166 078** FL 510 398  
*Obanya, Pai*  
**Assessing Second Language Achievement Economically**  
 Pub Date—Jul 77  
 Journal Cit—English Language Teaching Journal; v31 n4 p299-303  
 Descriptors—\*Language Tests, \*English (Second Language), \*Achievement Tests, \*Language Proficiency, Test Reliability, Language Skills, Measurement Techniques  
 Identifiers—Nigeria, Yoruba  
 A test instrument which can be economically administered and scored is described here. The test was used for research purposes in Nigeria to measure proficiency in English of Yoruba-speaking students. (CHK)
- EJ 166 081** FL 510 401  
*Templeton, Hugh*  
**A New Technique for Measuring Listening Comprehension**  
 Pub Date—Jul 77  
 Journal Cit—English Language Teaching Journal; v31 n4 p292-299  
 Descriptors—\*English (Second Language), \*Cloze Procedure, \*Listening Comprehension, \*Listening Tests, \*Language Tests, Language Proficiency, Listening Skills, Second Language Learning  
 This paper reports evidence supporting the use of the cloze procedure technique as a reliable way of assessing the listening proficiency of foreign students of English. Evidence was gathered from two small-scale experiments. (CHK)
- EJ 166 083** FL 510 403  
*Hanzeli, Victor E.*  
**The Effectiveness of Cloze Tests in Measuring the Competence of Students of French in an Academic Setting**  
 Pub Date—May 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—French Review; v50 n6 p865-874  
 Descriptors—\*Cloze Procedure, \*Second Language Learning, \*Communicative Competence (Languages), \*Language Tests, Reading Comprehension, Audiolingual Methods, Language Instruction, Higher Education, Test Validity, French  
 Describes the use of the cloze procedure in testing global communicative competence of university students of French. The topics covered are: the instrument and procedures, background of scorers, inter-scorer reliability, scoring methods, power of discrimination and validating of the tests. Paragraphs used in the experiment appear in the appendix. (AMH)
- EJ 166 147** FL 510 467  
*Hornung, Walter*  
**Zum Problem der Korrektur und Bewertung des commentaire de texte als Arbeits- und Pruefungsform (On the Problem of Correcting and Grading Text Commentary in Graduation Exams in French)**  
 Pub Date—76  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Neusprachliche Mitteilungen; v29 n4 p217-230  
 Descriptors—\*French, \*Grading, \*Student Evaluation, \*Achievement Rating, \*Scoring, \*Language Tests, Graduation Requirements, Secondary Education, Language Instruction, Second Language Learning  
 Discusses two conflicting concepts of correcting and grading high school graduation examinations in French: "mathematical" grading of complex exercises versus objective grading of reduced segments. Recommends higher valuation on goal-orientation as against extreme objectivity. Students' performance must be evaluated individually. Various concrete suggestions are made. (Text is in German.) (IFS/WGA)
- EJ 166 167** FL 510 487  
*James, Charles L. Jorstad, Helen L.*  
**Evaluating Foreign Language Proficiency of Prospective French and German Teachers Using Standardized and Native-Rater Instruments**  
 Pub Date—Oct 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Foreign Language Annals; v10 n5 p549-560  
 Descriptors—\*Language Teachers, \*Language Proficiency, \*Language Tests, \*Test Selection, French, German, Speech Skills, Writing Skills, Measurement Techniques, Correlation  
 This summary of two dissertations involves a comparison of two procedures for measuring speaking and writing proficiency in French and German. Both studies used the MLA Cooperative Foreign Language Proficiency Tests. Findings indicated a strong relationship between native-rater speaking scores and scores on the MLA speaking test. (CHK)

- EJ 166 169** FL 510 489  
*Ozete, Oscar*  
**The Cloze Procedure: A Modification**  
 Pub Date—Oct 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Foreign Language Annals; v10 n5 p565-568  
 Descriptors—\*Second Language Learning, \*Language Tests, \*Reading Comprehension, \*Cloze Procedure, \*Test Reliability, \*Diagnostic Tests, Reading Tests, Spanish, Language Learning Levels, Higher Education  
 This study assessed reading comprehension at different levels of second language learning. Adaptations of Carver's reading tests, a variation of the cloze procedure, were administered to 486 college students enrolled in beginning Spanish courses. Tests were found moderately reliable and were recommended for diagnostic purposes at beginning and intermediate levels. (CHK)
- EJ 167 904** EC 100 041  
*Rueda, Rubina Perozzi, Joseph A.*  
**A Comparison of Two Spanish Tests of Receptive Language**  
 Pub Date—May 77  
 Journal Cit—Journal of Speech and Hearing Disorders; v42 n2 p210-5  
 Descriptors—\*Mexican Americans, \*Spanish Speaking, \*Screening Tests, \*Spanish, \*Test Validity, Exceptional Child Research, Ethnic Groups, Early Childhood Education, Grammar, Listening Comprehension, Comparative Analysis, Receptive Language  
 In a comparison study, the receptive portion of the Screening Test of Spanish Grammar and the Spanish version of the Test of Auditory Comprehension of Language were administered to 20 Spanish-speaking Mexican American children (4 to 6-years-old). (Author/IM)
- EJ 168 042** FL 510 481  
*Ahrens, Ruediger Huellen, Werner*  
**Bemerkungen ueber die "Einheitlichen Pruefungsanforderungen in der Abiturpruefung: Englisch"** (Remarks on the "Uniform Examination Requirements" for the Graduation Examination in English)  
 Pub Date—77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Neusprachliche Mitteilungen; v30 n1 p25-29  
 Descriptors—\*Graduation Requirements, \*National Competency Tests, \*English (Second Language), \*Standardized Tests, \*Achievement Rating, \*Language Tests, Achievement Tests, Language Instruction, Second Language Learning, Secondary Education  
 Identifiers—Germany  
 The "Uniform Graduation Examination Requirements" for English are examined and, in general, approved. But the written portion needs better description; the "Translation" and "Summary and Text Discussion" portions should be changed. Distinctions between basic and honors courses are unclear. Description and rating of errors need improving. (Text is in German.) (IFS/WGA)
- EJ 168 065** FL 510 504  
*Bebermeier, Hans*  
**Leistungssteigerung durch Leistungsmessung im differenzierten Englischunterricht? (Improved Performance Resulting from Measuring Performance in Differentiated English Teaching?)**  
 Pub Date—77  
 Journal Cit—English; v12 n1 p7-13  
 Descriptors—\*Language Instruction, \*English (Second Language), \*Teaching Methods, \*Language Tests, \*Student Evaluation, Secondary Education, Junior High Schools, Linguistic Performance  
 The current tendency toward uniformity of teaching methods and tests in the Hauptschulen ("terminal" junior high schools) is applauded. Using a picture story as an example, a list of criteria is given for the evaluation of student performance. (Text is in German.) (IFS/WGA)
- EJ 168 071** FL 510 510  
*Erdmenger, Manfred*  
**Die Bewertung freier schriftlicher und mündlicher Ausserungen - eine empirische Untersuchung (The Evaluation of Free Written and Oral Productions—An Empirical Study)**  
 Pub Date—77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Zielsprache Englisch; 2; n2 p20  
 Descriptors—\*Linguistic Performance, \*Objective Tests, \*Evaluation Methods, \*Language Skills, \*Student Evaluation, \*Language Instruction, Speech Skills, Writing Skills, Secondary Education  
 A study of two final-year gymnasium classes showed that: (1) objective grading procedures (of "free" oral and written performance in the foreign language) correlate well with "global rating" by native speakers of the language; and (2) "free" oral performance correlates well with "free" written performance. (Text is in German.) (IFS/WGA)
- EJ 168 925** UD 505 641  
*Plata, Maximino*  
**Criterion-Referenced Assessment for Individual Learning**  
 Pub Date—Sep-Oct 77  
 Journal Cit—Social Policy; v8 n2 p52-55  
 Descriptors—\*Academically Handicapped, \*Criterion Referenced Tests, \*Individualized Instruction, \*Mexican Americans, Biculturalism, Bilingual Students, Educational Assessment, Elementary Secondary Education  
 Identifiers—\*Texas (El Paso)  
 Discusses how criterion referenced testing, when combined with a program of individualized instruction, can result in each student's achieving his maximum potential. Describes positive results of such a program in which Mexican American students made great gains in a short time. Mentions implications for all children with so-called learning handicaps. (GC)
- EJ 169 985** FL 510 558  
*O'Brien, George M. Langr, Bernard J.*  
**Oral Proficiency: Testing as a Motivational Tool**  
 Pub Date—Spr 77  
 Journal Cit—Unterrichtspraxis; v10 n1 p3-7  
 Descriptors—\*Language Tests, \*Language Instruction, \*Language Proficiency, \*Audiolingual Skills, \*Language Fluency, \*Speech Skills, Second Language Learning, Language Skills, Student Motivation, Higher Education  
 Language instructors at one college devised a program to increase oral proficiency in language students. An oral proficiency test was developed to measure student performance. Results show that since the proficiency test has been required, students make more efforts to increase these skills through study, conversation and language laboratory use. (CHK)
- EJ 169 987** FL 510 560  
*Pfister, Guenter F.*  
**Objective Test Designs**  
 Pub Date—Spr 77  
 Journal Cit—Unterrichtspraxis; v10 n1 p7-11  
 Descriptors—\*Language Tests, \*Language Instruction, \*Language Skills, \*Test Construction, \*Objective Tests, Second Language Learning, Speech Skills, Listening Comprehension, Writing Skills  
 Testable objectives in foreign language learning are abilities of comprehension, expression, reading, writing and cultural recognition. These activities are discussed and test designs presented that allow teachers to measure accurately students' progress toward these goals. (CHK)
- EJ 9 993** FL 510 566  
*Tal, Gary Davison Pfister, Guenter G.*  
**Testing for Accountability in FLs**  
 Pub Date—Spr 77  
 Journal Cit—Unterrichtspraxis; v10 n1 p17-24  
 Descriptors—\*Language Tests, \*Norm Referenced Tests, \*Criterion Referenced Tests, \*Test Selection, \*Educational Accountability, Test Validity, Language Instruction, Achievement Tests, Program Evaluation, Secondary Education  
 This article examines what types of language tests are suitable in evaluating instructional programs in testing for educational accountability. Norm-referenced measurements are found unsuitable for this purpose; new, criterion-referenced tests must be developed. (CHK)
- EJ 170 032** FL 510 605  
*Scheibner-Hersig, Gudrun And Others*  
**Prediction of Nine-Year-Old Children's Language Learning Aptitude**  
 Pub Date—Aug 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—International Review of Applied Linguistics in Language Teaching; v15 n3 p197-208  
 Descriptors—\*English (Second Language), \*Language Tests, \*Aptitude Tests, \*Language Ability, \*Predictive Ability (Testing), \*Second Language Learning, Language Skills, Academic Achievement, Elementary Education, Elementary School Students  
 This paper reports on attempts to predict the aptitude of nine-year-old German children for learning English. Subjects participated in a pilot study in which the aptitude and achievement of three classes were compared. Findings support continued use of objective tests of language proficiency in predicting academic achievement. (CHK)
- EJ 170 039** FL 510 612  
*Chastain, Kenneth D.*  
**Evaluating Expressive Objectives**  
 Pub Date—Oct 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Canadian Modern Language Review; v34 n1 p62-70  
 Descriptors—\*Language Instruction, \*Second Language Learning, \*Communication Skills, \*Educational Objectives, \*Evaluation, \*Language Tests, Communicative Competence (Languages), Language Proficiency, Secondary Education, Higher Education  
 Expressive performance objectives are described as those identifications of higher level language abilities students are expected to acquire. These objectives are sufficiently open-ended to include communicative competence. "Real language activities" are increasingly central in the classroom and must therefore be evaluated. Procedures for testing communication objectives are suggested. (AMH)
- EJ 170 044** FL 510 617  
*Harper, Frank B. W. Kleser, W. E.*  
**The Validity of the Elementary Modern Language Aptitude Test for French Language Achievement in Grades Seven and Eight**  
 Pub Date—Oct 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Canadian Modern Language Review; v34 n1 p23-6  
 Descriptors—\*French, \*Language Instruction, \*Second Language Learning, \*Predictive Ability (Testing), \*Predictive Validity, \*Language Tests, Elementary Secondary Education, Junior High Schools, Predictor Variables, Evaluation Criteria  
 Identifiers—Elementary Modern Language Aptitude Test  
 A description of the EMLAT, its content, norms used, types of questions and results. Statistical tables are included. The conclusion is that the EMLAT has predictive validity for achievement in French language whether the method used is traditional or audio-lingual. The first two subtests contribute most as predictors. (AMH)
- EJ 170 046** FL 510 619  
*Mougeon, R. And Others*  
**Analyse de la competence en francais écrit d'élèves franco-ontariens de 12ème et de 13ème années (An Analysis of Competence in Written French of French-Speaking Ontario Students in Twelfth and Thirteenth Grade)**  
 Pub Date—Oct 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Canadian Modern Language Review; v34 n1 p27-45  
 Descriptors—\*French, \*Error Analysis (Language), \*Language Instruction, \*Language Proficiency, \*Composition Skills (Literary), Secondary Education, Higher Education, Language Tests, Bilingualism, Secondary School Students  
 A detailed analysis of errors in French composition of French-speaking secondary school students in Ontario. A general conclusion is that these students do not possess a mastery of formal written French. It is hoped that the analysis will help teachers of minority Francophones elsewhere. (Text is in French.) (AMH)

- EJ 171 598** EA 509 381  
*Carlisle-Zepeda, Veronica Saldade, Macario, IV*  
 And Who Assesses the Bilingual Teacher's Language Proficiency?  
 Pub Date—Jan 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Educational Leadership; v35 n4 p318-21  
 Descriptors—\*Bilingual Teachers, \*Spanish, \*Language Tests, \*Teacher Qualifications, \*Teacher Education, Bilingual Education, Language Proficiency, Program Descriptions, Higher Education  
 Identifiers—\*Zepeda Saldade Spanish Language Proficiency Exam, University of Arizona  
 Describes the rationale and design of the Zepeda/Saldade Spanish Language Proficiency Exam developed at the University of Arizona for use in evaluating the language proficiency of applicants for bilingual/bicultural teacher education programs. (G)
- EJ 171 941** FL 510 702  
*Kato, Hiroki*  
 Some Thoughts on Oral Examinations for Advanced Students in Japanese  
 Pub Date—Oct 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—System; v5 n3 p181-6  
 Descriptors—\*Second Language Learning, \*Language Tests, \*Japanese, \*Speech Skills, \*Language Fluency, Testing Problems, Test Validity, Speech Communication  
 The difficulties of assessing and grading fluency in Japanese for advanced students on oral examinations is discussed. Factors of accuracy of grammar and vocabulary, pronunciation, and ease of expression are discussed. (CHK)
- EJ 171 963** FL 510 724  
*Neuner, Gerhard*  
 "Reading Comprehension Test"—eine neue Form der Abschlussprüfung fuer die Realschule (The Reading Comprehension Test—A New Form of the Graduation Examination for the High School)  
 Pub Date—77  
 Journal Cit—English; v12 n2 p41-8  
 Descriptors—\*English (Second Language), \*Language Tests, \*Reading Comprehension, \*Reading Tests, \*Language Instruction, Secondary Education, Educational Objectives, Teaching Methods, Grading, Second Language Learning  
 Reports on the newly devised optional Reading Comprehension Test in the high school graduation examination for Realschulen. Proposes a coordination of learning goals and teaching procedures with the various parts of the test. Offers suggestions for grading. Many examples are given. (Text is in German.) (IFS/WGA)
- EJ 171 991** FL 510 752  
*Pranzo, Antonio L.*  
 Prima Stesura di Tre Test Oggettivi di Lingua Inglese: Analisi delle Risposte e Osservazioni (First Draft of Three Objective Tests of English: An Analysis of the Answers and Observations)  
 Pub Date—Jan-Aug 77  
 Journal Cit—Rassegna Italiana di Linguistica Applicata; v9 n1-2 p125-51  
 Descriptors—\*Language Tests, \*Language Instruction, \*English (Second Language), Reading Comprehension, Listening Comprehension, Listening Comprehension, Grammar, Objective Tests, Secondary Education, Reading Tests, Listening Tests  
 Identifiers—Italy (Rome)  
 This article discusses the first draft of three objective tests given to students of English as a foreign language in a high school in Rome, Italy. Students' answers on the tests (Listening Comprehension, Reading Comprehension, Grammatical Structures) are analyzed. The tests will be rewritten, based on these observations. (Text is in Italian.) (CFM)
- EJ 173 743** FL 510 803  
*Bianchi, Mary*  
 The "New" Volkshochschul-Certificate in English (The "New" People's University Certificate in English)  
 Pub Date—77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Zielsprache English; 3; n3 p3  
 Descriptors—\*Language Tests, \*English (Second Language), \*Language Skills, \*Language Proficiency, \*Second Language Learning, Higher Education, Graduation Requirements, Behavioral Objectives, Achievement Tests, Language Instruction  
 Identifiers—Germany  
 Hitherto, the People's University Certificate examinations were largely vocabulary and structure lists; the skills were weighted very differently. The new examinations define "behavioral objectives" much more exactly. Content guidelines are given, as well as text types, topics and "situations." A later article will discuss possible changes. (IFS/WGA)
- EJ 173 764** FL 510 824  
*Kahl, Peter W.*  
 Der "Reading Comprehension Test"—eine neue Form der Abschlussprüfung? (The Reading Comprehension Test—A New Form of the Graduation Examination?)  
 Pub Date—77  
 Journal Cit—English; v12 n3 p100-1  
 Descriptors—\*Language Tests, \*English (Second Language), \*Reading Comprehension, \*Reading Tests, Language Instruction, Test Construction, Scoring, Grading, Secondary Education, Second Language Learning  
 Identifiers—Graduation Examination  
 Discussing G. Neuner's article on the reading comprehension test in issue no. 2, 1977, of this journal, the construction of the test, the distribution of points, problem design, and choice of texts are criticized. Suggestions for correcting are given. (Text is in German.) (IFS/WGA)
- EJ 173 767** FL 510 827  
*Neuner, Gerhard*  
 Plea fuer den "RCT"—Zu Peter W. Kahls "Bemerkungen" (A Plea for the Reading Comprehension Test—On Peter W. Kahl's "Bemerkungen")  
 Pub Date—77  
 Journal Cit—English; v12 n3 p101-2  
 Descriptors—\*Reading Comprehension, \*Language Tests, \*English (Second Language), \*Language Instruction, \*Test Construction, \*Reading Tests, Secondary Education, Second Language Learning  
 Identifiers—Graduation Examination  
 Rejects criticism of Kahl's position in his article on the Reading Comprehension Test (in this journal, issue no. 3, 1977), pointing out that the test is constructed according to the prescribed guidelines. (Text is in German.) (IFS/WGA)
- EJ 173 787** FL 510 847  
*Firges, Jean Gaessler, Roland*  
 Pruefungstest im Fach Franzoesisch beim Abschluss an Realschulen (Final Examination in French for Graduation from the Realschule)  
 Pub Date—77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Praxis des Neusprachlichen Unterrichts; v24 n2 p171-85  
 Descriptors—\*Language Tests, \*French, \*Language Proficiency, \*Language Instruction, Multiple Choice Tests, Achievement Tests, Secondary Education, Second Language Learning, Graduation Requirements, Content Analysis  
 Identifiers—\*Graduation Examinations  
 The test, multiple choice in form, has no place for oral expression. Other criticisms are given, e.g., that the test seems to rest on a faulty teaching plan, specifically in the sequencing of grammatical problems to be mastered. (Text is in German.) (IFS/WGA)
- EJ 173 789** FL 510 849  
*Miklitz, Guenther*  
 Mehr Objektivitaet im muedelichen Abitur (More Objectivity in the Oral Graduation Examination)  
 Pub Date—77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Praxis des Neusprachlichen Unterrichts; v24 n2 p193-7  
 Descriptors—\*English (Second Language), \*Language Tests, \*Language Proficiency, \*Content Analysis, Graduation Requirements, Secondary Education, Reading Tests, Grading, Language Instruction, Second Language Learning  
 Identifiers—\*Graduation Examinations  
 Proposes, for the oral portion of the final (graduation) examination, the text as basic object, from which a section should be read aloud. A 15-point grading scale is described. Regarding content, performance in "informing," "interpreting and extrapolating," and "evaluating and discussion" are to be graded. (Text is in German.) (IFS/WGA)
- EJ 173 794** FL 510 854  
*Ducroquet, Lucile*  
 Of the Importance of the Visual Element in Listening Comprehension Testing, in a Foreign Language Context  
 Pub Date—Win 77-78  
 Journal Cit—Audio-Visual Language Journal; v15 n3 p251-3  
 Descriptors—\*Second Language Learning, \*Listening Comprehension, \*Language Instruction, \*Listening Tests, \*Nonverbal Communication, \*Language Tests, Speech Communication, Psycholinguistics, Paralinguistics, Body Language  
 In standard listening-speaking situations, non-verbal clues are normally used. These clues complement speech; they give added information about the speaker; and they probably have different meanings in different cultures. Therefore two types of listening situations should be tested: hearing only, and hearing and seeing. (AMH)
- EJ 173 807** FL 510 867  
*Schiffler, Ludger Schmidt, Burghard*  
 Standardisierte Franzoesisch-Tests. Moeglichkeiten und Grenzen (Standardized French Tests. Possibilities and Limitations)  
 Pub Date—77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Praxis des Neusprachlichen Unterrichts; v24 n3 p269-77  
 Descriptors—\*Communication Skills, \*French, \*Language Tests, \*Standardized Tests, \*Communicative Competence (Languages), Student Placement, Language Instruction, Second Language Learning, Language Skills, Language Proficiency  
 Examines critically, from the viewpoint of communication-oriented teaching, K. Gerhold's "French Placement Tests 7-plus and 8-plus" (Beltz: Weinheim 1974). Considers how communicative skill can best be tested. Suggestions are given for designing informal tests. (Text is in German.) (IFS/WGA)
- EJ 174 670** TM 502 940  
*Ayers, Jerry B. Peters, R. Martin*  
 Predictive Validity of the Test of English as a Foreign Language for Asian Graduate Students in Engineering, Chemistry or Mathematics  
 Pub Date—Sum 77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Educational and Psychological Measurement; v37 n2 p461-3  
 Descriptors—\*Foreign Students, \*Grade Point Average, \*Predictive Validity, \*English (Second Language), \*Graduate Students, \*Verbal Tests, Higher Education, Engineering, Chemistry, Mathematics  
 Identifiers—\*Test of English as a Foreign Language  
 The validity of the Test of English as a Foreign Language was examined in relation to prediction of success of fifty Asian students in engineering, chemistry, or mathematics. The test was significantly correlated with grade point average. (Author/JKS)
- EJ 175 497** CS 712 552  
*Biernier, Robert*  
 Measurement of English Speaking Proficiency Among Nonnative Americans  
 Pub Date—Sep 77  
 Journal Cit—Journal of Psychology; 97; n97 p  
 Descriptors—\*Language Proficiency, \*Communicative Competence (Languages), \*Test Validity, \*Occupational Mobility, \*Language Research, English (Second Language), Test Reliability, Pronunciation, Foreign Nationals, Military Personnel  
 Validates an instrument for measuring non-natives' English-speaking proficiency, using Filipinos in the U.S. Navy. Shows significant correlations between test scores, the age at which English was first spoken, and military rank, suggesting an interaction between English-speaking proficiency and occupational advancement. (RL)

- EJ 175 838** FL 510 955  
*Clutserback, Michael Mowchanuk, Timothy*  
**Computer Analysis in HSC German**  
 Pub Date—Oct 77  
 Journal Cit—Babel: Journal of the Australian Federation of Modern Language Teachers' Associations; v13 n3 p15-6  
 Descriptors—\*German, \*Listening Comprehension, \*Test Items, \*Achievement Tests, \*Language Tests, \*Language Instruction, Language Skills, Second Language Learning, Test Results, Multiple Choice Tests  
 Identifiers—\*Australia  
 In October, 1976, a new type of question was introduced into the Victorian HSC German test: A listening comprehension question with multiple-choice answers has replaced the written reproduction question. Results of a computer analysis of the answers given in the exam are reported. (SW)
- EJ 175 844** FL 510 961  
*Briere, Eugene J. And Others*  
**A Look at Cloze Testing across Languages and Levels**  
 Pub Date—Jan-Feb 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Modern Language Journal; v62 n1-2 p23-6  
 Descriptors—\*Language Learning Levels, \*Language Tests, \*Second Language Learning, \*Cloze Procedure, \*Language Proficiency, \*Achievement Rating, Achievement Tests, Language Instruction, Test Results, Scoring  
 An investigation was conducted of the use of cloze tests in measuring native English speakers' achievement in four foreign languages, German, Japanese, Russian, and Spanish. The study sought to determine whether the cloze tests separate the achievement scores of students at different levels. (SW)
- EJ 175 862** FL 510 979  
*Townson, M. R. Koller, G.*  
**Möglichkeiten sprachlicher Einstufungs- und Eingangstests in der Anglistik (Possibilities for Language Placement and Aptitude Tests in the Study of English)**  
 Pub Date—77  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Neusprachliche Mitteilungen; v30 n4 p227-33  
 Descriptors—\*English (Second Language), \*Language Tests, \*Student Placement, \*Second Language Learning, \*Language Instruction, Aptitude Tests, Language Proficiency, Language Skills, Higher Education  
 Identifiers—West Germany  
 Presents a test, including vocabulary, syntax, translation and reading comprehension, for high school graduates beginning the university curriculum in English Studies. The test is designed for placing students in one of three basic courses and providing a basis for counseling. The test's four parts are described. (Text is in German.) (IPS/WGA)
- EJ 175 835** FL 510 962  
*Molina, Huberto Shoemaker, David M.*  
**Comprehensive Assessment of Spanish Language Proficiency Using Multiple Matrix Sampling Techniques**  
 Pub Date—Jan 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—System; v6 n1 p21-4  
 Descriptors—\*Language Proficiency, \*English (Second Language), \*Testing, \*Spanish Speaking, \*Item Sampling, \*Language Tests, Second Language Learning, Elementary Secondary Education, Measurement Techniques, Spanish  
 Identifiers—\*Multiple Matrix Sampling  
 In discussing assessment and its applicability to the needs of Spanish-speaking students, several types of testing approaches are needed. This paper focuses on the use of comprehensive assessment offered by multiple matrix sampling techniques. (SW)
- EJ 175 867** FL 510 984  
*Obanya, Pui*  
**Preventing Boredom in the Language Laboratory**  
 Pub Date—Jan 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—System; v6 n1 p41-3  
 Descriptors—\*Audiolingual Methods, \*Audiovisual Instruction, \*Language Instruction, \*Language Laboratory Use, \*Language Tests, Testing, Higher Education, Communicative Competence (Languages), \*Second Language Learning  
 An experimental year of oral testing using the language laboratory at Victoria University is described. A new first-year 12-credit course is primarily a language course based on audiovisual/lingual methods. The content, evaluation, and administration of oral expression tests and performance tapes are covered. (SW)
- EJ 176 890** AA 527 696  
*Genesee, F. A. and Others*  
**Communicational Effectiveness of English Children in French Schools**  
 Pub Date—77  
 Journal Cit—Canadian Journal of Education; v2 n3 p15-24  
 Descriptors—\*Communication Skills, \*Verbal Communication, \*Role Perception, \*Language Research, \*Elementary School Students, Educational Research, Research Methodology, Illustrations, Measurement Instruments  
 This research attempts to assess the effectiveness of primary school children from first- versus second-language schools in oral communication and to investigate the relationship between role-taking skills and communicational effectiveness by comparing the result of this research with those of an earlier one. (Author/RK)
- EJ 177 390** CG 514 067  
*Taylor, Orlando L.*  
**Language Issues and Testing**  
 Pub Date—Apr 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Journal of Non-White Concerns in Personnel and Guidance; v6 n3 p125-32  
 Descriptors—\*Test Bias, \*Standardized Tests, \*Language Patterns, \*Cultural Differences, \*Testing Problems, State Of The Art Reviews, Linguistics  
 The thesis is that a test taker's chances for success on a standardized test are related to the similarity between the test taker's linguistic competence and the linguistic presuppositions of the test. This article is adapted from a paper presented at the 1977 Georgetown University Roundtable of Linguistics. (Author)
- EJ 177 772** FL 510 995  
*Coe, Norman*  
**Cross-Checking Aural and Oral Control**  
 Pub Date—Jan 78  
 Journal Cit—English Language Teaching Journal; v32 n2 p105-7  
 Descriptors—\*Speech Skills, \*Listening Skills, \*Audiolingual Skills, \*English (Second Language), \*Language Tests, \*Language Instruction, Aural Learning, Classroom Techniques, Language Skills, Second Language Learning  
 A technique is outlined which simultaneously checks students' aural and oral control of sounds and prosodies. Intended for intermediate and advanced students, the test consists of a number of minimal pairs which are read by different people while the others listen and note which of the alternatives they hear. (SW)
- EJ 177 782** FL 511 005  
*Wilcox, George K.*  
**The Effect of Accent on Listening Comprehension: A Singapore Study**  
 Pub Date—Jan 78  
 Journal Cit—English Language Teaching Journal; v32 n2 p118-27  
 Descriptors—\*Listening Comprehension, \*Dialects, \*English (Second Language), \*Language Research, Higher Education, Language Tests, Listening Tests, Language Instruction  
 Identifiers—\*Accent (Speech), Singapore  
 A study was conducted at Nanyang University in Singapore with Chinese-educated students who supposedly received 12 years of instruction in English but who were still deficient in the language. Comprehension of four different English accents were tested, and two tests of measuring aural comprehen-
- tion were compared. (SW)
- FJ 177 818** FL 511 041  
*Cooke, Madeline A.*  
**A Pair of Instruments for Measuring Student Attitudes toward Bearers of the Target Culture**  
 Pub Date—Apr 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Foreign Language Annals; v11 n2 p149-63  
 Descriptors—\*Attitude Tests, \*Student Attitudes, \*Cultural Images, \*Cultural Awareness, \*Testing, Language Instruction, Test Construction, Scoring, Behavior Rating Scales, Semantic Differential  
 Two instruments are presented: a modified Bogardus Social Distance Scale measures the behavioral aspect; factor I of a semantic differential test measures the affective aspect; factors II and III measure the cognitive. Development of the instruments is described, and suggestions are given for administering and scoring. (Author/KM)
- EJ 177 877** FL 511 100  
*Nattinger, James R.*  
**Second Dialect and Second Language in the Composition Class**  
 Pub Date—Mar 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—TESOL Quarterly; v12 n1 p77-84  
 Descriptors—\*English (Second Language), \*TENL, \*Nonstandard Dialects, \*Composition (Literary), \*Teaching Methods, \*Language Instruction, Higher Education, Discourse Analysis, Sentence Combining, Cloze Procedure  
 This paper discusses why different classroom techniques are needed in composition classes for teaching English to foreign speakers and to non-standard English speakers. Current pedagogical methods for teaching and testing composition for the two kinds of speakers are reviewed. Sentence combining, discourse analysis, and cloze testing are discussed. (SW)
- EJ 179 306** FL 511 134  
*Kellett, Margaret*  
**A Report on the English Language Assessment Test**  
 Pub Date—W 78  
 Journal Cit—TESL Talk; v9 n1 p34-8  
 Descriptors—\*Language Proficiency, \*Language Tests, \*English (Second Language), \*Student Placement, Composition (Literary), Reading Comprehension, Listening Comprehension, Speech Skills, Community Colleges, Junior Colleges, Language Instruction, Language Skills  
 Identifiers—\*English Language Assessment Test  
 A description is provided of the English Language Assessment Test, a proficiency test administered weekly at the Vancouver Community College to determine the level of English language proficiency of non-native speakers who are applying for college preparatory or college courses and vocational training programs. (SW)
- EJ 179 322** FL 511 150  
*Krudsvig, Glenn M.*  
**Recommendations and Response Regarding the College Board Latin Achievement Test**  
 Pub Date—Jan-Feb 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—Classical Outlook; v55 n3 p53-4  
 Descriptors—\*College Entrance Examinations, \*Achievement Tests, \*Second Language Learning, \*Language Tests, \*Language Instruction, \*Latin, College Admission, Language Proficiency, Classical Languages, Secondary Education  
 Identifiers—\*Latin Achievement Test  
 It is recommended that the scores obtained on achievement tests in different subject areas after the same number of years of study should be more nearly comparable. In addition, new forms of the Latin Achievement Test (LAT) should be developed and the spring test date for the LAT should be restored. (HP)

- EJ 179 333** FL 511 161  
*Woidt, Boto*  
 Entwicklung und Erprobung von Hoerverstehens-  
 mistests fuer die Orientierungsaufe (Develop-  
 ment and Testing of Listening Comprehension  
 Tests for Grades 5 and 6)  
 Pub Date—78  
 Journal Cit—*Englisch*; v13 n1 p28-35  
 Descriptors—\*Listening Compr-hension, \*Lang-  
 uage Tests, \*Listening Tests, \*English (Second  
 Language), \*Language Instruction, Elementary  
 Education, Test Selection, Test Reviews, Objec-  
 tive Tests, Standardized Tests, Educational Ob-  
 jectives  
 Criticizes currently available tests on listening  
 comprehension, presenting some new ones, with ex-  
 planations of their innovative features. Sees danger  
 in overemphasis on objectivity, as it tends to exag-  
 gerate the choice-making aspect of the orientation  
 level (Grades 5 and 6), thus contradicting its peda-  
 gogical purposes. (Text is in German.) (IFS/WGA)
- EJ 180 804** AA 528 166  
*Edwards, V. K.*  
 Language Attitudes and Underperformance in  
 West Indian Children  
 Pub Date—Feb 78  
 Journal Cit—*Educational Review*; v30 n1 p51-8  
 Descriptors—\*Educational Research, \*Language  
 Attitudes, \*Student Attitudes, \*Teacher Atti-  
 tudes, \*Semantic Differential, \*Language Usage,  
 Student Teacher Relationship, Academic  
 Achievement, Attitude Tests  
 Identifiers—\*West Indians  
 The role of attitude in the extensive underperfor-  
 mance reported among West Indian children in  
 British schools is of critical importance. This in-  
 cludes attitudes of the host community towards  
 West Indians and vice versa. Suggests that there are  
 strong links between attitudes towards a language  
 and attitudes towards speakers of that language. De-  
 scribes experiments designed to measure attitudes  
 towards West Indian and British speech and the  
 implications for schools and teachers. (Editor/RK)
- EJ 181 731** FL 511 255  
*Moran, Ross T.*  
 Keying Results on the CELT-Structure Test to  
 U.S. Grade Level Instructional Materials  
 Pub Date—Jun 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—*TESOL Quarterly*; v12 n2 p139-43  
 Descriptors—\*Student Placement, \*English (Sec-  
 ond Language), \*Language Tests, \*Language  
 Proficiency, \*Grade Equivalent Scores, \*Test In-  
 terpretation, Media Selection, Reading Tests,  
 Test Results, Language Instruction, Higher Edu-  
 cation, Group Norms  
 It would be beneficial for ESL instructors to know  
 the U.S. grade equivalent English ability of their  
 students for placement purposes, especially if their  
 instructional materials are keyed for U.S. class-  
 rooms. For this purpose, the Stanford Intermediate  
 Level I Reading Comprehension Test was compared  
 with the CELT-Structure Test. (Author/RM)
- EJ 181 735** FL 511 259  
*Burt, Marina Dulay, Heidi*  
 Some Guidelines for the Assessment of Oral Lan-  
 guage Proficiency and Dominance  
 Pub Date—Jun 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—*TESOL Quarterly*; v12 n2 p177-92  
 Descriptors—\*Bilingualism, \*Language Tests,  
 \*Testing, \*Language Proficiency, \*Evaluation  
 Methods, Test Selection, Bilingual Education,  
 Speech Skills, Communicative Competence (Lan-  
 guages)  
 Identifiers—\*Language Dominance  
 Four dimensions of bilingual measurement are de-  
 fined, and three major topics in the assessment of  
 language proficiency and language dominance are  
 discussed: selection of the language components to  
 be assessed; appropriateness of certain elicitation  
 tasks used; and general checkpoints that can be used  
 to evaluate language proficiency dominance instru-  
 ments. (Author/RM)
- EJ 181 778** FL 511 302  
*Mothe, Jean Claude*  
 Faut-il supprimer les examens? (Should Examina-  
 tions Be Eliminated?)  
 Pub Date—Feb-Mar 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—*Francais dans le Monde*; 135; n135  
 Descriptors—\*Language Instruction, \*Language  
 Tests, \*Test Validity, \*Testing Programs, \*Test  
 Reliability, \*Achievement Tests, Secondary Edu-  
 cation, Higher Education, Second Language  
 Learning, Testing, Test Results, Educational Test-  
 ing, French  
 Identifiers—France  
 A discussion of those examinations which mark  
 one's advance from one educational level to the  
 next, and those which are required for attainment of  
 an academic degree. The topics addressed are test  
 "infidelity," lack of validity, and their harmfulness  
 on several levels. Some remedies are suggested.  
 (Text is in French.) (AMH)
- EJ 181 779** FL 511 303  
*Noti, David*  
 Les examens de francais dans le second cycle en  
 Grande-Bretagne (French Examinations in the  
 Second Cycle in Great Britain)  
 Pub Date—Feb-Mar 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—*Francais dans le Monde*; 135; n135 p  
 Descriptors—\*Language Instruction, \*Language  
 Tests, \*Language Programs, \*French, \*Testing  
 Programs, Secondary Education, Higher Educa-  
 tion, Second Language Learning, Testing, Test  
 Validity, Achievement Tests, Modern Language  
 Curriculum  
 Identifiers—\*Great Britain  
 A description of the status of foreign language  
 instruction and testing in the context of the chang-  
 ing state of education. The content of Second Cycle  
 French programs, a critique of French examinations  
 and some samples of tests which point to change are  
 discussed. (Text is in French.) (AMH)
- EJ 181 780** FL 511 304  
*Valette, Rebecca*  
 Les examens de francais langue etrangere aux  
 Etats-Unis (Examinations in French as a Foreign  
 Language in the United States)  
 Pub Date—Feb-Mar 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—*Francais dans le Monde*; 135; n135 p  
 Descriptors—\*Language Instruction, \*Language  
 Tests, \*Testing, \*Standardized Tests, \*Cloze  
 Procedure, Secondary Education, Higher Educa-  
 tion, Second Language Learning, Testing Pro-  
 grams, Modern Language Curriculum,  
 Achievement Tests  
 Identifiers—\*United States  
 The absence of a uniform system of education in  
 the United States is accompanied by freedom in  
 testing. Two types of testing procedures are de-  
 scribed: the multi-level standardized tests produced  
 by the Educational Testing Service and experimen-  
 tal use of the cloze procedure. (Text is in French.)  
 (AMH)
- EJ 181 781** FL 511 305  
*Maas-de Brouwer, Trude A. Rossum, Maarten,  
 J.-Th.*  
 Les examens de francais langue etrangere dans  
 l'enseignement secondaire aux Pays-Bas (Exami-  
 nations in French as a Foreign Language in  
 Secondary Education in the Netherlands)  
 Pub Date—Feb-Mar 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—*Francais dans le Monde*; 135; n135  
 Descriptors—\*Testing, \*Language Instruction,  
 \*French, \*Language Tests, \*Testing Programs,  
 \*Language Programs, Secondary Education,  
 Standardized Tests, Second Language Learning,  
 Educational Testing, Achievement Tests  
 Identifiers—\*Netherlands  
 A description of examinations given at the end of  
 secondary studies. Topics discussed are: the status  
 of secondary education, final examinations both  
 state and local, the French examination, some criti-  
 cal reflections, and developments in program. Sam-  
 ple questions from the State examination are  
 included. (Text is in French.) (AMH)
- EJ 181 782** FL 511 306  
*Raasch, Albert*  
 Les examens de francais dans les universites popu-  
 laires en R.F.A. (French Examinations in Peo-  
 ple's Universities in the Federal Republic of  
 Germany)  
 Pub Date—Feb-Mar 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—*Francais dans le Monde*; 135; n135 p  
 Descriptors—\*Language Instruction, \*Language  
 Programs, \*Language Tests, \*Testing, \*French,  
 Second Language Learning, Higher Education,  
 Adult Students, Modern Language Curriculum,  
 Adult Education, Testing Programs, Achieve-  
 ment Tests  
 Identifiers—\*Germany  
 The Certificate of the People's Universities is an  
 examination organized in different European coun-  
 tries. The students are generally adults in evening  
 courses. A description of the system in Germany is  
 given; and principles of the examination, test con-  
 tent, and educational perspectives are discussed.  
 References are included. (Text is in French.)  
 (AMH)
- EJ 181 783** FL 511 307  
*Christ, Herbert*  
 Les preuves du francais au baccalaureat en Repub-  
 lique federale d'Allemagne (French Tests for the  
 Baccalaureate in the Federal Republic of Ger-  
 many)  
 Pub Date—Feb-Mar 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—*Francais dans le Monde*; 135; n135  
 Descriptors—\*French, \*Language Instruction, \*Sec-  
 ond Language Learning, \*Language Tests,  
 \*Behavioral Objectives, \*Testing, Secondary  
 Education, Higher Education, Modern Language  
 Curriculum, Language Programs, Achievement  
 Tests  
 Identifiers—\*Germany  
 A description of the revised baccalaureate exami-  
 nation. The performance objectives for modern lan-  
 guages in oral and written expression, especially for  
 French, comprehension and critical judgment of a  
 text are discussed. Results of the inter-ministerial  
 study and sample sections from examinations are  
 given. (Text is in French.) (AMH)
- EJ 181 784** FL 511 308  
*Bergtaft, Rune*  
 L'evaluation de l'enseignement du francais langue  
 etrangere en Suede (Evaluation of the Teaching  
 of French as a Foreign Language in Sweden)  
 Pub Date—Feb-Mar 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—*Francais dans le Monde*; 135; n135  
 p47-8  
 Descriptors—\*Language Tests, \*French, \*Lan-  
 guage Instruction, \*Testing Programs, \*Grading,  
 \*Language Programs, Secondary Education,  
 Testing, Second Language Learning, Modern  
 Language Curriculum, Achievement Tests  
 Identifiers—\*Sweden  
 A discussion of the testing system in Sweden  
 within the context of the position of foreign lan-  
 guages in the educational system. Topics addressed  
 are the standardized grading system, the different  
 types of tests, the content of the French tests and  
 opinions of teachers and students. (Text is in  
 French.) (AMH)
- EJ 182 557** UD 506 238  
*Silverman, Robert J. Russell, Randall H.*  
 Relationships Among Three Measures of Bilingual-  
 ism and Academic Achievement  
 Pub Date—May 78  
 Available from—Reprint Available  
 UMI  
 Journal Cit—*Education and Urban Society*; v10 n3  
 p347-62  
 Descriptors—\*Academic Achievement, \*Bilingual-  
 ism, \*Language Ability, \*Language Tests, \*Meas-  
 urement Instruments, \*Student Evaluation,  
 Bilingual Students, Elementary Secondary Edu-  
 cation, Language Skills, Spanish Speaking  
 Identifiers—\*Washington  
 The rationale for using multiple measures to as-  
 sess language ability in bilingual students is ex-  
 amined. The relationships among the Language  
 Facility Test, teacher judgment, home bilingual us-  
 age, and, where possible, standardized  
 achievement tests are investigated, utilizing data  
 from a study of 1800 Washington State students.

(Author/GC)

EJ 183 511 FL 511 325

Radice, F. W.

Using the Cloze Procedure as a Teaching Technique

Pub Date—Apr 78

Journal Cit—English Language Teaching Journal; v32 n3 p201-4

Descriptors—\*Cloze Procedure, \*English (Second Language), \*Teaching Methods, \*Language Instruction, \*Composition (Literary), \*Business Correspondence, Instructional Aids, Teacher Developed Materials, Second Language Learning, Expository Writing, Scoring, Error Analysis (Language)

Describes the advantages of the Cloze procedure for teaching composition where the context is restricted, i.e., in writing business letters and reports. Advantages include: ease of administration, no marking, immediate knowledge of results, feedback to teacher, adaptable scoring system, flexibility, opportunity for student correction, and separation of grammatical difficulty. (HP)

EJ 183 532 FL 511 346

Savard, Jean-Guy

Definition et mesure des fonctions langagieres (The Definition and Testing of Language Functions)

Pub Date—Feb 78

Available from—Reprint Available

UMI

Journal Cit—Canadian Modern Language Review; v34 n3 p428-41

Descriptors—\*Language Tests, \*Test Validity, \*Speech Communication, \*Communicative Competence (Languages), \*Language Instruction, \*Educational Objectives, Testing, Higher Education, Secondary Education, Second Language Learning, Course Objectives, Models

Identifiers—\*Language Functions

Defining course objectives and testing these objectives are inseparable components of the education process. The development of a model using eleven language functions as the basis for testing communication in a second language is described. (Text is in French.) (AMH)

EJ 183 550 FL 511 364

Rivenc, Marie-Madeleine Porcher, Louis

Suggestions pour une evaluation par images (Suggestions for Testing with Pictures)

Pub Date—May-Jun 78

Available from—Reprint Available

UMI

Journal Cit—Francais dans le Monde; 137; n:137

Descriptors—\*Language Instruction, \*French, \*Language Tests, \*Testing, \*Pictorial Stimuli, \*Communicative Competence (Languages), Second Language Learning, Elementary Secondary Education, Higher Education, Speech Communication

A discussion of the merits of using pictures, particularly authentic ones, as a component of the evaluation process in foreign language classes. Three reasons are given: pictures provide a setting for testing communication skills; they give a sociocultural context; their use can be student-centered. (Text is in French.) (AMH)

EJ 185 063 FL 511 450

Ferguson, Nicolas

Self-Assessment of Listening Comprehension

Pub Date—May 78

Available from—Reprint Available

UMI

Journal Cit—International Review of Applied Linguistics in Language Teaching; v16 n2 p129-56

Descriptors—\*Self Evaluation, \*Listening Comprehension, \*Language Tests, \*Second Language Learning, Audiolingual Skills, Test Reliability, Test Validity, Speech Skills, Language Proficiency

Three tests of self-assessment of oral skills were compared with a standardized measure of listening comprehension and oral expression, CEEL's test N73, parts 2 and 3. Results are provided. (KM)

EJ 183 019 FL 511 466

Krashen, Stephen D. And Others

How Important Is Instruction?

Pub Date—Jul 78

Journal Cit—English Language Teaching Journal; v32 n4 p257-61

Descriptors—\*Language Instruction, \*Second Language Learning, \*English (Second Language), \*Language Proficiency, \*Educational Environ-

ment, \*Experiential Learning, Language Research, Language Tests, Environmental Influences, Cultural Environment, Higher Education, Foreign Students

Research at Queens College involving 116 English as a second language students revealed that proficiency in English, measured by a variety of tests, is more closely related to amount of formal instruction than to years spent in an English-speaking country, although a significant relationship exists between proficiency and each factor. (CFM)

EJ 185 086 HE 510 264

Thomas, Ronald E. Richardson, John W.

Study of English Proficiency Standards for Foreign Graduate Students

Pub Date—W 78

Available from—Reprint Available

UMI

Journal Cit—College and University; v53 n2 p201-8

Descriptors—\*Graduate Students, \*Foreign Students, \*English (Second Language), \*Language Proficiency, \*Language Tests, Higher Education, Surveys, Communicative Competence (Languages), Academic Standards, Teaching Assistants

A survey was conducted of 51 universities to determine the English standards for foreign graduate students. Information is presented on English examinations and required test scores, use and acceptability of interviews for determining English proficiency, standards within English departments, English requirements for teaching assistants, and provision of special English classes. (SW)

EJ 186 891 EC 111 119

Gerken, Kathryn C.

Language Dominance: A Comparison of Measures

Pub Date—Jul 78

Journal Cit—Language, Speech, and Hearing Services in Schools; v9 n3 p187-95

Descriptors—\*Mexican Americans, \*Ethnic Groups, \*Spanish Speaking, \*Bilingual Students, \*Measurement Instruments, Informal Assessment, Primary Education, English (Second Language), Test Validity, Language Tests

Identifiers—James Language Dominance Test, Comprehension of Oral Language Test, Dos Amigos Verbal Language Scale

The study compared the results of four measures of language dominance in a group of 32 Mexican-American children (mean age 6.1 years-old). (Author/PHR)

EJ 188 831 FL 511 572

Wood, Robert

Ordinary Level French Listening Comprehension Test: Report of an Experiment

Pub Date—Sum 78

Journal Cit—Audio-Visual Language Journal; v16 n2 p65-70

Descriptors—\*Testing, \*Language Tests, \*French, \*Listening Comprehension, Multiple Choice Tests, Language Instruction, Second Language Learning, Comparative Analysis

Ways of improving the present procedure for administering this test were determined in an experiment in which this procedure was compared with three others. (KM)

EJ 188 851 FL 511 592

Boyd, J. A.

Evaluating the Active Communication Skills: Writing

Pub Date—Mar 78

Available from—Reprint Available

UMI

Journal Cit—Canadian Modern Language Review; v34 n4 p735-45

Descriptors—\*Writing Exercises, \*Writing Skills, \*Language Instruction, \*Teaching Methods, Elementary Secondary Education, Second Language Learning

Teaching and testing writing can be structured so that the student progresses through a number of stages involving copying and developing sentences from nonprint visual stimuli, manipulation of the printed word, visual stimulus by means of word completions, and oral stimuli. Sample exercises and evaluation formula are presented. (SW)

EJ 188 862

FL 511 603

Politzer, Robert L.

Language Development in Two Bilingual Schools: A Study in Contrastive Psycholinguistic Analysis

Pub Date—Aug 78

Available from—Reprint Available

UMI

Journal Cit—International Review of Applied Linguistics in Language Teaching; v16 n3 p241-52

Descriptors—\*Language Research, \*Psycholinguistics, \*Bilingual Students, \*Second Language Learning, \*Bilingual Education, \*Language of Instruction, Language Tests, English, French, Spanish

Contrastive psycholinguistic analysis of second language acquisition was undertaken with bilingual students taught primarily in French and with bilingual students taught in both English and Spanish. Three types of contrastive comparisons are made on the results of production tests administered to students. (SW)

EJ 188 905 FL 511 646

Gordon, W. Terrence

Relating Oral Test Performance Errors to Cue Features

Pub Date—Oct 78

Available from—Reprint Available

UMI

Journal Cit—Canadian Modern Language Review; v35 n1 p55-65

Descriptors—\*Language Instruction, \*Second Language Learning, \*Language Tests, \*Pronunciation, \*Phonology, \*Error Analysis (Language), Testing, Speech Skills, Higher Education

Examines the hypothesis that certain errors occurring in oral foreign language tests are due to the recurrence of phonological features both in the questions and in the answer. (AM)

EJ 190 669 FL 511 678

Chihara, Tetsuro Oller, John W., Jr.

Attitudes and Attained Proficiency in EFL: A Sociolinguistic Study of Adult Japanese Speakers

Pub Date—Jun 78

Available from—Reprint: UMI

Journal Cit—Language Learning; v28 n1 p55-68 Jun 1978

Descriptors—Adult Students, \*Attitude Tests, \*English (Second Language), Japanese, Language Attitudes, \*Language Proficiency, Questionnaires, \*Second Language Learning, Sociolinguistics, \*Student Attitudes, \*Test Validity

Examines: (1) correlations between attitudes of Japanese students toward various variables, and their proficiency in English; and (2) the validity of attitude measures. (Author/AM)

EJ 190 671 FL 511 680

Oller, John W., Jr. Perkins, Kyle

Intelligence and Language Proficiency as Sources of Variance in Self-Reported Affective Variables

Pub Date—Jun 78

Available from—Reprint: UMI

Journal Cit—Language Learning; v28 n1 p85-97 Jun 1978

Descriptors—Affective Tests, Analysis of Variance, \*Attitude Tests, \*Correlation, Intelligence, \*Language Proficiency, Response Style (Tests), Second Language Learning, Self Esteem, \*Self Evaluation, \*Student Attitudes, \*Test Validity

Identifiers—Approval Motive (Tests), \*Self Report Measurements

Discusses three possible sources of nonrandom but extraneous variance in self-reported attitude data, and demonstrates that these data may be surreptitious measures of verbal intelligence and language proficiency. (Author/AM)

EJ 190 672 FL 511 681

Upshur, John A. And Others

Causation or Correlation: A Reply to Oller and Perkins

Pub Date—Jun 78

Available from—Reprint: UMI

Journal Cit—Language Learning; v28 n1 p99-104 Jun 1978

Descriptors—Affective Tests, \*Analysis of Variance, \*Attitude Tests, \*Correlation, \*Language Proficiency, Second Language Learning, \*Self Evaluation, \*Student Attitudes, \*Test Validity

Identifiers—\*Self Report Measurement

Agrees with Oller and Perkins (1978) that correlation and causation are not equivalent and that correlations between invalid measures yield no important conclusions. In addition, Oller and Perkins' argu-

ments against the validity of self-report measurements are examined, as well as evidence for a causal relation between variance in affective variables and variance in second language attainment. (AM)

EJ 190 676 FL 511 685

Connor, Ulla Read, Charles  
Passage Dependency in ESL Reading Comprehension Tests.

Pub Date—Jun78  
Available from—Reprint: UMI  
Journal Cit—Language Learning; v28 n1 p149-57 Jun 1978

Descriptors—Educational Experiments, \*English (Second Language), \*Language Tests, Native Speakers, \*Reading Comprehension, Reading Skills, \*Test Reliability

Identifiers—Michigan Test of English Language Proficiency, \*Passage Dependency

Reports on an experiment that measured passage-dependency in an ESL test. Results suggest that passage-dependency is one measure that can be used to select good reading comprehension tests. (Author/AM)

EJ 190 677 FL 511 686

Briere, Eugene J.  
Variables Affecting Native Mexican Children's Learning Spanish as a Second Language.

Pub Date—Jun78  
Available from—Reprint: UMI  
Journal Cit—Language Learning; v28 n1 p159-74 Jun 1978

Descriptors—Achievement Tests, Age, Analysis of Variance, Elementary Education, \*Factor Analysis, Language Tests, \*Mexicans, Psycholinguistics, \*Second Language Learning, Sex (Characteristics), Social Factors, \*Spanish, Statistical Analysis, Success Factors

Describes a study designed to measure several variables and their effect on the language achievement of native Mexican children learning Spanish as a second language. (AM)

EJ 190 679 FL 511 688

Krashen, Stephen D.  
Is the "Natural Order" an Artifact of the Bilingual Syntax Measure?

Pub Date—Jun78  
Available from—Reprint: UMI  
Journal Cit—Language Learning; v28 n1 p187-91 Jun 1978

Descriptors—\*Language Development, \*Language Tests, \*Morphemes, \*Second Language Learning, Syntax, \*Test Reliability

Identifiers—\*Bilingual Syntax Measure, Spontaneous Speech  
Cites evidence showing that the "natural order" found using the Bilingual Syntax Measure to measure morpheme order is not an artifact of the test. (Author/AM)

EJ 190 682 FL 511 691

Sewell, Penelope  
L'évaluation des compétences en français (The Evaluation of Competences in French).

Pub Date—Oct78  
Available from—Reprint: UMI  
Journal Cit—Français dans le Monde; n140 p30-36 Oct 1978

Descriptors—\*French, Higher Education, Language Instruction, \*Language Proficiency, \*Language Tests, Listening Comprehension, Reading Comprehension, \*Second Language Learning, Speech Skills, \*Test Reviews, \*Testing, Writing Skills

Analyzes an innovative and optional French language proficiency certificate designed to test proficiency in oral and written language on the undergraduate level at the University of London. (AM)

EJ 190 696 FL 511 705

Bialystok, Ellen Frohlich, Maria  
Variables of Classroom Achievement in Second Language Learning.

Pub Date—Nov78  
Available from—Reprint: UMI  
Journal Cit—Modern Language Journal; v62 n7 p327-36 Nov 1978

Descriptors—\*Academic Achievement, \*Academic Aptitude, Cognitive Style, Language Ability, \*Language Instruction, \*Language Proficiency, Language Research, Language Tests, Learning Processes, \*Second Language Learning, \*Student Motivation

Identifiers—\*Learning Strategies

Examines the effects of aptitude, field independence, attitude, and strategy use upon four areas of language achievement: formal/oral, formal/written, functional/oral, and functional/written. Test results indicated that aptitude and field independence are related, as are strategy use and attitude; only aptitude and strategy use, however, affect achievement. (EJS)

EJ 190 697 FL 511 706

Meredith, Alan R.  
Improved Oral Test Scores through Delayed Response.

Pub Date—Nov78  
Available from—Reprint: UMI  
Journal Cit—Modern Language Journal; v62 n7 p321-27 Nov 1978

Descriptors—Cognitive Processes, Cognitive Style, \*Conceptual Tempo, High School Students, Language Instruction, \*Language Proficiency, \*Language Tests, \*Reaction Time, Response Style (Tests), \*Second Language Learning, Secondary Education, Senior High Schools, Spanish, Testing, \*Timed Tests

Identifiers—Test of Oral Proficiency in Spanish  
Spanish students in four inner-city high schools were first tested for conceptual tempo and then given the Test of Oral Proficiency in Spanish (TOPS). It is concluded that speeded and timed tests not only allow impulsive examinees to answer too soon, but often pressure normally reflective examinees to respond impulsively. (EJS)

EJ 191 588 TM 503 754

Baldauf, Richard B., Jr.  
The Validity of the Michigan Test of English Language Proficiency as a General Measure of High School English Achievement in American Samoa.

Pub Date—78  
Available from—Reprint: UMI  
Journal Cit—Educational and Psychological Measurement; v38 n2 p429-32 Sum 1978

Descriptors—Correlation, \*English (Second Language), Grade Point Average, \*Language Proficiency, \*Samoan Americans, Senior High Schools, \*Test Validity

Identifiers—\*Michigan Test of English Language Proficiency

An examination of the relationship between high school English grade point average and the Michigan Test of English Language Proficiency scores, for a sample of English as second-language (ESL) high school students in American Samoa, indicated the validity of the test with ESL students. (Author/JKS)

EJ 191 592 TM 503 758

Baldauf, Richard B., Jr. Propst, Ivan K., Jr.  
Preliminary Evidence Regarding the Validity of a Modified Cloze Procedure for Lower Elementary ESL Students.

Pub Date—78  
Available from—Reprint: UMI  
Journal Cit—Educational and Psychological Measurement; v38 n2 p451-55 Sum 1978

Descriptors—\*Bilingual Students, \*Cloze Procedure, Elementary Education, \*English (Second Language), Foreign Countries, Predictive Validity, \*Reading Skills, \*Reading Tests, Test Validity, \*Testing Problems

Identifiers—Pacific Trust Territory (Mariana Islands)

The cloze procedure, an established measure of reading achievement, requires language and reading skills not yet available to elementary school English-second-language pupils who are not literate in their vernacular. A modified cloze procedure, designed to overcome this problem, was found to correlate with traditional vocabulary and reading measures. (Author/JKS)

EJ 192 616 FL 511 759

Whitson, Valerie  
Testing Pronunciation in the Language Laboratory.

Pub Date—Oct78  
Journal Cit—English Language Teaching Journal; v33 n1 p30-31 Oct 1978

Descriptors—College Students, \*English (Second Language), Higher Education, Language Fluency, \*Language Instruction, \*Language Laboratories, Phonetics, \*Pronunciation Instruction, Speech Communication, \*Speech Skills, Tutorial Programs

A method of testing student pronunciation involves recording a poem. Students transcribe the

words they mispronounced in phonetic script and have it checked by the tutor. The phonetic tutorial is required by first-year students majoring in English who are not native speakers. (SW)

EJ 192 620 FL 511 763

Matthews-Bresky, R. J. H.  
Multiple-Choice Language Tests.

Pub Date—Oct78  
Journal Cit—English Language Teaching Journal; v33 n1 p50-63 Oct 1978

Descriptors—Elementary Secondary Education, \*English (Second Language), Higher Education, Language Instruction, Language Proficiency, \*Language Tests, \*Multiple Choice Tests, \*Oral English, \*Reading Comprehension, \*Test Items, Testing, Written Language

The multiple choice technique can test written and oral comprehension and linguistic competence at beginning and intermediate levels. Examples of test items concerning sounds, stress, vocabulary, and structures are presented, and brief comments on the items are included. (SW)

EJ 192 624 FL 511 767

Bautier-Castaing, Elisabeth  
Acquisition comparée de la syntaxe du français par des enfants francophones et non francophones (Compared Acquisition of French Syntax by Francophone and Non-Francophone Children).

Pub Date—77  
Journal Cit—Etudes de Linguistique Appliquée; n27 p19-35 Jul-Sep 1977

Descriptors—\*Child Language, Error Analysis (Language), \*French, \*Language Development, Language Research, \*Second Language Learning, \*Syntax

Identifiers—Bilingual Syntax Measure  
Reports on a study which sought to compare syntax acquisition in French by francophone and non-francophone children, in order to establish the order in which French grammatical elements are acquired, and in order to create a French version of the Bilingual Syntax Measure. (AM)

EJ 192 637 FL 511 780

Larsen-Freeman, Diane  
An ESL Index of Development.

Pub Date—Dec78  
Available from—Reprint: UMI  
Journal Cit—TESOL Quarterly; v12 n4 p439-48 Dec 1978

Descriptors—College Students, \*Composition Skills (Literary), \*English (Second Language), Error Analysis (Language), Evaluation Criteria, Foreign Students, Higher Education, \*Language Proficiency, Language Research, Language Tests, \*Rating Scales, \*Second Language Learning, Skill Development, Student Evaluation, Writing Skills

Identifiers—\*ESL Index of Development, Unit (Grammar)  
Reports on the progress being made in an attempt to establish a second language acquisition index of development that would gauge a learner's second language proficiency. A project was undertaken involving the analysis of 212 compositions written by university students of English as a second language. (CFM)

EJ 194 274 FL 511 807

Huart, Michelle  
Propositions pour une auto-évaluation (Proposals for Self-Evaluation).

Pub Date—78  
Journal Cit—Etude de Linguistique Appliquée; v29 p6-21 Jan-Mar 1978

Descriptors—Adult Education, \*Adult Students, Language Instruction, \*Language Tests, \*Second Language Learning, \*Self Evaluation, \*Testing  
Discusses the value of self-evaluation to the adult second language learner; the tools of self-evaluation; and the relationship of self-evaluation to other forms of evaluation, to learning, and to instruction. (AM)

EJ 195 720 CG 515 623

Mowder, Barbara A.  
Assessing the Bilingual Handicapped Student.

Pub Date—79  
Available from—Reprint: UMI  
Journal Cit—Psychology in the Schools; v16 n1 p42-50 1979

Pub Type—Journal Article (080)  
Descriptors—\*Bilingual Students, Child Language, \*Educational Assessment, Elementary Secondary Education, \*Handicapped Children, \*Language Dominance, Language Handicapped, State of the



## Art Reviews

Bilingual children with possible handicapping conditions must be assessed to determine their dominant language, and that further testing must be conducted in their primary mode of communication. This paper explores the issues involved in assessing bilingualism and handicapping conditions of bilingual, culturally different children and evaluates the assessment methods. (Author)

**EJ 196 313** FL 511 895

Ferguson, Nicolas

Test N73: Instantaneous Evaluation of Speaking Ability.

Pub Date—Nov79

Available from—Reprint: UMI

Journal Cit—International Review of Applied Linguistics in Language Teaching; v16 n4 p340-49 Nov 1978

Pub Type—Journal Articles (080)

Descriptors—\*Language Tests, Mathematical Concepts, \*Native Speakers, \*Second Language Learning, Speech Communication, \*Speech Skills, \*Testing

Presents a measurement instrument for evaluating a second language learner's oral skills, which is based on a mathematical theory of communication, and which relies on native speaker judgment. (AM)

**EJ 196 321** FL 511 903

Wolff, Udo

Auswahlkriterien fuer Textvorlagen bei der mündlichen Abiturprüfung im Fach Französisch (Criteria for Choosing Text Material for the Final Oral Examination in French).

Pub Date—78

Available from—Reprint: UMI

Journal Cit—Praxis des Neusprachlichen Unterrichts; v25 n2 p178-87 1978

Pub Type—Journal Articles (080)

Descriptors—Evaluation Criteria, \*French, Graduation Requirements, Language Fluency, Language Instruction, Language Proficiency, \*Language Tests, Second Language Learning, \*Speech Skills, \*Test Construction, Test Validity Identifiers—\*Oral Tests

Finds that text material in final (end-of-school) French oral examinations in Germany do not correspond with the accomplishment to be expected of the students, in both appropriateness and degree of difficulty. Offers criteria, sample texts, and suggestions regarding reasonable requirements. (IFS/WGA)

**EJ 197 741** CS 714 763

Evans, Beth DeFratis

A Study of What Chicano and Anglo Children Remember about the Stories They Read and Hear (Abstracted).

Pub Date—78

Available from—Reprint: UMI

Journal Cit—Reading Research Quarterly; v14 n2 p272-76 1978-79

Pub Type—Journal Articles (080)

Descriptors—Cultural Factors, Discourse Analysis, Elementary Education, \*Listening Comprehension, Mexican Americans, \*Performance Factors, Prose, \*Reading Comprehension, \*Reading Research, \*Semantics

Investigates the language comprehension of elementary school children and the factors that affected acquisition of knowledge from connected discourse. Factors examined included oral and written language, message structure, characteristics of the learner, and conditions of the learning situation. (AA)

**EJ 198 121** FL 511 979

Aitken, Kenneth G.

Performance of Native and Non-Native Speakers of English on Subtests of the Comprehensive English Language Test.

Pub Date—78

Journal Cit—T.E.S.L. Talk; v10 n4 p1-4 Fall 1978

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—Bilingual Education, \*Bilingual Students, \*English (Second Language), Immigrants, \*Language Proficiency, \*Language Tests, Listening Comprehension, Listening Tests, Multiple Choice Tests, Native Speakers

Identifiers—Comprehensive English Language Test, Placement Tests

The listening comprehension and structure subtests of the Comprehensive English Language Test (CELT) were administered to 211 secondary students from an urban center on Canada's west coast.

The subtests appeared to be powerful enough to separate immigrant students of English (Second Language) from Canadian born bilinguals and monolinguals. (EJS)

**EJ 198 173** FL 512 031

Chastain, Kenneth D.

Testing Listening Comprehension Tests.

Pub Date—Mar79

Available from—Reprint: UMI

Journal Cit—TESOL Quarterly; v13 n1 p81-88 Mar 1979

Pub Type—Journal Articles (080) — Reports - Evaluative (142) — Guides - Classroom - Teacher (052)

Descriptors—\*English (Second Language), \*Evaluation Criteria, Item Analysis, \*Language Instruction, \*Language Tests, \*Listening Comprehension, \*Listening Tests, Second Language Learning, Test Construction, Test Items, Testing, Testing Problems

This article suggests criteria for evaluating listening comprehension tests. The weaknesses of typical test items are discussed and suggestions for new types of items are given. (CFM)

**EJ 198 197** FL 512 055

Mullen, Karen A.

Direct Evaluation of Second-Language Proficiency: The Effect of Rater and Scale in Oral Interviews.

Pub Date—Dec78

Available from—Reprint: UMI

Journal Cit—Language Learning; v28 n2 p301-08 Dec 1978

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—Adult Students, English (Second Language), Interviews, \*Language Proficiency, \*Language Tests, \*Second Language Learning, \*Speech Skills, \*Test Reliability, \*Test Validity, Testing

Identifiers—\*Oral Interviews

Reports the results of a study which sought to investigate the validity of the oral interview in testing language proficiency, in particular that of adult students of English as a Second Language. (Author/AM)

**EJ 198 199** FL 512 057

Porter, Don

Cloze Procedure and Equivalence.

Pub Date—Dec78

Available from—Reprint: UMI

Journal Cit—Language Learning; v28 n2 p333-41 Dec 1978

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—\*Cloze Procedure, \*Language Proficiency, Language Styles, \*Language Tests, \*Second Language Learning, \*Test Reliability, Testing  
Reports on an experiment designed to test the reliability of the cloze procedure in second language testing, specifically as a measure of overall language proficiency, and as a measure whose results are independent of style. (AM)

**EJ 198 205** FL 512 063

Oller, John W., Jr. Perkins, Kyle

A Further Comment on Language Proficiency as a Source of Variance in Certain Affective Measures.

Pub Date—Dec78

Available from—Reprint: UMI

Journal Cit—Language Learning; v28 n2 p417-24 Dec 1978

Pub Type—Journal Articles (080) — Information Analysis (070) — Opinion Papers (120)

Descriptors—\*Affective Behavior, \*Analysis of Variance, \*Attitude Tests, \*Language Proficiency, Measurement Techniques, \*Second Language Learning, \*Self Evaluation, Test Validity  
Questions the validity of current measurement instruments or techniques which purport to assess affective variables, and relates this to the question of correlation between measures of affective variables and attained language proficiency. (AM)

**EJ 198 861** TM 504 050

Panackal, Abraham A. Heftl, Carl S.

Cloze Technique and Multiple Choice Technique: Reliability and Validity.

Pub Date—78

Available from—Reprint: UMI

Journal Cit—Educational and Psychological Measurement; v38 n4 p917-32 Win 1978

Pub Type—Journal Articles (080) — Reports - Re-

search (143)

Descriptors—\*Cloze Procedure, Higher Education, \*Multiple Choice Tests, \*Reading Tests, \*Test Construction, \*Test Reliability, Test Validity, Undergraduate Students, Weighted Scores

Two multiple choice forms of two cloze reading tests were developed from responses to the cloze forms by college undergraduates. These tests were investigated using the original keys, empirical keys, and option weighted keys. Reliability and validity data are reported. (Author/JKS)

**EJ 199 664** FL 512 092

Gardner, R. C. Smythe, P. C.

Intensive Second Language Study: Effects on Attitudes, Motivation and French Achievement.

Pub Date—Dec77

Available from—Reprint: UMI

Journal Cit—Language Learning; v27 n2 p243-61 Dec 1977

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—Academic Achievement, Communicative Competence (Languages), \*French, \*Language Instruction, \*Language Proficiency, \*Second Language Learning, Speech Communication, \*Student Attitudes, \*Student Motivation, Summer Programs  
Identifiers—Canada

A study was conducted to examine the changes in students' attitudes, motivation and French achievement during a five-week, residential, summer program. Sixty-two students were administered a battery of attitude and motivation tests as well as a test of oral French proficiency prior to, and upon completion of, the course. (CFM)

**EJ 199 675** FL 512 103

Liskin-Gasparro, Judith An Others

The Validity of the Multiple-Choice Component of the Advanced Placement Spanish Exam.

Pub Date—Mar79

Available from—Reprint: UMI

Journal Cit—Hispania; v62 n1 p98-105 Mar 1979

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—\*Advanced Placement, Higher Education, \*Language Tests, \*Multiple Choice Tests, Second Language Learning, Secondary Education, \*Spanish, \*Test Validity, Testing

Reports on a study which sought to determine the validity of the Advanced Placement Spanish Language Examination by comparing the performance on the multiple-choice section of this test of three groups: (1) advanced placement students, (2) second-year college students, and (3) third-year college students. (AM)

**EJ 199 687** FL 512 115

Weissberg, Robert C. Stuve, Mark

Differential Gain Rates in Intensive ESL Programs. Who Gains the Most?

Pub Date—Mar79

Available from—Reprint: UMI

Journal Cit—System; v7 n1 p61-65 Mar 1979

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—\*English (Second Language), \*Intensive Language Courses, \*Language Ability, \*Language Proficiency, \*Predictive Validity, \*Second Language Learning, Standardized Tests

Reports on an experiment, conducted on 63 students of English, which sought to determine whether certain students within heterogeneous population groups can be expected to make significantly more rapid gains than others, and whether scores on a standardized proficiency test can identify students who will make greater or lesser gains. (Author/AM)

**EJ 199 692** FL 512 127

Clausing, Gerhard Senko, Donna

On the Scoring of Cloze Tests.

Pub Date—78

Journal Cit—Unterrichtspraxis; v11 n2 p74-81 Fall 1978

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052) — Reports - Research (143)

Descriptors—\*Cloze Procedure, \*Language Instruction, \*Language Tests, Scoring Formulas, \*Second Language Learning, \*Testing

Cloze testing and language performance is discussed as are two techniques for awarding partial credit: the quick performance measurement and feedback technique and the three-stage scoring hierarchy for partial credit. A figure and tables are in-

cluded. (EJS)

**EJ 199 936** RC 503 235**Garza, Raymond T. Alva, Isabel C.**  
**Language Dominance and Semantic Organization**  
**in Spanish-English Bilingual Children.**

Pub Date--Mar79

Journal Cit--Hispanic Journal of Behavioral  
Sciences; v1 n1 p55-64 Mar 1979

Pub Type-- Journal Articles (080)

Descriptors--Age, \*Bilingual Students, Early  
Childhood Education, \*Language Dominance,  
\*Recall (Psychological), \*SemanticsThe study examined the effects of age and lan-  
guage dominance of the recall of 72 bilingual chil-  
dren, ranging from preschool to second grade, in 2  
semantically different modes of presentation. (Au-  
thor/NQ)**EJ 199 978** RC 503 277**Zirkel, Per y A.****A Study of the Format Factor of a Test Instrument**  
**for Spanish-speaking Students.**

Pub Date--Mar78

Journal Cit--NABE: The Journal for the National  
Association for Bilingual Education; v2 n2 p43-  
45 Mar 1978Pub Type-- Reports - Research (143) -- Journal  
Articles (080)Descriptors--\*Bilingual Education, \*Language  
Tests, \*Organization, Puerto Ricans, \*Spanish  
Speaking, \*Test ConstructionIdentifiers--\*Inter American Series Test of General  
AbilityThe study determined if a revision in the spatial  
organization of the response format of the O.V.  
subtest of the Test of General Abilities, Level I,  
significantly affected the test performance of 88 six-  
and seven-year-old Puerto Rican pupils from bilin-  
gual classes in three public schools in a large Con-  
necticut city. (NQ)**EJ 199 979** RC 503 278**Hernandez-Ch. Eduardo****Critique of a Critique: Issues in Language Assess-**  
**ment.**

Pub Date--Mar78

Journal Cit--NABE: The Journal for the National  
Association for Bilingual Education; v2 n2 p47-  
56 Mar 1978Pub Type-- Information Analysis (070) -- Opinion  
Papers (120) -- Journal Articles (080)Descriptors--Analytical Criticism, \*Bilingual Edu-  
cation, Educational Assessment, \*Language  
Tests, \*Measurement Instruments, \*Speech Com-  
munication, \*Syntax

Identifiers--\*Bilingual Syntax Measure

The article responds to Rosaura Sanchez' specific  
criticisms of the Bilingual Syntax Measure regard-  
ing its rationale, administration, and uses, as well as  
defining and clarifying some of the more important  
theoretical and practical questions in the language  
testing field raised by the Sanchez review. (NQ)**EJ 199 984** RC 503 283**Hernandez-Chavez, Eduardo And Others****Language Dominance and Proficiency Testing:**  
**Some General Considerations.**

Pub Date--78

Journal Cit--NABE: The Journal for the National  
Association for Bilingual Education; v3 n1 p41-  
54 Fall 1978Pub Type-- Journal Articles (080) -- Reports -  
Evaluative (142)Descriptors--\*Language Dominance, \*Language  
Proficiency, Language Skills, \*Language Tests,  
\*Linguistic Competence, Measurement Instru-  
ments, SociolinguisticsFocusing on the distinction between inferential  
measures of language proficiency and tests which  
assess language skills more directly, the article dis-  
cusses briefly various dimensions relevant to lan-  
guage proficiency testing and some of the special  
problems involved in the testing of equivalent  
proficiencies. (NQ)

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Research Report: The Productive Language Assessment Tasks.  
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- Zum Problem der Korrektur und Bewertung des commentaire de texte als Arbeits- und Pruefungsform (On the Problem of Correcting and Grading Text Commentary in Graduation Exams in French)  
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- The Criterion-Related Validity of English Language Screening Instruments for Foreign Students Entering the University of Southern California  
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EJ 183 511 (FL)

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