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)
Testing in English as a Second Language: A Selected, Annotated Bibliography

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### INTRODUCTION

1. SECOND LANGUAGE TESTING  

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A SELECTED BIBLIOGRAPHY ON
TESTING IN ENGLISH AS A SECOND LANGUAGE

The works cited in this bibliography address a wide variety of topics and issues in second language testing. The first group of items provide a background on language testing in general; all other entries relate specifically to testing in English as a second language. In order to make the bibliography as current as possible, the compilers concentrated on documents published after 1969. They did include, however, a few valuable works which appeared prior to 1970. Although an effort was made to include representative and comprehensive sources on major issues, inevitably some interesting areas and worthwhile contributions have been overlooked.

The bibliography is divided into four sections. The first section includes texts and articles that treat the general or overall aspects of Second Language Testing. Many of the theories, techniques, and tests discussed in these works also apply to English as a second language.

The items listed under Testing Theory provide a theoretical background to ESL testing procedures, techniques, and design, or describe research in these areas.

Some Test Design items describe the construction of a prototype ESL test or related experimentation. Others provide teachers with suggestions for design and construction of their own tests.

The section on Tests and Test Assessments contains descriptions of specific ESL test instruments and also includes some evaluations. Unless otherwise noted, tests cited in this portion of the bibliography are available commercially or can be obtained from a specified source.

To order documents identified by an ED number in the bibliography, write to ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210. ED numbers must be specified. ED documents may also be read on microfiche at an ERIC library collection. For lists of local ERIC collections, contact User Services, ERIC/CLL, Center for Applied Linguistics, 1611 North Kent St., Arlington, VA 22209.
I. SECOND LANGUAGE TESTING


This "state-of-the-art" paper reviews testing developments and achievements since 1929 and discusses continuing problems of validity, realism, scope, efficiency, and the relationship between testing and teaching.


This text is directed to the classroom teacher and describes the purpose, construction, administration, and scoring of various types of tests. Both published and teacher-constructed tests are discussed.


A collection of papers approaching language testing from a number of related points of view. Among the subjects covered are subjective and objective testing, the linguistics of language testing, the psychology of language testing, attainment and diagnostic testing, language aptitude testing, testing spoken language, tests in education, and intelligibility.


Basing his views on the audiolingual theory of second language acquisition, the author tells how to construct, administer, and grade discrete-point language tests.


Among the questions the author considers are: Why do we test? Is testing a necessary part of the learning activity? What are the implications of diversification of teaching approach and content on testing? What do we learn about the student from discrete-point tests and from tests of communicative ability? How much accuracy
is to be required if communication is the goal; how much correct-
ness is necessary to avoid irritating the native speaker? How can
spontaneous language use be tested?

Upshur, John, and Fata, Julia, eds. Problems in Foreign Language
Testing. Journal of Applied Linguistics, Special Issue No. 3,
August 1968.

This volume is a report of the proceedings of a conference held at
the University of Michigan in 1967. Topics of articles include
testing of culturally different groups, testing requirements of the
Canadian Public Service Commission, compound-coordinate bilingual-
ism, aptitude testi_g, global proficiency, aural cloze technique,
aural comprehension, integrated testing, testing in the context of
learning, and language test classification.

Harcourt, Brace, and World, 1967.

This handbook describes principles of test construction and gives
practical suggestions, based on audiolingual theory and contrastive
analysis, for making classroom tests.

See also: Savard (IV).

II. TESTING THEORY

Aitken, Kenneth G., comp. TESL Applications of the Cloze Procedure:

Items in this bibliography include general references on the cloze
procedure as well as works that treat specific problems involved
in its application to ESL.

Learned as a Foreign Language in Papua and New Guinea." English

The author reports part of a study in which the reading comprehen-
sion in English of 58 primary school students was tested on three
prose passages by means of the cloze technique and a variety of
scoring procedures. Cloze scores ranked the three passages in the
same order of difficulty as did four experienced teachers of
reading. The scores also discriminated between the abilities of
subjects on the cloze tests.

A description is given of experiments involving the standardization 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.


The author presents the following hypotheses: (1) A diagnostic test in English as a second language should be a series of miniature tests on specific problems; (2) subscores in each area should be considered rather than a total score; (3) the results should be used to probe mastery in an area rather than provide the means for comparing one student against another; and (4) the teacher should look at each item for each student rather than the score.


The author summarizes papers presented by Upshur, Spolsky, and Jakobovits at the 1968 International Seminar on Language Testing and lists the other papers that were read.


This group of selected papers from the Ninth Annual TESOL Convention includes two documents on new developments in testing; the subjects are measuring intercultural acceptance (Lawrence F. Boutilon) and the cloze procedure (John F. Oiler, Jr.). (Also available from TESOL, 455 Nevil Building, Georgetown University, Washington, D.C. 20057.)


The author argues that despite the difficulties of applying criterion-referenced testing to language instruction, the economic and pedagogical advantages over the traditional norm-referenced technique justify the effort.

This article suggests that standardized tests and language tests are often unfair and inaccurate in that they confound language knowledge and cultural experience. Examples from several tests are used to support this argument.


Language attitudes are an area of sociolinguistic concern to everyone connected with language instruction and testing. This article sketches some basic issues and describes research in progress at Hebrew University.


What type of syllabus would incorporate the most valid language tests? What kind of test most suitably accompanies it? The author presents a case for the spiral syllabus and proficiency testing.


Within the framework of recent changes in language testing theory, the author describes and discusses two integrative, global tests of speeded reading that may be used as part of a proficiency battery in ESL testing. The first test is a variety of cloze test, and the second interposes English distractors randomly in a running text.


Five varieties of three-item aural discrimination test paradigms are examined. It is found that the design of such paradigms is an important factor in determining the difficulty of tests used for advanced learners of a foreign language.

The author presents a model for the systematic application of congruency of goal, cue, test, and criterion.


Current issues in testing are examined and a framework for dealing with them is proposed. The paper focuses primarily on advanced adult learners who must function in English in their professions.


The author reviews work done on the cloze method of testing and concludes that the preliminary evidence supporting this technique as a simple and effective device for evaluating language proficiency justifies further research. He makes specific suggestions about the direction this research might profitably take.


This paper discusses recent studies of dictation tests with added distortion, as administered to ESL students, and considers their theoretical and practical implications.


The author deals with the problem of developing and validating a functional listening comprehension test and describes the role of tests in the investigation of communicative competence.

This paper describes the development of an adult education placement test in California, as well as attendant testing and administrative problems.


The author argues for the use of integrative tests of language proficiency. He criticizes discrete-point testing because it forces the learner to focus on a particular set of surface features, with the result that the learner's involvement with language as a medium of communication suffers.


What kind of English proficiency tests, if any, are useful for learners such as adult immigrants with little or no schooling? Reasons for not testing are substantial, but the author acknowledges that testing is generally required in language programs. He argues that pains should be taken to ensure that language tests for disadvantaged adults are culturally fair.


The first section of this bibliography 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. Most entries have been published since 1965.


This compilation of studies in the training of ESL teachers contains a chapter by Robert L. Cooper on ESL testing. (Available from CCD, 401 Walnut Street, Philadelphia, PA 19106.)

Motta, Janice et al. Reading Evaluation for Adult Non-English Students. Fall River, Massachusetts: Bristol Community College, 1974. ED 098 315.

This paper discusses several evaluative methods that are available for use in a reading program that is aimed at ESL students. The
subjects include evaluation, teacher observation, standardized tests (which discusses their use and validity, and the inappropriateness of standardized tests for ESL students), informal reading inventories, and variables of performance.


This paper reports on research which indicates a closer interrelationship among the four language skills than had been thought traditionally. The author concludes, therefore, that testing should attempt to measure integrative, not discrete skills. He also attempts to define the differences between native and non-native reading processes and addresses to teachers some provocative questions about tests.


The author argues that short-term memory constraints are invoked by the cloze technique and that these constraints are limitations on competence, not performance. He claims, therefore, that the cloze procedure taps this underlying competence.


Included in this bibliography are four major sections: (1) the pros and cons of the basic procedure--research and debate; (2) research with non-native speakers of English and the cloze procedure (a) as a testing device, (b) as a teaching device, (c) as a measure of readability, (d) as an elicitation device, (e) as applied orally and aurally to both native and non-native speakers; (3) research with languages other than English or with social varieties of English; and (4) reviews.


Among the alternatives considered, the author finds that acceptable fill-ins work best. Evidence is cited to show that the cloze procedure correlates highly with tests which require a high level of integrative proficiency.

The authors present evidence supporting the use of cloze procedure for measuring ability to use English prepositions and for indicating common learning difficulties.


The purpose of this paper is to present a re-evaluation of Oller's paper published in English Language Teaching in 1971 entitled "Dictation as a Device for Testing Foreign Language Proficiency."


This study interprets response types, error patterns, and mean scores of natives and non-natives. Individual items are also analyzed. It is suggested that the cloze task may be equivalent across languages.


The author explains that test items that reflect a given culture different from that of the individual tested may actually test something other than language proficiency.


This paper provides the classroom teacher with a basic theoretical and practical background to language testing. A general working definition of linguistic competence is also given.


In the first of these two articles, the author discusses the differences between objective and subjective tests and attempts to correct
misunderstandings about their meaning. He defines and evaluates the different levels of spontaneity, or participation, that students may be allowed in reading and oral tests. In the second article, he argues that the purpose of an oral expression test is to create a situation in which the student participates freely and has an opportunity to show his proficiency at its best. The considerations relevant to constructing such tests are also discussed.


The final chapter of this handbook, s
relevant to constructing such tests are also discussed.


The author argues that traditional objective tests are a better measure of foreign language proficiency than teacher evaluations. Some of the advantages cited are ease of administration, scoring efficiency, and high level of discrimination.


By contrasting the diverse purposes of achievement and proficiency testing, the author explores the difficulty of characterizing and testing overall language proficiency.


This volume consists of the final recommendations and background papers of a conference sponsored by the Center in cooperation with the Institute of International Education and the National Association of Foreign Student Advisers. The papers describe various English proficiency testing programs in the U.S. and abroad and discuss the rationale and problems involved in their development and administration. (Available soon through the ERIC system.)

Oral classroom testing is seen as a necessary part of teaching and as a better index of student proficiency than standardized tests. While test-taking should be subjective, the author maintains, test scoring should be objective.


The author points out major practical and theoretical problems implicit in the contrastive analysis approach to explaining second language acquisition and errors. Testing implications are explored.


To evaluate communicative competence the teacher must test student ability to communicate in the modes of listening comprehension, reading comprehension, and self-expression in reading and writing. It is the author's contention that in such testing, the student must be directed to display his communicative competence, not his acquisition of the elements of the language. Many communication activities which are used in teaching can also be used in testing.

See also: Harris, Testing English as a Second Language (III); Testing English Language Proficiency (III); Savard (IV).

III. TEST DESIGN


Focusing on the teacher's role in preparing and interpreting test exercises, the author suggests using cloze exercises for teaching purposes (to help students clarify basic grammatical notions) and for testing (to discover what students have learned and to get a rough evaluation of their English competence).


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, this test is based on the idea of fictitious dialogue. The test items leave little scope for variations in the answers so as to establish the individual's ability to manipulate spoken language in an active way.

Burgess, Thomas C., and Greis, Naguib A. F. English Language Proficiency and Academic Achievement among Students of English as a Second Language at the College Level. 1970. ED 074 812.

The study reported here deals with the problem of determining what testing device can best indicate a foreign student's readiness for satisfactory performance at the college level, especially in courses requiring a good command of reading and writing skills in English. The study considers several standard proficiency tests and devises a formula that compares the relative performance results on those tests with students' performance in college courses.

Byers, Burton H. "Testing Proficiency in Interpersonal Communication." RJE Journal 4 (December 1973): 39-1...

The author describes the DyComm ("dyadic communication") system for testing and teaching interpersonal communication.


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.


An objective composition test was constructed that correlated positively with grades on written compositions and that investigated the effects of native language background and total language proficiency on written composition skills. It was concluded that skill in composition appears to be a function of total language proficiency. (Available from University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106. Order No. 74-12,538.)

This paper reports on tests used in a bilingual program to evaluate speaking proficiency, with special attention to language use patterns and the speaker's socio-demographic characteristics. The author discusses test instrument development and modification, speech eliciting techniques, and areas for future investigation.


This paper attempts to categorize the types of "distractors" which have a valid function in teaching and testing reading comprehension. This categorization is followed by consideration of the teaching purpose involved, comments on the types of text appropriate to the multiple-choice comprehension question, and guidelines for devising such questions.


The author discusses various factors which must be taken into account when preparing aural comprehension tests on grammatical structure and vocabulary insofar as problem words are related to specific structures. He suggests ways of preparing the test script so that it will be meaningful and outlines methods of checking reliability.


This group of selected papers from the Eighth Annual TESOL Convention includes a section on information for the test writer, the teacher, and the test-writing teacher.


Results of experiments described here demonstrate the need for special teacher training in order to evaluate EFL pronunciation fairly, accurately, and consistently.

Suggestions are given for using existing evaluation techniques to test the English language proficiency of children at kindergarten level.


An intermediate-level multiple-choice test of English verb tenses, with a scaled scoring system, is discussed.


The author describes the development of listening comprehension tests to be administered to final-year students in secondary schools in Holland. This paper serves as an example of how tests of communicative ability should be developed in a school situation or during a language training program for ESL students and other students who are going to work abroad.


The author tests the feasibility of a group-administered memory span test. His results show that such tests can be given to groups of students in small EFL classes and scored reliably if the rates are properly trained and supervised.


This book is directed to ESL teachers to help them improve classroom examinations and evaluate standardized tests. The author cautions against over-use of contrastive analysis.


This text is designed as a practical handbook in test construction for the classroom teacher. The author has included exercises to give the reader practice in writing various types of test items.


The proceedings of a major international seminar on bilingualism are reported. Topics discussed include the nature of bilingualism, how to measure bilingualism, the effects of one language on another, the
roles that a bilingual's language play in his behavior, the behavior of bilingual groups, and the incidence and distribution of bilingualism.


The authors describe the research approach used to develop the MAT-SEA-CAL Oral Proficiency tests. Language test performance depends on both language proficiency and knowledge of the culture.


This article is a practical discussion of the use of translation, both independently and in conjunction with other methods, for testing command of grammatical and structural items.


The author describes and explains reasons for changes in the form and emphasis of the 1975 Cambridge English Examinations.


This article suggests that oral communication proficiency is overlooked by typical foreign language proficiency test batteries, and presents experimental examinations to test this skill.


The authors develop two tests in an attempt to find out how productive ability in standard or non-standard Black English is related to reading ability scores.


The author describes various kinds of tests, shows how and for whom they can be used, and what the test results can mean. He also provides teacher-oriented guidelines concerning test selection, adaptation, and composition.
The author describes a short, objective test for quickly testing the oral proficiency of a large number of non-native speakers of English. The test can be given on tape in the language laboratory and, after some training, can be graded by competent non-native speakers.


This article describes three experimental oral tests for children and adults. These tests may be used even by relatively untrained testers to classify students for placement.


The authors report the results of preliminary experiments with the aural cloze (ability to receive messages under various conditions of medium distortion) as a measure of global proficiency. Also discussed are means of test construction and administration, as well as directions for future work.


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 materials described in this study were developed for use in the New Canadian Study (1967-68), which was concerned primarily with the school success of ESL students.

This article reports on efforts at the University of Erlangen to improve oral language examinations aimed at EFL students preparing for a teaching career. Execution, evaluation, rating, and marking of the test are discussed. Areas tested include pronunciation, grammar, vocabulary, fluency, and comprehension.

See also: Clark (I); Aitkin (II); Davies, "Two Tests of Speeded Reading" (II); Language Testing, ETIC (II); Ollier, Research with Close Procedure (II); Robinson, "Testing Children and Adults" (II); Testing the English Proficiency of Foreign Students (II); Savard (IV).

IV. TESTS AND TEST ASSESSMENTS


Administering the Test of English as a Foreign Language (TOEFL) to a group of native English-speaking university freshman showed that the test items were much easier for them than for the non-native speakers tested and that the test did not discriminate among the native speakers. These results point to the importance of directing a language test at its specific subjects.


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 test includes sections on grammar (including cloze technique), listening comprehension (based on non-oral response to taped messages), and an oral section which utilizes illustrations. (Available on a loan basis from BIA-IERC, Evaluation Division, P. O. Box 1788, Albuquerque, NM 87103.)


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The Mental Measurements Yearbook describes and reviews in detail tests in all areas of education. For tests of English as a second language, see the section entitled "Tests and Reviews: Foreign Languages--English."


The BSM measures the child's (pre K-3) structural proficiency in English. It can also be used for diagnosis and placement. The child response booklets are available in English or Spanish.


This examination is designed to assess achievement for intermediate, advanced, and university level students. It consists of five sections: oral interview, listening and reading comprehension, composition, and use of English.

Davidson, David M. Test of Ability to Subordinate.

This is a 50-item objective test for ESL college students to determine their ability to use nine major structures of subordination. It presents pairs or triads of kernel sentences which students are asked to combine into one sentence using a given sentence frame, and it serves as both a placement and diagnostic tool for intermediate to advanced students. (Available from the author, Department of Special Educational Services, Bronx Community College, 181st Street & University Avenue, The Bronx, NY 10453.)


This test is designed to assess knowledge of English structure and idiomatic vocabulary of teenage and adult students through 150 multiple-choice questions. The test can be used to determine the need for special instruction, to place students in classes of different levels of proficiency, or to aid in the preparation of lesson plans.


This chart of listening, speaking, reading, and writing proficiency levels was developed for language programs using teaching materials produced by the Institute of Modern Languages.

This compendium of over 250 evaluation instruments in use by project sites throughout the U.S. is intended to assist bilingual/bicultural educators in locating, selecting, and adapting evaluation instruments suitable to local assessment needs. (Available from Dissemination Center for Bilingual/Bicultural Education, 6504 Tracor Lane, Austin, TX 78721.)


The purpose of this examination is to determine proficiency level in relation to the language requirements for functioning in professional positions and higher education. It contains sections on sound and intonation discrimination; listening comprehension of sentences; grammar; reading comprehension; and writing ability.


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.)


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.


Designed to measure the proficiency of teenage and adult students, CELT includes multiple-choice tests of grammar, vocabulary, and listening comprehension.
Heil, Donald and Giovannoni, Lawrence M. Assessment of the Proficiency in the Oral and Understanding of English by Foreign Students as Measured by the Test of English as a Foreign Language. 1974.

This study examines the Test of English as a Foreign Language (TOEFL) and the English Placement Examination (EPE). The objectives are as follows: (1) to determine the predictive ability of the TOEFL and the EPE (using grade point average and grade in a remedial English course as the criteria), (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.


This speech-communication examination is a "dyadic" test in which students, issued a set of cards to be marked according to directions, are assigned partners with whom they communicate and respond to in turn. The test has been administered in rural and urban public schools in Hawaii to speakers of nonstandard English (Hawaiian Pidgin). (Available from the author, Department of Speech-Communication, 2560 Campus Road, Room 131, University of Hawaii, Honolulu 96822.)


Consisting of an oral interview built around pictures, this test measures achievement and is useful for diagnosis and placement of teenage and adult students.


Six tests of English structure which can be correlated with the Ilyin Interview tests for placement of students.


The research reported here confirms that of Darnell (1968) and Oller and Conrad (1971), showing that cloze and dictation, both integrative tests, correlate higher with the TOEFL listening comprehension sub-section than with any other part of the TOEFL.
an indication that the integrative listening comprehension part of
the TOEFL is more representative of overall proficiency than other
parts of the test.

Manuel, H. T. Inter-American Series. Austin, Texas: Guidance Test-
ing Associates.

A battery of tests including general ability, reading, listening,
comprehension, and language usage. The tests are published in
English, Spanish, French, and Italian, and the children (pre K-13)
can be tested in their native language. (Available from Guidance
Testing Associates, 6516 Shirley Avenue, Austin, TX 78752.)


This test is designed to (1) determine the child's (K-4) ability to
understand and produce distinctive characteristics of spoken
English, express known cognitive concepts and to handle learning
tasks in English and (2) provide placement and instructional recom-
mendations with respect to alternate programs such as special
English or bilingual education. The test will be published in
English, Cantonese, Mandarin, Ilokano, Spanish, and Tagalog.

McGuire, Helen, and Rao, Susan. English as a Second Language:
Achievement Tests, Level 1. 1969. ED 083 862.

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 (K-12), speaking (K-12), reading (6-12), and writing
(6-12).

O'Brien, Maureen C. English Language Placement Test. Dublin, Ire-
land: The English Language Institute, 1972.

The aim of the English Language Placement Test is to measure the
proficiency of students from diverse language backgrounds. It
contains sections on grammar (cloze procedure), writing, and
dictation.


These tests 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 test can be administered in 5 to 10 minutes. (Avail-
able from the author, Bureau of Basic Continuing Education, State
Education Department, Albany, NY 12224.)

Among the information included in this booklet are the name and description of each test, the test level and purpose, and the source. Forty-three tests are discussed.


This bibliography contains over 400 titles: 150 first language tests, 150 second language tests, and more than 100 titles of documents and information concerning language testing. Among the information provided on specific tests are form and type of test, skills tested, material required, age or level of group, testing time, correction time, comments, and coefficients of reliability and validity.


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. Results seem to warrant two conclusions: (1) the TOEFL is a valid measure of English language skill of American Indian students; (2) ITED (Iowa Test of Education Development) also measures language ability.


This publication provides an evaluation of 24 tests used in assessing oral language patterns of students who speak two or more languages. (Available from NREL, 710 S.W. Second Avenue, Portland 97204.


The purpose of this test is to gauge proficiency for university entrance. It consists of sections on sound discrimination, grammar (close technique), vocabulary, dictation, writing, and reading comprehension.

The purpose of this test is to assess the dominance of English or Spanish in 6- and 7-year old bilinguals.


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. No special skills are required to administer the test. Classroom teachers can administer the test in about 10-15 minutes. Major emphasis is upon grammatical competence. (Available from Southwestern Cooperative Educational Laboratory, Inc., 229 Truman, N.E., Albuquerque, NM 87106.)


Tests and pretests for each grade level K-3 measure children's ability to use English for communication in a manner appropriate to their general level of development and consistent with the communication requirements of their school grade level. The test is designed to give students ample opportunity to use language meaningfully. The children's speech is recorded and later analyzed to determine areas requiring instruction. (Available from Texas Education Agency, 201 East Eleventh Street, Austin 78701.)


The purpose of TOEFL is to determine proficiency for university entrance. It consists of sections on grammar, vocabulary, listening and reading comprehension, and writing. TOEFL is not available for use or inspection.

Upshur, John et al. Michigan Test of English Language Proficiency. Ann Arbor: University of Michigan, English Language Institute, 1961--.

This test consists of three parts: grammar, vocabulary, and reading comprehension. It can be used diagnostically for placement, or as a post-test to see how much the student (9-adult) has learned. Some of the grammar items in Form D appear stilted,
but this fault has been corrected in the E Form of the test.
(Available from Follett's Michigan Bookstore, 322 South State Street, Ann Arbor, MI 48108.)

See also: Language Testing, ETIC (II); Testing the English Proficiency of Foreign Students (II); Burgess (III); Cahill (III); Harris, Testing English as a Second Language (III); Testing English Language Proficiency (III).


3. A Selected Bibliography on Language Teaching and Learning. Sophia A. Behrens and Kathleen McLane. ED 100 189.


16. Listening Comprehension in the Foreign Language Classroom. Terence Quinn and James Wheeler. ED 104 176.


34. A Selected Bibliography on Sign Language Studies. Margaret Bouchard. ED 121 098.


37. Translation as a Career Option for Foreign Language Majors. Royal L. Tinsley, Jr. ED 125 270.

38. ERIC Documents on Foreign Language Teaching and Linguistics: List Number 15. Peter A. Eddy and Kathleen McLane. ED 125 890.

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This publication 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 Corporation, P.O. Box 190, Arlington, Virginia 22210. See RIE for ordering information and ED number.

For further information on the ERIC system, ERIC/CLL, and the CAL-ERIC/CU information series, write to ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.