

5-8230 0653-1

Reading Proficiency and a Psycholinguistic Approach to Second Language Reading

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ABSTRACT *This article presents psycholinguistic views of second language reading, discusses kinds of reading to teach, and provides advice on text and materials selection for different proficiency levels. Examples of the second language reading activities appear at the end.*

Introduction

Reading skill in the second language has sparked new interest in the past decade. Low reading proficiency among adult foreign language learners has been due in part to the fact that many second language courses based on audio-lingual and structural approaches have in the past treated reading as a Cinderella skill; some courses tended to emphasize oral and written production at the expense of reading and listening comprehension. However, experience has shown that practice in the so-called active skills does not necessarily lead to the ability to understand speech and written texts.¹

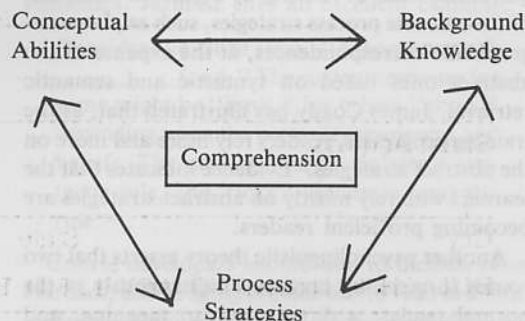
Poor reading can often be traced to learner unawareness of reading goals. Learners should know beforehand whether they are reading to obtain a specific fact or piece of information, the general idea of the author, or a comprehensive understanding of the text. They should be taught to use reading techniques appropriate to the task at hand.² Additionally, advanced learners should

be able to evaluate specific texts. Exercises tailored to different reading goals can help the learner achieve the desired objectives.

Psycholinguistic Theories on Reading

Experts cannot agree on a universally accepted reading theory to this day. Scientists point out that it is difficult to analyze reading, since many processes occur simultaneously and automatically. Reading is a complex perceptual and cognitive process, and it has been characterized as a "psycholinguistic guessing game."³ Psycholinguists view reading as a more or less successful interaction among three factors: higher-level conceptual abilities, background knowledge, and process strategies; the result of the interaction is comprehension.⁴

Let us consider the three factors in terms of second language learning:



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Conceptual Abilities are important in reading instruction. Success in reading a second language is not always directly related to the degree of oral proficiency in that language. Some learners may have high oral proficiency in a foreign language and yet read very slowly and with poor comprehension. They sometimes fail to achieve the necessary reading competence because they lack intellectual capacity and not because they cannot learn a foreign language; in other words, they have a reading problem and not a language problem. For these learners, training in reading would be of special importance. When selecting reading goals and exercises the teacher should keep in mind the learner's age and reading level in his or her native language.

Background Knowledge is also an important variable. Usually, learners read faster and with better results in languages of similar cultural background to their own than in languages representing other cultures. According to Cates and Swaffar, Americans learn Western European languages faster than Slavic languages.⁵ Reading about familiar subjects and about activities in one's daily routine may produce positive results as well. In judging the difficulty of a reading assignment, teachers will want to consider the background knowledge of their students.

Process Strategies are considered subcomponents of reading ability; they constitute paths to comprehension. Generally, the processes involved in second language reading are similar to reading in a native language. Typical strategies pertinent to reading go from simple deciphering of written symbols (phoneme-grapheme and grapheme-morphophoneme correspondences) to combining sounds and meaning (syllable-morpheme and syntactic information) to high-level understanding (lexical and contextual meanings). All these strategies are used simultaneously. The average reader acquires the skills of reading by a gradual reduction of the concrete process strategies, such as phoneme-grapheme correspondences, at the expense of the abstract ones based on syntactic and semantic retrieval. James Coady has illustrated that, as the training progresses, readers rely more and more on the abstract strategies.⁶ Evidence indicates that the learners who rely mostly on abstract strategies are becoming proficient readers.

Another psycholinguistic theory asserts that two routes to meaning operate simultaneously in the normal reader: a direct route to meaning, and another which is mediated by the phonological recoding of written words into internal speech.⁷

Morton and Patterson point out that when a written word activates the semantic system directly, it arouses several words, all semantically related to the original words. In order to activate the right word through internal phonological recoding, the graphemes (smallest unit of writing) are converted into phonemes (smallest units of sounds); this conversion into internal speech constitutes a backup or "stabilization" mechanism.⁸

Reading Goals

Learners have different reading goals at different times, depending on the kind of information they need. Reading assignments ideally should incorporate a variety of reading techniques to meet the different needs:

Scanning—students look for a date, a number, or a place. They are asked to answer such questions as, "What was the final score of the soccer match?" An exercise based on scanning may also involve matching two sets of data. For example, the learners could be told that "Given a page of job openings and employment wanted ads, try to match unemployed persons with jobs announced."⁹

Skimming is quick reading for the general drift of a passage, typically to identify the main idea of a given text. In one activity involving skimming, learners are directed to read a paragraph and then to choose the statement that best expresses the central idea. In another, they are asked to select the best title for a given short story. In a third activity, readers learning to skim restate in the foreign language the main idea of the text, this time in the form of a telegram that uses as few words as possible.

Reading for Thorough Comprehension is reading to master the total message of the writer, both main points and supporting details. It is that stage of understanding at which the reader is able to paraphrase the author's ideas, but has not yet made a critical evaluation of them. In order to practice comprehension skills, learners may be asked to complete the teacher's partial paraphrasing of a given text. In another exercise, learners may be directed to read a selected article and subsequently to prepare a written condensation of it. These activities allow the teacher to combine reading and writing practice in the foreign language.

Critical Reading goes beyond thorough comprehension. It encourages learners to react to readings with the same critical judgment they probably exercise when reading in their native languages. The teacher asks questions such as, "For

what purpose and for what audience is this intended?" or "Do you share the author's point of view?" After students understand what is meant by inference questions, the teacher may ask them to write several of their own which pertain to a selected article; other students respond to these inference questions in class.

Contextual Guessing

In addition to addressing different reading goals, a psycholinguistic approach to reading promotes contextual guessing.

Sometimes guessing is facilitated by the built-in textual redundancy. Textual redundancy may take the form of a contextual definition or of a cause-effect sequence.¹⁰ The following sentence contains a contextual definition after the word "segregated:"

And the labor work force, says Saltonstall, was completely *segregated*—241 of 241 laborers are white.

The Christian Science Monitor
January 10, 1984

A cause-effect sequence appears in this statement on "foreign-language incompetence:"

...foreign-language incompetence tends to hamper the ability of Americans to operate effectively overseas and puts them in a position of waiting for others to come to them.

The Christian Science Monitor
January 10, 1984

Contextual guessing discourages learners from focusing their attention on isolated lexical items.

The problem of identifying word meaning cannot be solved by memorization, particularly for words with several meanings. Moreover, it has been shown that effective reading progress has been slowed down in learners who have mastered decoding by going directly from print to meaning without regard for context.¹¹ This author's classroom experience has confirmed that learners who are given a large number of detailed questions pertaining to a story subsequently are less successful in providing comprehensive answers based on the text than readers who are not provided with such detailed questions.¹²

In order to discourage students from merely decoding word meaning, questions should not focus on isolated lexical items; whenever possible they should require inference on the part of the student. Moreover, "free-response" questions which could readily be resolved by reference to single phrases or sentences should be avoided.

For those students whom the teacher has deter-

mined to have reading problems and not general language acquisition difficulties, the utilization of exercises aiming at enriching comprehension abilities can be recommended. Some psycholinguists have noted lately that multiple-choice questioning can be used effectively to train a person's ability to think.¹³ J. Munby emphasizes that the learner should be instructed to select the "best" answer—not the "right" answer, since it is perfectly valid to have distractors that are partly right. It is also valid to have more than one acceptable answer, only one of which, however, is best. Munby also notes that it is important to pinpoint the items which are answered incorrectly: "When a person answers comprehension questions incorrectly, the reason for his error may be intellectual or linguistic or a mixture of the two. Such errors can be analyzed and then classified so that questioning can take account of these areas of difficulty."¹⁴ Even for students not having reading difficulties, however, multiple-choice questions may be used successfully.

Another activity that has been used successfully with all reading students involves the cloze technique. This technique has come strongly into focus in recent years as a result of the psycholinguistic interpretation of reading; it constitutes another procedure to develop reading abilities. In a typical cloze exercise, every fifth or eighth word is deleted from a text which is at least 100 words long. The blank spaces are all the same length. The first one or two sentences are left intact to provide some initial context. According to C.E. Osgood, they constitute a measure of communality of the language system of the writer and the learner.¹⁵ Cloze exercises develop a person's pragmatic expectancy grammar, because they increase the ability to anticipate elements in a temporal sentence pertaining to a given grammar. Once learners make a syntactical decision, they still have to search for the right answer within the area of pragmatics and semantics. Jarmasz cites an excellent example:

Consider the cloze item, "A hamburger is _____ food." The current response for some might be "junk," for others "good," depending upon the person's experiences and beliefs. The answer "very" violates a syntactic rule, and "icky" violates a semantic rule.¹⁶

Course developers should aim to include cloze exercises, encouraging the learners to read in a non-competitive atmosphere. Participants could work in groups of between six and eight to ensure a reasonable opportunity to participate. The most

widely known reading exercises in which silent reading is followed by a discussion are *group cloze* and *group prediction exercises*.¹⁷

In the group cloze exercise, learners are asked to read a selected cloze text. Next, subgroups of two, three, or four learners prepare their answers; participants are made aware of the need for convincing arguments before decisions are reached.

On the other hand, the group prediction exercise involves a release of short passages, one at a time, to a group of readers. The task is to respond to questions posed by a group moderator and to make inferences from what is read and thus anticipate what might happen in later installments. All reading is silent, and no writing is involved. The teacher collects the installments so that no reference back is possible. Readers are encouraged to justify their responses, and other members of the group are advised to challenge the responses.

Both types of cloze exercises provide not only specific training in reading, but they also foster second language competence in general. Needless to say, this type of activity requires a significant amount of contextual guessing.

Text and Materials Selection

Reading in a second language is best fostered by the utilization of texts and materials suitable for both extensive and intensive reading. Extensive and intensive types of reading have been presented by Munby in his article "Teaching Intensive Reading Skills."¹⁸ In contrast to intensive reading, which is usually conducted in class under clearly defined conditions, extensive reading can take place anywhere. This type of reading prompts the learner to read extensively for information and pleasure in a way similar to which people read in their native language. It aims at developing not only the habit of reading, but also the ability to read quickly. Texts for extensive reading could include area background information, cartoons, plays, and contemporary short stories that require little explanation.

As for intensive types of reading, text selection is an important step in the preparation for reading instruction. First of all, a text has to be adjusted to the learner's abilities. The learner will not profit from a text which is too easy or too difficult or not suited to her or his age. Moreover, texts have to be selected with a specific purpose in mind. Some texts, like bus schedules or newspaper ads, may be scanned for specific information, while others, like editorials or political articles, render themselves to skimming. A selected text should also be interesting. C. Harrison and T. Dolan warn against

unsuitable texts: "...if a piece is bland and boring, or too complex or technical for a group of readers, they will not learn from it."¹⁹ Interesting texts are found most often among authentic materials. Authenticity makes the texts relevant and accessible to human experiences and thus facilitates reading comprehension. Authentic texts are usually cohesive and coherent. Although sometimes they require some editing, usually they are better than the texts written exclusively for training purposes by non-professional writers. Therefore, whenever feasible, teachers should utilize authentic texts.

A practical guide to text selection is ACTFL's *Provisional Generic Descriptions—Reading*. The full text of the descriptions is provided in the beginning of this issue. The *Provisional Generic Descriptions* are arranged according to the levels of performance. For each level appropriate types of texts are recommended, suitable techniques are identified, and specific reading goals are suggested.

Reading Activities

Reading activities presented below may suggest new ways of using authentic materials in a second language classroom. The activities are arranged according to the levels from Novice-Mid, through Novice-High, Intermediate-Low, Intermediate-Mid, Intermediate-High, Advanced, Advanced Plus, to Superior. There is one activity for each description.

Novice-Mid

For the Novice-Mid Level teachers may select second language materials containing names, addresses, dates, building names, street signs, and other informative signs. The exercise presented below aims at development of the ability to understand highly contextualized written language.

Activity 1

Goal: To scan for required information.

Directions: Answer the following questions pertaining to the poster.

- What class is offered?
- When does it start?
- Where will the instruction take place?
- What dances are offered?

Technique: Scanning

Level: Novice-Mid

SOURCE: Authentic school poster

0653-5

**SOCIAL DANCE
CLASS
INTERMEDIATE
CLASSES BEGIN:
Thursday 8 March
1730**

**STEPS TAUGHT:
Disco, Rumba,
Swing, Polka,
Waltz, Foxtrot,
Samba, Tango,
ChaCha**

**\$ 10—5 Lessons
No partners Required**

Presidio Recreation Center

Novice-High

For the Novice-High Level, teachers may utilize signs indicating hours of operation, menus, catalog price lists, bus/plane/train schedules, radio/TV programs, maps, and traffic regulations. An activity promoting the development of scanning skills at this level is presented below.

Activity 2

Goal: To scan for required information.

Directions: Scan the menu below, then answer the questions that follow.

Technique: Scanning

Level: Novice-High

LA ROTTA

Soup and Salad.....	\$4.50
Fettuccini.....	4.50
Spaghetti.....	4.75
Calamari.....	4.75
Quiche of the Day.....	4.75
Catch of the Day.....	5.25
Hamburger.....	4.25

Beverages

Beer, draught.....	\$1.25
Bottled, Grolsch.....	2.25
Domestic.....	1.25
Imported.....	1.50

Dessert

Ice-Cream (Dryer's).....	\$1.25
Sherbet.....	1.00
Cellar's Cheese Cake.....	2.25

Questions:

1. What is the price range for a meal?
2. What type of food is served in a restaurant?
3. How much is a piece of cake?
4. How much is a bottle of foreign beer?

SOURCE: Authentic restaurant menu

Intermediate-Low

Messages, greetings, statements of social amenities, announcements of public events, biographical notes, common descriptions of persons, places, and things, advertising slogans, narration of events, tourist brochures, and simple nar-

ratives of routine behavior may be used for the Intermediate-Low Level. An activity aiming at development of skimming skills on the Intermediate-Low level is presented below.

Activity 3

- Goal:** To read for required information.
- Directions:** Given a page of job openings and employment want ads, try to match unemployed persons with jobs announced.
- Technique:** Scanning
- Level:** Intermediate-Low

SITUATIONS WANTED

LIVE-IN SEEKS position as cook, companion, light nursing, excellent references. Reliable, nonsmoker. 1-423-8423.

NURSES AIDE would like to give tender loving care to the elderly. Call 376-7473.

EUROPEAN LADY seeks position as cook, Housekeeper. Live-in. 623-6615.

THOROUGH HOUSECLEANING. Have references. Supplies furnished. Call 374-4478.

GERMAN LADY would like to do housecleaning or take care of elderly. Call 1-678-3694.

PROFESSIONAL Familyman willing to house & pet sit. Relocating to area. Flexible. 897-2232.

HOUSE-sitting wanted by semi-retired Handyman, in Carmel, Pebble Beach or PG. Call 378-6697.

MATURE WOMAN seeks Housekeeping & errands, 30 yrs. in Carmel. References, part time near Lodge. 376-1289.

PROFESSIONAL HOUSECLEANING. \$5 an hr. Have references. 374-6335.

HELP WANTED

FULL TIME housekeeper, good working conditions, good hours. 905 Casanova, Carmel.

PART TIME opening. Nights. Ideal for student. Apply in person Tues & Thurs, between 3-5 pm at Tony's Place, 1725 Munras Ave, Pacific Grove.

OPENING AVAILABLE for part time European trained chef & experienced European baker. Call 637-5526 between 10-2.

HOUSEKEEPING, 3-4 days per week, 8 am-2:30 pm. Also care of 3-yr. old. Mature woman. References. 393-5706.

LIVE-IN COMPANION-Housekeeper for elderly man. Driver's license required. State expected salary and time off in resume to Herald Box Z-55896.

LVNs/CERTIFIED Aides, Hospice in-patient facility for midnight to 8 am shift. Part time/full time. 623-0441, 9-5, Mon-Sat.

LVN Part-Time Positions available on day & PM shifts. Join our dedicated Geriatric Nursing Staff. An unusually friendly & cooperative group in a professional setting. Call our Director of Nursing for an appointment 376-2631. Lighthouse Convalescent Hospital 23 Pico Blanco, Marina.

SOURCE: Robert C. Lafayette. *The Cultural Revolution in Foreign Language Teaching* (Skokie, IL: National Textbook Co., 1975), p. 100.

Intermediate-Mid

Such materials as announcements of public events, popular advertising, notes containing biographical information, or narration of events may be prepared for the learners on the Intermediate-Mid Level. An activity focusing on skimming skills is presented below.

Activity 4

- Goal:** To develop ability to skim a written text quickly and effectively.
- Directions:** Read the text below and restate the main idea in the form of a title.
- Technique:** Skimming
- Level:** Intermediate-Mid

For the first time, household television watching in the United States surpassed seven hours a day in 1983, the Television Bureau of Advertising said Wednesday.

Television-watching time reached an average of 7 hours and 2 minutes last year, compared with the previous high of 6 hours, 48 minutes in 1982.

SOURCE: *The Christian Science Monitor*, February 23, 1984

Intermediate-High

Social notes, letters and invitations, short biographies, familiar news, and fictional narratives may be used in preparation of the Intermediate-High Level of reading activities. An activity in which learners have to extract relevant information from a selected article is presented below.

Activity 5

- Goal:** To extract relevant information from an article.
- Directions:** Read the sports news and prepare a written condensation of it.
- Technique:** Thorough Comprehension/Gist
- Level:** Intermediate-High

RLS Girls Move Closer to Second

Robert Louis Stevenson School moved within a half game of second place in Mission Trail Athletic League girls' varsity basketball with a 53-31 romp over Gonzales High last night at Stevenson.

RLS jumped out to a 30-13 lead in the first half. "We tried to fast break and get the ball down the floor as quickly as possible," said Pirate Coach Bill Hankison. "Christian Morrison made some super passes and set up Chandra Thompson. She also made a couple of baskets herself.

"They (Gonzales) were determined to shut Anya (Hankison) down," Hankison said. "She was double and triple teamed. That left some others open like Kerti (Nilsson), and she did a real good job. She had eight points in the first half." It also meant Anya was fouled a lot, and she made six of 11 charity tosses in the second quarter.

"It was good to get balanced scoring," Hankison said. "Cam Watkins (who alternates at point guard) was three of three from the floor for a career high six points."

Stevenson also won the junior varsity game, 31-23, behind 10 points by Kim Huggins. The Pirates are 8-6 overall and 5-5 in the league.

RLS 53, Gonzales 31

SOURCE: *Monterey Peninsula Herald*, January 27, 1984

Advanced

News items describing frequently occurring events, simple biographical information, social notices, and standard business letters may be utilized for the advanced readers. In the activity presented below, learners have the opportunity to develop their comprehension and skimming abilities.

Activity 6

Goal: To understand the main idea of a paragraph.

Directions: Read the paragraph and then choose the statement that best expresses the central idea.

Technique: Skimming

Level: Advanced

The obvious method of discovering whether the class has studied its work, and of prodding them on to study in the future, is to ask questions. Written questions with written answers are "tests," "quizzes," or "examinations." Horrible words. My soul sickens at their very sound. I sat through

so many hundreds of them.... Yet, I have never been able to think of a substitute and have yet to meet anyone else who has.

- (A) Hundreds of examinations have been given in the past.
- (B) Written questions are the best type of examination.
- (C) It is obvious that the class has not studied its lesson.
- (D) Tests are horrible, but no one has found a substitute.
- (E) Students must be prodded to answer the questions on a test.

SOURCE: A. C. Omaggio. *Testing Language in Context* (DLIFLC, 1981), p. 43.

Advanced Plus

Readings on specialty topics as well as texts containing factual information in non-technical prose can be used for the Advanced Plus learners. The activity presented below requires the ability to interpret main ideas and some contextual guessing.

Activity 7

Goal: To make inferences.

Directions: Read the story and write three questions that will unveil the motives of the occurring events.

Technique: Thorough Comprehension/Skimming

Level: Advanced Plus

And how did my good friend, who was a "wet-back," naturally, come off after three years of backbreaking labor and little pay in this glorious State of California? Did he accumulate a small fortune to bring back to his family below the Rio Grande? Did he save enough, at least, to permit himself a month's holiday with his loved ones?

He returned, as he came, with a torn shirt and a ragged coat, his pockets empty, his shoes busted, his skin tanned a little deeper from exposure to wind and sun, his spirit unquenchable but bruised, grateful, let us proudly assume, for the poor food he had been handed and for the lousy mattress he had been privileged to sleep on. He had one treasure which he could produce as evidence of the rewards of sweat and toil: a certificate for a cemetery plot which some smart aleck had sold him. How he would return to occupy this plot, at the appointed time, nobody had explained to him. Nobody could. He will never occupy it, we who sold it to him know. His place, gem that he is, is not in the Monterey Cemetery but in the bed of a fevered river, in the ruins of an ancient civilization, in the waste of a scorched earth.

SOURCE: Henry Miller. *Big Sur and the Oranges of Hieronymus Bosch* (New York: New Directions Publications, 1957), pp. 119-20.

Superior

Standard newspaper items, routine correspondence reports, and technical material in a field of interest can be used for designing reading activities on the Superior Level. In the cloze activity presented below, learners may develop their ability to comprehend a text thoroughly.

Activity 8

Goal: To develop reading competence in a second language.

Directions: Read the entire passage. Prepare the answers in subgroups of three. Discuss your responses with the entire group.

Technique: Thorough Comprehension/Group Cloze

Level: Superior

4 Soldiers Killed in Honduran Crash

TEGUCIGALPA, Honduras (AP)—A U.S. Army helicopter taking part in war games crashed in bad weather in the rugged mountains of north-eastern Honduras near the Nicaraguan border, killing four American soldiers and injuring six, the U.S. Embassy said Friday.

"There was no indication of any hostile action," an 2 communique said.

The accident 3 Thursday afternoon as the UH-60 Blackhawk 4 was en route from El Aguacate 5 base, 130 miles northeast of Tegucigalpa, 6 San Lorenzo on the 7 of Fonseca on the Pacific 8, the communique said.

"Adverse 9 kept rescuers and survivors trapped overnight in the 10 mountains, the embassy communique 11. The victims were not evacuated 12 Friday morning.

The survivors 13 taken to the Palmerola 14 base, 60 miles northwest of 15 capital. Three were in 16 condition and the 17 three in stable but guarded condition, the 18 said.

The names of the 19 were being withheld 20 relatives could be notified and 21 Maj. Bob Shields, press 22

officer at the Pentagon, said 23 night that they probably 24 not be available until today.

SOURCE: *Monterey Peninsula Herald*, January 29, 1984.

In summary, a psycholinguistic approach to reading provides insights into what goes on in the mind when a person reads and in this way supplies a base for the design of effective reading instruction. It is now more evident than ever, that reading skill in a second language requires specific training. In order to achieve the reading goals and to utilize a variety of techniques, texts should be selected from a variety of sources, and exercises should be carefully planned and sequenced according to student proficiency levels.

NOTES

¹G. Truett Cates and Janet K. Swaffar, *Reading a Second Language*, Language in Education: Theory and Practice, 20 (Arlington, VA: Center for Applied Linguistics, 1979), p. 3.

²Cates and Swaffar, pp. 16-17.

³Ronald Mackay, Bruce Barkman, and R.R. Jordan, eds., *Reading in a Second Language* (Rowley, MA: Newbury House, 1979), p. 1.

⁴James Coady, "A Psycholinguistic Model of the ESL Reader," in *Reading in a Second Language*, ed. Ronald Mackay et al. (Rowley, MA: Newbury House, 1979), pp. 7-9; June K. Phillips, "Practical Implications of Recent Research in Reading," *Foreign Language Annals* 17 (1984), pp. 285-96.

⁵Cates and Swaffar, p. 10.

⁶Coady, p. 8.

⁷Rhonda B. Friedman, "What We Might Learn from Acquired Disorders of Reading," *Language and Communication*, 2 (1962), 92.

⁸Friedman, pp. 94-95.

⁹Robert C. Lafayette, *The Cultural Revolution in Foreign Language Teaching* (Skokie, IL: National Textbook Co., 1975), p. 100.

¹⁰Frank Smith, *Psycholinguistics and Reading* (New York: Holt, Rinehart, and Winston, 1973), p. 5.

¹¹D.L. Fisher and M.S. Smith, "The Information Processing Approach," in *Language and Reading Comprehension*, ed. Stanley F. Wanat (Arlington, VA: Center for Applied Linguistics, 1977), p. 26.

¹²Lidia Woytak, *Classroom Reading Proficiency*, Unpublished Paper (Monterey, CA: DLI FLC, 1981).

¹³John Munby, "Teaching Intensive Reading Skills," in *Reading in a Second Language*, ed. Ronald Mackay et al. (Rowley, MA: Newbury House, 1979), pp. 145-47.

¹⁴Munby, p. 146.

¹⁵T. de S. Poole, ed., *Trends in Content Analysis* (Urbana, IL: Univ. of Illinois Press, 1959).

¹⁶Jerzy W. Jarmasz, "Do Cloze Tests Measure Language Ability?" *Medium*, 6, No. 4 (1981), p. 73.

¹⁷Colin Harrison and Terry Dolan, "Reading

Comprehension—A Psychological Viewpoint," in *Reading in a Second Language*, ed. Ronald Mackay et al. (Rowley, MA: Newbury House, 1979), p. 22.

¹⁸Mumby, pp. 142-45.

¹⁹Harrison and Dolan, p. 22.

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Name _____

Home Address _____ Phone _____

School Name _____

School Address _____ Phone _____

Time _____ Date _____ Time _____ Date _____

Time _____ Date _____

(Please list more than one time and date
as we will have a limited number of consultants available)

Please write a concise statement (50-100 words) describing the type of assistance you desire. A few possible topics might be: 1. systems design; 2. equipment selection; 3. writing specifications; and 4. hiring lab staff/writing job descriptions. Send your statement along with this form to: Charles P. Richardson, Executive Director, IALL, Department of Modern Languages, Ohio University, Ellis Hall, Athens, OH 45701.