

BOOKS FOR LANGUAGE TEACHERS —

NEW!

Self-Instruction in Language Learning

Leslie Dickinson A practical guide for teachers, covering materials selection and design, how to set up a self-access center, assessment. 192 pp. Cloth \$27.95 Paper \$10.95

NE^{W!} Developing Communications Skills A practical handbook for language teachers with examples in English, French and German Pat Pattison How to organize a language course from a communicative approach. 272 pp. Cloth \$29.95 Paper \$10.95

NEW!

Testing Spoken Language A Handbook of Oral Testing Techniques Nic Underhill How to design and use tests of spoken language. Describes the range of testtypes, lists or al test techniques, and suggests how to monitor and improve tests. 112 pp. Cloth \$24.95 Paper \$8.95

NEW!

Learner English A Teacher's Guide to Interference and Other Problems Michael Swan and Bernard Smith, Editors Describes pronunciation, grammar, vocabulary, and other errors frequently made by English learners from 19 different language backgrounds. 280 pp. Cloth \$29.95 Paper \$12.95 Cassette \$13.95

The Bilingual Family

A Handbook for Parents Edith Harding and Philip Riley Issues for parents who speak different languages and are considering bringing up their children as bilingual. 169 pp. Cloth \$24.95 Paper \$9.95

Beyond Methodology

Second Language Teaching and The Community Mary Ashworth Language policy and its effect on the second language classroom. 162 pp. Cloth \$22.95 Paper \$9.95

English for Specific Purposes

A Learning-Centered Approach Tom Hutchinson and Alan Waters How to bring about effective learning in the ESP class: course design, syllabus, materials, teaching methods, evaluation. 191 pp. Cloth \$27.95 Paper \$10.95

CAMBRIDGE UNIVERSITY PRESS

32 East 57th Street, New York, N.Y. 10022

NOTES FOR CONTRIBUTORS

Contributions. Contributions are welcomed from all countries. They should be written in English. All articles should be sent to: Albert Valdman, Editor, *Studies in Second Language Acquisition*, Ballantine Hall 602, Indiana University, Bloomington, IN 47405.

Manuscripts. SSLA requires that all submissions conform to the requirements of the *Publication Manual of the American Psychological Association* (Third Edition) which can be obtained from the Order Department, American Psychological Association, 1200 17th St., N.W., Washington, DC 20036. It is also available in many bookstores and libraries.

All manuscripts of articles should be submitted in four copies, two copies for book reviews. No materials will be returned to authors unless postage is provided. Contributors should keep a copy of the manuscript; the original manuscript will not be included along with page proof. All submissions must be typewritten, double-spaced, on standard-size paper, $8 \ 1/2 \times 11$ inches. Provide a separate title page including the following information: the title; the subtitle; and the author's name and affiliation. These items must each be entered on separate lines, double-spaced, using normal capitalization and no underscoring. Each paper must begin with a 100–150 word abstract.

Tables, figures, and illustrations. Authors are responsible for providing camera-ready copy of tables, figures, and illustrations with the submission of an article. Authors should be prepared to furnish such copy within two weeks after notification by *SSLA* that their article has been accepted for publication.

References. Research referred to should be listed in full in a bibliography at the end of each article, review article, or book review following the specifications of the *Publication Manual of the American Psychological Association.* Brief citations should be made in the text by listing the author's surname, the publication date, and page number(s) when pertinent (e.g., Chomsky, 1974, p. 240; Gass, 1973); if more than one, citations should appear in alphabetical order. When the author's name is part of the text, follow this form: Gass (1983) argues that...

Begin the bibliography on a separate page entitled "References." The bibliography must be double-spaced throughout. Each entry is to include the following: author's name, co-authors, if any, publication date, title of work. For journal articles, also provide the journal's name, volume number, and page numbers for the article. For an article in a collection, list the editor's name, the title of the collection, and the page numbers of the article. For books and monographs, list the edition, volume number, series, place of publication, and name of publisher. Punctuate as in the following examples:

Ard, J. (1983). Towards an applied phonology. Pa-

per presented at the Conference on the Uses of Phonology, Southern Illinois University, Carbondale.

- Bialystok, E. (1978). A theoretical model of second language learning. *Language Learning*, 28, 169– 183.
- Cole, R. A. (Ed.). (1980). Perception and production of fluent speech. Hillsdale, NJ: Erlbaum.
- Krashen, S. (1978). The monitor model for adult second language acquisition. In R. C. Gringas (Ed.), Second language acquisition and foreign language teaching (pp. 1–26). Arlington, VA: Center for Applied Linguistics.
- Krashen, S., & Terrell, T. (1983). The natural approach. New York: Pergamon.
- Plann, S. (1976). The Spanish immersion program: Towards native-like proficiency or a classroom dialect? Unpublished master's thesis, University of California, Los Angeles.

Book reviews. Books for review and listing should be sent to: Susan Gass, Review Editor, Department of English, Morrill Hall, Michigan State University, East Lansing, MI 48824. Begin each book review with a separate title page including a full citation of the work under review and the author's by-line. The citation is to be double-spaced and must include the title of the work, the edition (if not the first), the name of the author or editor, the place, publisher, and date of publication, and the pagination. The by-line stands below the citation after a quadruple space. It contains the words "Reviewed by" followed by the reviewer's name and affiliation. Review articles should be titled; reviews, however, are not to be titled. For example:

A FOUNDATION COURSE FOR LAN-GUAGE TEACHERS. Tom McArthur. Cambridge University Press, 1983. Pp. 192.

Reviewed by Albert Valdman, Indiana University

Proofs. First proofs will be sent to the article or review article author (or a nominee), who will be expected to correct them and return them to the Editor, by airmail where appropriate, within three days of receipt.

Offprints. 25 offprints will be provided free of charge to article or review article authors. Additional offprints may be purchased only if ordered at proof stage.

Submission of an article is taken to imply that it has not previously been published or is not being considered for publication elsewhere. If an author is publishing a related article elsewhere, this fact should be stated.

Copyright. Contributors of accepted articles will be asked to assign their copyrights on certain conditions to Cambridge University Press to help protect their material, particularly in the U.S.A.

Studies in Second Language Acquisition Volume 10 Number 2 June 1988

THE ASSESSMENT OF FOREIGN LANGUAGE ORAL PROFICIENCY Edited by Albert Valdman

ARTICLES

Introduction Albert Valdman	121
The FSI/ILR/ACTFL Proficiency Scales and Testing Techniques: Development, Current Status, and Needed Research John L. D. Clark and Ray T. Clifford	129
Problems in Examining the Validity of the ACTFL Oral Proficiency Interview Lyle F. Bachman	149
A Proposed Framework for Testing the Oral Language of Second/Foreign Language Learners Elana Shohamy	165
Proficiency: Understanding the Construct James P. Lantolf and William Frawley	181
The Use of Situation Tests as Measures of Communicative Ability Tina Raffaldini	197
Constructing an Acquisition-Based Procedure for Second Language Assessment Manfred Pienemann, Malcolm Johnston, and Geoff Brindley	217
Testing Listening Comprehension in the Context of the ACTFL Proficiency Guidelines Dan Douglas	245
Reviews	263
Book Notices	275
Publications Received	277
Announcements	279

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England 32 East 57th Street, New York, NY 10022, U.S.A. 10 Stamford Road, Oakleigh, Melbourne 3166, Australia

© 1988 Cambridge University Press

Printed in the United States of America