

Contents

Preface	ix
An Overview	1
Part I How many factors are there in second language skill?	
1 Two mutually exclusive hypotheses about second language ability: indivisible or partially divisible competence <i>John W. Oller, Jr., and Frances Butler Hinofotis</i>	13
2 Is language ability divisible or unitary? A factor analysis of 22 English language proficiency tests <i>George Scholz, Debby Hendricks, Randon Spurling, Marianne Johnson, and Lela Vandenburg</i>	24
3 Separating the <i>g</i> factor from reading comprehension <i>Douglas E. Flahive</i>	34
4 An analysis of various ESL proficiency tests <i>Kay K. Hisama</i>	47
Discussion Questions	54
Part II Investigations of listening tasks	
5 Listening competence: a prerequisite to communication <i>Pamela Cohelan Benson and Christine Hjelt</i>	59
6 Communicative effectiveness as predicted by judgments of the severity of learner errors in dictations <i>Frank Bacheller</i>	66
Discussion Questions	72
Part III Investigations of speaking tasks	
7 Oral proficiency testing in an intensive English language program <i>Debby Hendricks, George Scholz, Randon Spurling, Marianne Johnson, and Lela Vandenburg</i>	77
8 Rater reliability and oral proficiency evaluations <i>Karen A. Mullen</i>	91
9 Accent and the evaluation of ESL oral proficiency <i>Donn R. Callaway</i>	102
Discussion Questions	116

Part IV Investigations of reading tasks

- 10** Cloze as an alternative method of ESL placement and proficiency testing 121
Frances Butler Hinofotis
- 11** An alternative cloze testing procedure: multiple-choice format 129
Frances Butler Hinofotis and Becky Gerlach Snow
- 12** The effects of agreement/disagreement on cloze scores 134
Naomi Doerr
- 13** TOEFL scores in relation to standardized reading tests 142
Kyle Perkins and Keith Pharis

Discussion Questions 147

Part V Investigations of writing tasks

- 14** Scoring and rating essay tasks 151
Celeste M. Kaczmarek
- 15** Evaluating writing proficiency in ESL 160
Karen A. Mullen
- 16** Measures of syntactic complexity in evaluating ESL compositions 171
Douglas E. Flahive and Becky Gerlach Snow
- 17** Discrete point versus global scoring for cohesive devices 177
Jill Evola, Ellen Mamer, and Becky Lentz

Discussion Questions 182

Part VI Native versus nonnative performance:
 What's the difference?

- 18** We all make the same mistakes: a comparative study of native and nonnative errors in taking dictation 187
Michelle Fishman
- 19** Processing of indirectly conveyed meaning: assertion versus presupposition in first and second language acquisition 195
Patricia L. Carrell
- 20** Can ESL cloze tests be contrastively biased?—Vietnamese as a test case 208
Craig B. Wilson

Discussion Questions 215

Part VII	Measuring factors supposed to contribute to success in second or foreign language learning	
21	The correlation between aptitude scores and achievement measures in Japanese and German <i>Sadako O. Clarke</i>	219
22	Behavioral and attitudinal correlates of progress in ESL by native speakers of Japanese <i>Mitsuhisa Murakami</i>	227
23	Seven types of learner variables in relation to ESL learning <i>John W. Oller, Jr., Kyle Perkins, and Mitsuhisa Murakami</i>	233
24	Integrative and instrumental motivations: in search of a measure <i>Thomas Ray Johnson and Kathy Krug</i>	241
	Discussion Questions	250
	References	253
	Appendix	261
	About the Authors	306
	Index	311