

has incredible implications for TESOL, which brings us to Chapter Nine (The Decline of the Professions).

Evans makes the not original point in this chapter that the key to the professions is their acting as “exclusive repositories and disseminators of specialist knowledge” (p. 111), and that they carefully watch over their secrets. Those who desire admission to a profession must meet certain criteria, set forth by the members of the profession, and be carefully trained and then properly certified (usually with some sort of credential such as a diploma). Evans claims that the computer revolution will change that, “Once the barriers which stand between the average person and this knowledge dissolve, the significance of the profession dwindles and the power and status of its members shrink” (pp. 111-112). He supports this claim by historical example, and then shows how medicine, law, and teaching will be affected.

Evans spends some time on teaching (pp. 115-129), describing why earlier Computer-Aided Instruction has been slow to advance and why the development of portable personal teaching computers (which will be comparable in size and price to the average pocket calculator of today) may revolutionize our profession. He believes that the application of microprocessors for language teaching is easily programmed and, given their low cost, “will sweep through the educational system of the Western world (p. 121).

Does this mean, as Evans would have us believe, that the language teaching profession will decline? I don't know. I would like to think that he is wrong, but then I am a member of that profession. Perhaps our role in the immediate future in language teaching depends on how we face the challenges which Evans so lucidly predicts are inevitable. If we either bury our heads in the sand by refusing to acknowledge the possibility of change or insist that change might be good for other professions but not for ours, then we could be courting disaster. We should seek to make computers work for us, not replace us.

The Micro Millennium is well-written, remarkably free from technical jargon, and full of helpful analogies. Crucial concepts are explained in a way that does not require any technical background or previous understanding of computers. I strongly recommend this book to anyone wishing to gain insights into what computers may offer our society in general and language teaching in particular.

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UNDERSTANDING TOEFL: TEST KIT 1, Educational Testing Service, Princeton, N.J. September 1980.

This new publication from ETS is a packaged practice TOEFL consisting of an actual and complete TOEFL (28 pp.), a cassette recording containing the Listening Comprehension section of the test and an analysis of the listening comprehension questions, an answer sheet for the test, a workbook (48 pp.)

with introduction, instructions for both taking and scoring the test and explanations of each item on the test, a pencil, a letter introducing the test kit, and an order form.

The purpose of this practice test is to familiarize prospective candidates with the format and item type of the TOEFL: "Although [this kit] is designed primarily to help students understand the specific linguistic skills TOEFL measures and become familiar with the multiple-choice formats used, it is available to anyone who wishes to know more about the Test of English as a Foreign Language." This should fill a long-standing and thus far inadequately met need for a comprehensive and authentic practice TOEFL. The kit helpfully provides information explaining the items and the responses. This familiarization process is especially useful for the many foreign students who are totally inexperienced in taking multiple-choice, machine-storable tests. Although ETS issues a disclaimer regarding use of the kit by institutions offering TOEFL preparatory courses, the kit does seem to be intended more for such institutional use than for use by individual students.

ETS has attempted to make the practice test seem as much like the real TOEFL testing situation as possible. Directions in the workbook provide clear information on how to take the test. The test booklet, the answer sheet, and the workbook are separate, in order to keep the activities of taking the test and of reading about it distinct. This will discourage the student from interrupting the test to go back to the workbook for the answer to a specific problem. To the extent that the student controls the urge to skip back and forth, the practice test will approximate the real test conditions. The student is instructed to read the directions for taking the test before starting it, so that everything can be clearly understood. After having read the directions, the student takes the test. The test itself consists of a Listening Comprehension Section (40 minutes, 50 items), a Structure and Written Expression Section (25 minutes, 40 items), and a Reading and Vocabulary Section (45 minutes, 60 items). The answer sheet, if filled out properly, will provide practice in using machine-storable answer sheets, though the one provided in the test kit, unlike the actual TOEFL answer sheet, does not contain the identification section on the reverse. It has been our experience that students may have difficulty in filling out this part of the answer sheet. It may be helpful to have future test kits include a section on the answer sheet which duplicates the identification information section.

In some previous TOEFL preparatory materials, certain questions which demanded recall of details seemed unfair and were difficult even for native speakers. Usually, however, the problem was that the information was irrelevant and difficult to recall. In this particular test kit questions demanding the recall of detail are reasonable, since the detail is contextually significant, as in Section 1, Part C, Question 37, where the information "the woman is a junior" is crucial to understanding the professor's hesitation in letting her take his course. The examinee must have the cultural awareness that a junior is lower in status than a senior, who is in turn lower in standing than a graduate student. On

the whole the items show a very good representation of the type of things that may be important to English language skills and the skills required of foreign students in U.S. colleges and universities.

The instructions for the test kit actually seem directed more toward institutional use of the kit than toward personal use. This is most evident in the type of language used in the instructions in the workbook. The language used here becomes increasingly complex, and by the time the student tries to read the highly technical section, "After You Take the Test," one wonders how much is understandable.

After self-correcting the test, the examinee gets a quick practical demonstration of Standard Error of Measurement (SEM) : the number of items correct on each section of the test are converted into three standard score *ranges*, which are then added together to arrive at a TOEFL score *range*. Since the TOEFL SEM is 15 points, the student will be told that his score has approximately a 30 point range. This may be somewhat disappointing to those students who had hoped for a single precise score, but it may well enlighten a few, as well as a few admissions officers. It should also diminish the likelihood of the student's expecting to get the same score on the actual TOEFL as on the practice test.

As the test kit is designed to provide TOEFL-specific instructions, content, and explanations, it is not surprising that there is no discussion of techniques or strategies for taking multiple-choice tests or tests in general. The explanations for the items are brief discrete point explanations from which little can be generalized with regard to the English language. These explanations state what is required to answer the item correctly and why the wrong answers are incorrect. Thus it appears that any attempts to use the kit as a pedagogical tool in teaching general aspects of English are doomed to failure, and ETS specifically warns against such misuse in the Introduction to the workbook:

While studying the information in this test kit will help you understand the kinds of language problems that are tested in TOEFL, studying *only* the information in the kit will probably not improve your general ability to understand and use the English language. This can only be achieved by a regular program of language study. (Workbook p. 3)

On Side 2 of the cassette each listening comprehension question is repeated before its explanation is added. This is quite helpful, for the student need not try to remember what was said during the practice test. The explanations in the Structure Section are stated in pedagogical terms and therefore might be more meaningful to teachers than to students, e.g. Sec. 2, Item 1, Choice B (an incorrect response): " 'Being' is not a finite verb." Likewise, a student might require the services of an English language teacher to understand some of the explanations, e.g. Sec. 2, Item 9, Choice D: "The word *despite* does not make sense in the given sentence." The explanations for the Written Expression Section usefully describe the conditions under which the incorrect responses could be used correctly. Similarly, the vocabulary explanations specify condi-

tions under which words can be used synonymously; e.g. Sec. 3, Item 1, Choice D explains that a role can be a part when signifying a character in a play but not when referring to a geographical area. The reading comprehension explanations are also helpfully preceded by a brief statement of what the question tests.

Understanding TOEFL: Test Kit 1 is well designed and professionally executed and packaged. As to its role in test preparation, we feel it to be an excellent device for TOEFL-specific familiarization. Through this familiarization process some extraneous confounding factors can be eliminated and thus the students' obtained scores on the actual TOEFL may more closely approximate their real scores. However, the reader must keep in mind that this is a two-edged sword; many students demand that a teacher teach to the test, and all too often teachers (and profit-minded institutions) respond by doing just that. This kit should not, as ETS warns, serve as a vehicle for a cram course that promises to teach general English or that promises success on the TOEFL in a short period of time.

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READER'S CHOICE: A READING SKILLS TEXTBOOK FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE. E. Margaret Baudoin, Ellen S. Bober, Mark A. Clarke, Barbara K. Dobson, and Sandra Silberstein. Ann Arbor, Michigan: The University of Michigan Press, 1977. Pp. i-xxiii + 277.

The English Language Institute at the University of Michigan has added to its list of fine ESL texts with the publication of *Reader's Choice*. This is a compilation of reading selections (with the vocabulary for the most part unsimplified and complex structures left intact) interspersed with a variety of skills exercises. The intended audience for *Reader's Choice* is the high intermediate to advanced ESL student and more specifically, to this teacher's mind, one studying English in the United States in preparation for college courses.

The layout of the book is simple and practical. The text is divided into fifteen units, the last three units in the book devoted to three longer readings, each with its own set of comprehension questions and vocabulary exercises. In Units One through Twelve all odd-numbered units concentrate on language skills: word study (vocabulary in context, stems and affixes, dictionary use), sentence study, and paragraph reading. In addition there is a "Nonprose Reading" for the students to scan in order to find specific information. Although not an original idea in ESL teaching, the use of maps, menus, classified ads and the like in a reading text provides a welcome change of pace and an excellent source of material for the teacher.

The even-numbered units each contain three or four prose readings, both fiction and non-fiction, along with comprehension and vocabulary questions. Difficult vocabulary is generally dealt with before the student reads the passage, and is always given in context so that students can get used to guessing at word