

Editor's Overview

BOOK REVIEWS

The present issue marks the first appearance of book reviews in the pages of AP. They are all, moreover, invited reviews. The rapid growth of book-length literature in second language learning in recent years is reflected in three of the present offerings; the final review addresses a work on the development of literacy. Except in special cases, however, it will not be my policy to comment on book reviews. The following books are currently under review for the journal.

Cooper, W.E., & Sorensen, J.M. *Fundamental frequency in sentence production*. New York: Springer-Verlag, 1981.

Diller, K.C. (Ed.), *Individual differences and universals in language learning aptitude*. Rowley, Mass.: Newbury House, 1981.

Gregg, L.W., & Steinberg, E.R. (Eds.), *Cognitive processes in writing*. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1980.

Lane, H., & Grosjean, F. (Eds.), *Recent perspectives on American sign language*. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1980.

Miller, J.F. *Assessing language production in children*. Baltimore: University Park Press, 1981.

Resnick, L.B., & Weaver, P.A. (Eds.), *Theory and practice of early reading, Volumes 1, 2, and 3*. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1980.

Scarcella, R.C., & Krashen, S.D. (Eds.), *Research in second language acquisition*. Rowley, Mass.: Newbury House, 1980.

Sprio, R.J., Bruce, B.C., & Brewer, W.F. (Eds.), *Theoretical issues in reading comprehension*. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1980.

ARTICLES

The full-length articles in the present issue, two of which are invited critical integrative reviews (Leonard; Black & Sebrechts) are concerned with topics that bear some relationship to each other in applied psycholinguistics: facilitating linguistic skills in language impaired or delayed children (Leonard); generalization of articulatory training in misarticulating children (McReynolds & Elbert); the use of the media in second language instruction (Lambert, Boehler, & Sidoti); and the facilitation of human–computer communication (Black & Sebrechts).

Research and theory on the nature of specific language impairment and on language and nonlinguistic cognitive development in language impaired children are reviewed by Leonard (in press) in a chapter in a forthcoming book, whereas in his invited article in the present issue of AP, he is concerned with the crucial issue of language production training for children who are suffering from specific language impairment. This review article is of special

interest because of the fact that most of the research on language intervention has been concerned with the mentally retarded. The approaches to language training Leonard examines are imitation, modeling, expansion, focused stimulation, general stimulation, and comprehension-based. As regards direct comparisons of training approaches, Leonard reminds us that different approaches to training cannot be compared unless the same linguistic forms are involved. Different linguistic forms may differ inherently in ease of mastery. Moreover, success with one approach on one form does not necessarily insure success with the same approach on other forms, and one must also take into account characteristics of the children being trained in evaluating different approaches to language intervention (Friedman & Friedman, AP, 1980, 1, 151–170).

In spite of these and other problems, however, as Leonard indicates, "The available evidence suggests that most language training approaches facilitate language production in language impaired children." Leonard goes on to discuss specific limitations of the available research on language training in language impaired children in the remainder of his article. One limitation of this literature is that "There is little evidence that the child's use of the trained form will extend to speaking situations that bear little resemblance to the training/testing situation." Another limitation is that "skills necessary for everyday communicative interaction, such as conversational turn taking and the expression of a range of communicative intents have not yet served as the focus of training studies."

The children (with functional articulation problems) in McReynolds and Elbert's study demonstrated a degree of within-class generalization of training on consonant clusters but not across-class generalization. Thus the learning that took place in this experiment appeared to be specific rather than general.

AP will continue to publish significant articles dealing with language intervention in language disordered children. For the reader who is encountering the literature in this area for the first time, useful review material can be found in books by (or edited by) Bloom and Lahey (1978), Muma (1978), Schiefelbusch (1978a, b), and Schiefelbusch and Lloyd (1974). The topics in basic research and theory in psycholinguistics and related areas of cognitive psychology that appear to be crucial for program development and research in language intervention in language disordered children are (1) the content and organization of mature linguistic knowledge, (2) the order of mastery and the stages involved in the mastery of linguistic structures in first language acquisition, (3) first language acquisition strategies and processes, (4) the relationship between nonlinguistic cognitive and first language development, (5) the nature and role of the linguistic environment in first language acquisition, and (6) the role of general-purpose information processing capacities and operations in first language acquisition.

The article by Lambert, Boehler, and Sidoti is the first of its kind to appear in AP. Born in the context of second language education, but articulating throughout, implicitly or explicitly, with relevant basic research

and theory, this article addresses both general and specific issues that derive from an interest in how the media (radio, films, T.V.) "might be better used in [second language] education." One of the findings of the investigation reported by Lambert et al. led to the important suggestion that "the Standard Subtitling procedure is an unpromising mode of strengthening or improving skills in L2" and to the discovery of alternatives that might better meet the needs of school children with an L2 background.

One of the rapidly developing areas of applied psycholinguistics is the application of basic research and theory in psycholinguistics and related areas of cognitive psychology (in particular, information processing), to the facilitation of human-computer interactions (i.e., computer use by humans), as is evident from the present literature review by Black and Sebrechts. These authors indicate, however, that work in this field serves not only applied needs, but also as tests of basic theories and to identify needed areas of basic research. This article centers on the question of the role of prior knowledge and beliefs and the question of the impact of processing considerations in human-computer interactions, and ends with several practical suggestions or guidelines for the designers of computer command languages.

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