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ARNDT, HORST and JANNEY, RICHARD WAYNE, *InterGrammar*. Toward an Integrative Model of Verbal, Prosodic and Kinesic Choices in Speech. Berlin: Mouton de Gruyter, 1987, xvi + 458 pp., DM 185.00. (Studies in Anthropological Linguistics 2).

In their *InterGrammar* (IG), Arndt and Janney claim to provide, amongst other things, a model to analyze both a speaker's and a writer's feelings, background, (in-) security, (un-) certainty, confidence and motives of (scientific?) self-presentation. In view of this, reviewing this book is a "tricky business". Therefore, I should better make it clear from the very beginning that I consider IG in general to be a systematic, original, and ingenious contribution to the multimodal-integrative interpretation of verbal, prosodic and kinesic aspects of communication as co-present interaction. This book will stimulate the "classic" discussion about the object and the objective of linguistics, amongst other things also because of its rather polemic discussion of what the authors call "autonomous linguistic theory" that is pursued by generative grammarians (and the like). The IG model will engage the attention of linguists, sociologists, (social) psychologists, human ethologists and others who are interested in systematically accounting how people communicate in face-to-face interactions.

After this anteposition of the overall result of my review I will now report on what the authors understand by the "IG" model and how they built up this schema in their book.

As the authors emphasize in the "new book information card" announcing the publication of their IG, this book does not only deal with the production, co-ordination and interpretation of verbal and non-verbal behavior in American English speech, but also with the communication of feelings and attitudes in co-present interaction. The label "IG" stresses the integrative approach of the schema proposed (i.e.: *interdisciplinary*, *intermodal*, and *interactional*) as well as the systematic order, or *grammar*, in presenting patterns of verbal, prosodic, and kinesic choice (p. 6).

The clear and concise introduction gives a definition of the IG schema, presents its aims, its interests, its perspectives, and its domain, and provides the reader with a clear summary of the eight chapters of the book.

The first chapter locates the IG approach within current linguistic theory. After a harsh criticism of "autonomous" linguistics, i.e. formalist concepts like Chomsky's theories that exclude the study of communication as a form of social behavior, and after a sharp branding of linguistic ideologies, the authors emphasize that in the period of "post-Chomskyan linguistics" the non-autonomous perspective of the IG schema must focus on speech as something that goes on between people: both speakers and listeners are responsible for the success of communication.

The second chapter develops some implications of this viewpoint, centering on the theoretical and methodological problems of "choice and constraint in linguistic theory" (p. 49). Based on Peircean logic, the authors present a framework that enables them to "handle human flexibility and human choice" (p. 51) in communication.

It is the authors' credo that "there is no meaning outside the context of use" (p. 239) and that "utterances become 'meaningful'. . . only through the interaction of verbal, prosodic, and kinesic actions in context" (p. 248). They view verbal and non-verbal communication as interdependent modes: language, para-language and kinesics are intersystemic co-systems that should be studied together and not in isolation. Therefore, Arndt and Janney introduce the basic communicative choices of these three co-systems the IG deals with in the third chapter. They approach these choices from the speaker's perspective and discuss not only the strategies chosen by the speaker in co-present communicative interaction, but also the cognitive-emotional, inter-personal, and group-role dimensions of a speaker's communicative choices.

Chapter 4, a kind of "natural complement" (p. 123) to Chapter 3, discusses the possible interpretive choices from the interpreter's perspective. The IG defines interpretation as "the selection of plausible explanations of communicative events from among possible explanations" (p. 8) and attempts to provide an interpretive schema that consists of a "framework of hypotheses about human interpretive processes which the investigator could use in systematically accounting for interpretive choices after they occurred . . ." (p. 143).

Chapters 5, 6, and 7 present a comprehensive overview of "the available interpretive research on multimodal choices treated in the InterGrammar and discuss the relevance of these to the framework" (p. 9). Here the authors rely mainly on the work of (social) psychologists. All three chapters end with a schema of primary and secondary interpretive alternatives that summarize the discussion in the respective chapters (pp. 223, 283, 311). Like all figures in this book, these three schemata provide succinct summaries of the respective arguments proposed.

Chapter 8 integrates arguments on the interpretation of verbal, prosodic, and kinesic choices into the interpretive IG concept. Arndt and Janney emphasize that the status of the IG is that of a "hermeneutic construct" (p. 397). They invite their colleagues not only to follow the suggestion they took over from Pike, namely, to accept that "verbal and non-verbal behavior forms a unified whole", but also to "start working on theories and methodologies that treat it as such" (p. 399).

The book ends with a rather catholic bibliography and helpful author and subject indexes.

Although the IG is a fascinating contribution to the interpretation of aspects of emotive communication in co-present interactions, any reader used to dealing with empirically collected data on face-to-face communication is somewhat embarrassed to realize that all the examples used throughout the book are made up and presented, contrary to the author's credo, without sufficient regard to the context in which they might occur. The critical reader is also confronted with the problem whether the IG schema can offer operational definitions of the criteria used in their description of face-to-face communication; by the way, the authors themselves are obviously aware of this problem, too (p. 323). Moreover, I am sure that, after having read the first pages of this book, most readers will expect that the authors will offer them an exemplary application of their schema to forms of actual co-present communicative interactions. This should be presented in necessarily complex transcriptions and analyzed within their respective communicative context by the means the IG framework provides. Unfortunately, the authors do not meet this expectation. I hope that Arndt and

Janney will publish such an application of their IG-analysis, for it is only then that the proposed IG schema can be criticized and estimated in the appropriate way it deserves.

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HEATON, J. B., *Writing English Language Test*. London and New York: Longman, 1988, 192 pp., £6.50 (Longman Handbooks for Language Teachers).

This new edition of an established textbook on language testing accomplishes essentially what it attempts to accomplish. It provides ESL teachers with a wide array of sample testing formats in the areas of grammar and usage, vocabulary, listening comprehension, oral production, reading comprehension, and writing. The eleven chapters are organized so as to present introductory background information about differing perspectives in language testing in Chapters 1 to 3, sample testing formats specific to the above-mentioned skill/element areas in Chapters 4 to 9, and a highly simplified introduction to test and item analysis procedures and score interpretation in the final Chapters, 10 and 11. Teachers should find this to be a well-organized and highly practical preliminary resource to construction of language tests.

This new edition adds current emphasis on communicative approaches to testing and face validity of language tests. It also contains a more comprehensive selection of item types than did the previous edition. The numerous sample testing formats provide its single greatest contribution to the teacher.

The reader should be cautioned strongly, however, that the task of test construction must not end with the selection of interesting and seemingly appropriate item formats. For this reason, Chapters 10 and 11 are disappointing. The reader will need to supplement this treatment with information obtainable elsewhere in order to learn how best to estimate the precise reliability and validity of a test prepared for any given purpose or for use with any particular population of learners. Predictably, some of the sample testing formats will be more successful than others in producing reliable and valid tests in any given testing situation. Also, contrary to assertions on p. 164 and 165, reliability and validity need not necessarily be in conflict. Empirical estimates of validity are highly dependent on reliability. It is concern for face or content validity to the exclusion of more empirically-