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MLA AND FORD ANNOUNCE NEW CENTER

Clearinghouse Set Up In D.C.

THE Modern Language Association recently announced the establishment of a Center for Applied Linguistics in Washington, D. C., which began operation on Monday, February 16, 1959, with Dr. Charles A. Ferguson of Harvard University its first Director. The Center, which is being financed in its initial stages by a \$200,000 grant from the Ford Foundation, will serve as a clearing house for universities, government agencies, and other institutions or individuals concerned with the application of linguistic science to practical language problems.

Language Problems

In the last few years certain language problems have become increasingly urgent for the United States, among them the problem of how to meet the tremendous demand for the teaching of English abroad, the problem of training enough Americans in the major languages of Asia to overcome the serious Asia-American language barrier, and the problems of translation and interpretation in various fields and on many levels.

Linguistic Science in U. S.

On the other hand the last decades have seen an extraordinary growth of linguistic science in the United States, hardly equalled in scope and significance of results anywhere in the world. It is generally acknowledged that linguistic theory and the result of linguistic research can make an important contribution to the solution of language problems, but in attempting to apply linguistics in this way certain critical needs have become apparent. On the purely linguistic side, there is a severe shortage of personnel trained in the application of linguistic science to language problems, the production of adequate pedagogical and reference materials for various languages is proceeding much too slowly, and linguistic technology is itself in need of development and improvement. On the other side, there is an

obvious need for much better communication among linguists, psychologists, and language teachers, all three of whom generally follow their professional interests in isolation from one another, and for integration of recent developments in linguistics and in psychology with the fund of practical experience accumulated by language teachers and administrators of language problems.

Crucial Role

The Center for Applied Linguistics is expected to play a crucial role in this situation in the first place by assessing the current demand and available supply of personnel and materials, by exploring the status of research projects on the analysis of languages (in particular the major languages of the Middle East and South and Southeast Asia), and by assembling and distributing materials and information. Important operations of the Center will include the regular publication of a newsletter, the setting up of language and country files, and the amassing of a library of existing pedagogical materials.

Staff Biographies

The staff of the Center, in addition to Dr. Ferguson, consists of an Associate Director, Dr. Raleigh Morgan, Jr., and a Staff Assistant, Miss Nora Walker. The Director, Dr. Ferguson, has had varied experience in applied linguistics including university language teaching, over eight years in the Foreign Service Institute of the United States Department of State, and consultation with various agencies and institutions concerned with language problems, both governmental and non-governmental. He has served as Visiting Professor of Linguistics at Georgetown University and at Deccan College, Poona, India, and is at present Lecturer on Linguistics at the Center for Middle Eastern Studies at Harvard.

Dr Morgan served twelve years as a high school and college teacher of foreign



CHARLES A. FERGUSON
Director

languages and recently as a Cultural Affairs Officer with the United States Information Service in Germany. The Associate Director has lectured frequently on problems of teaching English both in Nicaragua and Haiti as an IES specialist and in Germany as a USIS officer. In addition, Dr Morgan has done field work in creolized and African languages.

Miss Walker served seven years at the Foreign Service Institute of the United States Department of State. During that period, she provided research, statistical and administrative assistance to the Dean and staff of the School of Foreign Affairs. Miss Walker also lectured to new Departmental clerical employees and new Foreign Service Officers. In addition, she was staff assistant to the Department Head for area studies and university training in language and area specialization and economics.

Administration and Policy

Administratively the Center for Applied Linguistics will be under the Executive Council of the Modern Language Association. Policy direction of the Center will be in the hands of an Advisory Committee composed of leaders in the fields of linguistics, psychology, anthropology, and language teaching along with administrators of government and other language programs. The Committee will hold its first policy meeting April 1 in Washington.

OVERCOMING THE ASIA-AMERICAN LANGUAGE BARRIER*

By Charles A. Ferguson

ONE important obstacle to full communication between Asians and Americans is the language barrier. Only a very small percentage of Asians know English well, and an even smaller percentage of Americans—an almost microscopic number—know one or more Asian languages well.

For the educated man in most countries of Asia, mastery of at least one language other than his own primary language is essential for wider communication, and this is often accepted as a matter of course. Insofar as English serves as one of these secondary languages the American's task of communication is facilitated. English is in fact extensively studied and used in many countries of Asia and is undoubtedly the most important world language throughout the continent, with French and Russian the next in line. But in spite of the widespread use of English and the consequent deceptive ease of communication between Asians and Americans in many contexts, we must not lose sight of certain fundamental facts.

First, only a very small minority of the people of Asia know English

Second, for those who do know it, English is a second (or third or fourth) language, not the language of daily life or of basic thoughts and feelings.

Third, in some areas of Asia, notably in South Asia, there is a strong trend away from the use of English in higher education and toward increased use of national or regional languages for this purpose with resultant lowering of standards in mastery of English.

Fourth, and most important, it is proving impossible at the present time to meet the tremendous demand throughout the world for adequate instruction in English, whether by the sending abroad of competent, trained instructors from the English-speaking world or by having foreign nationals brought to America or the United Kingdom for professional training.

Teaching of English abroad is furthered by the work of many American individuals and institutions, such as Fulbright grantees, binational centers, special institutes, commercial language schools, and American universities abroad. Profes-

sional training for teachers of English as a second language is offered at a few American universities, of which the University of Michigan is the best known.

All these deserve continued and increased support, and in addition new means and methods should be welcomed. But the problem of meeting the demand for adequate English teaching cannot be solved by a simple continuation of present plans and programs. Now is the time for new, broad-gauged approach in which Asian countries and English-speaking countries can join in a coordinated program of action which will attack the problem on several fronts.

Other Aspects

The other aspect of the language barrier is the need for Americans to learn the languages of Asia. This problem is much more complex and difficult of solution than the first. To begin with, there are many languages in Asia. India alone, for example, recognizes in its constitution eleven modern languages as official media of communication. Even if we restrict our count to major languages, i.e. languages either spoken by more than a million people or employed as the official languages of sovereign states, the number of Asian languages to be studied is of the order of a hundred or so.

Certain of these are preeminent by virtue of an enormous number of speakers, or widespread use as a second language, or other factors. In Western Asia, for example, Arabic, Turkish, Persian, Hebrew are clearly preeminent, although other languages such as Kurdish and Armenian would qualify as major. Similarly, in East Asia, everyone would agree on the importance of Mandarin Chinese, Japanese, and Korean. In South and Southeast Asia, Indonesia and the Philippines the preeminent languages are more difficult to list. But the total for all Asia is about twenty.

A second difficulty is the bewildering variety of linguistic structures and established writing systems. These languages belong to different linguistic families and vary in structure from predominantly monosyllabic tone languages to languages of long words and complex morphologies. The writing systems in use vary from cursive, consonantal scripts, running from left to right, to complex systems based on Chinese characters running from top to bottom. In language diversity a single

region of Asia such as South Asia is roughly comparable to all of Europe; in terms of writing systems South Asia is much more diverse than Europe.

All this means that the long training necessary to establish competence in one or another of these languages does not guarantee to the English speaker even a nodding acquaintance with other, equally important languages of the area.

Interest in Asia

As a goal to be attained in the next ten to fifteen years one can hope that for every one of the twenty or so preeminent languages of Asia there will be a fair number of Americans of considerable competence, within and outside governmental and business organizations, and that for every one of the hundred or so major languages of Asia there will be, in universities or other academic institutions if nowhere else, at least some Americans who have studied it. At present the educational facilities of the United States are not equal to this task, but we can note at any rate the increased attention being paid to the languages and civilizations of Asia in American colleges and universities.

Development of Linguistics

America has one important resource which can be exploited to solve some of these problems — the spectacular development of linguistics, the scientific study of language, in this country in recent decades. It is gradually becoming accepted that sound linguistics, whether as "pure research" or as application to problems of language transfer, is a prerequisite to efficient assaults on language barriers. Competent work in linguistics is being done in many parts of the world, and many countries can claim important honors in this field, but no country at the present time is superior to the United States in the calibre of its technical publications in linguistics, and no other country has the equivalent of institutions such as our annual summer Linguistic Institute.

Strengthening of Basic Research

At the same time it is clear that not enough new linguists are being trained to fill existing jobs, let alone to undertake vastly expanded programs in the teaching of English to Asians and in the analysis of Asian languages, the preparation of teaching tools such as grammars and dic-

(Continued on page 3)

* Reprinted from the report of the UNESCO Sixth National Conference on Asia and the United States, held November 6-9, 1957, in San Francisco.

USIA STEPS UP ENGLISH TEACHING ACTIVITIES

World-Wide Interest Emphasis

By Annis Sandvos, Chief

*English Training Branch, USIA**

tionaries, and in actual classroom instruction in these languages. It may be of interest to note that the USSR is currently producing up-to-date, reliable, inexpensive dictionaries of Asian languages for the use of people whose native language is Russian or who use Russian as a language of wider communication. The USA cannot afford to expend its competent linguists on jobs of this kind, and in instances where such work has been done it has often been exceedingly difficult to find agencies or institutions willing to underwrite the costs of publication.

The strengthening of American basic research, training programs, and publishing facilities in linguistics is in the first instance a purely domestic affair, but it becomes an international matter when it is clear that the failure to strengthen these will make it difficult or impossible for the USA to play the important role it should in multilateral programs connected with language education.

Recent Developments

Two examples of encouraging recent developments may be cited: the three-year old program in South Asian languages and linguistics which has centered at Deccan College in Poona, India, and the five-university summer program in Middle Eastern languages. The first of these is a project which has expanded the research and teaching of linguistics in India, has sent American and European linguists to India for study and teaching and Indian students and mature scholars to America for study of linguistics and advanced work in special fields.

This program has been phenomenally successful in many ways. For example, the last summer school of linguistics in India, which was held at Dehra Dun, sponsored jointly by Deccan College and Agra University, had a student enrollment of nearly 125 and a wide offering of courses, with staff drawn from India, America and Europe. On the other side, by means of this program a dozen American linguists have also developed competence in one or another language of India and have widened their linguistic horizons by field work in South Asia. This program, although conceived and operated by Indians, has been financed largely by the Rockefeller Foundation and has had advice and assistance from an American advisory committee — the Committee on South Asian Languages of the Association for Asian Studies.

The second development is an effort to improve and strengthen the teaching of Middle Eastern languages by intensive summer courses. Princeton, Johns Hopkins, Harvard, Michigan and Columbia

(Continued on page 8)

The tremendous world-wide interest in the English language which has developed since World War II has created a significant challenge and opportunity for American government and private programs overseas. The English language teaching activities of the United States Information Agency are therefore being given increasing emphasis. These activities fall into the following principal categories. (1) the teaching of English to foreign nationals in their own countries, (2) the organization and administration of training courses for foreign teachers of English, and (3) the introduction of American English teaching materials into schools and institutes abroad.

USIA conducts an extensive English language teaching program, reaching nationals in thirty-eight countries with a student enrollment of over 165,000. Students come from all segments of society, with a predominance of public officials, teachers, military groups, and university students. Programs are of various types. Instruction is offered in binational centers, which are non-governmental organizations operating under their own charters and governed by boards of directors composed of Americans and nationals of the host countries. They are supported by USIA through the provision of grantees to serve as directors and staff members and through the provision of teaching materials. Classes in information centers of USIA are conducted by USIA officers with the help of volunteer teachers who

* Prepared at the request of the Center for Applied Linguistics.

are often wives of American government employees and other Americans willing to serve.

Seminars

The workshops or seminars for teachers of English which are conducted annually in many countries are usually arranged in cooperation with local ministries of education. During the past year there were eighty-two such seminars for approximately 4,450 teachers. In addition to giving the foreign teachers an opportunity to hear and speak English with Americans, these two to four week courses provide instruction in practical language teaching methods and backgrounds in American culture.

Available Teaching Materials

United States Information Agency libraries are supplied with English language textbooks and reference materials for teachers of English. Many of them have listening rooms where English language records may be used. English teaching books and records are also presented to directors of schools and teachers for their examination and use in their classrooms.

International Importance

Through these English teaching activities USIA attempts to achieve a two-fold purpose: to develop skills in the use of the English language, which is rapidly gaining in international importance, and to foster international understanding through a common medium of expression.

The LINGUISTIC REPORTER



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LINGUISTICS AND LANGUAGE TEACHING

Practical Application of Linguistics to Language Teaching

By Raleigh Morgan, Jr.



RALEIGH MORGAN, JR.
Associate Director

IN a recent conversation with an interested layman, this writer was asked whether linguistics had a practical application. It was felt that the linguist tended to place the research objective above just plain teaching, and, besides, his statements were generally so esoteric that the teacher might easily become discouraged. In answer to the question, it was pointed out that research in linguistics was of the highest importance for gaining new insights into linguistic structures; however, it was also true that leading linguists had devoted their lives to the practical application of their science. This was confirmed by the existence, for some years, of various types of English language institutes, linguistic institutes and seminars both in this country and overseas, of at least one journal of applied linguistics, and of a bibliography of materials for teaching and testing developed by linguists which was growing by leaps and bounds.

In Numerous Areas

It should be pointed out that linguistics has its practical application in numerous areas: diagnosis of mental difficulties (certain speech disorders seem to correlate with certain linguistic phenomena, such as a breakdown in intonation pattern); analysis of style (the structure of a language determines devices used by authors for certain stylistic effects); analysis of culture (language verbalizes culture, and the system of verbalization must be in the framework of linguistic patterns); teaching and learning reading (we learn to read by correlating graphic representation with sounds); literacy programs and the reduction of languages to writing (literacy programs may be more effective with materials based on sound linguistic analysis); and the teaching of foreign languages. In this article we shall be especially concerned with linguistics and the advantages of its application to language teaching.

Linguistics — Its Application to Language Teaching

Linguistics as applied to language teaching has made significant contributions to language teaching: e.g., how language functions (language learning is a skill and is acquired like other skills, such as learning to swim or play tennis); the importance of the oral-aural approach (it is generally agreed that the basic point of departure is the spoken language regardless of teaching objectives, although,

in some speech communities, the written tradition occupies a unique position); and, most important of all, teaching materials should be based on a comparative analysis of both the target language and the native tongue of the learner.

Linguistic Structure — Bilingualism

The findings of research in the field of bilingualism by scholars such as Haugen, Hall, and Weinreich have been most instructive. When a previously monolingual speaker begins to learn a second language, different linguistic structures co-exist within the same individual. At this stage, the sounds produced by the bilingual, to use the words of Weinreich, lie in the "structural no man's land" between two phonemic systems, and the bilingual speaker makes interlingual identifications "astride the limits of the languages" on the basis of physical resemblances.

Contribution of Structuralism

Structuralism thus has made a significant contribution to language teaching because it has shown us why the set of encoding-decoding rules he already has interferes when the learner attempts to form the habit of using a new set of rules. Teachers should know and understand these facts and should know how to apply them to their teaching materials and aids.

Comparative Approach in Language Instruction

Foreign language instruction could be greatly improved if teaching materials were based on a comparative analysis of both structures. This comparative approach is fundamental for the prediction of difficulties which students will encounter and for the preparation of practice materials which will afford a thorough drill in the difficulty.

Sound Mastery — Phonetic Difficulties

IN phonology this problem is especially apparent. The learner may sometimes have difficulty mastering a sound in the second language simply because it doesn't exist in his native tongue. Our readers will probably recall hearing French or German speakers replace the vowel in *pat* with the vowel in *pet*, or the same speakers pronounce *but* as [boet]. Faced with a new sound, the learner substituted the nearest phonetic equivalent in his language.

A similar case was head by the writer in Nicaragua, where there is no [y] but

only [j]. (We are here using [y] to represent the semivowel and [j] to represent the affricate) The Nicaraguan speaker pronounced Spanish *yo, calle*, etc., with the [j]. When pronouncing English *year*, he was always heard to say something that sounded like *jeer*. One can hear a similar phenomenon in Germany, but for a completely different reason. One German speaker, a native of Halle, spoke English fluently and was certainly aware of the distinction English speakers make between [j] and [y] (*jeer, year*) and between [v] and [w] (*vine, wine*). This native speaker of German was often heard to say, e.g. **yust* for *just*, *jeer* for *year*, *ve* for *we*, **worst* for *versed*. An explanation may be that orthography interferes. Evidently English /j/ was equated with German /y/, English /w/ with German /u/ because of the German spelling. Then, umgekehrt, the English letters *j* and *w* equal the German phonemes /y/ and /u/ respectively.

It is also possible that the two languages involved in the learning process may have a sound in common but the function of that sound in the two languages is completely different, e.g. the relation of *g* to *h*, or regular vs. palatalized consonants in Russian. The speaker of English would have difficulty with Russian phonemes in such cases. This author noted a similar situation in Nicaraguan Spanish in which /n/ had several positional variants, including [ŋ] which always occurred finally. A Nicaraguan pronounced the English word *son* as if written *song* and was completely misunderstood.

Morphological Differences

MORPHOLOGICAL differences must also be considered in preparing materials for second language learning. Native speakers of English have difficulty with highly inflected languages where, for example, case, grammatical gender, animateness, and so on, are categories of inflection.

In the course of a conversation with a scholar in the field of Near Eastern languages, it was learned that in Arabic the numerals over 10 take a singular noun. Arab speakers tend to say *fifteen chair* in English, while native speakers of English would make the opposite error in Arabic (use the plural after the numeral 15). In Arabic, pronouns for inanimate plural nouns are always feminine singular. In referring to books, therefore, the Arabic speaker might be expected to say *She is too expensive*.

Role of Word Order

On the syntactical level the role of word order in English in determining linguistic meaning and, sometimes, even lexical meaning can be perplexing to a foreigner. Examples such as *I get off the train vs. I get the baggage off*. English morpheme classes based upon position in a construction must be introduced through adequate exercise in teaching materials. This is particularly true when the same sequence of phonemes may function in different form classes, e.g. *help, may, name, question; inside*, etc.

Structuring of Experiences

The idea of structuring is also applicable to lexical meaning. We see a difference in the structuring of experiences and the reporting of such experiences when we compare German *Zug* with English *parade, train, draft*, (cf. also *Einberufung*), or English *time* with German *Zeit, Stunde, Uhr, Mal* and French *heure, temps, fois*. Structuring of vocabulary leads us into difference of cultural and social structure in such pairs as *Student : Schueler, Arbeiter : Angestellter*, and the like.

In addition to the implications of structural linguistics for language learning, it should be pointed out that dialect geography can make an important contribution by helping teachers to properly evaluate varieties of speech and levels of speech and to gain a broader perspective of what correctness means.

Dialectal Differences

Dialect geography has shown that, while social and geographical differences exist within a speech community, certain so-called substandard forms may even some day displace accepted standard forms and become correct; French *chaise : chaire, tite* : OF *chief* are notable examples. An interesting case in modern English is *ain't*, a substandard form. It probably bears the same relation to *am not* as *can't : cannot, shan't : shall not*. But one may also compare this with the British pronunciation of *ain't I*, corresponding to their pronunciation of *can't I, shan't I*.

The language teacher can, with an understanding of this, advise students about

language within a linguistic framework. Terms such as "pure" German, Oxford English, patois, jargon, pidgin, all convey a connotation which indicate evaluations of language based on non-linguistic criteria.

Furthermore, a knowledge of dialectal differences in the language of the student may help in solving some learning problems. This writer, as a young high school teacher of French, recalls an interesting case of a native speaker of a variety of English in which there was no distinction between the vowels of *pen* and *pin*. In learning to pronounce the French word *Seine*, the student always said (English) *sin* and could not understand why the

teacher continued to say her pronunciation was wrong. The teacher was in turn a bit perplexed and even exasperated until it dawned upon him what the situation was in the student's English.

Linguistic Research and Classroom

Linguistic science has a definite contribution to make to language teaching. The results of linguistic research can be said to have no validity until they are tested in the classroom. It is our sincere hope that cooperative efforts between linguists and language teachers will continue to foster an increasing application of the findings of linguistics to the field of language teaching.

THE LANGUAGE DEVELOPMENT PROGRAM

of the
National Defense Education Act of 1958

William R. Parker Heads Staff

Staff Members

The Language Development Program is under the direction of Dr. William R. Parker, Chief, Language Development Section, and Dr. Kenneth Mildenerger, Assistant Chief. The section staff includes also Dr. Milton Crane, Specialist for Language and Area Centers, and Dr. Peter S. Mousolite, Specialist for Language Institutes.

Institutional Registration for a Center or Institute

A college or university interested in sponsoring a center or institute, or both, is invited to submit official registration forms. These forms are sent directly to the president of every college and university. The Commissioner will negotiate only with the institution president or an appointed official representative. Two forms are available: Language and Area Center Registry Form and Language Institute Registry Form. From these assembled registry forms, the Commissioner will select, at appropriate times, institutions which seem to approach most closely the duly determined criteria for specific centers and institutes. Negotiations with such institutions will follow, leading in most cases to a contractual arrangement.

An institution may submit a proposal to the Commissioner without waiting for the above procedure to operate. However, an institution submitting such a proposal should recognize that it serves only to suggest a certain possible course of action and to illustrate the institution's concept of a desirable institute or center.

THE Language Development Program was authorized by the enactment of Public Law 85-864, the National Defense Education Act of 1958. It is one of several features of this Act designed, in the words of the Act itself, "to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States."

Broad Activities

Title VI of the Act authorizes the Commissioner of Education, on the basis of determined needs, to contract with institutions of higher education in the United States for two kinds of activity: (1) centers where expanded and improved instruction will be offered in certain critical modern foreign languages, and also, in many cases, in related area studies; (2) institutes where advanced instruction will be offered for eligible individuals engaged in, or preparing to engage in, the teaching of a modern foreign language in elementary or secondary schools, as well as for supervisors or trainers of such teachers. Stipends are available to qualified individuals attending either a center or an institute. The Commissioner is also authorized, directly or by contract, to undertake research and make studies and surveys in the field of modern foreign languages. This authority may be employed to make studies and surveys to determine specific needs for centers and institutes and to conduct such research and experimentation as is necessary to improve the programs at centers and institutes.

ENGLISH TEACHING AND INTERNATIONAL EXCHANGE

By Raleigh Morgan, Jr.

In the post World War II period with United States leadership in world affairs and with thousands of Americans living abroad as government officials, Fulbright scholars and students, we have become increasingly sensitive to problems of communication with other peoples. Many Americans have necessarily acquired or improved foreign language skills but we have at the same time intensified our efforts at establishing United States sponsored programs of English teaching overseas or encouraged the improvement of English teaching in these areas. Many of these projects have been in answer to an ever-increasing demand for programs for improving local English-teaching situations or for facilitating cooperation between United States representatives and our foreign allies.

Exchange of Information

To help meet the great need for English language instruction abroad, the United States Government, as well as private foundations, have coordinated efforts. The International Education Exchange of the Department of State has taken the lead in this coordination. A special committee on English language teaching has been established and is composed of representatives of the International Cooperation Administration, the United States Information Agency, the Department of Defense, the United States Office of Education, and the Conference Board of Associated Research Councils. The purpose of this committee is to assume on a continuing basis the exchange of information about English-teaching programs and resources of these agencies.

Reports on Teaching Programs

Reports of the International Educational Exchange Program indicate a variety of programs in different countries. As a result of a request from the Government of Cambodia, American teachers were sent to help expand English teaching facilities in the secondary schools. Demands were so great that these American teachers were forced to conduct evening courses in cultural centers throughout the country in addition to their regular teaching schedules. In Thailand, American teachers and lecturers have taught on the university level, assisted the Ministry of Education in its training program for Thai teachers of English and developed training programs and materials for use in teacher-training institutions.

Teaching Activities and Contributions

A team of Fulbright scholars have made important contributions to the English teaching activities of the American Commission for Cultural Exchange with Italy. The contribution of scientific linguists has been of especial value here due to the long range program for developing teaching materials based on an application of linguistic science. A well-developed program of regional and national seminars has been especially helpful in building a reservoir of Italian teachers trained in the fundamentals of linguistic science.

The program in Egypt has been likewise noteworthy from the standpoint of applied linguistics. American linguists have prepared a teaching manual and a monograph on the sounds of modern Arabic, which gave rise to wide discussion among Egyptian scholars. The project was continued through 1956 not only by American linguists, but also by Egyptian teachers of English as trainers of teachers who were given grants to engage in a two-year program of study and research at the University of Michigan Language Center and the University of Texas. The Rockefeller Foundation has since given grants to the Egyptian scholars to extend their program.

As an integral part of USIA cultural operations in various parts of the world, seminars are held regularly for national teachers of English. These seminars are generally programmed as seminars in American studies and seek to orient foreign teachers of English in American history and literature together with lectures on linguistics and language teaching. A typical program of this type is represented by the American Studies Seminars or Workshops of USIS Germany. These conferences are organized by cultural officers in the various consular districts with the cooperation, and sometimes financial support, of the regional Ministry of Culture. Such conferences result often in the encouragement of the use of American cultural material in English classes in Germany. USIS Germany uses to a great extent Fulbright scholars and teachers as well as USIS officers.

Private groups have been equally concerned in expanding English teaching opportunities. The Rockefeller Foundation recently made a \$650,000 grant to the University of California at Los Angeles to establish a center for training Philippine teachers of English, with a field cen-

ter to be set up at Manila. The Asia Foundation has cooperated with the International Educational Exchange program in providing tuition and maintenance grants to enable American teachers assigned to the Far East to obtain special linguistic training at the University of Michigan.

The Ford Foundation and the Fund for the Advancement of Education have made very substantial grants to develop English teaching programs abroad. In Indonesia, grants totalling more than \$800,000 from the Ford Foundation were used for an English language training program and for institutes for teacher training. Funds amounting to \$685,000 were given for an English language teaching institute in India as well as grants for improving English teaching in Turkey and, in cooperation with the British Council, in Pakistan.

Language Study and World Unity

These agencies and foundations along with others have contributed a great deal to facilitating language study for world unity. The Center for Applied Linguistics feels that inter-cultural understanding as well as technical cooperation are best attained through language. It is the hope of the Center that the application of linguistic science to this teaching and learning will expedite the process and at the same time make an immeasurable contribution to the methodology of language teaching.

COMING NEXT ISSUE IN THE LINGUISTIC REPORTER

- Language Testing at the Foreign Service Institute
- Work on LOMA—A Case Study in Applied Linguistics
- Summer programs in linguistics, Asian languages, or English as a foreign language
- Language Archives at Indiana University
- Reading List in Applied Linguistics
- School of Applied Linguistics in Edinburgh
- ... and other special features.

QUALIFICATIONS FOR HIGH SCHOOL TEACHERS OF MODERN FOREIGN LANGUAGES

Statement Prepared by the Steering Committee of the Foreign Language Program of the Modern Language Association of America, and Subsequently Endorsed for Publication by the MLA Executive Council, by the Modern Language Committee of the Secondary Education Board, by the Committee on the Language Program of the American Council of Learned Societies, and by the Executive Boards or Councils of Fifteen Other National or Regional Language Organizations.

IT IS VITALLY IMPORTANT that teachers of modern foreign languages be adequately prepared for a task which more and more Americans are declaring essential to the national welfare. Though a majority of the language teachers in our schools are well trained, many have been poorly or inadequately prepared, often through no fault of their own. The undersigned therefore present this statement of what they consider the minimal, good, and superior qualifications of a secondary school teacher of a modern foreign language.

We regret that the minimum here stated cannot yet include real proficiency in the foreign tongue or more than a superficial knowledge of the foreign culture. It must be clearly understood that teaching by persons who cannot meet this minimal standard will not produce results which our profession can endorse as making the distinctive contribution of language learning to American life in the second half of the twentieth century.

Our lowest level of preparation is not recommended. It is here stated only as a point of departure which carries with it the responsibility for continued study and self-improvement, through graduate and in-service training, toward the levels of good and superior preparation.

Those who subscribe to this statement hope that the teacher of foreign languages (1) will have the personal qualities which make an effective teacher; (2) has received a well-balanced education, including a knowledge of our own American culture; and (3) has received the appropriate training in professional education, psychology, and secondary school methods. It is not our purpose to define further these criteria. We are concerned here with the specific criteria for a teacher of modern foreign languages.

I. AURAL UNDERSTANDING

Minimal: The ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.

Good: The ability to understand conversation at average tempo, lectures, and news broadcasts.

Superior: The ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays, and movies.

Test: These abilities can be tested by dictations, by the Listening Comprehension Tests of the College Entrance Examination Board—thus far developed for French, German, and Spanish—or by similar tests for these and other languages, with an extension in range and difficulty for the superior level.

2. SPEAKING

Minimal: The ability to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native.

Good: The ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.

Superior: The ability to approximate native speech in vocabulary, intonation, and pronunciation (e. g., the ability to exchange ideas and to be at ease in social situations).

Test: For the present, this ability has to be tested by interview, or by a recorded set of questions with a blank disc or tape for recording answers.

3. READING

Minimal: The ability to grasp directly (i. e., without translating) the meaning of simple, nontechnical prose, except for an occasional word.

Good: The ability to read with immediate comprehension prose and verse of average difficulty and mature content.

Superior: The ability to read, almost as easily in English, material of considerable difficulty, such as essays and literary criticism.

Test: These abilities can be tested by a graded series of timed reading passages, with comprehension questions and multiple-choice or free-response answers.

4. WRITING

Minimal: The ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations, and the ability to write a short, simple letter.

Good: The ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.

Superior: The ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

Test: These abilities can be tested by multiple-choice syntax items, dictations, translation of English sentences or paragraphs, and a controlled letter or free composition.

5. LANGUAGE ANALYSIS

Minimal: A working command of the sound-patterns and grammar-patterns of the foreign language, and a knowledge of its main differences from English.

Good: A basic knowledge of the historical development and present characteristics of the language, and an awareness of the difference between the language as spoken and as written.

Superior: Ability to apply knowledge of descriptive, comparative, and historical linguistics to the language-teaching situation.

Test: Such information and insight can be tested for levels 1 and 2 by multiple-choice and free-response items on pronunciation, intonation patterns, and syntax; for levels 2 and 3, items on philology and descriptive linguistics.

6. CULTURE

Minimal: An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs, and contemporary civilization of the foreign people.

Good: First-hand knowledge of some literary masterpieces, an understanding of the principal ways in which the foreign culture resembles and differs from our own, and possession of an organized body of information on the foreign people and their civilization.

Superior: An enlightened understanding of the foreign people and their culture, achieved through personal contact, preferably by travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts.

Test: Such information and insight can be tested by multiple-choice literary and cultural acquaintance tests for levels 1
(Continued on page 8)

and 2; for level 3, written comments on passages of prose or poetry that discuss or reveal significant aspects of the foreign culture.

7. PROFESSIONAL PREPARATION

Note the final paragraph of the prefatory statement.

Minimal: Some knowledge of effective methods and techniques of language teaching.

Good: The ability to apply knowledge of methods and techniques to the teaching situation (e. g., audio-visual techniques)

and to relate one's teaching of the language to other areas of the curriculum.

Superior. A mastery of recognized teaching methods, and the ability to experiment with and evaluate new methods and techniques.

Test: Such knowledge and ability can be tested by multiple-choice answers to questions on pedagogy and language-teaching methods, plus written comment on language-teaching situations.

Reprinted from the Health, Education and Welfare, Office of Education, Bulletin Number 16, 1958 *Modern Foreign Languages in the High School*.

THE LINGUISTIC REPORTER MAKES DEBUT

Clearinghouse of Information and Coordination

In our various coordination and continuity contacts with officials of private and governmental agencies, the Center for Applied Linguistics has been impressed by the fact that each one, without exception, speaks of the great need for coordination of efforts to achieve maximum utilization of available resources in the English teaching program abroad. This is true whether U. S. Government agencies, U. S. agencies and private foundations, American or foreign institutions are involved. This is considered even true when the question of materials arises. A university official recently remarked that, after having worked a long period on developing materials for teaching English to foreigners embodying a certain principle, it was discovered that a scholar at another institution had done the same thing. This official felt that there was plenty of room for the Center for Applied Linguistics, not necessarily to do analyses, but to coordinate the efforts of others and to aid in the distribution of such productions by publishing them.

Continuity of Program

Many officials contacted by the Center expressed the great need for continuity in language teaching programs overseas. In its announcement of Fulbright awards in linguistics and teaching English as a foreign language, The Conference Board of Associated Research Councils states the basic objectives of the awards is to encourage the establishment of indigenous centers of research and training in linguistics, the exchange of research results, and the establishment of programs of continuous collaboration between American and foreign universities for the develop-

ment of methods and texts for the teaching of English and of foreign languages in participating countries and in the United States.

It is the belief of the Center for Applied Linguistics that the development of interest and initiative abroad in the establishment of English teaching programs would do more to aid continuity and contribute more to influencing methodology than any other way. One real problem inherent in the exchange program is the usual yearly replacement of American scholars engaged in directing or coordinating English teaching activities overseas. The Conference Board, in its planning, has normally overlapped personnel, given thorough briefings to new personnel, held conferences, encouraged the cooperation of interested authorities of the host country, yet the problem still exists.

The Center would be pleased to cooperate with the various programs in order to improve coordination and continuity. It is the hope of the Center that this newsletter, which makes its debut with this issue will in a small way be the beginning of an answer to this need.

Information Clearing House

We plan to make the *Reporter* a clearing house of information about applied linguistics, personnel, and personalia in this field; it will provide notes on projects and publications representing an application of linguistic science. The Center does not plan to make the *Reporter* a learned journal but the emphasis will be on information and coordination. We shall, of course, occasionally print interesting papers or reprint informative talks by prominent practicing linguists, teachers and others. In addition, reader comments and exchanges are invited.

CONFERENCE ON TEACHING ENGLISH ABROAD

Ambassador Allen To Greet Participants

The Center for Applied Linguistics is pleased to announce the forthcoming Conference on Teaching English Abroad in Washington, May 18-20. The opening session of the Conference will be addressed by Ambassador George V. Allen, Director, U. S. Information Agency, and by prominent figures in academic or public life.

Chief Conference participants will represent the United States Information Agency, the British Council, university scholars and interested representatives of government agencies.

The Conference, mindful of the role of the English language in the world community, will examine the fundamental concepts and aims of English teaching. Various panel groups will discuss cultural content, audio-visual techniques, the British Council program, teacher training and potential areas of cooperation in language teaching.

Did You Know That . . .

YALE UNIVERSITY

YALE UNIVERSITY will conduct an orientation center for foreign students this summer . . .

UNIVERSITY OF PUERTO RICO

THE ENGLISH DEPARTMENT of the College of Education of the University of Puerto Rico is considering the establishment of a center of investigation and research in the teaching and learning of English as a second language . . .

(Continued from page 3)

joined forces in 1957 in inaugurating the annual summer program by offering at the School for Advanced International Studies in Washington five intensive language courses in Arabic, Turkish and Persian. This program, which will be located in a different host institution each year, is also experimental. The participating universities hope to see improved techniques of teaching and new textbooks at the end of the five-year trial period. This project is largely financed by the Ford Foundation and is administered by the Committee on the Near and Middle East of the Social Science Research Council.

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VARIETY IS IN SUMMER LINGUISTIC OFFERINGS

U.S. and Foreign Programs Will Be Attractive

by Raleigh Morgan, Jr.

AN examination of the various summer school bulletins and announcements will reveal that a variety of institutions of higher education in this country and abroad are offering very attractive programs in linguistics, both theoretical and applied. Institutions range in size from the University of Michigan to Saint Michael's College in Winooski, Vermont. Course offerings include programs in English as a foreign language, summer institutes for teachers, area programs which include linguistics, traditional and/or intensive language courses and linguistics.

Universities such as Buffalo, Georgetown, Columbia, Michigan and American offer programs in English for foreign students as well as courses of study for persons preparing themselves to teach English as a second language.

Workshop in Linguistics

The University of Buffalo announces a Linguistics Workshop in which the emphasis is on linguistics and the teaching of English and the Language Arts. This workshop is designed for teachers in the elementary schools and teachers of English in secondary schools, though it will be of value to all concerned with the teaching of the language arts, from literacy to literature, including teacher-education specialists and supervisors.

Georgetown, Columbia, Michigan and American Universities all have courses in English for foreign students while Michigan and Columbia announce programs in the field of teaching English as a foreign language.

St. Michael's College in Vermont with a normal enrollment of 700 to 750 students, has a Department of English for

See VARIETY, 2, col. 1



Standing left to right: J. B. Carroll, A. A. Hill, M. A. McQuown, A. L. Davis
Seated left to right: T. W. Russell, J. M. Cowan, N. M. Welker, C. A. Ferguson, A. T. MacAllister, M. Johnston, R. Morgan, Jr., M. J. Fox, J. M. Espinosa

CENTER'S ADVISORY COMMITTEE HOLDS FIRST MEETING

Policy Group Meets in Washington on April 1

ON Wednesday, April 1, the Advisory Committee of the Center for Applied Linguistics held its first meeting, which was devoted to a discussion of the accomplishments of the Center up to that time and the plans for future operations of the Center. Professor A. T. MacAllister, Acting Director of the Foreign Language Program of the Modern Language Association, presided over both the morning and afternoon sessions, and most of the members of the Committee were present throughout the day. Those in attendance were Professors J. B. Carroll (Harvard), J. M. Cowan (Cornell), A. L. Davis (American Univ.), A. A. Hill (Texas), N. A. McQuown (Chicago), and W. F. Twaddell (Brown); Drs. J. M. Espinosa (Dept. of State), M. G. Johnston (Dept. of Health, Educ. and Welfare), and T. W. Russell (Conference Board of Associated Research Councils). In addition, the staff of the Center and Melvin J. Fox, of the Ford Foundation, were present.

The Center and Its Operations

Highlights of the morning session included an account by Dr. Russell of the background of the Center and reports by members of the staff on the activities of the Center. Dr. Russell traced the development of the idea of the Center from some remarks of Mortimer Graves and

others some six years ago through the recommendations of the Ann Arbor conference in the summer of 1957 and the proposal of the Center (drafted by the advisory and screening committee for Fulbright grants in English and linguistics and then revised and submitted by the MLA to the Ford Foundation) up to the actual opening of the Center on February 16.

Dr. Ferguson began his report by expressing appreciation of the cooperation and support of the officers of the MLA as well as strong satisfaction with the close association between the Center and the Conference Board and the National Academy of Science, which is greatly facilitating the operations of the Center in its initial stages. He voiced the hope that these close relationships would continue, and noted especially the constant availability of Dr. Russell, whose consultation and advice are much appreciated by the staff of the Center.

The activities of the CAL were described under the headings of dissemination of information, coordinating functions, archiving, and special projects. Under the first heading the Director mentioned the large volume of correspondence

See CENTER 2, Col. 1

foreign students and offers Basic English and regular courses for foreigners as well as an English Language Institute for foreign teachers of English.

Institutes for Teachers

All over the country, one finds attention given to institutes for teachers of foreign languages. These institutes or courses of study are on the graduate level and propose to improve the language facility of teachers, introduce them to the culture and civilization of the language, include questions of methodology and linguistics and indicate plans for demonstration of techniques. These institutes, either in cooperation with the United States Office of Education or privately sponsored by the institution, are directed toward the in-service training of elementary and secondary teachers of modern and classical languages.

Summer Institutes will be at Colgate, Colorado, Georgia, Hollins College, Louisiana State, San Francisco State and the Universities of Maine, Michigan, Missouri, South Dakota, Texas and Washington. Private programs will be at Florida, Yale, Columbia, Georgetown, Buffalo; at St. Michael's College in Vermont and Mundelein College in Chicago.

For those interested in foreign study, courses in methodology will be offered along with Indian linguistics at the Coimbatore Summer School of Linguistics in India, to be held at the P.S.G. College of Technology, Coimbatore, May 4 to June 15.

Courses in methodology are also available at Georgetown and Columbia. Columbia is featuring the internship in the college teaching of English, in teaching English as a second language and in teaching foreign languages. Workshops in materials and procedures will also be offered at the New York institution.

Georgetown announces in its summer program that a special program on foreign languages in the elementary schools is tentatively planned. This same institution has scheduled an integrated program on the structure and teaching of Latin from June 17 to August 12.

Michigan Program

In the Michigan Linguistic Institute itself, courses are available in teaching English as a foreign language and in teaching Latin. The Modern Language Institute, in cooperation with the United States Office of Education, has a program designed for elementary and secondary teachers of foreign languages, including teachers who will be in charge of advanced placement or accelerated courses.

The Ann Arbor institution has also announced programs of study for teachers

in Asian and classical studies. The other universities and colleges planning courses for teachers naturally include area studies, but the emphasis is on area in the summer program on South Asia at Chicago and the program on India and Pakistan at Pennsylvania. Incidentally, St. Michael's College has United States area studies in its Institute for Foreign Teachers of English.

Variety of Languages

A great variety of languages is being taught both traditionally and intensively in these institutions. In some cases beginning courses are organized as intensive while more advanced ones are taught in the traditional manner. Alberta is offering Eskimo, while Chicago has Bengali, and Hindustani is available at Pennsylvania. The Michigan Bulletin indicates that one can take intensive courses in ancient Greek, Latin, Japanese and Russian. Columbia has numerous offerings in languages. In the language departments, intensive courses are given only in French, Russian and Spanish alongside the traditional ones.

Columbia Host

As host to the Five-University program in Near and Middle Eastern Studies, Columbia has intensive courses available in Arabic (Modern Standard, Egyptian Colloquial, and Intermediate), Hebrew, Persian and Turkish. Supplementary courses in Areal Linguistics, Economics, and Government are likewise offered in the Near and Middle East Institute in the New York institution.

Yale has a great variety of modern language offerings at its Summer Institute ranging from French and Spanish to Thai and Vietnamese. The Georgetown offerings also include a similar range in the Institute of Languages and Linguistics.

Linguistic Sciences

The leader among linguistic programs is the Michigan Linguistic Institute. The Institute has course offerings covering general, historical and comparative linguistics, inter-disciplinary fields and applied linguistics. In addition, the Michigan program is reinforced by the Modern Language Institute and area programs.

The University of Alberta has solid offerings in general linguistics, Eskimo language and culture and should be attractive to research scholars in Amerindian linguistics, bilingualism, linguistic geography and lexicology. The Coimbatore program has extensive offerings in Indian linguistics as well as general. Georgetown's courses in this field are in the area of general linguistics while at Columbia the emphasis seems to be on historical linguistics.

Persons interested in details about each program should address inquiries to the

Director of the Summer Session of the appropriate institution or to the Director of the above named summer programs.

ADVISORY MEETING — *cont'd from Page 1* already being carried on and the publication of the *Linguistic Reporter*, the first issue of which was then in proof. Under coordinating functions he listed the role of the Center with the Committee on South Asian Languages and with the Five-University Summer Program in Middle Eastern Languages. Miss Walker explained the archiving activities of the Center, describing the filing and cross-indexing begun and planned. Dr. Morgan listed several special projects in the offing, discussing in some detail the conference on English language teaching sponsored by the Center with the cooperation of the United States Information Agency May 18-22, for which he is doing most of the planning.

Dr. William R. Parker, Chief of the Language Development Branch of the Office of Education, Dr. Kenneth Mildner, Assistant Chief, Mr. Arthur Vogel, Chief, Cultural Operations, USIA, and Dr. Francis A. Young, Executive Secretary of the Conference Board of Associated Councils joined the group for lunch and informal conversations.

Possible Roles of Center

In the afternoon the meeting was resumed with presentations by Dr. Espinosa and Professor Davis on the potential role of the Center with respect to government agencies and academic institutions respectively. Dr. Espinosa covered possible services the CAL could perform for the division of International Educational Exchange Services (Dept. of State), USIA, and the International Cooperation Administration. Professor Davis pointed out specific advisory and coordinating functions the Center might carry out and urged the avoidance of duplication. Mr. Fox also spoke briefly on the continuing and increasing interest of the Ford Foundation in certain aspects of applied linguistics and expressed the gratification of the Foundation with the work of the Center so far.

Resolution of Approval

The rest of the afternoon was spent in general discussion of topics brought up in the preceding reports and presentations. Eight specific suggestions were made for the Center to consider; these will be reviewed in later issues of the *Reporter* as they develop. Before the final adjournment two resolutions were passed unanimously: (1) that the Committee extend its hearty approval of the work done so far by the Center and of its current plans for the future, and (2) that the Director be instructed to explore further the suggested holding of a linguistic conference in Latin America in the summer of 1960.



A SURVEY OF THE MAJOR LANGUAGES OF AFRICA

(Reprint of a Survey for the Institute of Languages and Linguistics,
School of Foreign Service, Georgetown University)

William E. Welmers
Hartford Seminary

There are said to be some 800 languages in Africa south of the Sahara, spoken by a total population of perhaps 150,000,000 people. The average number of speakers per language is thus under 200,000. Somewhat over 50 of these languages number over 500,000 speakers each, and these languages are spoken by a total of about 90,000,000 people, or roughly sixty percent of the total population.

From the point of view of number of speakers, 500,000 seems to be a convenient figure at which to make a cut. This provides a sampling of all the major language families, and most of their major branches. It also gives a fairly comprehensive geographical coverage: the list includes a major or large language at or very close to almost any point on the continent, and includes at least one language spoken in every administrative territory. At the same time, of course, mere numerical size is no measure of strategic importance. Fula, for example, because of its divisions and the culture of many of its speakers, is probably of less strategic importance than Luganda, although it is spoken by about five times as many people. In most cases, however, the largest languages in a given area are the most important. The relative importance from area to area, from any point of view, tends to depend on considerations of government policy, literary usage, indigenous culture, and other nonlinguistic factors.

The number of speakers of most African languages is a question of estimates which vary widely in their validity. The estimates below are taken from various sources, and in almost every case two or three estimates were consulted. Where the estimates were fairly close, an average was taken. Where there was considerable spread, a judgment was made as to which estimate appeared to be more accurate on the basis of its sources, internal evidence, and personal knowledge of the field. One figure, that for Hausa, is quite arbitrary. Estimates of the number of speakers of Hausa vary from four million to ten million or more. The higher figure certainly includes people who have a meager knowledge of the language for trade. The lowest figure probably includes only native Hausas in Nigeria alone. I have, with some arbitrariness but also with some care, chosen the figure of six million.

The major part of the following survey lists sixty-six languages which appear to have 500,000 or more speakers. A few of these may be high estimates, so that they should

not be in the list, and there are probably a few others which would make the list upon a more careful census. The list of languages, with the major areas in which they are spoken and the number of speakers, is given in a concise statistical form, organized by language families and branches. Raised numerals refer to numbered comments that are added after the list to explain a variety of problems.

Following this list, a broad sampling of some of the largest languages is given, still based on the assumption that linguistic and geographical coverage are of value. This, naturally, involves a great deal of interpretation; but it also gives a briefer survey of some of the most important languages. Finally, this is further condensed into a suggested list that incorporates a maximum coverage of the field with a minimum number of languages.

1. Languages Spoken by 500,000 or More People

AFRO-ASIATIC FAMILY		
Semitic		
Amharic	(Ethiopia)	5,000,000
Tigrinya	(Eritrea)	500,000
Cushitic		
Galla	(Ethiopia)	3,000,000
Somali	(Somalia)	2,500,000
Sidamo	(Ethiopia)	500,000
Chadic		
Hausa	(Nigeria, Niger)	6,000,000
Total Afro-Asiatic		18,100,000
CHARI-NILE FAMILY		
Nubian ¹	(Sudan)	900,000
Nilotic		
Dinka	(Sudan)	500,000
Nuer	(Sudan)	500,000
Acooli (Luo)	(Sudan)	500,000
Total Chari-Nile		2,400,000
CENTRAL SAHARAN FAMILY		
Kanuri	(Nigeria, Niger, Chad)	1,500,000
Total Central Saharan		1,500,000
NIGER-CONGO		
West Atlantic		
Fula ²	(Guinea, Nigeria, etc.)	5,000,000
Wolof	(Senegal)	500,000
Temne	(Sierra Leone)	500,000
Mande		
Maninka-Bambara-Dyula ³	(Guinea, Soudan, etc.)	3,000,000
Mende	(Sierra Leone)	500,000
Kpelle ⁴	(Liberia, Guinea)	500,000
Gur		
More	(Haute Volta)	2,000,000
Senufo ⁵	(Soudan, Ivory Coast)	700,000
Kwa		
Yoruba	(Nigeria)	3,000,000
Igbo	(Nigeria)	3,000,000
Akan ⁶	(Ghana)	3,000,000
Ewe	(Ghana)	800,000
Fon	(Dahomey)	700,000
Anyi-Baulé	(Ivory Coast)	500,000
Kru-Bama	(Liberia)	500,000
Bini	(Nigeria)	500,000

Adamawa-Eastern		
Zande	(Congo, Fr. Equat. Afri.)	500,000
Central		
Efik ¹	(Nigeria)	1,000,000
Tiv ¹	(Nigeria)	700,000
Fang-Bulu	(Cameroun, Fr. Equat. Afr.)	1,300,000
Chi-luba	(Congo)	3,400,000
Ki-kongo	(Congo)	1,200,000
Ia-ngala	(Congo)	700,000
Lo-mongo - Lo-ukundo	(Congo)	50,000
Ki-nya-Ruanda	(Ruanda-Urundi)	5,000,000
Ki-rundi	(Ruanda-Urundi)	1,500,000
U-bundu	(Angola)	1,700,000
Ki-mbundu	(Angola)	1,000,000
Cokwe	(Angola)	600,000
Makua	(Mozambique)	1,000,000
Thonga	(Mozambique)	800,000
Shi-Tawa	(Mozambique)	500,000
Shona	(Southern Rhodesia, etc.)	1,500,000
Bemba	(Northern Rhodesia)	500,000
Nyanja	(Nyasaland)	900,000
Ki-swahili	(Tanganyika, etc.)	7,800,000
Nya-mwesi - Sukuma	(Tanganyika)	1,000,000
Ki-kuyu	(Kenya)	700,000
Lu-ganda	(Uganda)	1,000,000
Nyoro	(Uganda)	500,000
Zulu ²	(Union of South Africa)	2,500,000
Xhosa ²	(Union of South Africa)	2,400,000
Se-sotho	(Union of South Africa)	600,000
Se-tswana	(Union of South Africa)	500,000
Pedi	(Union of South Africa)	700,000
Total Niger-Congo		66,700,000
(of these, Bantu: 39,800,000)		
Total in major languages:		88,700,000

Notes on the above:

- (1) Nubian is a monotypic group in the Chari-Nile family.
- (2) In addition to the Futa-Djalou and Adamawa Fula areas, where Fula is the language of a large settled population, small enclaves of semi-nomadic Fulani are scattered virtually from Dakar to the Nile. The extent of mutual intelligibility within these groups, and especially between the two largest groups, is unknown. The speech of all of them is traditionally considered a single language.
- (3) Maninka, Bambara, and Dyula are commonly listed as three different languages. However, it is known that the town of Kong, in the Ivory Coast, was settled from the Bamako area in about the 14th century. Yet, perhaps because of constant trading contact, the Dyula of Kong and the Bambara of Bamako are largely mutually intelligible. Maninka and Bambara are to a large extent mutually intelligible at least to men, who travel around a little more than women. In many areas, the term "Dyula" simply means "Maninka or Bambara away from home". The Malinke of Senegal and Gambia may not be as closely related to Maninka as the latter is to Bambara, although Malinke and Maninka are usually cited as one language because the names are etymologically the same. The whole question of language names is a mass in many parts of Africa, and probably nowhere more than here. But to make a long story short, I would judge from my personal experience that, if I learned the Maninka of Kankan, I could understand and be understood in Bamako, Kong, and almost any other place covered by these three names.
- (4) In French Guinea, Kpelle goes by the name of Guerzé. It is also cited here and there as Kpessi, Kpwessi, Pessi. It is all the same language. This is quite typical of naming problems in many areas.
- (5) At this particular point, I am including as "Senufo" the two languages which I am calling Suppire and Senari. At the extremes, these are not mutually intelligible, although they are joined by a chain northern of small dialects such that each is mutually intelligible with the next. Suppire also includes Mianka, which is completely intelligible to anyone in the northern Senufo area. Palaka, Dymini, and Tagbana are not included here. They are sufficiently distinct, and with no chain of mutually intelligible dialects connecting them to Suppire or Senari, to merit separate treatment. The three together have about 85,000 speakers.
- (6) Along with some other people, I like the name "Akan" to cover the terms Fante, Twi, Ashanti, Brong, and a few others. All of the dialects involved are mutually intelligible, and the mutual intelligibility extends about a hundred miles into the Ivory Coast west of Bondoukou. In the proper sense, "Fante" designates only a coastal group of dialects. "Twi" properly designates only the extreme south-eastern dialect of Akwapim. But these two dialects have achieved literary status, and are therefore commonly listed as two different "languages". Natives of a large part of the Ashanti empire bridle at the association of their language with "Fante", and aren't particularly

eager to be designated by the limited term "Twi". Somehow, "Akan" (originally the name of a sort of buffer state between Ashanti, and Fante) seems to please almost everyone. Christaller's awkward compromise "the Fante and Ashanti language known as Twi" is a little like saying "the Atlantic Coast and American language known as Texan". "Akan" is admittedly a little like calling Dutch-Flemish-German-Austrian "Swiss", but at least it seems to start the fewest arguments.

(7) With the exception of Efik and Tiv, all of the languages listed under the Central Branch of Niger-Congo are Bantu.

(8) If Zulu and Xhosa were two small languages spoken in French West Africa, they would probably be called dialects of the same language. Their huge numbers of speakers (as Africa goes), and the historical accidents of work done in them, has made it customary to list them as separate languages. There may well be other pairs in the same category in this list.

2. A Broad Sampling of Typical Major African Languages

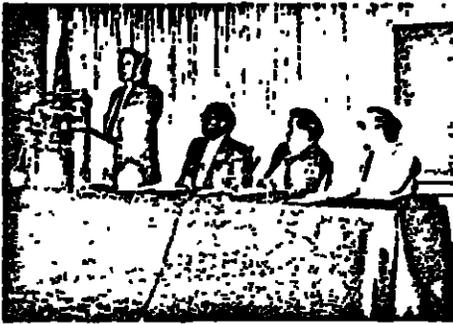
The following list is of no particular linguistic importance. It is designed primarily to exhibit a variety of the largest African languages such that the linguistic and geographical coverage will be reasonably complete, and at the same time most of the linguistic families will be represented. Such a list as this might be made the basis for a language program designed to cover the continent geographically, strategically, numerically, and linguistically. The Union of South Africa is not included here.

Language	Family	Group	Area	Speakers
Amharic	Afro-Asiatic	Semitic	Ethiopia	5,500,000
Hausa	Afro-Asiatic	Chadic	Nigeria, etc.	6,000,000
Fula	Niger-Congo	West Atl.	Guinea, etc.	5,000,000
Maninka, etc.	Niger-Congo	Mande	Guinea, etc.	3,000,000
More	Niger-Congo	Gur	Haute Volta	2,000,000
Yoruba	Niger-Congo	Kwa	Nigeria	3,600,000
Igbo	Niger-Congo	Kwa	Nigeria	3,000,000
Akan	Niger-Congo	Kwa	Chana	2,000,000
Ki-Swahili	Niger-Congo	Central	Tanganyika, etc.	7,800,000
Nya-ruanda	Niger-Congo	Central	Ruanda-Urundi	5,000,000
Chi-luba	Niger-Congo	Central	Congo	3,400,000
Ki-kongo	Niger-Congo	Central	Congo	1,200,000
Umbundu	Niger-Congo	Central	Angola	1,700,000
Shona	Niger-Congo	Central	So. Rhodesia	1,500,000
Lu-ganda	Niger-Congo	Central	Uganda	1,000,000

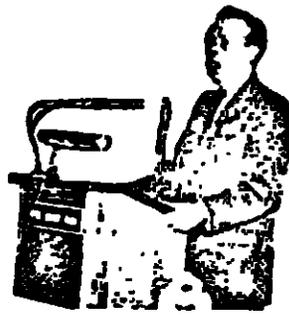
3. Possibilities for a Small Language Program

In a small language program, if a maximum coverage of area and of linguistic types is desired, several factors other than numerical size and even strategic importance must be considered. For example, Amharic is the only officially recognized language of Ethiopia. It would be of no particular importance at this stage to undertake work in Galla or Tigrinya. An example of a different kind of problem can be exemplified by Umbundu and Kikongo. These languages are in different administrative areas, but close together geographically and very closely related. It would not be wise to work extensively on both of them at the expense of work on, for example, Yoruba. Indeed, a good student of one could probably pick up the other with little difficulty on the field. Based on these and other factors too obvious to mention, a reduced list of particularly important languages from the point of view of a language program might be the following:

1. Amharic (for Ethiopia-Eritrea only)
2. Hausa (for northern Nigeria, Niger, and some adjacent areas)
3. Maninka or More (for western French West Africa)
4. Yoruba or Igbo or Akan (for southern Nigeria or Ghana)
5. Swahili (for much of East Africa)
6. Kikongo (for western Central Africa)



Ambassador Allen, Raleigh Morgan, Jr., Robert Morris, Charles A. Ferguson



Ambassador George V. Allen



R. Harvey Wood, G. Winchester Stone, Raleigh Morgan, Jr.



Audience: (Some members in first and second rows: D. Y. Morgan, Robert Lado, Truman W. Russell, Melvin J. Fox, Earl W. Stevick



Arthur Vogel, H. Harvey Wood, G. Winchester Stone, Ambassador Allen, Raleigh Morgan, Jr., Robert Morris, Charles A. Ferguson



Albert H. Marckwardt, Annis Sandvos

ALLEN KEYNOTES CONFERENCE ON ENGLISH TEACHING ABROAD IN CAPITAL

AMBASSADOR George V. Allen, Director of USIA, keynoting the Conference on English Teaching Abroad, said that the English language is eagerly received by people of other tongues in all parts of the world. The demand is so great in fact that all parties engaged in teaching English abroad must now establish priorities among the nations to be serviced and establish ways and means of more fully utilizing existing teaching facilities.

The Conference, held at the Hotel Dupont Plaza in Washington on May 18, 19 and 20 was sponsored by the Center for Applied Linguistics in cooperation with the USIA. Participants were delegates of the British Council, prominent educators, linguists and government officials suggested by the USIA.

Ambassador Allen was followed by Dr. G. Winchester Stone, Executive Secretary of the Modern Language Association of America, who underlined the interest of the MLA, symbolized particularly by its connection with CAL, in English teaching abroad and the significance of the cultural and scientific role of the English language in the world community.

Mr. John A. Quinn gave a detailed report of the extensive support of English

teaching overseas by the Ford Foundation. The General Chairman, Professor Albert H. Marckwardt highlighted the background papers and brought the opening session to a close.

On the panel for *Cultural Content in Language Learning* were: W. Freeman Twaddell, Brown University, Moderator; Ronald Mackin, British Council; Robert A. Hall, Jr., Cornell University; and Annis Sandvos, United States Information Agency. The participants in the panel on *Audio-Visual Techniques in Language Teaching* were: J Milton Cowan, Cornell University, Moderator; David Y. Morgan, British Council; George Borglum, Wayne State University; Edward Cornelius, Jr., English Language Services; and Christine Gibson, Language Research, Inc.

The British Council discussed *Recent Developments in its English Teaching Programs*. Participants were H. Harvey Wood, Horace A. Cartledge, Ronald Mackin and D. Y. Morgan.

Alva L. Davis, American University, was moderator of the panel discussion on *Training Teachers of English as a Foreign Language*. Participants were: Ronald Mackin, University of Edinburgh; James Echols, United States Information Agency; Robert Lado, University of Michigan;

Earl W. Stevick, Scarritt College; Paul Stoakes, Florida State University.

Participants in the panel discussion on *Priority Matters for Cooperative Action* were: Archibald A. Hill, University of Texas, Moderator; Charles A. Ferguson, Director, Center for Applied Linguistics; Albert H. Marckwardt, University of Michigan.

Appointments were scheduled for members of the British Council with each of the United States Government Agencies engaged in English teaching on May 21 and 22.

Proceedings of the Conference will be distributed by the Center for Applied Linguistics to interested persons and institutions at some time late in the summer.

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Dr. Charles A. Ferguson, Director; Dr. Raleigh Morgan, Jr., Associate Director; Nora M. Walker, Staff Assistant.

THE FOREIGN SERVICE INSTITUTE TESTS LANGUAGE PROFICIENCY

State Department Examines Government Personnel

By Frank A. Rice, FSI

IN July, 1958 the Language Testing Unit was set up as a part of the School of Languages, Foreign Service Institute, Department of State. The primary function of this Unit is to provide language proficiency tests for personnel of the Department of State, principally Foreign Service officers. To some extent it provides similar services for other Government agencies.

Various special circumstances have determined the form of the testing program. First, the tests are intended to evaluate "absolute" proficiency, not achievement in a particular course of study. The examiners usually do not know how or where the officer acquired what he knows of the language. Second, the tests must be brief; they must be fitted into a crowded schedule when the officer is in Washington on consultation. Third, the tests must be able to evaluate proficiency in both speaking and reading over the entire range of competence, from zero proficiency to native or near native command.

The Test

A test generally lasts half an hour. It is conducted by two examiners. One of these is a trained native speaker of the language in question; the other is an American linguist on the staff of the School of Languages. The examiners are responsible for assigning final ratings.

The test of proficiency in speaking is a kind of interview, approximating to some extent a social situation. The officer is first engaged in general conversation, and is then encouraged to talk about his professional activities or fields of special interest.

About half the test is devoted to speaking. The balance of the time is devoted to reading. The officer is given a series of brief graded passages, and is asked to give the content in English.

Two Ratings

As a result of the test the officer receives two ratings, one on his speaking ability (called the "S-rating"), the other on his reading ability (called the "R-rating"). These ratings are expressed by a number on a scale that runs from zero (no practical knowledge) through 5 (native or near native command).

The basic pattern of the tests was established some time before the Testing Unit was set up as a separate function. Recent developments in the program have

been attempts to introduce more objectivity into the procedure, rather than to replace it by something different.

The most important recent development is an instrument designed to help in the measurement of proficiency in speaking. The remainder of this paper is an account of this instrument, called a "Check List of Performance Factors." Discussion of the problems of measuring proficiency in reading would extend the account unduly.

The Check List

The *Check List* contains five "Factors": Accent, Grammar, Vocabulary, Fluency, Comprehension. Considerable work went into selecting these Factors. The criterion was that they should be of such a sufficiently general nature that they would apply equally well to all languages. Early lists contained as many as fourteen factors. A tentative version of the *Check List* contained eight. This number was soon reduced to the present five when statistical analysis showed very high correlations between some factors and the irrelevance of others, at least for certain languages.

Beside each Factor is a six-point descriptive scale, with "polar" terms. For example:

polar term X — : — : — :
 (1) (2) (3)
— : — : — polar term Y
 (4) (5) (6)

The scale positions are given linguistic definitions: (1) extremely X, (2) quite X, (3) more X than Y, (4) more Y than X, (5) quite Y, (6) extremely Y.⁶

The complete set of Factors and the polar terms for the accompanying scales are as follows:

ACCENT
foreign—native
GRAMMAR
inaccurate—accurate
VOCABULARY
inadequate—adequate
FLUENCY
uneven—even
COMPREHENSION
incomplete—complete

Procedure

For each test both examiners are requested to fill out a separate *Check List*, rating the individual's performance in respect to each Factor by placing a check mark in the appropriate place on the accompanying scale. They are requested to do this independently. However, the final

S-rating is to be determined by mutual consultation and agreement.

Purpose of Check List

The original purpose of the *Check List* was to help counterbalance the inherent subjectivity of the testing procedure by providing agreement about what aspects of the performance were to be observed, a control on the attention of the observers, and a system of notation that would make the judgments of different observers more nearly comparable.

There is no doubt that the *Check List* accomplished its original purpose. This was expected. What was quite unexpected was what emerged from statistical analysis. This provided basic evidence of a high degree of consistency in the subjective judgments of the examiners. The instrument could thus serve not only as a useful record, but also as a highly accurate predictor.

Two samples of 150 tests each were subjected to statistical analysis. Multiple correlations of the five scales of the *Check List* with the final S-ratings showed coefficients of correlation that were very high (.95 in both cases). From these correlations it was possible to assign weights to the different positions on the scales. This resulted in a scoring system: The total obtained by adding the credits given for each scale on the *Check List* yielded a predicted score that agreed almost perfectly with the S-rating assigned by the examiners.

Weightings

The staff of the Testing Unit feels that it is too early to publish the weightings in use at present. The two multiple correlations have yielded somewhat different results, though both have high predictive power. It is felt that a larger and more representative sample is necessary; the present samples are heavily influenced by Indo-European languages, particularly French, Spanish and German. However, a few general comments may be made: The factor of *Accent*, rather surprisingly, has a very low, even negligible weight. *Grammar*, on the other hand, is heavily weighted. The relative weighting of *Vocabulary*, *Fluency*, and *Comprehension*, both to each other and to the other two factors, is unstable.

Use of the scoring system to determine final S-rating is not mandatory. Nevertheless the examiners have demonstrated their confidence in the device, as they frequently use it to resolve cases where there is divergence of opinion or mutual uncertainty.

⁶ The idea for the scales came from certain portions of *The Measurement of Meaning*, by Charles E. Osgood, George J. Suci, and Percy H. Tannenbaum (Urbana, University of Illinois Press, 1957). The particular inspiration was a measuring device called the "semantic differential."

NOTE ON THE CLASSIFICATION OF AFRICAN LANGUAGES

William E. Welmers

The purpose of this summary is practical rather than academic or scientific. The immediate problem is not to defend or refute any particular theory of language classification, but rather to define the scope of a program in African languages, and to lay a foundation for more detailed observations. At the same time, naturally, this summary is bound to incorporate certain critical judgments and personal opinions. I am confident, however, that no serious scholar at present would disagree violently with the main outlines of the material presented here as a practical foundation for further planning.

The history of African language classification begins in 1808, when Heinrich Lichtenstein, a German traveller, recognized the genetic relationships of the languages of the southern prolongation of Africa, with the exception of Bushman and Hottentot. In 1862, Bleek, a South African scholar, proposed the term "Bantu" for this group of related languages — a proposal which has enjoyed a universal acceptance rare in comparative linguistics. From the beginning, a system of noun classification marked by prefixes, and a comprehensive system of prefix concord in modifiers and pronouns, were noted as distinguishing characteristics of a Bantu language.

The first extensive information on languages to the north of the Bantu languages, particularly those of West Africa, became available around the middle of the 19th century, with the publication of Clarke's *Specimens of Dialects* (1848) and Koelle's *Polyglotta Africana* (1859). Koelle attempted a tentative classification of the 156 languages for which he gathered material, but naturally was not in a position to present a comprehensive outline. In details, however, much of his classification remains valid today, although much of his terminology is rarely used.

During the first half of the 20th century, the names of Meinhof, Westermann, Delafosse, and later Tucker dominate the field of scholarly comparative linguistics in Africa. Meinhof did definite work in comparative Bantu studies. He also said a great deal about the relationships of Bantu to other language groups, but these more general theories have been less widely accepted, and have recently received vigorous and largely justified opposition from Greenberg. Meinhof attempted to relate Bantu to Hamitic as well as to the "Sudanic" languages north and west of Bantu, and involved himself in typological theorizing that has left its imprint on European and British Africanists to this day. The kind of theorizing involved has never been paralleled among recognized scholars in any other field of comparative linguistics. As an example, Meinhof is associated with the common assumption that the Bantu and "Sudanic" languages can be distinguished by the presence or absence of a noun-prefix system. The fallacy of this typological oversimplification can be seen in its applications even in recent works. As recently as 1952, Westermann and Bryan (in their *Languages of West Africa*) put two closely related languages of southeastern Nigeria into different linguistic groups because one has noun classes and the other does not. The languages in question are Kutep and Jukun. Even more strikingly, there are two dialects of Jukun

which are largely mutually intelligible, one of which shows at least a trace of a noun-prefix system, and other of which has no prefixes of any kind.

Westermann, generally recognized as the greatest of all African linguists, combined a remarkably varied knowledge of African languages with a penetrating vision of the scope of the field. At the same time, he was not without his weaknesses. My own observations, as well as those of other linguists, show that his work on individual languages is often vitiated by serious errors in detail — errors which have often been perpetuated in quotation and developments of his work. In the field of language classification, Westermann's early attempt (1911) to show a relationship of all languages between Bantu and the Sahara — based largely on vocabulary items from three closely related languages of the West Coast and one from the Nile valley — was almost visionary. Fortunately, he himself rejected this theory in 1927. Unfortunately, many others continued to accept it uncritically for another two decades, largely because there was insufficient activity and interest in the field to question it. On the other hand, Westermann's groupings of the languages of West Africa (1911) have formed the basis for every more recent work, and have been successfully criticized only in details and in matters where Westermann himself was admittedly uncertain. Most recently, Westermann's name has been associated with a somewhat different kind of classification (Westermann and Bryan, *Languages of West Africa*, 1952), but the extent to which he himself is responsible for the classification itself is difficult to determine.

Westermann also pointed out (in 1935) certain similarities between the languages of West Africa and the Bantu languages. Yet in 1952 he was not entirely willing to accept what he himself agreed was a rigorously scientific reclassification which would include both groups in one overall language "family". The unity of Bantu — real or imagined — is still confused with the alleged genetic independence of Bantu.

Delafosse's work is mostly limited to West Africa. He is the author of the section on "Sudanic Languages" in Meillet and Cohen's *Les Langues du Monde*, and his researches have undoubtedly contributed much to the classifications that others have made. His terminology for language groups is often different from that of German and British writers, but it is largely convertible. Much of his classification is acceptable, perhaps because it was obvious, but fallacies in methodology and outright error in detail result in some completely indefensible conclusions. A group of languages called "Nigero-Senegalaise" is set up on criteria which include the complete absence of any kind of noun classification and the complete absence of tone. On the basis of the first criterion, Delafosse can and does group together languages which are completely unrelated genetically. (Obviously, Japanese would have fallen into the same class if it had been spoken in the same area.) The criterion of absence of tone is simply misused. The Mande languages, included in Delafosse's Nigero-Senegalaise, are as much tone languages as any in the world.

languages in Tanganyika. This and other very small families that Greenberg sets up are not particularly controversial issues, but are valuable in completing the picture of a highly complex linguistic situation.

In sum, Greenberg has brought a new realism into African language classification, and has certainly laid the groundwork for further sound investigation. But his work is by no means to be taken as the final word. For the time being, it is certainly the best and most convenient framework for the identification of African languages. But there is a staggering amount of very basic field work to be done all over the continent. Our information on even some of the major languages is scanty. For many small but important languages there is virtually no information. Unpublished notes in the hands of private individuals, many of them of excellent quality but never brought into relationship to other information, have no well-known outlet for circulation.

At this point, therefore, the primary question involves what is being done at present and what can be done in the future. The answer, I believe, involves two aspects of work. One is intensive and sound descriptive analysis of languages that have not been adequately studied, with detailed comparison of closely related languages based on such work. The other is the application of the recent science of glottochronology to large numbers of languages. In both of these, American traditions in linguistics, and American facilities for training, will be able to play a most significant role.

Recent applications of these two procedures have been encouraging. At this stage, examples will have to be taken from my own work. In May and June, 1957, I had an opportunity to work on the languages of the Senufo group (presumably in the Gur branch of Niger-Congo) in the Ivory Coast and southern Sudan. This group has been variously classified as a single language, a "dialect cluster", or possibly a group of languages. In 1949, after some initial descriptive work on the speech of two villages about a hundred miles apart, I had suggested that two different "languages" were represented. Westermann and Bryan brushed off this considered statement by quoting my names for two "dialects, called 'languages' by Welmers". Their own listing rehashes information from Delafosse and De Tressan without really giving any information. Based on descriptive work done by myself and by missionaries with linguistic training, and on recordings of a list of words and phrases in some 28 villages in the southern Senufo area alone, it was possible this year to establish a "family tree" for Senufo. I would now venture to define the Senufo group as consisting of five languages, which I hope will come to be cited as Suppire, Senari, Palaka, Tagbana, and Dyimini. (Details will appear in an article being prepared.) The significant thing about work of this kind is that it is being done here and there, and missionary linguists in Africa have the information on which a lot more of it can be based. In the case of Senufo, it now remains to study more closely the relationships of Senufo to other groups, and thus to re-study the entire Gur group of Niger-Congo.

Glotto-chronologic comparisons of a number of Niger-Congo languages have demonstrated that the Mande branch is by far the earliest off-shoot of the parent Niger-Congo stock. This came as no surprise to Greenberg and several other Africanists. It did confirm, however, the relatively new theory that Bantu is a part of Niger-Congo. In fact, Bantu is more closely related to any other Niger-Congo language than any Niger-Congo language is to Mande.

Basic splits within the Mande branch are older than the split between Bantu and Kwa, for example. Similar comparisons have also cast some doubt on the unity of the Gur, Kwa, and Central branches. The "family tree" of Niger-Congo may be far more complicated than it has seemed to date. Such studies are still in their infancy, and naturally must always be associated with comparative studies of the more traditional sort, but it is nevertheless clear that they show promise of significant results. It is not too much to say that, as never before, we are on the verge of really definitive statements about African language classification.

Greenberg's most recent (and so far unpublished) investigations suggest that the small language groups can all be fitted into some of the larger ones. The result is only four major language families in Africa. The second of these has no agreed name, but the name used here in quotes is a possibility:

1. Afro-Asiatic. As outlined by Greenberg, with no change.

2. "Sahara-Savannah". This includes the former Central Saharan, Chari-Nile, Songhai, and all of the small families except one: Maban, Fur, Temainian, Koman, and Nyan-giya.

3. Niger-Congo. To this family as previously outlined, Kordofanian may be added. It is apparently an even earlier split from the parent stock than is Mande.

4. Macro-Khoisan. No change.

The "Mischsprache" concept receives specific and conscious approval and defense in connection with a number of the "Sahara-Savannah" and Afro-Asiatic language groups from Margaret A. Bryan in "The T-K Languages: A New Substratum", *Africa* 29.1, January 1959.

The above survey, incomplete as it is, has done something to define the scope of the present state of African linguistic studies, as well as the scope of any proposed program in African languages. A worker in African languages must, on the basis of the evidence given above, be thoroughly trained in the best techniques of both descriptive and comparative linguistics. He must be an original worker, prepared to find new material and to reach new conclusions in every phase of his work, even on relatively well-known languages. He must be prepared to work with busy, over-loaded young men and women on the field who have linguistic training, and who are using it for their own immediate needs in evangelistic, educational, and medical work. He should have specific training in the kinds of linguistic problems that are typical of Africa and perhaps unique to Africa.

To answer these needs, there is an important role that American linguists and linguistic training centers can fill. The job to be done is far too great for the linguists now in the field. Valuable contributions are being made by a number of British, German, French, and particularly Belgian linguists. The American traditions of sound linguistic analysis, and the fresh and sometimes daring American viewpoints, now being upheld up a very small handful of scholars, can certainly add much to what is being done in African languages. Expansion of existing facilities is in order.

More recently, in the field of eastern African languages, Tucker has described two groups of languages which he calls "Nilotic" and "Nilo-Hamitic", however, is symptomatic of a theory that is rejected in every other field of comparative linguistics, but which has cropped up continually in African linguistics. It is the theory of a "Mischsprache" — a language or group of languages that is derived equally from two unrelated sources. The languages in question here are said to be half Hamitic, half Nilotic. Similarly, in southeastern Nigeria the so-called "Semi-Bantu" languages are sometimes said to be half Sudanic and half Bantu, or a "transition" between West African and Bantu. Meinhof described the Bantu languages themselves as "the child of a Hamitic father and a Sudanic mother", and similar theories have been espoused for Fula, Hausa, and other languages or groups. Greenberg has vigorously denied the very possibility of such a derivation, and has received support from every American linguist who has expressed himself on the subject (including Gleason and myself in published reviews), and from at least some others.

This brief historical sketch, up to about 1948, has omitted a number of important works such as Johnston's *Comparative Study of the Bantu and Semi-Bantu Languages*. This and many other works are significant in their contributions of language material, but do not add much by way of classification as such. Passing mention should be made, however, of Mlle. Homburger's theory that all of the languages south of the Sahara are derived from an oasis dialect of ancient Egyptian. Her theory has been scathingly reviewed by Greenberg and others, but unfortunately it (or someone else's similar theory) has recently been promulgated in West Africa, apparently as a support to African nationalistic pride. Actually, the facts would be far more appropriate support for such pride.

With this background, it can be said that the present state of scholarly knowledge and opinion about African linguistic classification centers around two hubs—first, the International African Institute's *Handbook of African Languages* (in several parts) and related publications, and second, Greenberg's *Studies in African Linguistic Classification*.

The purpose of the International African Institute was primarily to sum up the existing information on African languages and to present the material in the form of a classification which, while admittedly not final, would presumably provide the basis for further combinations of language groups. The procedure has been to group together the most obviously related languages, and presumably to leave open the question of more general classification. Unfortunately, in my opinion, the *Handbook* does not succeed in avoiding dangerous assumptions, and it appears to reach conclusions where it professes to leave the question open. The exceedingly dubious typological criteria dating back to Meinhof are used uncritically, and great weight is given to statements that I find quite meaningless. The various parts of the *Handbook* unquestionably include a great deal of valuable material, but they do not appear to have made any convincing contribution to language classification as such.

A few examples will suffice to demonstrate the weakness of the *Handbook*. In Part II, *Languages of West Africa* (Westermann and Bryan, 1952), the "characteristics" of several different groups include statements like the following: "Most of the languages have seven vowel phonemes". "Labio-velar consonants kp, gb are of frequent occurrence". "Tone is important in most of the languages". "There is

no grammatical gender". "In the Genitive construction the *nomen rectum* precedes the *nomen regens*, with or without a Linking Particle". "The Adjective (including Numeral) follows the Noun". Now, any one of these statements is valid for several different groups of languages included in the volume, and several of them are valid for every group. Obviously, such non-distinctive statements are not "characteristic" of a single group at all, and hence are of no significance in classification.

Guthrie, in his *The Classification of the Bantu Languages* (1948, "issued in connection with the *Handbook of African Languages*"), does not even profess to present a scientifically valid classification. His is a "practical" grouping by closely related and contiguous "groups" combine into contiguous "sets" that appear to share certain characteristics. That such a work is of value is not the question. It is not, however, a real advance in the actual linguistic classification of the Bantu languages within themselves or of the Bantu and other languages. Many of the "groups" and "sets" are, in all probability, valid linguistic entities. But the essential evidence is difficult to sort out, and in many cases is simply missing.

The parts of the *Handbook* dealing with the northern border of the Bantu area are of greater value than the other parts in contributing new collections of material, and in defining for the first time in publication many language locations and boundaries. It may well be that classification is quite premature in this area, and there may be more justification here for the tentative procedures followed.

Any attempt at classification of languages known to be related should, in my opinion, involve the careful use of well-defined terminology. I do not see any great virtue in the new terminology used in the *Handbook* — terms such as "Dialect Cluster", "Language", "Isolated Group", and so on. Precedent in other areas of comparative linguistics, as well as in the biological science, suggests a reasonably rigid use of such terms as "Family, Branch, Group, Sub-Group, Language, Dialect". Admittedly, the distinction of "language" and "dialect" is somewhat tenuous and often arbitrary, but as techniques for measurement of degree of relationship develop, this set of terms will provide a framework for classification. A more worthwhile technique than that of the *Handbook*, it appears to me, would be to work out the relationship of representative languages first, and fit others into the framework as the evidence is made available. I cannot believe that such a scientific classification would be more "impractical", even if the "practical" aspect of the task, so often stressed in the *Handbook*, is our main concern.

Greenberg has done his work along lines more like these, although his terminology is not always consistent. His "Studies in African Linguistic Classification" appeared first as a series of articles in 1948-49, and were reprinted in book form, with a supplement incorporating more recent conclusions, in 1955. Greenberg makes a serious and largely successful attempt to apply the principles of comparative and historical linguistics, as they had been established in such fields as Indo-European and Semitic languages, to the languages of Africa. Meinhof had done something of this in Bantu, and Westermann in the West African languages. But Greenberg's is the first effort to summarize the entire field on the basis of the same scientific principles. Details, such as unexplained differences from most writers in naming languages, may arouse superficial judgments to the effect that this and other American newcomers to the field of African linguistics are guilty of careless and im-

mature scholarship. Yet most of his conclusions have been generally recognized as valid. Even those who disagree with one point or another have shown considerable respect for his position, and have been forced to argue on more objective grounds. Greenberg undoubtedly leaves many questions unsettled, but it is becoming increasingly apparent that his classification will form the basis for any further serious work in comparative linguistics in Africa. It will be of value to summarize his system of classification and to comment on it. This will be done under the headings of the language families which Greenberg recognizes.

Afro-Asiatic. The establishment of this family, and the choice of the term, spring from the problem of the classification of Hausa. Because of its location and some of its characteristics (particularly tone), Hausa had usually been supposed to be a "Sudanic" language. Several scholars, however, had from time to time pointed out certain "Hamitic" characteristics of Hausa. (An interesting unpublished instance involved Dr. Carleton Hodge, a graduate student in Egyptology turned descriptive linguist in 1942, who immediately noted the similarity of the Hausa and Egyptian pronoun systems.) Greenberg cites a number of other (though smaller) languages in the Lake Chad area which are rather closely related to Hausa. By comparing elements of several of these with "Semitic" and "Hamitic" languages, Greenberg was able to establish beyond reasonable doubt that there is a genetic relationship. The end result was his establishment of an "Afro-Asiatic" family with the following branches: Ancient Egyptian, Semitic, Cushitic, Berber, and Chadic. Hausa is a language in the Chadic branch of the Afro-Asiatic family. It is not related to the so-called Sudanic languages.

Macro-Sudanic or Chari-Nile (the former is Greenberg's term; the latter is suggested by H. A. Gleason, and preferred by myself). This family includes the well-known Nilotic languages, as well as the so-called Nilo-Hamitic languages, Nubian, a group of "Central Sudanic" languages extending to the Chari Valley, and a scattering of smaller and rather isolated languages. Greenberg's contribution here was his denial of the mixed parentage of "Nilo-Hamitic", the inclusion of Nubian and Central Sudanic, and the inclusion of some of the smaller languages. His classification at this point has aroused some worthwhile scholarly discussion.

Central Saharan. This family had been fairly well defined by Lukas. Its most important representative is Kanuri. Lukas believes, and Greenberg is quite willing to consider, that there is a more distant relationship between Central Saharan and Chari-Nile. (If this is a relationship on a higher level than that of a language "family", the term "phylum" is useful, and there is precedent for its use.)

Niger-Congo. The establishment of this family is perhaps the most controversial of Greenberg's contributions, and the one with the most widespread implications. I am convinced that the inclusion of all of the groups that Greenberg calls Niger-Congo in one family will prove to be completely valid. I am not convinced that the subclassification will remain valid in every detail, but I am inclined to think that the most acceptable revisions will be different from some that are commonly suggested. The inclusion of Fula in the West Atlantic branch of Niger-Congo is certainly valid, and by now is quite generally accepted. The position of Wolof in the same branch may not be as firm. Since this is the largest family of languages south of the Sahara, an outline of its branches is in order.

West Atlantic. This includes two groups, roughly extending from the Senegal into Liberia. Fula, of course, includes islands throughout the sub-Sahara grasslands and a large settled area in the Adamawa region.

Mende. (Greenberg calls this Mandingo.) Greenberg says little about the sub-classification of this branch. The traditional view of two groups, associated with two different words for "ten", appears to be a gross over-simplification. Marcel Prost and myself (the latter not in publication) have suggested a three-way grouping. The northern group, in any case, includes the huge Maninka-Bambara-Dyula complex.

Gur. This branch covers most of the grassland area from the western Ivory Coast to western Nigeria. The unity of this branch has generally been assumed to be well-established, but I question it. I find no very close relationship between a number of adjacent languages in Dahomey which are classified as Gur. I cannot put them into any other branch. Rather it seems possible that "Gur" actually consists of several branches, typologically quite similar but genetically no more closely related to each other than any one of them is to some other branches.

Kwa. This includes most of the coastal area from Liberia (with the Kru group, which has not always been considered Kwa) to and including Ibo in Nigeria. Greenberg includes in Kwa the sometimes controversial Ivory Coast languages, as well as Westermann's "Togo Remnant" languages. Whether the latter, in particular, is a correct identification depends on whether the Kwa branch as a whole is a valid concept. It has not been demonstrated that Ibo, for example, is more closely related to Kru than it is to some languages of other branches. (At the same time, I cannot accept the criteria used by M. M. Green in attempting to prove that Ibo might be classified with Efik rather than with Yoruba.) The question "Is there such a thing as Kwa, and if so, what is it?" is still worth raising.

Ijo. A single language, the maverick of West Africa, has always been put into a separate group (i.e., it is a "monotypic branch"), but is apparently in the same family. Not enough is known about it to say more.

Adamawa-Eastern. Greenberg was original, and certainly right, in including these languages, east of Nigeria, in the Niger-Congo family. They constitute an eastern extension north of Bantu and almost to the Nile. A great deal of very basic spade-work remains to be done in the entire area.

Central. Greenberg startled the linguistic world when he classified the huge mass of Bantu languages as part of a subgroup of a group of a branch of Niger-Congo. By his classification, the "brothers" of Bantu as a whole include a single language (Ngoro) spoken by 1,169 people. All the rest of the branch, with its complicated classifications, includes fewer speakers than many a single Bantu language. In principle, there can be no objection to this kind of classification. In practice, it has probably offended almost every Bantuist's sense of pride in his magnificent and hitherto inviolable "family". In point of fact, the highly touted unity of Bantu itself may not be so real as it seems. Recent studies, still in a preliminary stage, indicate that there may be lines of division within Bantu as basic as between some of the Central Branch languages of Nigeria, and possibly as basic as between some Central Branch languages and Kwa.

Macro-Khoisan and others. The Macro-Khoisan family includes Bushman and Hottentot, and some small related

UCLA Develops English Program In Manila

**Dr. Clifford H. Prator
Heads Project**

THE Rockefeller Foundation made a grant of \$684,400 in 1957 to the University of California at Los Angeles for the development of a five year program in the teaching of English in the Philippines. According to Dr. Clifford H. Prator, project supervisor, the total program involves teacher training, development of materials and research in comparative structure.

Manila Center Established

A Manila Center has been established with a U. S. and a Filipino Co-Director. Dr. J. Donald Bowen and Mr. Martin Aguilar are Co-Directors. A bi-national Advisory Board decides policy for the Center.

Six Projects Started

Already six projects have begun at the Manila Center, including a month-long workshop for sixty-one pilot second grade teachers from each school district of the Philippines, the preparation of a teachers guide for second-grade English for public schools, and the development of a kit of materials on language methodology for the provinces. In addition grants will be made from project funds to encourage local research in linguistics and language teaching. Dr. Robert Stockwell of the UCLA staff has completed a preliminary draft of "A Contrastive Analysis of English and Tagalog" and is expected to direct a high-level two-month seminar in the contrastive analysis of Philippine languages and English. At the same time it is Dr. Stockwell's intention to do additional research on Tagalog as a basis for a revision of the preliminary draft of the contrastive analysis.

EDINBURGH OFFERS TRAINING IN APPLIED LINGUISTICS

Aim Is to Give Sound Theoretical Basis for Teaching English

THE University of Edinburgh opened in October 1957 a School of Applied Linguistics, a post-graduate center associated with the Departments of English Language and General Linguistics, English Literature, Phonetics and Education. Director of the School is Mr. J. C. Catford, well-known authority in the field of teaching English as a second language.

Primary Aim

The primary aim of the School is to provide a sound theoretical basis for the teaching of English as a second language within the wider framework of language teaching in general, which in turn is treated as a branch of Applied Linguistics.

The University Diploma in Applied Linguistics is granted to graduates attending the School for not less than one and no more than two years, on the basis of an examination and a dissertation. The fee for tuition and examination is £55. In addition there is a Matriculation Fee of £12, 12s. 6d.

The Courses

The courses given in the School fall very broadly under three main heads: (1) *Fundamental Theory*. (2) *Applied Linguistics and Special Subjects in Language Teaching*. (3) *The Methodics of Language Teaching*.

Specialized Library

The School has a specialized library of works on *Education, English Language,*

Language Teaching, Linguistics, Phonetics, and Psychology, as well as a large collection of specimen courses and textbooks and a reference section (chiefly bibliography, dictionaries and frequency-counts). In addition, there is a collection of language-teaching discs and other teaching material on tape, films and filmstrips.

Recording Studio

The School has a small recording studio, and facilities for listening to disc or tape recordings—including tape-repeaters and dual-channel tape-recorders.

In addition, there is a laboratory for the recording, copying and editing of tapes, for the testing and maintenance of equipment, and the development and building of new equipment.

Need for Research

Edinburgh believes that there is need for research in almost every aspect of Applied Linguistics and Language Teaching, from fundamental questions such as the perception of speech, techniques of linguistic description, bilingual comparison and statistical linguistics, to more practical matters such as the relative efficiency of particular class-room techniques.

Two fields which are at present being explored in the School are language aptitude and achievement testing and statistical examination of restricted types of English.

Literacy Studies Given At Baylor

Professor Cortright Directs Program at Waco

BAYLOR University, Waco, Texas, has a very interesting program in literacy studies under the direction of Professor Richard W. Cortright, a former colleague of Dr. Frank C. Laubach, internationally famous authority on literacy problems.

The Program

The Waco institution offers an undergraduate major in Literacy Studies and a minor in this field on the graduate

as well as undergraduate levels. The program in literistics includes clinical training in teaching illiterates, the writing and editing of primers and works of literature. The role of audio-visual techniques in literacy programs is also given attention.

In addition to basic courses in literistics, Baylor offers sequences in descriptive linguistics and teaching English as a foreign language; also Hindi and Urdu are taught according to oral-aural methods.

INDIANA UNIVERSITY HAS ARCHIVES OF LANGUAGES OF THE WORLD

Ford Foundation Grant Aids Project

THE establishment of the Archives of Languages of the World at Indiana University was an important step in providing a central depository of linguistic material for the benefit of research scholars. The Archives began in 1953 following a Conference on Archiving held during the Linguistic Institute at Indiana University that year.

The Archives has a publishing outlet called *Anthropological Linguistics*, a journal which appears monthly during nine academic months and publishes, in addition to results of research in the Archives, data-oriented papers from scholars elsewhere and linguistic symposia. Both the Archives and the journal are a part of the Department of Anthropology of Indiana University. Florence M. Voegelin is editor of this journal as well as Senior Archivist.

Dr. Carl F. Voegelin, coordinator of research projects in the Archives, emphasized the role of problem-oriented data in the development of the Archives. Rather than foster a mere accumulation of material, the coordinator hopes to make the collection, a great deal of which is on tape, highly useful to scholars in three ways:

(1) Collection of structural sketches in terms of linguistic families in order to facilitate comparative studies and reconstruction later

(2) Accumulation of a large number of languages in order to accelerate research in linguistic typology; and

(3) Preserve material which will contribute to the understanding of the relationship of language and culture.

Research in the Archives is already underway with graduate students from anthropology, linguistics and language departments working with informants and developing thesis problems. Research in morphological typology will be aided by materials now being collected by teams in Australia, Indonesia and Africa. In the area of language and culture, Dr. Voegelin reports that important work has been done in the study of Hopi domains with a lexicon according to cultural rubrics.

Scholars will be pleased to know that a list of recordings in the Archives will be published in the June 1959 issue of *Anthropological Linguistics*.

Moscow Has Series on Languages of the Non-Soviet East

Series includes general sketches

THE Oriental Literature Publishing House of Moscow, now the main Soviet agency for publications on oriental subjects, announces, in its 1959 catalogue, a series on the languages of the non-Soviet East. The series will include general sketches of linguistic families or areas (ancient Near East, India, South-East Asia, semitic languages) and of the various languages, ancient and modern. Each volume will contain an introduction on the country and people using the language, and on its dialects, history, and literature. The main sections will be devoted to the sounds, vocabulary, word formation, fundamentals of grammar (morphology and syntax). An appendix will offer a sample text (in the native script and in transliteration) with a lexical-grammatical commentary; a linguistic map; a basic bibliography. 43 titles are listed. These include volumes on Avestan, Soghdian, Old Persian, Pahlavi, Pashtu, Persian, Kurdish, Baluchi; Sanskrit, Pali, Hindi, Urdu, Marathi, Tamil; Tibetan, Chinese, Khumer, Japanese, Mongolian, Korean; Turkish, Uigur, Old Uigur, Arabic, Aramaic, Hebrew, etc.

National Council Of Teachers Of English Publishes Roster

List Will Be Sent Upon Request

THE Committee on International Cooperation of the National Council of Teachers of English has recently issued a Roster of Associations of English Teachers Abroad which is available to agencies and persons interested in the teaching of English in other countries.

The roster is considered useful in several ways: as a general mailing list, as a means for establishing personal contacts, as a course of information from those most directly concerned with English teaching abroad, and as a means of disseminating whatever professional help may be available to English teaching colleagues in other countries.

The Committee suggests that this roster might be used to set up personal contacts for "friendship letter" exchanges between high school students—a request repeatedly received from teachers abroad by the Committee. Local teachers travelling abroad might also use addresses in the roster as an entree to personal contracts.

Professional journals, magazines and textbooks for teaching grammar, composition and literature would also be welcomed by teachers of English abroad.

The roster may be obtained by addressing a request to: The National Council of Teachers of English, 704 South Sixth Street, Champaign, Illinois.

APPEARING IN COMING ISSUES OF LINGUISTIC REPORTER

- London Conference on Asian and African Languages
- Languages in Changing Education By Mortimer Graves
- Participant English Language Training Activities in ICA
- Ford Activities in English Teaching Abroad
- . . . and other special features.

MATERIALS COMPLETED FOR SOUTH ASIAN GRAMMARS

Committee on South Asian Languages Reports on Grammars

THE Committee on South Asian Languages held meetings in Washington, D. C. at the Sheraton-Park Hotel on March 21 and 22, 1958 during the annual session of the Association for Asian Studies.

The Committee agreed that in view of the present need for information on South Asian languages, it is vital that research in these languages be widely distributed in the United States as well as in India. It was reported that materials now being prepared fall in two categories: descriptive or reference grammars and teaching materials. The following reference grammars have been produced or are in advanced stages of preparation: William Bright. *An Outline of Colloquial Kannada*—has recently appeared as part of Deccan College publications, Deccan College, Poona, India. Robbins Burling. *A Grammar of Garo*—an important Tibeto-Burman language of Assam. It has been accepted for publication in the Deccan College series and should appear next year.

Gerald B. Kelley. *An Outline of Telugu Structure*—manuscript to be completed soon.

Norman Zide—*Grammar of Kurku*—a Munda tribal language. Dissertation to be completed in the near future.

Ashok Kelkar. *Phonology and Morphology of Marathi*—Cornell University dissertation 1958. Has been accepted for publication by Indiana University Press.

Junior Linguistics

Reports by the Committee on South Asian Languages on activities of American junior linguists engaged in research in India:

Mr. Paul W. Staneslow continuing research on descriptive and pedagogical grammar of Gujarati phonology and syntax at Gujarati University; Dr. Gerald B. Kelley continuing study of Telugu structure at Deccan College, Poona; Dr. F. C. Southworth continuing research on Marathi syntax at Deccan College; and Dr. Paul Friedrich continuing research on linguistic analysis of Malayalam at Kerala.

The Committee noted the vital need in the field of South Asian languages for the preparation of dictionaries. There are as yet no proper dictionaries usable by American students for any of the languages and it was felt that this is a matter that deserves immediate attention.

Book Notices

American English for Turks

By Sidney L. Burks. New York: Prentice-Hall, Inc. 1951. 2nd pr. 1958; pp. xv + 129.

THIS is the first volume of a series for teaching English to adult Turks, based on modern descriptive linguistics; it has already been tried out in the classroom. The book, consisting of twenty lessons, lays special stress on English phonology. Explanations of specific points appear both in English and Turkish, and there is ample provision made for drill in sounds, including intonation patterns. Phonemic transcription, making use of Turkish symbols where expedient, appears alongside English orthography. However, use of it is optional, and some dialogue and pattern drills are in phonemic transcription on perforated pages in the appendix to allow for maximum adaptability to the need of individual teachers.

Extensive drill material is provided for grammatical constructions, graded and presented in a variety of ways, with the special problems presented by Turkish structure in mind.

An Outline of Colloquial Kannada

By William Bright (Deccan College Monograph Series 22) Poona, India: Deccan College and Research Institute, 1958. pp. viii + 75. \$2.00

This slender volume is the first of a series of descriptive grammars of South Asian languages to be published in the monograph series of Deccan College. Kannada (or Canarese), one of the major languages of India, is a Dravidian language spoken by almost 15,000,000 people, chiefly in Mysore state. The author is an American linguist who was associated with the language project of Deccan College; the field work on which he based his grammar was carried out chiefly at Bangalore. The book offers the first systematic description of educated colloquial Kannada, as opposed to the literary language, and it includes a sample text with analysis and an appendix "Kannada graphemics" which is a careful statement of the relation between the Kannada writing system and the sounds of the spoken language.

Conference Meets On Problems In The Analysis Of English

Texas Sponsors Fourth Conference in Austin

THE University of Texas is sponsoring its Fourth Texas Conference on Problems in the Analysis of English at Austin in the Batts Hall Auditorium from June 16 through 19, 1959; 10-12 a.m. and 2-5 p.m. daily.

The Program

The topic to be discussed is "Two Bases of Syntax". The program includes the following topics:

Tuesday, June 16

The Transformational Base

Presented by: Noam Chomsky

Wednesday, June 17

The Phonological Base

Presented by: Martin Joos

Thursday, June 18

Discussion

Friday, June 19

Discussion

Members of the panel are:

Noam Chomsky, Institute for Advanced Study, Princeton University

Martin Joos, University of Wisconsin

W. Nelson Francis, Franklin and Marshall College

H. A. Gleason, Hartford Seminary Foundation

Paul Roberts, San Jose State College

Robert P. Stockwell, University of California, Los Angeles

Archibald A. Hill, Chairman, University of Texas.

FULBRIGHT PROGRAM OFFERS INTERESTING OPPORTUNITIES

Lecturers in Linguistics and English Needed in 10 Countries

FOR the academic year 1960-61 universities in the following countries have requested Fulbright lecturers in linguistics and the teaching of English as a foreign language: Burma, Colombia, Ecuador, Greece, India, Italy, Japan, Pakistan, the Philippines, Thailand, and Turkey. Between 25 and 30 awards are offered. Additional awards will be offered in other countries under the Smith-Mundt Act.

Varied Responsibilities

The responsibilities of the lectureships vary greatly. At Deccan College, India, the Fulbright lecturer will cooperate with Indian linguists in a training program in basic linguistics which has been supported since 1954 by the Rockefeller Foundation; he will also participate in conferences dealing with the improvement of language teaching methods. In Italy, where two lectureships are offered, the senior scholar will lecture in linguistics but will also be expected to cooperate in the revision and extension of experimental materials for teaching English which have been developed by previous grantees and to supervise a program of seminars for teachers. In Colombia, five Fulbright lecturers will be assigned to different universities and their work will be coordinated by a senior linguist who will be affiliated with National University in Bogota.

Teaching Materials

The development of teacher manuals and student texts is an important aspect of all the Fulbright projects and the Center for Applied Linguistics is responding to requests which are now being received for pedagogical and reference materials.

Awards Still Available

Several awards for 1959-60 are unfilled and applications may still be submitted. Under the Fulbright Act, one award is available in each of the following countries: Colombia, Ecuador, the Philippines. Smith-Mundt awards for September 1959-June 1960 are unfilled at Syrian University, Damascus, and at American University at Cairo.

Information concerning Fulbright and Smith-Mundt awards may be obtained by writing to the Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, Washington, D. C. The Committee will publish a special announcement of awards offered for 1960-61 in June, copies of which will be sent on request.

Opportunities Exist For Scientific Linguists At FSI

Additional Personnel Needed for Expanding Program

THE Foreign Service Institute in the Department of State is expanding its training programs in foreign languages. This expansion results from the increased importance now being attached to language training by those agencies in the government which are concerned with foreign relations.

Variety of Categories

Half of the student body of the Foreign Service Institute is composed of Foreign Service officers of the State Department. The other half of the student body re-

presents the foreign service personnel of other Government agencies. In order to train these persons, FSI employs 20 linguists to teach 25 different languages. The demand is so great that government personnel are taught not only in Washington at the Foreign Service Institute but at 5 overseas language training centers of the FSI and 170 Foreign Service posts.

The Foreign Service Institute's increased language training offers employment opportunities for scientific linguists in a variety of categories. The Institute announces that it will be glad to receive applications from qualified linguists.

Minimum Qualifications

Minimum qualifications should include the M.A. in Linguistic Science from an American university with emphasis on descriptive linguistics. Applications which show experience and interest in the commonly taught languages include Russian are specially desired, but those showing experience in German, Spanish, and French will also be considered. The post of scientific linguist has the advantage of offering an environment in which the linguist has the opportunity for research and for association with a competent group of fellow linguists. He deals with mature and highly motivated students and is in immediate contact with the entire language training situation.

Linguists assigned to the Foreign Service Institute receive ratings at all Service levels from ES-7 to ES-14.

Mail Applications

Applications should be sent to the Department of State, Foreign Service Institute, School of Languages, Washington 25, D. C.

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LONDON CONFERENCE STRESSES MUTUAL INTERESTS OF WEST AND AFRO-ASIA

NATO Study Group Meets on Asian and African Languages

A BETTER understanding of mutual interests between the western world and the peoples of Asia and Africa is increasingly vital, declared the Study Group in Asian and African Languages in a Report of the conference held May 25 to 29 at the University of London's School of Oriental and African Studies.

NATO Initiates Parley

The Study Group, initiated by the NATO Parliamentarians' Conference of 1958, sought to assess the status of Asian and African studies in the individual NATO countries and to recommend ways and means of improving each national program in the framework of mutual interests between the western world and the peoples of Asia and Africa.

Countries Represented

Countries represented in the Study Group were Canada, Denmark, the Federal Republic of Germany, France, Italy, the Netherlands, Norway, Portugal, Spain, Switzerland, the United Kingdom and the United States. American delegates were Professors W. Norman Brown, L. Gray Cowan, George E. Taylor, W. Freeman Twaddell and Mr. Mortimer Graves.

Massive Development Needed

In its report, the Study Group declared that mutual interests between the West and the people of Asia and Africa call for considerably greater understanding of the peoples and cultures of these areas than the traditional educational system of western countries has up to now provided. With the development of a wider view of the world, most of the participating countries had already taken some steps, but a massive development of studies in these areas is now imperative. It is of prime importance to train both diplomats and area specialists in African and Asian languages.

The Study Group specifically recommended that measures should be adopted to insure broad knowledge of Africa and Asia on the part of the general public and

that courses of study in Asian and African areas and languages should be improved and strengthened in the various institutions of learning of the participating nations.

Research and Materials

It was felt that an improved university program is of primary importance and teachers and research workers in these fields should be recruited and trained as rapidly as possible. The Study Group proposed two main methods of recruiting and training teachers and research workers: (1) a fellowship and scholarship program, (2) support of institutes and seminars where one might offer courses in linguistics, language and area studies in the Asian and African field. For study of the pertinent languages, the Group proposed improved teaching materials based on the spoken language and designed according to modern principles for use in conjunction with a native speaker of the language or with recorded speech. Emphasis was placed on the need for linguistic research and on pedagogical materials and programs in accord with sound linguistic principles.

Major Languages Listed

The Report of the conference listed those languages which should be given special attention and stated that the main purpose of the list was to show how great the need is. These languages are (a) Asian languages: Arabic, (Classical, Modern Literary, cultivated regional forms), Bahasa Indonesia and Malay, Bengali, Burmese, Cambodian, Chinese (Classical, Mandarin, Cantonese), Gujarati, Hindi, Japanese, Javanese, Kanarese-Kannada, Korean, Laotian, Malagasy, Malayalam, Marathi, Mongolian, Nepali, Oriya, Pali, Panjabi, Pashto, Persian, Sanskrit, Sinhalese, Tagalog, Tamil, Telugu, Thai, Tibetan, Urdu, Vietnamese, and (b) African languages: Amharic, Bambara, Bemba, Berber, Ewondo, Bulu or Fang, Fula (Peul), Ganda, Hausa, Igbo, Kim-

See LONDON, 2, Col. 1



Mr. Graves

LANGUAGES IN CHANGING EDUCATION

By Mortimer Graves

ALMOST all the attempts to overcome the predicament in which the United States finds itself through lack of Americans with adequate competences in foreign languages are both linguistically and educationally naive. They take insufficient account of what has been happening over these past few decades to our machinery of education and to the study of language. Language can assume its appropriate place in our education only after we have reached and accepted as a basis for our planning concepts of both modern education and modern language study more consonant with modern knowledge, possibilities, and needs than those which underlie most of what is being written and attempted by Americans concerned with this weakness in our national security and welfare.

New Trends in Education

We are in the midst of a spate of literature about American education. Most of

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LONDON—from Page 1

bundu, Kongo, Kpelle, Krio (Creole of Sierra Leone), Lingola, Luba, Mandinka (Malinke), Mende, Mongo, Mossi (More), Nyanja, Ronga, Ruanda or Rundi, Sara, Senufu (Senufu), Somali, Susa (Sousou), Swahili, Tigrinya, Timne, Twi, Wolof, Yoruba.

Turkish and the oceanic languages were listed with the Asian languages, and in both groups certain ones were considered to be pertinent to both Asia and Africa, e.g. Arabic, Malagasy, Amharic, Berber, Tigrinya.

African and Asian Studies in Europe and America

The Report of the conference contains an appendix outlining the status of Asian and African Studies in the participating countries. The information is based on answers to questionnaires and, for each country, the reader is given an idea of the extent of language and area studies. The general picture is that there is no definite national policy with respect to Asian and African studies although study of these languages and areas may be influenced in one way or another by political or economic policy. In addition, the Report shows that, in these areas, the students are few and so are the opportunities for specialists in these fields. In many cases such studies are concentrated at a particular national institution (e.g. University of London, Ecole Nationale des Langues Orientales Vivantes) or the emphasis is on the classical languages. Interest in Asian languages, both classical and modern, is much more widespread although one can point to an ever growing interest in African language and area studies. In certain centers, there is a long and distinguished record in the area of African languages, e.g. London and Paris.

It was pointed out that interest in Asian and African studies has grown enormously in the United States since the war, in part stimulated by American specialists in oriental philology and in certain areas of social science, such as anthropology or political science. In the U.S., there is also a wealth of library resources in the Asian-African field, and research and study continue to improve by means of U.S. Government exchange programs and through support of American Foundations. In American universities, the student often has a choice, in Asian and African studies, between specialization in a language/linguistics sequence or in area study, where language study is combined with the social sciences.

NEW YORK UNIVERSITY HAS SUMMER INSTITUTE ON TEACHING ENGLISH AS A FOREIGN LANGUAGE

Summer Institute begins July 6 for Six Weeks

THE curriculum for the 1959 summer session Institute on Teaching English as a Second Language at New York University in New York City emphasizes practical methods and materials for teaching English to pupils of other language backgrounds. Theory includes linguistic science, phonetics, and phonemics of English. The summer session experience will also comprise lectures, demonstrations, small study-group work, construction of materials, observation and practice in teaching English as a second language.

Well-Planned Courses

Observation, teaching experience, and participation in the language laboratory is provided through cooperation with the Division of General Education Program for International Students. This curriculum offers courses in English to students from over forty different countries. The offering represents all levels from that of beginners to that of advanced students and all types of professional and educational purpose. Laboratory facilities are provided for students in the Summer Institute.

Information may be obtained from Dr. Harry G. Cayley, Chairman, Department of English and Speech Education, New York University, School of Education, Washington Square, New York 3, New York.

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Dr. Charles A. Ferguson, Director; Dr. Raleigh Morgan, Jr., Associate Director; Nora M. Walker, Staff Assistant.

NEW LANGUAGE LAB INSTALLED BY MIT

Unique Features Introduced

MIT's new language laboratory, as described by Assistant Professor Joseph R. Applegate in the June issue of the *Technology Review*, provides unusual facilities for language study and for research in methods of language teaching. The new system, called "The Linguatrain" is intended to serve as a pilot model for future development.

The equipment consists of 14 dual-track recorders—one for each student position. Each student's place has a headset, microphone, and controls, and each student may work on a different problem, being able to tune in on master channels, make recordings of his own, or listen to himself.

Intercom Monitor

One of the unique features of the lab is the system by which the instructor can monitor the students' performances. The intercom system enables the instructor to speak to the whole class or to listen or speak to any student individually to make necessary corrections.

Another innovation is the use of endless loops which require no rewinding, instead of the usual reels. The tapes are stored in plastic cartridges and do not even have to be threaded in order to be played. Each tape can be stopped by an automatic device at the completion of the loop.

In addition to providing the means for students to develop greater fluency and more accurate pronunciation, the laboratory is being used to study the effect of frequency response to language-laboratory equipment on language learning. The results of these experiments could be of great value in the designing of future laboratories.

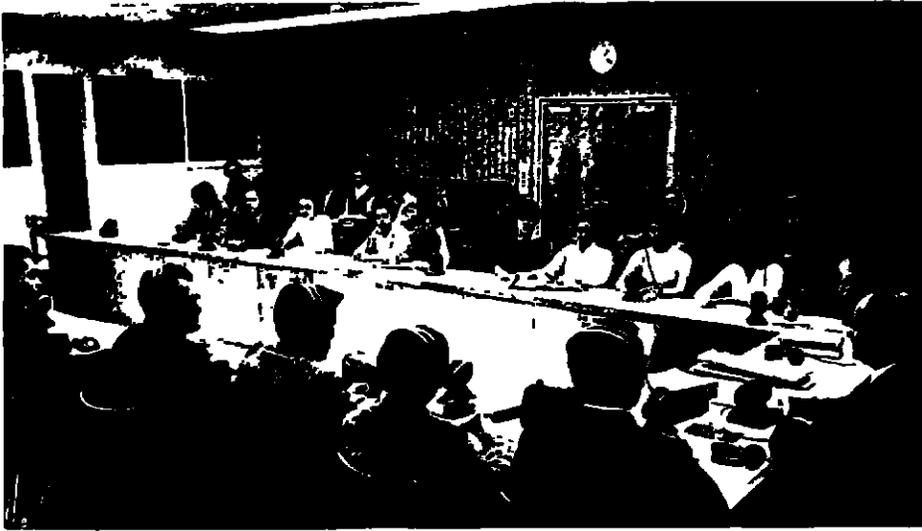
MIT Offers English Program

Courses offered from August 3 to September 11

THIS year for the first time the Massachusetts Institute of Technology, Cambridge, Massachusetts, will offer to foreign students who plan to attend MIT and whose native language is not English an opportunity to increase their proficiency in this language.

This course is designed for students who have studied English but who have not had a chance to use it as they will be required to at MIT. Special attention will be given to problems of pronouncing and understanding spoken English, especially the English required for technical discussions.

The special intensive course includes a review of English grammar and practice in oral discussions of technical and non-technical materials.



A Georgetown University class in multilingual interpretation and simultaneous translation

GEORGETOWN TEACHES ENGLISH TOO AS A FOREIGN LANGUAGE

University Trains Both Teachers and Students in This Field

G EORGETOWN University, a pioneer in the use of electronics in foreign language teaching, has also put this experience to good use in the teaching of English as a second language. Georgetown has contributed to the teaching of English as a foreign language in three ways: the M. S. program in Linguistics with a concentration in English, the Georgetown-Ankara program under contract with the ICA, and the English program for foreign students. All programs are administered by the Institute of Languages and Linguistics, directed by Professor Leon Dostert.

M.S. in Linguistics

Persons interested in preparing themselves for teaching English as a second language may pursue the two-year M.S. degree in Linguistics, or a one-year program beyond the B.S. in Linguistics. This linguistics sequence includes courses in descriptive techniques, and the methodology of language teaching. Georgetown also has a series of courses outlining the structure of the English language along with comparative English structure and a seminar on the presentation of English structure to foreign students. The student in Linguistics may enrich his course of study with other courses in descriptive, historical, and comparative linguistics covering a wide range.

Georgetown-Ankara

For several years the Georgetown-

Ankara English Teaching Program has been in progress in Turkey. An interesting feature of this program is the course entitled the Teaching of English for Speakers of Turkish. The course is taught by Miss Nancy Fargo, formerly a teacher of English in Turkey, and is specially designed for Turkish teachers of English, under ICA contract. In the course description it is pointed out that the course is concerned with specific problems in English phonology and structure encountered by speakers of the Turkish language.

According to Miss Fargo, a recent special group, sent to Georgetown for her course, were Turkish military officers, previously trained at Georgetown-Ankara. After a period of classwork in contrastive structure and a survey of materials and methods, the officers then spent a period at practice teaching, supervised by Miss Fargo and Professor Choseed. Teachers from two Turkish institutes, Gazi and Çapa, have also been trained at Georgetown.

English for Foreigners

The third program in English as a second language is that designed for foreign students in residence at the university and directed by Professor Bernard Choseed with the aid of a staff of eight teachers. This group of courses, including Intensive Practical English (elementary), Semi-intensive Practical English (intermediate) and Corrective Pronunciation, are non-credit courses although university-level

performance is expected and maintained. These courses service about eighty students in the summer and more than one hundred during the regular school year.

All foreign students, the majority of whom are native speakers of Spanish, are given a battery of placement tests upon entrance into the university. One of the proficiency tests is written while the other is an oral tape test, the latter developed at Georgetown. Each student is further tested in an oral interview with members of the staff, who evaluate the student's oral mastery of English and who record their impressions for a permanent record.

Five Levels

Students assigned to the elementary-level course, Intensive Practical English, are placed in five sections, representing five levels of proficiency in English. It was pointed out by Professor Choseed that, for several reasons, no attempt is made to have sections uniform in terms of linguistic background of students. In fact he feels that it is better not to do so for when a teacher begins with a linguistically uniform group, there is the tendency and danger of stereotyping students with reference to probable errors. It is preferable, he maintains, to take each one as an individual regardless of linguistic background. It was also pointed out by Professor Choseed and colleagues that "mixed" classes provide a more stimulating atmosphere and facilitate cultural exchange among students of different linguistic backgrounds. One interesting item resulting from this discussion is that the foreign student has no difficulty understanding the linguistic errors of his compatriots but forced to communicate with one of different linguistic background, he must strive to speak well in order to be understood. The result is mutually beneficial.

Laboratory Compulsory

In the Georgetown English for foreigners, contact hours with the language laboratory are mandatory and each student must spend twenty hours per week at supervised laboratory drill. To avoid boredom, the student is permitted to

See GEORGETOWN, 4, col. 2

July 24-25th the Linguistic Society of America held its annual Summer meeting at Ann Arbor, Michigan. With a registration well over 300 this was the largest meeting in the history of the LSA.

FULBRIGHT AWARDS IN LINGUISTICS AND TEACHING OF ENGLISH FOR ACADEMIC YEAR 1959-1960

AS OF July 1, 1959 the following people have accepted Fulbright and Smith-Mundt Grants in linguistics and/or the teaching of English as a foreign language:

ATKINS, Samuel D., Princeton University, lecturer in linguistics and the teaching of English to Chulalongkorn University, Bangkok.

BOYD-BOWMAN, Peter, Kalamazoo College, lecturing and research in Hispanic linguistics to Instituto Caro y Cuervo, Bogota.

BRANMAN, Irving, City College of New York, lecturer in the teaching of English to Robert College, Istanbul

DILLARD, Joey L., Texas A & M; lecturer in linguistics and teaching of English to Central University, Quito

DUNSTAN, Maryjane, Oakland Junior College; lecturer in the teaching of English to State Training College for Teachers, Rangoon.

FELTHAM, Fredrik G., San Francisco State College, lecturer in the teaching of English to University of the Andes, Bogota.

FINDER, Morris, Chicago Public Schools; lecturer in the teaching of English to Iloilo Normal School, The Philippines.

HARRIS, James, Teachers College, Columbia University; lecturer in linguistics and the teaching of English to University of Rome.

LISKER, Leigh, University of Pennsylvania, lecturer in linguistics to Deccan College, Poona.

MENDEZ, Adela M., University of Puerto Rico, lecturer in the teaching of English to National University, Bogota.

REA, John A., University of Kentucky; lecturer in linguistics and teaching of English to University of Rome

RICHMOND, W. Edson, Indiana University, lecturer in English language to University of Helsinki.

ROSENGREN, Joan I., Teachers College, Columbia University; lecturer in teaching of English to Silliman University, The Philippines.

WILKINSON, K. Jerome, Knox College; lecturer in the teaching of English to University of Athens

WRIGHT, Audrey, American Book Company; lecturer in linguistics and teaching of English to University of Rome.

FOTOS, John T., Purdue University; lecturer in the teaching of English to University of Nicaragua, Leon.

GEDNEY, William J., New York State University; lecturer in linguistics and the

teaching of English to University of Ceylon, Kandy.

HOLTON, Mary L., University of Illinois; lecturer in the teaching of English to University of Haiti and Higher Normal School, Port-au-Prince.

NARVAEZ, Richard A., University of Minnesota, lecturer in the teaching of English to University of Guadalajara, Mexico.

WILLIAMS, Robert D., Wisconsin State College; lecturer in the teaching of English to Technological Institute of Monterrey, Mexico.

WISE, Claude M., Louisiana State University, lecturer in linguistics, phonetics and the teaching of English to New Asia College, Chung Chi College, Hong Kong Baptist College, United College of Hong Kong—Hong Kong.

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practice on a minimum of three different tapes during the week. Different voices are also used for recording and the subject matter is varied to include practice on sound structure, grammatical structure or reading texts. Laboratory drill is always in two stages. listening and understanding followed by mimicry on the part of the student. To insure sustained high level performance and to avoid repeating errors, the students are monitored by means of a central monitoring system.

Work and Play

Students in Intensive Practical English spend three class hours daily on oral practice, structure and writing. A few students at this level may have a very good command of English grammar, vocabulary, and composition, but are quite weak in oral English. For this reason the emphasis is on oral practice and structure. In Semi-intensive Practical English there is equal emphasis on developing oral and written skills. One section of this course is more advanced than the other and, in this section questions of style may also be considered. Students demonstrating such advanced proficiency spend fewer hours in the semi-intensive course and take either corrective pronunciation or composition. The Georgetown English staff feels that study of the language should be combined with recreation and an introduction to the American cultural background. The students therefore combine their study with the pleasant social activity of the International Club and with free trips to governmental and historic points of interest in the Washington area.

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it does not discuss education; it discusses schools—a vastly different matter. The American of the last half of the twentieth century is not going to get his education from schools, but from television, radio, the press, cinema and drama, the library and museum, his religious, political, social, cultural, and employment associations, and his immense personal mobility. The history of the development of this state of affairs is an entrancing subject not to be entered upon here; for our purposes it suffices to realize that the tremendous advances in our powers of recording, preserving, and communicating sound and spectacle have produced a revolution fully as significant as that brought about by the invention of printing, or even perhaps of writing itself. Nowhere is the impact of this revolution felt more than in education, for it completely destroys the primacy of the formal school and college experience in the total educational process. Henceforth, every consideration of an educational problem requires an allocation into its formal and its informal components.

Language Needs

Language instruction, accordingly, shares with every other subject in the curriculum the need for determination of what of it can be most efficiently imparted in the classroom and what must be provided in some other way. Its very magnitude in future American education emphasizes this need. It must be realized that the American who aspires to anything other than menial participation in the life of the nineteen seventies and eighties will need some sort of control of three or four or half a dozen languages, Asian or African as well as European. Doubtless the continued advance of world-wide communication will force the development of a world-wide speech, but it is unlikely that this process will be completed by the generations immediately succeeding ours.

New Language Horizons

Any reader of the daily newspapers must be aware that our foreign language needs have expanded far beyond the French-German-Spanish of our forefathers. Now the major languages of Eastern Europe, Asia, and Africa are fully as important to us as any of these and must be included in any consideration of the language element in American education. This fact has just been emphasized by two recent actions of our Federal Government and one of an individual Senator. The Dingell Amendment to the Agriculture Act of 1958 permits the Librarian of Congress to utilize foreign cur-

rencies derived from the sale of agricultural surpluses abroad for the "acquisition, analysis, evaluation, registry, indexing, binding, reproduction, cataloguing, abstracting, translation, and eventual deposit in American libraries and research centers of foreign books, periodicals, and related materials". Since much of our agricultural surplus is sold outside of Western Europe and in Asian and African countries, this Act promises an immense development of American library facilities in the languages of those countries. Obviously, there is little purpose in the accumulation of such publications unless there is a substantial body of Americans able to service, to read, and to exploit them. The National Defense Educational Act of 1958 devotes fifteen million dollars a year to the development of language study. About half of this is allocated to languages with respect to which "adequate instruction is not readily available" an expression which can mean little else than the languages which we are now discussing. Last in time, on the initiative of Senator Henry M. Jackson of Washington, the NATO Parliamentarians' Conference of 1958 has sponsored a study of the status of Asian and African languages in the education of NATO countries, one feature of which is a conference to be held in London at the British School of Oriental and African Studies from May 25 to May 29, 1959, to which five Americans have been invited. Further development of these studies is inevitable, a fact which means that American education must now contemplate forty or fifty languages instead of four or five.

Our final difficulty is that it is quite impossible for the student to determine at school or early college age which of these forty or fifty languages he will require in the pursuit of his later career. Four years of costly schooling which results at the best only in the acquisition of a language tool never again used would not seem a very effective employment of educational time and facilities.

New Philosophy Needed

When the foreign-languages-in-American-education problem is looked at in some such way as the preceding remarks indicate, it becomes obvious that the solutions proposed in most of the current educational literature — more extensive subvention of the present ineffective mechanisms, "more time and money for languages", languages in elementary schools, more classroom teaching of unusual languages like Russian, higher salaries for language teachers, more elec-

tronic gadgetry etc. — while not without merit in themselves, offer something less than adequate as a total solution. Unfortunately, what is needed is a complete new philosophy of the place and function of language instruction in the formal education of school and college, a better definition of the relation of that experience to post-college education, and, in consequence a new curriculum presented by a body of new teachers trained in new ways and armed with a great new panoply of new tools of teaching, study, and research. We shall not get all of these things at once no matter how much public or private money can be invested in them. But if there is to be any progress at all, we must set ourselves some such goals before we pour more money down foreign language rat holes.

Language Gives Perspective

In plotting our new way we must begin with the concept that the function of lan-

The interesting and in part quite controversial article published here typifies Mortimer Graves' broad-scale, highly original approach to the language problems of the United States and of the world. Long associated in an executive capacity with the American Council of Learned Societies, 1926 until his recent retirement, he initiated the Intensive Language Program and the Russian translation and reprint programs sponsored by that organization.

guage instruction—as of every other subject—in school and college is to enable the student to continue his education post-school by means of whatever opportunities present themselves to him. In languages this means the possession of such linguistic knowledge and skills as will assure the constant improvement of his powers of communication and the frequent crossing of new language barriers. The school and college experience must be planned as a unified progression towards this goal. The student begins to learn about language and how language works in society with better and better comprehension of his native tongue, in this case English. When he has reached an appropriate point in this comprehen-

sion, he is ready to broaden it by stepping across a language border into another language, his first foreign language. The educational purpose of studying this first foreign language is not primarily the mere acquisition of some useful control of it — since there is no way of telling whether he will ever have occasion to use it or not — but the extension of his language sophistication beyond the bounds of his own language and the mastery of the techniques by which this kind of transfer can be made. This educational purpose is probably best served by study of a language structurally and lexically remote from his own — for example Chinese or Arabic in the case of the American student—but perhaps, at least in high school, this is a counsel of perfection.

The study of this first foreign language must include a period of substantial use of the language, presumably by means of a course given in the language. One of the worst features of American highschool and college language learning is that its products, even after three or four years of classroom study of a foreign language, still think of themselves as *learning* the language rather than *using* it.

Unified Language Program

Very, very little language instruction in American schools and colleges betrays any such program of progression on the part of the student through learning how language works, first in his own and then in a foreign context, at the same time acquiring facility in the technique of crossing language barriers, and finally experiencing the practical employment of the foreign language which he has acquired. In general even the best teaching of English aims at nothing much more than the inculcation of a more or less socially acceptable literary dialect; foreign language instruction is rigorously separated from instruction in English, and the foreign languages one from the other. Language is commonly presented as chemistry would be if the student first took a course in oxygen, then another in hydrogen, and so on through the hundred or so elements instead of taking a course in chemistry in the first place. And, when the student has been through the usual foreign language experience as a result of which he has — in the happiest and all too infrequent case—acquired some skill in a single foreign language, he must begin all over again and go through the same classroom operation if and when — as he most certainly will—he comes to need to add other languages to his armament. The process is preposterous.

See LANGUAGE, 6, col. 1

A properly constituted, adequately implemented, and scientifically presented course in the progressive comprehension of language, native and foreign, might be thought of as covering seven or eight years and should be started at the earliest practicable point in the student's academic career. At its conclusion he should never have to take an elementary classroom course in any foreign language again; acquisition of a new language should be a process about the equivalent of learning a new dance step, or at the worst of learning to play the accordion after mastering the piano.

The handicaps to reform in language instruction based upon something like these principles are three: lack of a logical definition of the function of basic language instruction in formal education; lack of adequately trained teachers; and lack of modern tools of study, teaching, and research for the world's important languages. The first of these has been sufficiently treated in what has been said above; now a few words about teachers and tools.

Linguistic Science Advances

It is not generally realized that the scientific study of linguistic phenomena, known among the initiates as linguistic science, has progressed just about as much over the past half century as has the sister science of physics. Sparked by the problems posed in the study of American Indian languages as it became clear that they could not be described in the categories applicable to the languages hitherto the subject of philology and linguistics, a whole new school of linguistic thinking, led in the United States by three great American scholars — Boas, Sapir, and Bloomfield — has developed over the last generation or so. Without going into the fascinating detail of this story, here it is enough to say that we now know more about how languages work than any previous generations have known. Unfortunately, very little of this new knowledge has been put to use in language teaching, even less in the teaching of English than in that of some foreign languages. If we are to have the kind of progressive language teaching suggested above—and it must be insisted that without some kind of reformation of this order there is no hope whatever of meeting American needs in foreign languages—we shall require a whole new generation of teachers of English and foreign languages with a more complete comprehension of the relation of their work in classrooms to the educational process as a whole, competent in modern linguistic science at least so far as it affects the teaching of languages, and at home with all modern means of com-

munication. Obviously, we cannot create such a body overnight, but the time to begin creating it is right now; it is already late.

Need for Materials

Save for a couple of widely taught West European languages, the tools for teaching foreign tongues to Americans—in spite of substantial exploration and experiment during and since World War II—are almost ludicrously inadequate. A recent number of *Editorial Research Reports* (1958, Vol. II, No. 12) finds, after consultation with five government agencies, a "need for experts in more than a hundred languages" For effective training in any language there are required: 1) an elementary text and exercise book; 2) an introduction to the written forms, 3) a modern reference grammar, 4) graded readings up to newspaper difficulty; 5) an adequate students' dictionary of the modern language, and 6) graded recordings—the more the better—up to radio broadcast level. Our deplorable situation can be briefly stated: a full complement of these tools barely exists for more than three or four of these hundred languages. Further, behind the production of teaching and learning tools of this kind must lie a great mass of basic research: the description of each language in modern scientific linguistic terms, the accumulation of the body of structural and lexical items and examples upon which grammars and dictionaries can be based. It is much to be doubted that this fundamental work has been completed for twenty of the hundred languages. Not much progress can be predicted until this research is more nearly accomplished

No Direct Method

One should not learn new languages as an infant learns its mother tongue, but with all the powers that maturity, education, linguistic sophistication, and scientific implements of study can give him. What is advocated is a complete overhauling of the presentation of language, both native and foreign, through our high schools in such a way as to provide a progressive approach to satisfactory use of English and at least one foreign language, together with—even more important—the knowledge, the experience, and the techniques further to expand foreign language skills and to surmount whatever language barriers appear in later life without recourse to the classroom.

More Efforts Needed

All three of the great foundations — Carnegie, Rockefeller, and Ford, chronologically in that order,—have made some contribution both to the development of linguistic science and to its utilization in

language teaching. The contribution has not been commensurate with the magnitude of the need, though it has been forward-looking and significant. Only a very few of the organized teachers of English and foreign languages have shown any sign of facing the problem realistically. Of the almost two thousand American institutions of higher learning not more than a dozen have any serious representation of modern linguistic science in their curricula; and below the level of college the study is almost unknown. The efforts of the small linguistic groups which do exist have, it is true, commenced the process of developing trained teachers and tools, and we still have a long way to go, much experiment to run through, many blind alleys to investigate before we can set up all the standard and guide-lines for the new presentation of language phenomena in both formal and informal education. But the sooner we begin the better.

Courageous Reorganization

What is needed now is a foundation or two with enough courage and venture philosophy to support generously a few equally courageous and venturesome school and college administrations who have plans for the reorganization of the entire presentation of English and foreign languages in their curricula into something like the procedure outlined above. This process should begin with the adequate representation of modern linguistic science in every college. For an operation of this limited character we do have the teachers and the tools, though the former are few and the latter are rudimentary—they will be improved with use.

Most acquisition of specific foreign language skills for practical purposes must take place outside of formal classrooms in the informal post-school education stage, for the simple reason that there is no other way in which it can be acquired in sufficient magnitude. No amount of money poured into the mere expansion of current formal teaching practices and facilities deriving from them can make any substantial contribution towards solving the problem of foreign languages in American education. Only a formal educational experience which produces a student equipped to expand his language skills as his need arises without recourse to the schoolroom promises any such solution, and even this, of course, is dependent upon the existence of adequate tools of study designed for the purpose.

The equipment that comes from such an experience should be an element in basic education and like all such elements should be the birthright of every young American.

ENGLISH LANGUAGE SERVICES IS FAST GROWING

Energy and Enthusiasm Reign

THE WRITER arrived at the well-appointed and modern offices of English Language Services, Inc., for the purpose of interviewing its staff for this article. It was his first introduction to this relatively new, vigorous organization in the field of language teaching. The enthusiasm of its young and energetic president, Edwin T. Cornelius, Jr., was infectious, as was that of the staff he has gathered around him.

Over coffee cups, our conversation began, and soon turned to the far-flung activities of ELS in various parts of the world. The organization, it was learned, has a corporate, non-institutional structure, that enables it to function anywhere in the world and to offer all kinds of professional services in language teaching. Its aim, Cornelius emphasized, is to make such professional services available, in order to help fulfill the great need for English teaching, whether by government agencies or non-government organizations; and ELS is prepared to furnish whatever may be required in this endeavor, from the writing of textbooks and the preparation of prerecorded tapes to the staffing and administration of overseas institutes.

"The people who want to learn English are going to learn it some way," Cornelius said. "It is our aim to do all we can to help in giving them a chance to learn it in the most expeditious and effective manner possible, using the best experience of language personnel, linguistic scholars, and administrators. We're also interested, of course, in the teaching of foreign languages to English speakers, and we have a number of projects under way in various languages for this purpose."

Executive Staff

The cumulative experience in the language teaching field of the executive staff of ELS runs into decades. Headed by the president, Mr. Cornelius, the executive staff consists of Willard D. Sheeler, Vice President, formerly with USIA and the American University Language Center; A. L. Davis, formerly Director of the A. U. Language Center; David W. Mize, currently performing duties in Libya under a contract with the ICA; H. Jeffrey Binda; and Earle W. Brockman.

The Program Development Division is headed by Dr. Davis, who joined ELS in July. In this position, Davis is responsible for the planning and development of

By *Raleigh Morgan, Jr.*

long range English teaching projects for ELS. A number of these programs are carried out for government agencies.

Overseas Projects

ELS furnishes professional services overseas in a number of countries, including Somalia, Iraq, Libya, Tunisia, Morocco, Guinea, and others. These programs are primarily adult education projects operated by personnel of ELS for US agencies. Following the pattern of English language programs elsewhere, occasional seminars are offered for national teachers of English, and the centers also cooperate in training students and professionals who will be eligible for US government-sponsored training in the United States.

One very successful project sponsored by the USIA and staffed with ELS personnel, is the Bourguiba School of English in Tunisia. This institution has the cooperation of the Tunisian government and has made a significant contribution to the English language training of government officials of that country.

ELS also operates two programs in Libya. One of these programs is a teacher training project carried on by a US Government agency in cooperation with the Libyan government. The other program is an adult English language training project. A teacher training project was carried out in 1958 in Yugoslavia with Professor Martin Joos serving as the ELS specialist. As the program develops in the Middle East, ELS expects to coordinate certain teacher training activities on a regional basis.

Materials Development

Complementary to the Program Development Division is the Division of Materials Development, directed by Mr. Binda. The materials development staff of ELS consists of a number of course writers, chosen because of their particular skills and experience in actual teaching situations. Dr. J. Milton Cowan of Cornell University serves as Chief Consultant on publications.

In addition to its work in the teaching of English as a foreign language, ELS also lends its talents to the preparation of foreign language materials for English speakers. Under way at the present time is the series of course writing projects for the US military, including the development of English language textbooks and tapes, and materials for French, German, Hebrew, Thai and Italian courses.



Edwin T. Cornelius, Jr.

Further activities for Americans include training and orientation in foreign languages and in the methodology of teaching English as a foreign language, for various agencies on a contractual basis.

For the recording of courses, ELS is equipped with modern recording studios, and language study tapes are prepared in a variety of languages in addition to English. These tapes are duplicated and made available to various agencies for use overseas. For general staff training, study tapes are available in several dialects of Arabic, in Russian, and in Mandarin Chinese, and a number of other languages are in preparation.

Plans call for adding high-speed tape-duplicating equipment to the facilities of ELS, in order to provide quick service to English teaching centers in all parts of the world.

Flexibility of Action

The staff of ELS feels that its organizational setup is especially advantageous in that it offers flexibility of action and the opportunity for imagination and initiative to operate in many directions. Future plans, for example, call for the development of a training film in applied linguistics for teachers of English as a second language, facilities for short-term training of personnel in foreign languages, including English, and the production of a wide range of oral-aural materials for agencies engaged in English teaching activities in various parts of the world.

Other Staff Members

The writer also met the other members of the ELS main office staff, who deserve a large share of credit for the success of the operation. The composition shop, for

See ELS, 4, Col. 1

SCHEDULE OF MEETINGS

American Anthropological Association (Annual)	December 27-30, 1959 Mexico City
American Association of Teachers of French	December 30, 1959 Chicago
American Association of Teachers of German	December 30, 1959 Chicago
American Association of Teachers of Italian	December 27 & 29, 1959 Chicago
American Association of Teachers of Slavic and East European Languages	December 29, 1959 Chicago
American Association of Teachers of Spanish and Portuguese	December 30, 1959 Chicago
American Dialect Society	December 28, 1959 Chicago
College English Association	December 28, 1959 Chicago
Linguistic Society of America (Annual)	December 27-29, 1959 Chicago
Modern Language Association of America (Annual)	December 27-29, 1959 Chicago
National Council of Teachers of English	November 26-28, 1959 Denver
National Federation of Modern Language Teachers Association	December 31, 1959 Chicago

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the preparation of textbook materials, is headed by Mr Brockman, formerly with the American Council of Learned Societies. Hartley Jones is audio-linguist, in charge of the production and editing of language study tapes. The administrative assistant is Miss Phyllis Ann Charnley.

Staff Needs

The writer was told that ELS has continuing staff needs and a register is being compiled of qualified persons interested in participating in its various language activities. Often these needs are for persons with unusual combinations of training in linguistics and experience in language teaching, in addition to a familiarity with foreign peoples and cultures.

Interested persons are invited to communicate with the vice president, Willard D Sheeler, at the main offices of English Language Services, Inc., 919 Eighteenth Street, N.W., Washington 6, D.C.

FOUNDATIONS SUPPORT SCHOLARS AT LINGUISTIC INSTITUTE

ACCORDING to a report issued by the Michigan Linguistic Institute, the Ford Foundation and the American Council of Learned Societies provided forty summer study aids for students at the Institute and a direct institutional subsidy of \$4,500.

The Rockefeller Foundation made it possible to maintain six members of the English Inspectorate of the Egyptian Ministry of Education at the Institute, three of whom are pursuing advanced studies at Cornell University and three at Michigan.

In addition, fourteen Filipino teachers of English from the University of California (Los Angeles) Philippine English Project were in attendance, eight of them supported by the United States Office of Education and five by the Rockefeller Foundation through UCLA.

ICA HAS WORLD WIDE LANGUAGE PROGRAM

English is Key to Effective Technical Assistance

By Harry Freeman

A SIGNIFICANT segment of the complex activities of the International Cooperation Administration is the participant training program. Each year, approximately 6,000 technicians and specialists from over 50 countries in the world come to the United States for specialized training in America's industries, hospitals, transportation system, its farms and agricultural research facilities, universities, etc. These technicians and specialists are called "participants" because they are integral parts of the technical cooperation projects conducted by their native countries and the United States. The character and duration of participant training programs in the United States are varied, but there is a dominant purpose underlying the training: the acquisition or improvement of professional technical skills and techniques needed to insure the success of technical cooperation programs.

Participants Need English

Obviously, one of the key factors in effective participant training in the United States is English language competency. Although interpreting services have been provided for short-term "team" training programs, most participants programmed for United States training are expected to possess adequate proficiency in the English language.

Measurement of Proficiency

Measurement of English proficiency is therefore an important part of the rigorous selection procedures carried on by United States Operations Missions abroad. On the basis of standardized tests developed especially for the International Cooperation Administration and the International Educational Exchange Service of the Department of State, the English language fluency of prospective participants is evaluated and analyzed in terms of the specialized training they will receive in the United States.

Since the beginning of the participant training program, ICA and predecessor agencies have sponsored training for approximately 40,000 participants. As the program continues, it is becoming increasingly difficult in many countries to select qualified candidates who are equally qualified in English, particularly those coming from countries where English

See ICA, 5, Col. 2

Book Notices

The American Council of Learned Societies and The Application of Linguistics

THE publications of the ACLS in the field of applied linguistics have been made largely under three successive major undertakings: The Intensive Language Program, the Program in English as a Foreign Language, and the Program in Oriental Languages.

"Army Method" Courses

The Intensive Language Program in cooperation with the Linguistic Society of America was the first attempt ever made at a large scale application of descriptive linguistics. It resulted in the production of a number of phrase books and of introductory language courses for over twenty languages. Most of the "basic courses" appeared first as War Department Education Manuals for the U S Armed Forces Institute, and later were published by Henry Holt & Co. as part of the Holt Spoken Language Series.

The titles of the Holt Series are in general *Spoken X* for any language and are accompanied by records. The Series includes Burmese, Chinese, Danish, Dutch, Finnish, German, Greek, Hindustani, Hungarian, Iraqi Arabic, Japanese, Korean, Malay, Norwegian, Russian, Serbo-Croatian, Thai, and Turkish.

Spoken English Textbooks

The courses produced under the Council's Program in English as a Foreign Language in 1953-56 were all cut to a single basic pattern, the *General Form*. From this various amounts of adaptation—in some cases quite considerable—were made to fit the language background of the intended users. The texts are drill-centered, the basic recurrent structure of groups of lessons contains pronunciation drills, dialogs, notes on grammar, grammar drills (pattern practices), and review dialogs.

The organization and slant of the texts is explained by an instructor's manual *Spoken English as a Foreign Language* by William E. Welmers, (Washington, ACLS) 1953.

The course for Speakers of Spanish was published commercially: *El Ingles Hablado para los que Hablan Espanol*, by Frederick B. Agard y ayudantes, (New York: Henry Holt and Co) 1953. The other ten books were published by the Council directly. Insofar as they are still in print, they are now obtainable from the Columbia University Press, 2960 Broadway, New York 27, New York.

The complete list of authors and titles, mostly transliterated, (followed by the name of the language in parentheses) follows:

- Bidwell, Charles E., Wise, Sheldon, *et al.* (out of print) *Kurs Govornog Engleskog Jezika* (Serbo-Croatian)
Gage, William W., *et al.* (out of print) *Tieng Anh cho Nguoi Viet* (Vietnamese)
Gedney, William J., *et al.* in consultation with Trager, George L. *English for Speakers of Thai* (Siamese)
Householder, Fred W., Jr., *et al.* *He Omitloumene Agglitke* (Greek)
Lees, Robert B., *et al.* (out of print) *Konusulan Ingilizce* (Turkish)
Lukoff, Fred and assistants *Yong O Hok Pon* (Korean) This has been replaced by a revised edition *An Intensive Course in English* by Lukoff with the assistance of Seok Choong Song.
Englizi baraye Iranian (Persian)
Ingalei saga myenma nya a twet (Burmese)
Bahasa Inggeris (Indonesian)
Ying Kuo Hua (Mandarin Chinese)

See AMERICAN, 8, Col. 2

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language teaching has not been a part of the educational system.

Participants Trained Overseas

In order to create a reservoir of English-speaking participant candidates, many United States Operations Missions are currently sponsoring English language training programs for participants. ICA/Washington has supported and assisted such overseas programs and has inaugurated numerous projects designed to alleviate the pressing problems confronting overseas selection of participants qualified in the English language.

Varied Pattern of Training

The patterns of overseas intensive English language training for participants have, up till now, been varied. A recent survey of such activities indicates that a number of Missions in countries where English is not the native language utilize local United States Information Service English teaching facilities and Bi-National Centers. Seventeen Missions in various geographical areas have used this type of arrangement in differing degrees. In four of these Missions, such use is an adjunct to other facilities, such as host government-owned electronic teaching equipment, individual Ministry coaching, private tutoring, and contract with a United States university. Although Bi-National Center facilities are used widely, only five Missions have reported on-going programs of special intensive English language instruction at these centers to meet participant requirements. These intensive language programs range from one month of 8 hours instruction daily for special small groups, to 16 weeks of 5 to 6 hours of daily instruction for individuals or groups.

Both host country personnel and United States dependents are used as instructors in such programs, supervisory personnel normally consists of American specialists in the field of English as a second language.

In three countries, limited English language training is provided by independent Mission effort. In these cases, dependents of American personnel are used as instructors either on a paid or volunteer basis. Supervision is provided, in one case, by a professional linguist.

Plans for Expansion

According to the survey findings, 14 Missions have as yet no significant or formalized English language training programs for participants. However, these Missions, as well as other Missions, with the support of funds especially allocated in Washington for this purpose, are currently planning special intensive programs (usually in conjunction with USIS or Bi-National Center facilities) for participants. Much of the special funds allocated to these Missions is being used to purchase language laboratory equipment. Some funds are being used to hire local teachers of English for participant classes.

Washington Supports Field

In Washington, support for field English training operations is provided, as well as establishment through contractual arrangements of special intensive "refresher" English teaching facilities in Washington. Other significant activities now being carried on are (1) test experimentation, research, production and validation; (2) production and distribution of bi-lingual and monolingual technical glossaries, (3) creation of texts and

See ICA, 6, Col. 1

taped courses in English especially designed for overseas intensive English programs for participants; and (4) a formalized agreement with the United States Information Agency to provide special services and projects, including establishment of joint USIS-ICA English teaching entities in two countries

In summary, then, English training activities in the ICA participant training program have been steadily increasing in the past few years. A flexible pattern of intensive home-country training is emerging and with Washington support and assistance, it is expected that Mission activities in this field will continuously expand and improve, resulting in an increased number of participants whose command of English is sufficient for successful completion of training programs in the United States

The following is a brief summary of ICA's English projects being carried out overseas.*

Yugoslavia: English Language Services, Inc

Personnel: One

Turkey: Georgetown University, January 1953-June 1960

Personnel: Six American Specialists

Libya: English Language Services, Inc.

Personnel: Two

Lebanon: Joint USIA/ICA English Teaching Program, 1953-continuing

Afghanistan: Teachers College, Columbia University and the Afghanistan Institute of Education, April 1954 - February 1960

Personnel. Approximately 20 American English Language Specialists

Korea: One ICA English Language Advisor

South Asia Regional Project: (Thailand, Laos, Vietnam) University of Michigan, 1958-1960

Personnel. 15 professionals, one secretary

* Information furnished by Dr. Richard Farnsworth, Education Division, International Cooperation Administration.

In August Professors A. T. A. De Souza and W. Schmidt-Hidding of the Universities of Ceylon and Bonn respectively visited the Center and were guests of honor at a luncheon given by the Center.

Fellowships

Along with support to centers of language and area study and research, 171 fellowships were granted to advanced graduate students preparing to be college teachers of Arabic, Chinese, Hindi-Urdu, Japanese, Portuguese and Russian. According to a spokesman of the Office of Education, it is hoped that the fellowship program in 1960-1961 can be expanded to include undergraduates, first year graduate students and post-doctoral Fellows in over twenty-five languages.

The 171 students were granted fellowships ranging from \$557 to \$3,606 depending on the period of award—summer, and/or academic year—and they are studying at Arizona, University of California (Berkeley), UCLA, Chicago, Claremont, Colorado, Columbia, Cornell, Dropsie College, Fordham, Georgetown, Harvard, Hawaii, Indiana, Johns Hopkins, Michigan, Middlebury, Pennsylvania, Radcliffe, Seton Hall, Stanford, Tufts, Washington, Wisconsin and Yale. It will be noted that Fellows are studying at a much larger number of institutions than were selected for center support. Fellowships were granted under provisions of Title VI

Institutes

The institute program this summer had twelve language institutes at. Colgate, Colorado, Georgia, Hollins, Louisiana State, Maine, Michigan, Missouri, San Francisco State, South Dakota, Texas and Washington

The objective of the summer institutes, from six to eight weeks in duration, was to increase the audio-lingual competence of teachers and to introduce new methods and techniques, with special attention to the application of structural linguistics. In addition, attention was given to the preparation or the adaptation of teaching materials according to these new techniques, and to cultural orientation. All twelve summer institutes provided for instruction to teachers of French and Spanish and in addition seven provided for German and three for Russian. Teachers of foreign languages in elementary schools attended institutes at Maine (French), Louisiana State University (French and Spanish), Washington (French and Spanish), and Michigan (French, German, Spanish) Institutes for the academic year 1959-1960 will be established for secondary teachers at Indiana (Russian), Massachusetts (French), New Mexico (Spanish), and for elementary teachers at Western Reserve (French and Spanish) It is expected that more than thirty-five Institutes will be in operation, summer 1960

Research

A total of \$2,500,000 was appropriated in fiscal year 1959 for research and studies

under Section 602 of the NDEA. Projects included studies and surveys, research on more effective methods of teaching and the development of specialized teaching materials. The projects in studies and surveys were for the purpose of ascertaining language needs in government, business, and education (Twaddell for ACLS), for stock-taking of existing research centers and personnel in Near Eastern, African and Uralic-Altai studies (Myron Smith, Welmers, Lotz). Professor Stephen Freeman of Middlebury is directing an evaluation of NDEA summer language institutes and Donald D Walsh, Director of the Modern Language Association Foreign Language Program, is planning studies and surveys to provide an up-to-date statistical record of the status and trends of modern foreign language instruction on all levels.

In the area of research in effective methods of teaching foreign languages, Goucher College will expand the role of languages in political science courses by requiring oral proficiency in at least one foreign language and providing reading and audio materials for developing such proficiency Funds will be used to conduct this experiment.

The University of Southern California and the University of California (Los Angeles) are working on the development of visual aids for the improvement of instruction. USC hopes, by means of filmed dialogues in Spanish, to experiment with the reinforcement value of visual as well as auditory stimuli in pattern drills. At UCLA, William Bull will prepare experimental visual aids designed to help in presenting and drilling the basic grammatical problems of Spanish.

Mechanical and electronic devices will be used to analyze phonological problems for contrastive analysis of these phenomena in foreign languages with English. Pierre Delattre will develop and modify instruments for the electronic analysis of speech. Data thus obtained will be used for the comparison of various phonetic features of English with French, German and Spanish. J Milton Cowan is scheduled to develop a device which will record graphically the intonations of speech as heard by a listener of a specific target language.

Elton Hocking will direct experiments dealing with the incidence of speech disorders associated with foreign language acquisition, with the factors associated with the etiology of such disorders, and with the implications for teachers doing remedial work.

Charles A. Ferguson will direct the project of the Center for Applied Linguistics. The Center intends to develop contrastive structure studies of English

See SECRETARY, 7, Col. 1

with French, German, Italian, Russian and Spanish. Such contrastive studies will provide the basis for more effective classroom practices by systematically revealing those aspects of the target language which need particular emphasis through carefully constructed drill. They will constitute a major step in bringing the results of modern linguistic science to bear on the teaching of foreign languages.

Two contracts were given for the development of specialized instructional materials. Miss Mary P. Thompson, Director of Curriculum and Instruction, Glastonbury (Conn.) Public Schools will continue to develop experimental instructional materials for teaching French, German, Russian and Spanish in the secondary schools. Full materials, including magnetic tapes, will be prepared for the first semester of language instruction. Some of this material was used for training purposes at NDEA summer language institutes.

Udo Posch will use his contract to make linguistic and anthropological investigations of Sinkiang Kazakhs while William E. Welmers plans to develop teaching materials in Lomango, a Bantu language, and in Gio, a language of Liberia.

Visual aids will result from the work of the International Communications Foundation and the Haskins Laboratories, Inc. ICF will develop sound motion pictures and still pictures as a pictorial record of advanced techniques used in selected NDEA summer institutes. It is intended that these films will be instructive to future institute staffs and to language teachers generally. Haskins Laboratories expect to prepare X-ray sound motion picture films, showing certain articulatory and acoustic features of Arabic, Chinese, and Russian. The films will be useful as specialized training materials in phonetics for students of these languages.

The MLA received a sizeable amount to prepare and validate tests for measuring the qualifications of teachers of French, German, Italian, Russian and Spanish in terms of the MLA statement of qualifications published in the first issue of the *Reporter*. NDEA summer institutes will serve as trial grounds for phases of the program and the resulting tests will provide effective instruments for placement and for measurement of achievement of institute students.

The ACLS will develop specialized training materials for use in teaching Uralic-Altai languages, the preparation of basic surveys dealing with the areas and countries where these languages are used, and the conducting of several pertinent research projects. John Law of Columbia will direct the project.

Requests for additional information on the Title VI programs should be addressed to: Dr. Kenneth W. Mildenberger, Head, Language Development Section, Financial Aid Branch, Division of Higher Education, Office of Education, U. S. Department of Health, Education and Welfare, Washington 25, D. C.

Title III

Title III offers financial assistance for strengthening instruction in science, mathematics and modern foreign languages in elementary and secondary schools. It is administered through state departments of education according to each individual state plan which meets the requirements of Section 303 of Public Law 85-864.

Three related programs are authorized under Title III: (a), allotment of federal funds to state educational agencies for projects of local educational agencies for the acquisition of laboratory or other special equipment and instructional materials in the fields of science, mathematics and modern foreign language teaching, and for minor remodeling of laboratory or other space for such equipment, (b), loans to non-profit private elementary and secondary schools for the same type of projects, and (c) improvement of supervisory and/or related services in public, elementary and secondary schools in these three subject fields, and for the administration of the state plans.

In the year since the NDEA was signed into law, significant progress has been made. Fifty states and territories have submitted approvable state plans for participation under Title III and most have now established procedures for the guidance of local school systems in submitting project applications. Twenty-seven states have added a foreign language specialist to the staff of their state department of education and several other states are seeking qualified applicants for such positions. During the month of August the Office of Education held six regional conferences with state supervisory personnel in science, mathematics and modern foreign languages. This provided an opportunity for the state supervisors, most of whom are new appointees, to become acquainted with each other and with Office of Education specialists in the three fields. The educational leadership and in-service teacher education programs conducted by the state specialists in foreign language teaching in the states may in the long run outlast the benefits of better equipment and instructional materials, essential as the latter are. There is also a great opportunity through the work of the special supervisors in state departments of education for the institute program under Title VI to extend their influence.

Questions relating to any phase of the foreign language program under Title III in the Office of Education should be referred to the Science, Mathematics and Foreign Language Section, Aid to State and Local Schools Branch. Inquiries concerning foreign language programs not relating to the NDEA should be addressed to Miss Esther Eaton, Secondary Schools Section of the Office of Education. Miss Eaton was recently appointed to the position which was vacated when Dr. Marjorie Johnston transferred to the Title III program in the Office of Education.

Title VII

Title VII of the NDEA provides for research in the effective utilization of mass communication media in instruction and well-informed sources indicate that several substantial contracts under this title were given for research in the field of language teaching.

The public schools of Las Vegas, New Mexico in cooperation with New Mexico Highlands University will experiment with improving the teaching of language arts for bilinguals through audio-visual means. The grant to Salt Lake City schools in cooperation with the University of Utah provides for a Russian television course for superior elementary grade pupils.

The University of Washington expects to make a comparative evaluation of the use of two modern methods for teaching a spoken language—audio-visual instruction and dialogue. Michigan State University was granted funds for an analysis of ways in which the application of new communications media may improve teacher preparation, especially in such fields as language, science, and mathematics.

Professor Borglum is director of the project authorized under Wayne State University's grant, which provides for research in the development and testing of techniques and pilot materials for a system of teaching foreign languages in the elementary schools. The University of Illinois grant calls for the development of methods and materials to facilitate foreign language instruction in elementary schools.

Information concerning grants under Title VII may be obtained from Dr. C. Walter Stone, director of the Educational Media Program of the Office of Education.

FORD FOUNDATION FELLOWSHIPS

For information on Ford Foundation Foreign Area Training Fellowships at the graduate level, write, before November 11, 1959, to: Secretary, Ford Foundation, Foreign Area Training Fellowships, 477 Madison Avenue, New York 22, N. Y.

Did You Know That . . .

UNIVERSITY OF PENNSYLVANIA

The Department of Linguistics of the University of Pennsylvania is offering a course to the public and to students at the university during the Fall and Spring terms entitled *English for Foreign Students*. Contact instructor A. F. Brown at 8436 Walnut Street, Philadelphia, Pa., for further information . . .

WASHINGTON LINGUISTIC CLUB

The Washington Linguistic Club began the season Wednesday, September 23. Ken Miltenberger was guest speaker. According to Jacob Ornstein, the club plans to emphasize applied linguistics in lectures . . .

CHICAGO TEACHERS COLLEGE

Chicago Teachers College made a significant change by adding foreign languages to the curriculum this Fall. John B. Rust, formerly of Sweet Briar, will head the new foreign language department . . .

HOWARD UNIVERSITY

The only African Language and Area Center established under the National Defense Education Act is located at Howard University. Interested persons should contact Department of Sociology and Anthropology, Howard University, Washington 1, D. C. . . .

VOICE OF AMERICA

The Voice of America is planning news commentaries in a simplified English for those still learning the language. Details will appear in a later issue . . .

AMERICAN—from Page 5

Oriental Languages

The most recent of the Council's undertakings in the publication of language materials has been the Program in Oriental Languages. Publications in this series have particularly stressed the means for enabling Americans to read generally inaccessible languages. One emphasis has been the explanation of writing systems, and pamphlets have appeared on the writing systems of Burmese, Persian, Thai, Tibetan and Urdu.

Readers form another important part of the program, so far the languages covered are Thai, Mongol, Burmese and Persian.

Another aspect of the program has been publication of introductory spoken language courses for less well known languages, including Amoy Hokkien [a Chinese language], Lao, Vietnamese and both East and West Armenian.

Descriptive grammatical and lexical studies have also appeared under the program, dealing with Pashto, Uzbek (out of print), phonology of colloquial Egyptian, Urdu, Kurdish, Silha [a Berber language of Morocco], *Mongolian Technical Terms*, and *A Word Count of Modern Arabic Prose*.

A full list of ACLS publications with authors, titles and other information may be found in the ACLS Newsletter, Vol. X, No 2, published February 1959.

APPEARING IN COMING ISSUES OF THE LINGUISTIC REPORTER

- Basic Readings in Applied Linguistics
 - Ford Activities in English Teaching in Abroad
 - Language Reform in Modern China
 - History and Status of the Roster of American Linguists
 - Machine Translation
 - The Southeast Asian Regional English Program of the University of Michigan
 - The Language Center at American University
- . . . and other special features.

CENTER FOR APPLIED LINGUISTICS EXPANDS

THE Center is very pleased to announce several new additions to the staff. Miss Sirarpi Ohannessian, Radcliffe graduate, joined the regular staff as program assistant. Miss Emilie D. True, language student at Georgetown University, is now a member of the support staff.

Project linguists for the contrastive structure studies are also joining the staff and appointments of senior scholars associated with these projects are also being worked out.

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ندوة تعليم اللغة العربية لغير العرب

Coloquio sobre la Enseñanza de la Lengua Arabe a los no Arabes

By Charles A. Ferguson

AN international colloquium on methods of teaching Arabic to non-Arabs was held the week of September 21 at the Instituto de Estudios Islámicos in Madrid. The meeting was organized and conducted by the Instituto, which is an agency of the Ministry of Education of the United Arab Republic. UNESCO and the Rockefeller Foundation also provided some additional support for this conference, which brought together scholars from the Arab world, six European nations, and the USA.

The opening session Monday morning consisted of formal addresses outlining the problem; the speakers were Dr. Hus-sain Mones, Director of the Instituto, Dr. Elias Teres, Professor of Arabic at the University of Madrid, and Professor Charles Pellat of the Faculté des Lettres, Paris, who was unanimously elected the chairman of the colloquium. From this opening session until the closing session Friday evening, at which Professor G. F. Pijper of the University of Amsterdam spoke for all the participants in thanking the organizers and leaders of the conference, the meetings were characterized by full, friendly interchange of information and opinions and by a level of constructive, scholarly accomplishment unusual for international conferences of this kind.

Contemporary Arabic

The Colloquium began by setting its field of discussion. By general agreement the teaching of Arabic writing and grammar to speakers of the language was excluded, although Professor Ahmed Lakhdar, Secretary General of the Maghreb National Commission for UNESCO, gave a very informative and valuable account of recent experiences in this field in Morocco. Also the participants by common consent excluded from the main concern of the conference the teaching of the older classical literature as such and the teaching of modern dialects, although both topics had to be touched on at certain points in the

discussion. Everyone agreed to treat the problem of the teaching of the modern written language and its spoken form as used on the radio and other occasions, and one small, but concrete result of this decision was agreement on the name of this kind of Arabic: in Arabic itself it can be called simply *العربية* 'Arabic' but in European languages it will be called Contemporary Arabic (l'arabe contemporain, etc.). This term satisfied all, even though various individuals preferred Modern, Neo-Classical, Modern Standard, *Neuhoch-arabisch*, or other names.

In defining this language, it was generally agreed that Contemporary Arabic is the language the vocabulary of which is listed in Hans Wehr's *Arabisches Wörterbuch*. Professor Wehr, Professor at University of Muenster and Secretary General of the Deutsche Morgenlandische Gesellschaft who was one of the participants at the colloquium, was happy to accept this partial definition but called attention to the more difficult problem of defining the grammar of the language. This issue had to be evaded, but as a tentative working assumption it was felt that the grammar included in Pellat's *Introduction à l'arabe moderne* was more or less the answer.

Basic Course of Study

The chief outcome of the conference was the decision to move ahead on the creation of a course of study or syllabus of Contemporary Arabic modelled to a considerable extent on the methods used in the creation of *le français élémentaire*, which were very eloquently described at the conference by Dr. Paul Rivenc, Directeur du Laboratoire Linguistique, Ecole Normale Supérieure de St. Cloud. In the discussions that led up to this, and in the actual planning of this task valuable contributions were made by Mme. Veccia Vaglieri, author of two Arabic grammars and experienced teacher of contemporary Arabic at the Instituto Universitario Ori-

See COLOQUIO, 3, Col. 3



Language Study And Cultural Attitudes

By Charles F. Hockett

MANY reasons have been given for the study of foreign languages, some of them unquestionably valid, some of them doubtful. I am going to claim in this discussion that the study of a second language is beneficial for the individual student in a way and for a reason that are not often mentioned. Let me underscore to start with that the basis for this claim is not any obvious cultural advantage in bilingualism as such. It has often been held that bilingualism or polyglottism affords more "windows on the universe," or more "perspectives on reality," and that for just this reason the acquisition of a second language is important. But knowledge of more than one language is extremely common—thousands of people have learned two or more languages simultaneously in early childhood. And there is no clear evidence that such bilinguals-from-childhood are better off than monolinguals. No Great Man, so far as I know, has ever proclaimed "all that I am I owe to my bilingual upbringing." If a Great Man did say this, I should doubt his diagnosis. It is more likely—and this is the theory for which I shall argue below—that the learning of a foreign language *AFTER* one has mastered one's native language can, if properly managed, afford

See LANGUAGE, 4, Col. 1

New Field Develops For Translators

Broadcast Monitor Aids German Government

IN a recent issue of *Babel*, official journal of the *Fédération Internationale des Traducteurs (FIT)*, an announcement appeared of the new position of foreign language broadcast monitor, recently recognized officially by the Federal Republic of Germany in its Civil Service structure. The monitor, classified under the title of *Fremdsprachlicher Rundfunkauswerter*, is considered to be different from either "translators on paper" or simultaneous interpreters. He is recognized as combining the qualities of these two occupations plus that of journalist, and such a broadcast monitor must be well versed in political affairs.

The foreign language broadcast monitor usually listens with earphones and "simultaneously" translates key sentences for the purpose of preparing a digest. The broadcast itself is also recorded and selected passages or the entire text may be translated later if desired by interested government agencies.

National Registers

In *Babel* and other FIT material, reports were contained on the development of national registers of specialized translators in West Germany, the Netherlands and the United Kingdom. In all these registers, translators are classified according to language or languages, scientific or technical specialization, experience. Persons entered on the registers are usually required to furnish recommendations by clients confirming their stated specialty. Evidence of certification by examination is a further requirement. The ultimate goal of the *Fédération Internationale des Traducteurs* is to prepare an international register of specialist translators covering all branches of knowledge and the major languages used in international communication.

Persons interested in *Babel* and the International Federation of Translators should address inquiries to Babel-Verlag, Bonn, Hausdorfstrasse 23, West Germany

Extra copies of *An Introductory Bibliography In Linguistics For Teachers of English*, prepared by Walter Lehn and William R. Slager at The American University at Cairo, are available at the Center. Copies will be mailed on request.

CENTER'S ADVISORY COMMITTEE HOLDS SECOND MEETING IN NOVEMBER

Policy Group Meets in Washington

THE Advisory Committee of the CAL held its fall meeting in Washington on Saturday, November 14 following a meeting on the previous day of the Screening Committee for Fulbright grants in the field of teaching English and linguistics. Dr. Walsh presided as chairman. In a number of instances membership of the Screening Committee overlapped with the membership of the CAL Advisory Committee. The members of the Committee were guests of the Center at a reception held in the Dupont Plaza Hotel on the evening of November 13th.

Reports were presented to the Committee by CAL Staff members as follows: Regular Activities of CAL (R. Morgan), Administration of the Center (N. M. Walker), Special Projects of CAL (C. A. Ferguson). In the afternoon session there was general discussion on the relationship of the Center with other organizations.

The remainder of the afternoon was devoted to discussion of policy procedures of the Center.

Those who attended were: Mrs. Virginia F. Allen, Ph.D., Professor of English, Teachers College, Columbia University, Dr. John B. Carroll, Professor of Education, Graduate School of Education, Harvard University, Dr. J. Milton Cowan,

Director, Division of Modern Languages, Cornell University; Dr. J. Manuel Espinosa, Chief, Professional Activities Division, IES, Department of State; Dr. Archibald A. Hill, Professor of English and Linguistics, University of Texas; Dr. Marjorie C. Johnston, Specialist in Foreign Languages, Office of Education, Department of Health, Education and Welfare; Dr. Albert H. Marckwardt, Professor of English, University of Michigan; Dr. Norman A. McQuown, Professor of Anthropology and Linguistics, University of Chicago; Dr. Kenneth W. Mildenberger, Chief, Language Development Section, Office of Education, Department of Health, Education and Welfare; Dr. Truett W. Russell, Executive Associate, CIEP, Conference Board of Associated Research Councils; Mr. Howard E. Soltenberger, Dean, School of Language, Foreign Service Institute, Department of State; Mr. Cleon O. Swayzee, The Ford Foundation, Dr. George L. Trager, Professor of Linguistics and Anthropology, University of Buffalo; Dr. W. Freeman Twaddell, Professor of Linguistics and German, Brown University, Mr. Arthur Vogel, Chief, Cultural Operations Division, United States Information Agency; and Dr. Donald D. Walsh, Director, Foreign Language Program Research Project, Modern Language Association of America.

IIE ESTABLISHES INFORMATION CENTER

Dr. Feraru Heads New Research Unit

THE establishment of a new center for information on research in the field of international education was announced by the Institute of International Education. The Institute's new Research Information Unit will offer information and guidance to organizations and individuals concerned with research in the international educational exchange of persons movement, educational systems around the world, and the teaching of English as a foreign language.

Designed to facilitate research already under way and to stimulate new studies, the Research Information Unit will be headed by Dr. Arthur Feraru, an IIE staff member for the past five years.

As Coordinator of Research Information, Dr. Feraru will collect materials re-

lated to research and will make this information available to researchers and to persons concerned with the field of international education. Those interested in this area of research are invited to direct inquiries and suggestions to IIE's Research Information Unit, 1 East 67th Street, New York 21, N. Y.

THE LINGUISTIC REPORTER

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TRANSLATION BY COMPUTER

ONE of the fields of applied linguistics which attracts intense interest at present is the development of methods for translating texts from one language to another through the use of computing machines. Two October meetings in Washington featured reports on projects along these lines.

Panel Discussion of Georgetown Work

The Washington Linguistic Club heard, on October 21 a summarization of the machine translation research of Georgetown University. Professor L. E. Dostert, Director of Machine Translation Research and Language Projects, explained the general scope of the project and discussed the considerations involved in developing a program of instructions that will eliminate translation ambiguity. Professor Michael Zarechnak reported work on translation by successive approximations through programming a computer so that it will translate a fixed text (starting in this case with 90,000 words of chemical Russian). Dr. A. F. R. Brown outlined the types of operations that must necessarily be provided for in the process of machine translation.

Seminar on Mechanical Translation Research Program at MIT

October 27 an all-day seminar was conducted under the auspices of the National Science Foundation featuring five speakers from the Massachusetts Institute of Technology. These covered both their general approach to the problem, and their researches, directed towards understanding the structure of German and English and developing methods to facilitate the use of machines in dealing with languages.

The general outline was given by Dr. Victor H. Yngve, head of the research group. He explained the long-range aims of the investigations in terms of the attainment of high quality translation.

Description of "the German Noun Phrase" was presented by Dr. Joseph R. Applegate; English "Negative Adverbs" by E. S. Klima. Dr. Noam Chomsky presented some general considerations of theories of grammar. G. H. Matthews covered computer-related aspects of the group's work, especially a "programming language" designated COMIT—a code for the instructions involved in machine manipulation of language. Dr. Yngve then indicated how mechanical operations may be able to take advantage of the fact that extra material in longer sentences, or parts of sentences, is in general added at the end.



Left to right: F. H. Walter, H. Wehr, B. Spuler, A. Lakhdar, C. Pollat (chairman), H. Mones, E. McCarus (partly hidden), C. A. Ferguson, L. V. Vaglieri. Not shown in picture: P. Rivenc, R. J. Serjeant, G. F. Pijper, M. Makki, F. de la Granja, E. Teres.

PENN STATE ORIENTS GRAD ASSISTANTS

PRIOR to the beginning of Fall classes, the Department of Romance Languages, Pennsylvania State University, conducted an intensive orientation program for its sixteen graduate assistants amounting to thirty hours of lectures, drills, and workshop practice. The program exceeded previous ones and probably similar programs elsewhere in scope, content, and intensity and was presented by seven members of the department's staff, and many of the other members attended.

Audio-Lingual Instruction

The central purpose of the program was to acquaint the graduate assistants with the fundamental techniques of audio-lingual instruction and with the application of linguistics to language teaching. So as to emphasize for the assistants the basic difficulties that students encounter in their initial contacts with a foreign language, they were instructed as a model class in elementary Russian (a language with which only three of them had had any previous acquaintance) during the first hours of the program.

The chief feature of the program was fifteen hours of workshop for both the assistants in French and for those in Spanish. Here they were presented with detailed discussions and demonstrations of structural drills, and with descriptive analyses of these languages. The assistants were themselves drilled intensively and given the opportunity to prepare drill material.

COLOQUIO—from Page 1

entale at Naples. Another important contribution was made by the Americans' report on the intensive methods of instruction in use in various programs of Arabic teaching in the USA. Dr C A. Ferguson, Director of the Center for Applied Linguistics, and Dr Ernest McCarus, Director of the FSI Arabic School in Beirut described these methods and provided examples of the teaching materials used. Also, Dr R J Serjeant, Professor of Modern Arabic at London University, described the methods used in teaching Arabic in universities and in various special programs outside the universities in the United Kingdom.

Proceedings Will Be Available

In the report of the proceedings which will be published, much of this background material as well as the specific recommendations adopted for implementation of the basic deficiencies will be available for all those interested either from the viewpoint of Arabic studies or of the more general field of applied linguistics.

Other participants in the colloquium included the well-known Orientalist, Professor Spuler of Hamburg, who will be a Visiting Professor at Bordeaux during the fall term of this year, and two younger scholars, Drs. Mahmoud Ali Makki, Assistant Director of the Instituto and Fernando de la Granja of the faculty of the University of Madrid. F. H. Walter, Head of the Language Department of the Division of Education in UNESCO, and one of the key figures in organizing the Colloquium also participated and contributed his expert knowledge and skill in conducting international conferences on language problems.

cultural insights of potentially great value to anyone in any walk of life.

Definition of Culture

We must speak for a moment about "culture." Almost everyone knows that this word now has two rather different meanings, one broader than the other. When we speak, say, of a "cultured individual" we refer to those artistic, educational, and humanistic enterprises that are strongly and positively valued in our society. The anthropologist's use of "culture," on the other hand, refers to everything that human beings are or do or think as a result of their living in society with others. The anthropologist's sense of the term is much broader than the traditional or "snob" definition, and yet subsumes everything covered by the term in its latter sense and in no way precludes our referring to positive evaluations when we want to. For our purposes, it is the anthropologist's sense that we need. It is in connection with this very broad sense that such phrases as "cultural relativism," "cross-cultural understanding," and "culture shock" have arisen.

Culture Shock

What is culture shock? Many an American has gone to some other country—let us speak in terms of Mexico—and has found that there are a plethora of differences, many of them very subtle, between ways of life there and in the United States. To itemize and describe these differences is one matter. To feel their collective impact is another. The collective impact is typically a sense of considerable discomfort, usually without any clear recognition of the reason for it, and this is what is meant by "culture shock." Advance preparation for residence in another society can somewhat cushion the shock, but not even the best-trained and most empathetic anthropologist, schooled in Spanish, can hope completely to escape the syndrome.

Culture shock stems from cultural differences. To detect the latter and feel the former, we do not have to move from one society to another: there are many subtle cultural differences from region to region within our own country, and even from family to family. Cultural diversity and culture shock, like charity, begin at home. There is always culture shock in marriage—even if one marries the girl next door, as the experts recommend. For example, suppose the bridegroom compresses the toothpaste tube by rolling it from the bottom end, while the bride squeezes it flat. Or suppose one spouse prefers bedcovers tucked firmly in while the other prefers them lying loose. Tiny and seemingly trivial divergences like these can reverberate to produce catastrophic consequences, and often do. Even

within our own society, it would seem that the natural basis for culture shock is something about which we need orientation and preparation as we grow up.

Differences of Habit

Many of the cultural differences between societies are subtle and easily overlooked, yet capable of yielding large and significant ramifications in the attitudes peoples develop towards one another. Most Americans, if they stand and talk together, refuse to stand face-to-face unless they are at least at arm's-length from each other. Watch the crowd grow at a cocktail party as the room becomes too crowded for people to stand face-to-face at this distance, those pairs and trios who are conversing assume a stance shoulder to shoulder on the arc of a circle, facing towards a center about three feet from each. Latin Americans have a different habit. They can comfortably stand eight or ten inches apart, still face-to-face, as they talk. Conversation while standing, between a Latin American and an Amer-

This article is a revision of an address delivered July 1, 1959 as part of the program of the Foreign Language Workshop at Santa Barbara, California [See *Reporter*, Vol. 1, No. 3, Page 8]. In it the author, one of America's leading linguists, gives his personal views on certain aspects of language study. The address was directed specifically toward the problems of language teaching in the ordinary secondary schools of the United States of America and its suggestions and recommendations are to be understood in this light.

ican, often produces a slow chase, the American backing up as the Latin American approaches, until the former's back is to a wall and there is nothing more he can do. If we are unaware of what is involved in such a situation, we are apt to conclude that the Latin American is obnoxious—without knowing why we feel so, often with a sense of guilt that we do feel so, and sometimes with a rationalized explanation. If we are aware of the difference of habit, we may still have the emotional tendency to react to the Latin American as obnoxious, but, at least, we can realize that there are doubtless dozens of subtle differences by virtue of which we impress others as equally obnoxious, and from this realization can grow an attitude of cross-cultural relativism, tolerance, and would-be understanding that is so clearly to be desired.

Doctrine of Immanence

What has all this to do with language

teaching? A great deal. Let us posit that language-learning without culture is sterile, while cross-cultural study without language-learning is blind. Then let us proclaim the DOCTRINE OF IMMANENCE: the use of language is, at bottom, an *immediate* and *intimate* matter, between two or among a few people who are in one another's close neighborhood as they speak, and who not only hear but also see, smell, and occasionally touch one another. The whole activity is the transaction, the speech that takes place is just one segment of it—an absolutely essential and typically human segment, but nevertheless only part of the whole. All other uses of language, and of substitutes for language (such as writing), stem in one way or another from this basic intimate face-to-face use and are flavored thereby.

The teaching of a language should be marked by this same intimacy. The relationship between language-teacher and language-learner needs to approach, in its degree of rapport, the kind of relationship striven for by a psychiatrist and a patient in psychotherapy. Perhaps such an ideal is impossible of attainment, but it is not impossible to seek.

Subtleties

We can organize and streamline the actual language materials to be used in teaching a particular foreign language; we can order them on the basis of careful comparison of the language-to-be-learned and the native language of the learners, we can use all our special scientific skills and engineering techniques for this, and beyond all doubt we can improve the effectiveness of language-teaching by so doing. But inevitably there are subtleties of the language itself and of its immediate cultural context that are overlooked as we try this expert analysis and arrangement. These subtleties are vastly important. The good teacher often exposes the learner to them without even knowing what he is doing. Were we forced—as, I sincerely hope, we are not—to choose between the "instinctively" expert teacher and the teacher who relied wholly and coldly on the careful codification of the results of scientific linguistic analysis, the former should win hands down. I thus agree at least with the first half of an opinion expressed by Vladimir Nabokov in his novel *Invitation of a Friend*: "As a teacher [of Russian] Pnin was far from being able to compete with those stupendous Russian ladies, scattered all over academic America, who, without having had any formal training at all, manage somehow, by dint of intuition, loquacity, and a kind of maternal bounce, to infuse a magic knowledge of their difficult and beautiful tongue into a group of innocent-eyed students

See LANGUAGE, 3, Col. 1

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SELECTED READINGS IN APPLIED LINGUISTICS

Charles A. Ferguson

Raleigh Morgan, Jr.

Applied linguistics, the application of the methods and results of linguistic science to practical language problems, has only recently been recognized as a legitimate field of scholarly study and technological activity,¹ and it is not surprising that there are no introductory textbooks or general surveys in the field. This does not mean, however, that there are no useful publications: a great deal of important material has appeared in books and articles since the end of the nineteenth century, more especially since World War II.

This list of selected readings has been compiled for the benefit of those who want an orientation in the field, whether they are professional linguists or not. It cannot be used as a reading list for 'pure' linguistics as such, nor is it designed to provide full coverage in depth even of those parts of the applied field which have been cultivated and reported on in print. However, anyone with basic training in linguistics, such as a master's degree or its equivalent, who reads and absorbs the material on this list should be well prepared to work with a variety of language problems, under competent supervision. On the other hand, the applied linguist—like a technician in any comparable field of applied science or engineering—becomes fully competent only with practical experience, and even conscientious study of the best published material is no substitute for clinical or field experience.

The items on the list are given under four headings, representing important areas of applied linguistics: (I) language teaching, (II) alphabets, (III) translation and interpreting, (IV) government language policies. Preference has been given to titles in English and to those items which are in print. Several important areas of the field such as lexicography, linguistics in personality studies, and so on have not been included; if a revised list is issued, some of these may be covered.

I. LANGUAGE TEACHING

The application of linguistic science to various problems of language teaching promises to make an important contribution toward the solution of some of these problems. Linguistics as such contains no body of doctrines or of experimentally verified principles on the 'how' of language teaching, which belongs to the psychologist and even more, at least for the present, to the experienced, successful language teacher. It is becoming increasingly clear, however, that linguistic training of teachers, wider

dissemination of basic principles of linguistics, and the utilization of detailed information on language structures can all be of crucial importance in planning and carrying out effective programs of language teaching.

BIBLIOGRAPHY

The following items are listed as useful guideposts to the vast literature on language teaching. They are, by no means limited to linguistics; they include non-linguistic and even anti-linguistics studies. But they are indispensable to anyone who wants to find his way in this field.

Doyle, H. G. (ed) *Education and its Environment in the United States and Overseas. A Tentative Selective Checklist of Books and Articles.* ICA Office of Educational Services. Washington, D. C., 1959.

Checklist contains books and articles on modern FL teaching, the teaching of "unusual" languages, the teaching of English as a second language. pp 81-115.

Modern Language Journal. This journal, which is the most important American periodical in the field, publishes annual bibliographies on the methodology of the teaching of modern languages. The bibliography normally appears in the January or February issue of the *Journal*, which is published by the National Federation of Modern Language Teachers Associations (editorial office Univ. of Buffalo).

Review of Educational Research. This periodical, which is published by the American Educational Research Association, has special issues on the language arts which contain very useful, evaluated bibliographical surveys of current work in various aspects of language teaching. The relevant issues are XVI (April 1956); XXII (April 1952); XXV (April 1955); XXVIII (April 1958).

UNESCO *A Bibliography on the Teaching of Modern Languages.* Prepared in collaboration between the International Federation of Modern Language Teachers, the Modern Language Association of America, and UNESCO. (Educational Studies and Documents, No. 13.) Paris, 1955

This bibliography, based on items selected and annotated by teachers themselves, begins listings from the year 1938 and is representative of a wide range of UNESCO states.

Alden, D. W. (ed) *Materials List for Use by Teachers of Modern Foreign Languages.* New York: Modern Language Association, [1959]. (Available from Foreign Language Program Research Center, 70 Fifth Avenue, New York 11, N. Y.)

A list of materials for instruction in foreign languages in

¹ For a German view of the field see G. Kandler, *Zum Aufbau der angewandten Sprachwissenschaft*, *Sprachforum* 1, 3-8 (1955). For a full, recent statement of a Russian view of the field, see N. D. Andreev and L. R. Zinder, "Osnovnye Problemy Prikladnoy Lingvistik," *Voprosy Jazykoznanija* (1959), No. 4, 1-9.

elementary and secondary schools. The list, which was compiled under contract with the U. S. Office of Education, includes all kinds of materials other than textbooks. It contains useful books on methodology and some introductory books on linguistics.

BOOKS

The list which follows is only a small sampling from the numerous books on the subject, and it would be easy to select a similar number of different, but equally useful items. Each of the items listed however, has a definite value of some kind for the language teacher and several of them can serve as introductions to whole fields of study not otherwise presented here.

Bongers, Herman. *The History and Principles of Vocabulary Control as it Affects the Teaching of Foreign Languages in General and of English in Particular*. Woerden (Holland), 1947.

The author feels that statistical approach to vocabulary selection cannot avoid subjectivity. He compared all better known English word lists, subjected them to various operations and developed a new 3000-word English vocabulary representing the number of words which a student may be expected to know at the end of a four-year course

Bloomfield, Leonard. *Outline Guide for the Practical Study of Foreign Languages*. (Special publication of the LSA) Baltimore, 1942.

Instruction in the more familiar languages is readily available, but for other languages it is difficult or impossible to get instruction, therefore author prepared this booklet for those who have to shift for themselves. Bloomfield recommends the informant method for recording and analyzing the language according to linguistic science.

Cochran, Anne. *Modern Methods of Teaching English as a Guide to Modern Materials with Particular Reference to the Far East*. 2d ed., rev. Washington: Educational Services, 1954.

Gougenheim, G. R. Michéa, P. Rivenc and A. Sauvageot. *L'Elaboration du français élémentaire*. Paris, 1956. 256 p.

Study on the establishment of a basic vocabulary and grammar for teaching French as a second language based on several hundred hours of recorded conversation.

Karpov, I. V. and I. V. Rachmanova (eds) *Metodika Nachal'nogo Obucheniya Inostrannym Jazykam*. Moscow, 1957.

A discussion of modern language methodology by representatives of the Academy of Pedagogical Sciences of the RSFSR. Covers methodology of teaching English, German, French based on contrastive comparisons of these languages with Russian.

Lado, Robert. *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. Ann Arbor: University of Michigan Press, 1957. x, 141 p.

Author presents a practical approach to linguistic-cultural comparisons of the native language with a foreign language as a basis for the preparation of teaching materials.

Nida, Eugene A. *Learning a Foreign Language. A Handbook for Missionaries*. New York: Committee on Missionary Personnel of the Foreign Missions Conference of North America, 1950. x, 237 p.

Pulgram, Ernst (ed.) *Applied Linguistics in Language Teaching*. (Georgetown University Monograph Series in Languages and Linguistics, No. 6.) Washington, D. C., 1954.

A series of articles dealing with the theory and application of linguistic science to language teaching.

UNESCO. *The Teaching of Modern Languages*. A volume of studies deriving from the International Seminar organized by

the Secretariat of Unesco at Nuwara Eliya, Ceylon, in August 1953. Paris: UNESCO, 1955. 296 p.

Proceedings of an international seminar where the topics discussed were the role of language in international understanding and the purely pedagogical aspects of the problem of the most effective teaching of languages of wide communication.

ARTICLES

Most articles in this field are either general statements by linguists explaining what linguistics has done or should do for language teachers or else studies of small details (usually in pronunciation) for a particular language. A selection of fairly general statements is listed here.

Cardenas, D. N. "The Application of Linguistics in the Teaching of Spanish." *Hispania*, XL (December 1957), 455-60.

Author emphasizes that language teaching can benefit from the results of linguistic analysis, particularly contrastive analysis.

Harris, Mary R. "The Application of Linguistics to Language Teaching." in A. L. Kroeber (ed.) *Anthropology Today*. Chicago: University of Chicago Press, 1953.

An account of the role played by linguists and linguistics in developments in foreign language teaching in the USA in the first half of the twentieth century.

Haden, Ernest F. "Descriptive Linguistics in the Teaching of a FL." *Modern Language Journal*, XXXVIII (April 1954), 170-6.

Author explains and illustrates how students may get experience with the language through pronunciation and pattern drills. Reading drill can also serve to deepen this oral-aural introduction to sound and grammar patterns if drill material is linguistically oriented.

Hill, A. A. "Language Analysis and Language Teaching." *Modern Language Association FL Bulletin*, No. 41 (December 1955). Reprinted in *Modern Language Journal*, XL (October 1956), 335-45.

Author believes that linguists can bring his results to the classroom by a presentation of results, rather than exposition of techniques and proceeds to explain in non-technical language other characteristics of a good language textbook prepared on the basis of the findings of linguistic science.

Hockett, Charles F. "Learning Pronunciation." *Modern Language Journal*, XXIV (April 1950), 261-9.

A good pronunciation of a language is a matter of motor skills, coupled with ear training. A transcription should be used during the training period which represents with absolute regularity the speech sounds students must learn to make and recognize unless the regular writing system has this regularity. A good pronunciation is one which does not draw the attention of a native hearer away from *what* we are saying to *how* we are saying it.

Lee, W. R. "Linguistics and the 'Practical' Teacher." *English Language Teaching*, XIII (1959), 159-70.

Author explains how to bridge the gulf between linguist and language teacher and how linguistics can benefit language teaching.

Moulton, William G. "Study Hints for Language Students." *Modern Language Journal*, XXVI (October 1952), 259-64.

A distinguished linguist tells students how to study and to read German.

Chatman, S. B. "Linguistics and Teaching Introductory Literature" in H. B. Allen (ed.) *Readings in Applied English Linguistics*. New York: Appleton-Century-Crofts, Inc., 1958.

Author believes that introductory courses in English literature should teach students how to read. The student, however, usually finds the literary language a "foreign" idiom. He may be introduced to semantic diversity, form class, identification and word order patterns through the techniques of linguistic analysis

Weinstein, R. H. "Phonetics, Phonemics, and Pronunciation: Application" in E. Pulgram (ed.) *Applied Linguistics in Language Teaching*. (Georgetown University Monograph, No. 6) pp. 28-38.

Author feels that not only are phonemic patterns important in teaching pronunciation, but, on the phonetic level, those positional variants which function differently in the student's native language, should be given attention in order to correct "foreign accent".

PERIODICALS

There are many periodicals in the field of language teaching. Most of these are devoted chiefly to literary studies and reviews of new books, with only occasional articles on methods or on linguistics. In the United States the leading periodical of this kind is the *Publication of the Modern Language Association* (PMLA), New York, which appears five times a year. There are likewise journals for individual languages, such as *Hispania*, *The French Review*, *Monatshefte für den Deutschen Unterricht*, and others. As noted above, the most important journal in the field of language teaching methods is the *MLJ*.

On the other hand there are the professional journals of 'pure' linguistics, including such American journals as *Language*, *Word*, *Studies in Linguistics*, *Anthropological Linguistics*, *General Linguistics*, and *IJAL*. These rarely contain articles on application of linguistics to language teaching.

The only American journal devoted explicitly to applied linguistics is *Language Learning*, which gives primary emphasis to the teaching of English as a foreign language.

SAMPLE TEXTBOOKS

Language textbooks for beginning students have been prepared by linguists or authors with linguistic training for a variety of languages. A half dozen sample texts are listed here. These have not been selected to represent the best of such books, but to illustrate the wide range of approaches used. All contain features worthy of imitation by textbook writers.

Bloch, B. and E. Jordan. *Spoken Japanese*. 2 vols. New York: Henry Holt, 1945

One of the well-known Holt Spoken Language Series, based on the use of a phonemic transcription, the memorization of Basic Sentences, and grammatical explanation based on modern descriptive linguistics. Representative of a widely followed pattern in American applied linguistics.

Chao, Y. R. *Cantonese Primer*. Cambridge, Mass.: Harvard University Press, 1947.

A thoroughly worked out course in a standard form of the Cantonese 'dialect' of Chinese by an outstanding linguist. A masterpiece of applied linguistics, highly individual in approach and outside the main streams of textbook writing.

Lambert, H. M. *Marathi Language Course*. [Calcutta]: Oxford University Press, 1943.

An example of British applied linguistics. The materials are graded phonetically and grammatically. Modified IPA script is used and substitution tables are employed for drills. Contains an appendix on the method of instruction recommended.

Lunt, H. G. *Fundamentals of Russian*. New York. Norton and Co., 1958.

Combines traditional features of presentation and exercises with much explicit linguistic material and some innovations in grammatical description

Mueller, H. *Deutsch, Erstes Buch* (Modern Series in Foreign Languages) Milwaukee. Bruce Publishing Co., 1958

The volume lays the structural foundation and supplies the student with a workable vocabulary. The companion volume *Zweites Buch* (1959) aims to increase the student's skill and to give systematic cultural information.

II. ALPHABETICS

Many practical language problems center about the use of writing systems. The most urgent of these are the devising of suitable orthographies for previously unwritten languages, the development of satisfactory transliteration schemes, and the adaptation of complex writing systems to the requirements of modern typography and mass media of communication. The items listed below touch on these three problems in various parts of the world. The problems of teaching one writing system to users of another was covered under the heading Language teaching (I).

BOOKS

Lambert, H. M. *Introduction to the Devanagari Script*. London, 1953.

Technical description of the Devanagari and Bengali alphabets and their relationship with the sound systems of Sanskrit, Hindi, Marathi, and Bengali. Terminology of British linguistics is used.

Palmer, H. E. *Principles of Romanization*. Tokyo, 1931.

Valuable statement on the uses of alphabetic notations, written with full understanding of the phonemic principle and of the complex and delicate cultural problems involved. Primarily concerned with Japanese, but much of the material is widely applicable. Terminology and symbolism differ in part from current linguistic usage.

ARTICLES

Brown, W. Norman. "Script Reform in Modern India, Pakistan, and Ceylon." *Journal of the American Oriental Society*, LXXIII (1953), 1-6.

Brief survey of recent developments in the writing systems of South Asia.

Dickens, K. L. "Unification: the Akan Dialects of the Gold Coast." *The Use of Vernacular Languages in Education*. Paris: UNESCO, 1953.

Account of a series of problems in the development of orthographies for Twi and Fante. Indication of importance of non-linguistic factors. Few details on the orthographies themselves.

Garvin, P. L. "Literacy as a Problem in Language and Culture." *Report of the Fifth Annual Round Table Meeting on Linguistics and Language Teaching* (Georgetown University Monograph Series, No. 7) pp. 117-140. Washington, 1954.

Highly informative, step-by-step account of the development of a standardized orthography for a language relatively little written but with several spelling traditions. A follow-up of one aspect appeared in Garvin's "The Standard Language Problem." *Anthropological Linguistics*, I (1959), III, 28-31.

Pike, K. L. "The Formation of Practical Alphabets." *Phonemics*, Chapter 16. Ann Arbor, Michigan, 1947

Convenient statement of the practical application of the phonemic principle in devising new orthographies.

Smalley, W A "A Problem in Orthography Preparation" *Bible Translator*, V (1954), 170-6.

Detailed analysis of phonemic and non-phonemic considerations in deriving an orthography for Sré, a language of South-east Asia

Francis, W N "Writing It Down: Graphics." *The Structure of American English*, Chapter 8. New York, 1958

Probably the most detailed structural description of the English writing system and its relationship to pronunciation now available

III. TRANSLATION

The fundamental problems of translation have long been understood, but only recently have there been systematic attempts to treat them from the point of view of linguistic science. Also, in the past two decades two new topics have become important: machine translation and simultaneous interpreting.

BOOKS AND MONOGRAPHS

Locke, W N. and A. D Booth (eds.) *Machine Translation of Languages* Cambridge, Mass., 1955.

A collection of essays on various aspects of this new field of translation by electronic devices

Nida, E. A *Bible Translating*. New York, 1947.

A practical manual for the missionary or scholar concerned with the translation of the Bible into "aboriginal" languages Covers a wide range of problems. Valuable reading for any one interested in the general problems of translation.

International Journal of American Linguistics, XX (October, 1954), IV.

This special issue devoted to translation contains eight fairly technical linguistic articles of little immediate practical application, but of considerable interest for general theory.

Vinay, J P. (ed). *Traductions*. Montreal, 1952.

A collection of papers on various aspects of translation and contrasts between languages.

Brower, R. A. (ed). *On Translation*. Cambridge, Mass., 1958

A recent collection of essays including three specifically linguistic ones, the others are in the tradition of literary scholarship. Has an interesting, but by no means exhaustive bibliography.

Fedorov, A. V *Vvedenie v Teoriju Perevoda*. 2nd ed. rev. Moscow, 1958.

A summary of contemporary Russian thinking on the linguistic problems of translation. Includes a bibliography of Russian items on translation, 1917-57.

PERIODICALS

Babel. Quarterly. Bonn, Hausdorffstrasse 23, Germany. *Journal of FIT, the International Federation of Translators*. Articles and reviews on all aspects of translation.

The Linguist's Review. 3 times a year. Institute of Linguistics, 3 Craven Hill, London.

MT. Irregular. Room 20B-101, M.I.T., Cambridge 99, Mass.

Contains articles and reviews in the field of machine translation

Journal des Traducteurs. Services Internationaux de Traduction. 408 Rue Cherbourg E., Montreal, Canada.

IV. GOVERNMENT LANGUAGE POLICIES

Many governments are faced with serious, complicated language problems and sometimes adopt action programs to cope with these problems, which generally center around three major topics—language standardization, national multilingualism, and language 'reform'. The books listed below touch on all three of these topics and in most cases focus on one particular country. No attempt has been made for full coverage, but the range of countries and problems covered gives a satisfactory indication of the nature and scope of language problems which government policy may attempt to solve.

Chatterji, S. K. *Languages and the Linguistic Problem*. 2nd ed London, 1944.

Excellent, brief statement of the language problems of the Indian subcontinent

De Francis, J. *Nationalism and Language Reform in China*. Princeton, 1950.

A detailed analysis of the political and linguistic aspects of the movements for alphabetic writing of Chinese.

Harrison, S S. *The Most Dangerous Decades*. New York, 1957.

Discussion of multilingual nationalism, with extensive bibliographies on particular topics and areas (USSR, Switzerland, Philippines, Africa).

Heyd, U *Language Reform in Modern Turkey*. Jerusalem, 1954.

Careful account of the aims, history, and results of the language reform movement in Turkey Particularly valuable in pointing out areas in which 'reform' succeeded or failed; worth reading for anyone concerned with activist policies of language change

Parker, W. R. *The National Interest and Foreign Languages*. 2nd ed. Washington, 1957.

A vigorous discussion of the position of language study in American life and a look toward future policies.

in an atmosphere of Mother Volga songs, red caviar, and tea, nor did Pnin, as a teacher, ever presume to approach the lofty halls of modern scientific linguistics, that ascetic fraternity of phonemes, that temple wherein earnest young people are taught not the language itself, but the method of teaching others to teach that method, which method, like a waterfall splashing from rock to rock, ceases to be a medium of rational navigation but perhaps in some fabulous future may become instrumental in evolving esoteric dialects—Basic Basque and so forth—spoken only by certain elaborate machines."

Speech Plus Action

Here is a simple example from English of non-linguistic factors that are easily overlooked. (But note that this one, by virtue of being described here, has not been overlooked, the subtleties that count most are by definition the ones that *have* escaped observation.) English has several degrees of stress or prominence, that is, some syllables are louder than others. As we speak, almost every primary stress is underscored by a slight motion of hand, arm, head, or eyebrow. The face-to-face learner of English as a foreign language is exposed to this and will often acquire it. (Until he does, his English doesn't *sound* right.) French body-motion—the typical subtle motions that accompany the speaking of French by Frenchmen—is not the same as English body-motion. It cannot be, since French does not have the same structural set-up of levels of stress that English does. Immediacy in language-learning means that the learner is given the optimum chance to learn not just to *speak* French, but to *act* it as well.

Personalized Teaching

In the face of such considerations, we must strongly resist the constant tendency to depersonalize language-teaching. Tape recordings, films, and television are in part like radio and telephone, and all of these are like the use of writing, in that although they pose as instruments to bring people together, they are really devices for keeping people apart. Films and television are particularly deceptive on this score. As audience, we see and hear a speaker or actor, who may be very skillful in deluding us into thinking that he is aware of us; but, really, there is no direct feedback from us to him—and hence no immediacy. As language teachers, therefore, we must be eternally vigilant about mechanical aids. We can use them for certain parts of the whole enterprise, but not to take over our own tasks. We must insist always on the maintenance of the direct person-to-person contact in

SCHEDULE OF MEETINGS

December 27-29, 1959 Chicago	Linguistic Society of America (Annual)
December 27-29, 1959 Chicago	Modern Language Association of America (Annual)
December 27-30, 1959 Mexico City	American Anthropological Association (Annual)
December 28, 1959 Chicago	American Dialect Society
December 28, 1959 Chicago	College English Association
December 30, 1959 Chicago	Federated Modern Language Teachers Associations
December 31, 1959 Chicago	National Federation of Modern Language Teachers Association
March 31-April 2, 1960 Cincinnati	Conference on College Composition and Communication (NCTE)
April 8-9, 1960 Atlantic City, N. J.	North East Conference on the Teaching of Foreign Languages
April 11-13, 1960 Atlantic City, N. J.	Association for Asian Studies, Inc.
April 28-30, 1960 Lexington, Kentucky	Kentucky Foreign Language Conference
April, 1960 Denver	National Association of Foreign Student Advisors
June 11-13, 1960 Kingston, Ontario	Canadian Linguistic Association (Annual)

language teaching. Improved language-teaching does not *in any way* depend on the availability of expensive mechanical equipment, even though it is nice to have such things around for the subsidiary functions they can perform.

The elementary language class is one of the best contexts in the whole formal educational system for the imbuing of people with attitudes of cultural relativism, flexibility, and tolerance. We could argue for the importance of cultural flexibility merely on the grounds that cultural differences are going to be with us always—it is something we have to learn to live with. More positively, we can point out that some other culture's different way of doing something, though sometimes it is merely different from our own way, is in some cases a better solution than our own for a common problem. Stubborn provincialism prevents us from discovering this when it is the case. And, more direly, we can point out that unless we really learn to live in the midst of cultural differences, we may, as a species, find it impossible to go on living at all.

National Interest

This Workshop is supported in part by

Federal funds, under the provisions of the National Defense Education Act. It behooves us, therefore, to think a bit about language teaching in connection with the national interest.

In one sense, we can easily say that it is to the national interest for us to have a constantly replenished minimum stock of people who actively and fluently control certain foreign languages—so many who know Spanish, so many for Hindustani, and so on. This is a bit like the policy of certain fishes. The ling, a relative of the cod, may in the course of a lifetime lay as many as 28,000,000 eggs, as a way of guaranteeing that at least two of them will survive the vicissitudes of early fish life and grow to adulthood. Just so, we could flatly insist on exposing every young American to one or another language through many years of his schooling, hoping that the rate of mortality would be sufficiently low to maintain the necessary minimum stock of experts in all the important foreign languages.

This way of thinking replaces people by numbers, and strikes me as thoroughly reprehensible. Of course, it is not wrong

See LANGUAGE, 6, Col. 1

to think in these terms in some contexts—in some conditions it would be immoral to think in any others. I should hate to serve in combat under a commanding officer unable to depersonalize his handling of his men. So long as we are thinking statistically for a moment, let us recognize that the teaching of foreign languages in the schools and colleges is not the only procedure by which minimum stocks can be maintained. There are millions of American citizens who speak Spanish natively. There are at least tens of thousands who speak Italian. There are a good many who know Japanese. Our traditional melting pot has tended to conceal this from us. We need, I suspect, to turn the fire off under that pot; to modify our national character just enough that we glory in our heterogeneous cultural heritage instead of rendering second- and third-generation hyphenated Americans always just a bit ashamed of their backgrounds. A million dollars spent in furthering the economic and social welfare of our Puerto Rican citizens—not in “Americanizing” them, but in promoting their participation in collective national life without losing their own heritage—would serve the national interest more than the same amount spent in improving the teaching of Spanish.

Needs and Interest of the Individual

But the notion of “national interest” needs to be dissected more carefully. The real, ultimate national interest of this country is the needs and interests of the people who comprise the country. I propose, in place of the cold statistical view, that for foreign language teaching our policy should be that of “no sparrow shall fall.” We must think not just in terms of the secondary schools of California, nor even of Miss Jones’s second-year French class, but specifically in terms of Johnny Williams and Mary Alcalde and Archibald Chang. We have an almost impossible task. While trying to establish the kind of language instruction that, in due time, will yield effective users of various foreign languages, at the same time we must so organize the ongoing activities of the classroom that Johnny, if he drops out of school two years or two months or two weeks from now, will have had a useful and enlightening experience. He should be at least slightly better equipped to get along in a culturally diverse community and a culturally heterogeneous world than he was before we

worked with him. After all, the dream of American education—the dream of our nation—is that every human being shall be enabled to live in as large a world as his own potentialities allow. This is the national interest. Statistical thinking is valid when it serves this interest, otherwise it is detestable.

High Calling

We language teachers have a great comforting axiom on our side: IT IS IMPOSSIBLE TO DO HARM BY OPENING UP BETTER CHANNELS OF COMMUNICATION AMONG PEOPLE. In the nature of things, there can be no military secrets in our trade. We can as freely offer our services and skills to those with whom we disagree as to those whose opinions we admire. If the Russians wish to learn from us about effective techniques in language teaching—as, indeed, we should be learning from them—we have nothing to hide. We are the stringers of telephone wires, the layers of cables, except that we work with the most precious material in the world: our fellow human beings. In the last analysis it is not our business to choose what information will be transmitted through the channels we help to open, but we do not have to worry about that if we do our own task well, since improved conditions for face-to-face communication among people are not contrived to help them deceive one another. Ours is a high calling, worthy of the best that we can find in ourselves.

APPEARING IN COMING ISSUES OF THE LINGUISTIC REPORTER

- Language Reform in Modern China
- History and Status of the Roster of American Linguistics
- The Language Center at American University
- Le Français Élémentaire
- ... Articles on Auxiliary Languages and Simplified Orthography
- ... and other special features.

HEW Seeks Foreign Language and English Teachers

Opportunities Exist at Secondary Level

A sizeable exchange program under provisions of Public Laws 584 (Fulbright) and 402 (Smith-Mundt) is in force for elementary secondary teachers and for college teachers of junior standing. This program, administered by the Department of State, International Education Exchange Service through HEW, includes provisions for two-way and one-way exchanges and short-term seminars.

Opportunities exist in twenty-six countries in all parts of the world for teachers of English as a foreign language, in nine countries for teachers of French, in two for German, one for Italian, four for Latin, and six for specialists in Spanish. There is an additional group of fifteen nations where programs are expected to develop in these fields as well.

Two-Way Exchange

On two-way exchange programs, the American teacher must be able to obtain leave without pay and his school must be prepared to hire and pay a foreign counterpart. American grantees are provided maintenance and round-trip transportation under the Fulbright Act; however, transportation is not provided for dependents. Assignments are usually in secondary institutions. Similar provisions apply for one-way exchanges, which are in operation under the provisions of both Public Laws 584 and 402. One-way exchange programs exist also for nationals of Austria, Denmark, France, Germany, India, Italy, The Netherlands and Norway. These foreign teachers may be assigned to U.S. high schools and junior colleges as teachers of foreign languages.

For the summer seminars in France and Germany, twenty-five grants are available to American teachers with experience and a Master's degree and who meet an age limit requirement of no more than 45 years. For participation in these seminars, grantees must be prepared to pay either transportation costs or maintenance. All expenses not born by the grantees are provided for in the grant.

Applications for the school year 1961-62 should be requested from the Teacher Exchange Section, Educational Exchange and Training Branch, Division of International Education, Office of Education, U.S. Department of Health, Education, and Welfare, Washington 25, D.C.

Book Notices

Modern English Primer. All English Edition, Parts 1 and 2, by Harold V. King and Russell N. Campbell, Washington, D.C., Washington Publications, 1959, pp. v + 89 and 1 + 98.

Intended for adults of no specific linguistic background, these two books together make up a set of thirty lessons, of which lessons 10, 20 and 30 are reviews. Part 1 has a general review at the end. The aim is to give a practical command of spoken English through intensive drill in selected and controlled vocabulary and sentence patterns until responses become automatic.

Each lesson follows the same plan, being based on a dialogue dealing with everyday situations, which is followed by sections on pronunciation, grammar, practice drills and review. There are optional additional readings and dialogues to provide for elasticity in timing of lessons. Pronunciation and intonation sections are designed to cover most problems "that can be anticipated on the basis of a comparison of English with a number of other languages." It is left to each teacher to stress relevant points in each particular situation. There are diagrams and explanations to help pronunciation, but no transcription is used, and imitation and repetition are relied on mainly.

The stress in grammar is on usage and understanding. The teacher is given a number of suggestions in the use of the text in the introduction, and the explanations in the grammar sections are intended mainly for his use. He is expected to use translation when necessary. There is a considerable variety of exercises, examples of which are: filling in blank spaces, making up questions that will produce given answers, substituting words for different parts of a sentence that necessitate other changes, changing into negatives, interrogatives, etc. There are vocabulary lists and grammar summaries at the end of each volume.

Did You Know . . .

ENGLISH FOR SPANISH-SPEAKING DOCTORS

R. Mackin and W. Weinberger are authors of *El Ingles para médicos y estudiantes de medicina* published by Longmans in 1958 . . .

FEDERAL TRANSLATOR'S SOCIETY

The Federal Translator's Society, interested in the problem of certification standards for translators, has established a Preparatory Board in New York with the support of the United Nations . . .

English is Spoken! Part 1 and Part 2, by Milton Wohl and Ruth C. Metcalf. Washington, D.C., Washington Publications, 1958, pp. x + 134 and v + 129.

These two books are designed to follow *Modern English Primer* Parts 1 and 2, and are intended to give "controlled conversation practice to students at the second level of learning English as a second language", each volume providing work for one semester in adult classes of no specific linguistic background.

The books are based on an interesting combination of the Direct Method and drill techniques. Use of the mother-tongue for explanation or translation is discouraged, but there is an abundance of material, helped by simple transcription, for oral practice of sounds and patterns of structure, for, the authors say, "the only way to learn to *speak* is to form *habits* of correct usage, so that responses come automatically rather than laboriously thought out word by word."

Part 1 contains a number of suggestions for the teacher in the use of the text, as well as a glossary of the grammatical terms used in both volumes. The introductory comments in each lesson are also mainly for the use of the teacher.

The reading selections, which provide carefully chosen and graded material for the particular points in grammar, pronunciation and vocabulary that each lesson is designed to cover, are stories, anecdotes or dialogues, many of them humorous, providing a welcome change from the usual classroom or campus scenes. "Vocabulary Practice" provides a variety of contexts for new words, and simple pictures are used to provide visual aid in introducing vocabulary, as well as in teaching idioms, sentence patterns and oral composition.

CENTER SEEKS TITLES FOR CONTRASTIVE STUDIES

The Center for Applied Linguistics is carrying out a series of contrastive structure studies on English and the five "commonly taught" languages, French, German, Italian, Russian, Spanish. The project staff is collecting contrastive language studies of all kinds, and would appreciate receiving titles which may have been missed, especially master's and doctor's theses. Address information to the *Reporter*.

THE SOUTHEAST ASIAN REGIONAL ENGLISH PROGRAM OF THE UNIVERSITY OF MICHIGAN *

THE University of Michigan and its English Language Institute were awarded a three-year ICA contract for \$1,549,750 in August of 1958 to "deal with English language instructional problems" in the countries of Laos, Thailand, and Vietnam.

The program, which is under the direction of Professor Edward M. Anthony, began in September of 1958 with the opening of a regional office in Bangkok. By June of 1959, fourteen Michigan staff members were in the field—three in Vientiane, Laos, three in Saigon, Vietnam, and eight in Bangkok, the latter including five members of a regional materials preparation team.

Operation Phasing

Deliberate phasing of the operation is perhaps its most distinctive feature. The first phase consisted of linguistic investigations of the Thai, Lao, and Vietnamese languages as well as a collection of available materials in these languages. In addition data about the place of English language teaching in the three countries were assembled with a view toward discovery of particular areas in which the services of the Michigan team could be of most use.

The second phase emphasizes the preparation of English teaching materials based on the findings during the initial phase. For this purpose, a team of five staff members is assembled in Bangkok to service the region.

Although the three countries involved have similar culture, speak related languages, and have common interests, the University of Michigan team has developed its program in three directions.

English Teachers Needed

Laos and Vietnam, of course, being formerly part of French Indo-China, have, in the past emphasized the French language and show much French influence in the school systems, Laos perhaps a bit more than Vietnam. Since there is an almost complete lack of Lao English teachers, the Lao program has emphasized the necessity of training a cadre of secondary school teachers of English over a period of perhaps two years.

See S.E. ASIA, 8, Col. 1

* The information about this program was furnished by Warren C. Yates, Deputy Director of the Project

S. E. ASIA—From Page 7

A much larger number of Vietnamese English teachers are already in the schools. The Michigan team in Saigon has therefore carried on a plan of visits to schools in order to increase the efficiency of teachers already in service, has concentrated on the testing of new materials, and in offering its service to special training programs.

Thailand is perhaps in the best position of the three countries in regard to English. English is the only required foreign language and is compulsory throughout the six years of the secondary school, the two years of the pre-university schools and in most University curricula.

Michigan Trains All Teachers

In Thailand the Michigan team was invited by the Ministry of Education to train all of the English teachers in the more than 30 teacher training institutions in the Kingdom. This the team is doing in a series of three-month concentrated courses, the first two months of which are devoted to an intensive course in English, while the third month concentrates on teaching methodology and linguistics.

At least two English teachers from each of the three countries will be sent to the University of Michigan for two-year training courses leading to a master's degree.

The fourteen members of the staff were chosen for experience in living and working abroad, and for their familiarity and experience with the methods espoused by the English Language Institute. Eleven of the fourteen had been on the staff of the English Language Institute. One member is an Englishman, another a Canadian. A partial list of countries in which staff members have lived and worked includes: Indonesia, Cuba, Afghanistan, Vietnam, Laos, Thailand, Korea, Lebanon, Colombia, Argentina, Costa Rica, Okinawa, Germany, Ethiopia, Italy, France, Turkey, Puerto Rico, Japan, and Australia.

**SUMMER SCHOOL
OF LINGUISTICS**

*At University of Alberta—
July 4th - August 13th*

THE University of Alberta in co-operation with the Canadian Linguistic Association is planning to conduct a third Summer School of Linguistics during 1960 at Edmonton, Alberta. Proposed courses, carrying University credit, are:

General Linguistics
Phonetics and Phonemics
Morphology and Syntax
English Phonetics
French Phonetics
Field Methods in Linguistics
(Cree will be analysed.)
Language and Culture
History of the English Language
Modern English Grammar
Romance Philology

Canadian participants are eligible to apply for financial assistance to the Canada Council, 140 Wellington Street, Ottawa. United States citizens and other non-Canadians should direct their inquiries regarding financial assistance to the American Council of Learned Societies, 345 East 46th Street, New York 17, N. Y. A limited number of small grants will be made available by the Canadian Linguistic Association. Inquiries should be directed to the Association's Secretary-Treasurer, Dr. W. S. Avis, Royal Military College, Kingston, Ontario. Because of early final dates for applications, students are advised to request additional information and forms as soon as possible.

A bulletin giving full details concerning the 1960 Summer School of Linguistics will be available soon. In the meantime, all inquiries should be directed to Dr. Ernest Reinhold, Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.

**LINGUISTIC INSTITUTE
IN TORONTO
AND MEADVILLE**

*Institute Introduces Missionaries
To Applied Linguistics*

THE Center recently received an announcement of the Toronto Institute of Linguistics and its supplementary program given at Allegheny College. Tentative dates for the Toronto Institute are June 3 to July 1, 1960. The 1960 session of the Missionary Training Conference at Allegheny College, Meadville, Pennsylvania, will take place July 5 to July 30, 1960. At Meadville the linguistics program is part of a larger curriculum.

The Toronto Institute of Linguistics, of which Eugene A. Nida is Honorary President and Visiting Lecturer, proposes to introduce the prospective missionary to applied linguistics, train him in some of the skills essential to the learning of a foreign language, and give him some awareness of the cultural situation in which people speak and live.

The courses of instruction at the Toronto Institute are entitled Phonetics, the Nature of Language, Ways of Studying a New Language, and the Broad Aspects of Communication.

Application should be made in writing to the Secretary, Rev. T. R. Maxwell, Toronto Institute of Linguistics, 16 Spadina Road, Toronto 4, Ontario, Canada. Persons interested in the Meadville program should address inquiries to Miss Anita Harris, Division of Foreign Missions, NCCC, 156 Fifth Avenue, New York 10, N. Y.