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Linguistic Assimilation in the Children of Immigrants

by Walt Wolfram

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Although language interference among first generation immigrants in the United States is relatively well represented in the literature, studies of the linguistic assimilation of the children of these immigrants are rather meager The English of these children is generally dismissed with statements such as "The English of the second generation is simply assimilated to the surrounding English speaking community " On one level, these observations can hardly be disputed, on another level, this type of over-simplification and generalization neglects the essential dynamics of lanauage contact and linguistic assimilation

In an effort to determine at least ome of the aspects of a language contact situation, the Center for Applied Linguistics under a grant from the U S Office of Education recently completed a detailed analysis of the English used by second generation Puerto Ricans in East Harlem Our informant group was composed of teen-aged males, the majority of whose parents work as service workers or laborers Most of the families live in low income projects or tenements in East Harlem The school records of our teen-aged informants indicate that their educational achievement is far below the expected norms for their age level, and a number of them are functionally illiterate It is quite clear that the majority have been alienated from the schools and their values do not coincide with the middle class values placed on educational achievement

From our background data, it is also clear that many of them are integral members of indigenous peer groups, participating fully in the "street culture" of East Harlem

The study of English among this particular population presents us with an ideal case study of the dynamics of language influence on the children of immigrants The second generation Puerto Rican in East Harlem is subjected to several different pressures in terms of language usage In the home, and until he is of school age, Puerto Rican Spanish is frequently the only language used As the child enters school and some of his contacts are expanded outside the immediate family and neighborhood, English becomes an alternate language By the time he is a teen-ager, English and Spanish generally fill specialized roles of communication, depending on a number of different variables such as participant, topic, location etc

To look at the question, "What is the English of these second generation Puerto Ricans like?", we had to examine the different models of English to which these teen-agers were exposed In school and through the mass media, they are of course exposed to a standard variety of English. In the home, they are often exposed to a Spanish-influenced variety of English when their parents use English However, previous studies indicate that probably neither of these sources are as important as the English used by their peers In many cases, peers are predominantly restricted to other second generation Puerto Ricans But the residential distribution and social contacts that exist in Harlem also bring many of these youngsters in contact with the sur-

rounding black community This social interaction therefore brings them in contact with Black English, spoken among lower socio-economic class adolescents in Harlem We found that aspects of our study of these second generation Puerto Ricans could be understood only from our knowledge of Black English, others from our knowledge of standard English, and still others from our knowledge of Puerto Rican Spanish Attempting to separate the sources which account for the varieties of English used by second generation Puerto Ricans required us to look closely at the dynamics of language influence

While our detailed sociolinguistic study obviously resulted in a great deal of specific descriptive data, more importantly, a number of general sociolinguistic principles emerged In the following paragraphs, we shall briefly present some of these observations

VESTIGAL INTERFERENCE

In the speech of Spanish immigrants, differences between Puerto Rican Spanish and English will result in predictable interference when speaking English Thus, for example, we find no contrast between English / ε / and / æ / because there is no corresponding contrast in Spanish, or we get /s/ corresponding to English / θ / due to the fact that / θ / is not typically a part of the phonological inventory of Puerto Rican Spanish Interference is well documented and classified in the contrastive literature on English and Spanish In the case of our second generation Puerto Rican teen-agers, direct interference phenomena such as the above are quite infrequent In fact, these

types of direct interference are so rare that we have labeled the few occurrences of interference we do observe as *vestigal interference* The concept of vestigal interference allows us to account, in a reasonable way, for some occasional variants found among our Puerto Rican informants while minimizing the integration of these realizations in the variety of English they speak Although our definition of vestigal interference is quantitatively defined in terms of an arbitrary cut-off point (in our case, less than 5% of all potential cases in which the interference variant might occur) it does have important implications for how we represent the phonological and grammatical components of this variety of English Straightforward interference has not typically become habitualized in the speech of second generation teen-agers Although we may speculate about the importance of Spanish influence at earlier stages of bilingualism, we must conclude that by the time they are teen-agers, direct interference is of little structural significance

ASSIMILATION VARIANTS

While direct Spanish influence is minimal, it is quite clear that for many Puerto Rican teen-agers, the influence of Black English from the surrounding community has had considerable effect For example, our analysis of morpheme-final / θ / indicates that a quite common realization is [f] Words such as *bathroom, tooth,* and *mouth* are pronounced as *bafroom, toof,* and *mouf* respectively This pronunciation cannot be attributed to either standard English or Puerto Rican Spanish influence, instead, we find its source in the common phonological pattern described for the surrounding Black English speaking community

As we might suspect, the more intimate one's contacts with blacks, the more influence black speech will have on the variety of, English acquired If we divide the Puerto Rican informants into those with extensive black contacts and those with restricted black contacts, we find, particularly with phonological features, what we would predict the more extensive a Puerto Rican's black contacts are, the greater possibility for Black English influence on his speech It is important to note, however, that the difference between the two groups is quantitative rather than qualitative Black English influence can be found in both groups, but it is more frequent in the group with extended black contacts This observation implies that the assimilation process is not all direct. That is, a Puerto Rican with restricted black contacts may

not necessarily be dependent on direct peer contact with blacks in order for assimilation to take place He may be assimilating it from other Puerto Ricans who picked it up through direct contact

We found that the nature of assimilation differs, dependent on whether Black English features are part of the grammatical or phonological components While there is considerable evidence for indirect assimilation of phonological features, the assimilation of grammatical characteristics is more dependent on first-hand peer contact Thus, Black English grammatical features such as habitual be (e g *Sometime he be busy and sometime he don't*) or certain types of multiple negatives (e g *Didn't nobody do it* as a declarative statement) are found among those Puerto Ricans with extensive black contacts, but not those with restricted contacts

CONVERGENT PROCESSES

In addition to obvious Spanish-influenced English and straightforward Black English assimilation, there are instances where rules from these two sources converge, i e, the output from Spanish and Black English rules may yield identical forms For example, descriptions of syllable-final /d/ in Black English and Puerto Rican Spanish correspond in that both of these systems can delete /d/ in ways not permissible in standard English We may get items like *stupi', hoo'* for standard English *stupid* or *hood* either because of influence from Puerto Rican Spanish or Black English Similarly, Spanish-influenced English may allow for the reduction of certain word-final consonant clusters (e g *west* and *build* may be pronounced as *wes'* and *buil'* respectively) while Black English has a rule which results in the same output When this takes place, we have what may be called *convergent processes* Where convergent processes are operative, we find different distributions of features than when we have direct interference variants or non-paralleled assimilation variants In these cases, we have the local nonstandard dialect reinforcing an output from a Spanish-influenced dialect The resultants situation makes the incidence of certain features such as syllable-final /d/ deletion and word-final consonant cluster reduction quite stable and frequent in the speech of many Puerto Rican teen-agers

THE EMERGENCE OF NEW RULES

The processes discussed above have covered grammatical and phonological rules in the English of second generation Puerto

Ricans that result from some aspect of Spanish influence and/or assimilation to English of the surrounding communities. They do not take into account instances in which specific rules çannot be directly related to any of the potential sources for the acquisition of English Most general theories of bilingualism (whether one essentially views the bilingual as having one merged system, coexistent systems, or a combination of the two) include the assumption that there must be an isomorphic correspondence between the rules of the bilingual's language and the rules of the potential source languages or dialects These traditional views disallow the operation of rules which might not be related isomorphically to one of the source languages or dialects, yet in the Puerto Rican English studied we found cases of rules which did not directly correspond to any of the potential sources

For example, if we look at certain types of "double tense marking" such as *I didn't did it* or *I didn't meant to say it that way,* we do not find any direct correspondence in Puerto Rican Spanish, Black English, standard English, or any other potential source language Yet this type of marking seems to have become stabilized in the speech of some speakers Apparently, we have the emergence of a new type of rule This construction appears to result from a type of hyper-correction that takes place in the acquisition of English We hypothesize that a Spanish speaker goes through several stages of interference which eventually result in the production of this form In the first stage, a Spanish speaker attempting to learn English might simply substitute the Spanish negative for the negativized auxiliary in English, producing constructions like *He no eat the food* and *He no like it* In the second stage the tense marking is placed on the verb, giving us *He no ate the food* and *He no liked it* In the next stage, the English rule for placing the tense in the auxiliary is learned, but the tense is also redundantly retained on the verb This produces sentences like *He didn't ate the food* and *I didn't meant to say it that way* The end results is a form stemming from a rule generalization which does not directly parallel any source variety of English which could possibly act as a model of acquisition Since traditional views of bilingualism cannot account for such occurrances, it seems that we need to revise our viewpoint on language contact to allow for such innovations

Although a descriptive study of the English of second generation Puerto Ricans is of sufficient linguistic value in itself, we

have been more concerned in this project with the emergence of some general sociolinguistic principles of language contact This study allows us to apply some recent insights from sociolinguistics, such as the quantitative measurement of variable speech behavior to a unique contact situation No doubt some of the principles will have to be revised or discarded on the basis of further empirical data But we are convinced that many of the theoretical and practical questions in linguistics will not be answered until we look at language in terms of its actual usage rather than some idealized construct of how we expect it to work *prima facie*

Recent CAL Publications

Black-White Speech Relationships, *edited by Walt Wolfram and Nona H Clarke (Urban Language Series, 7) Washington, D C Center for Applied Linguistics, 1971 xiii, 161 pp $5 00*

The eight articles reprinted in this volume span several decades and present a historical perspective of Black English, particularly Black American English, and the dynamics of social patterns affecting speech Lorenzo Dow Turner's 1948 article "Problems Confronting the Investigator of Gullah", represents the first serious attempt to question the theory that Gullah was derived from the English of the seventeenth and eighteenth centuries In "The Relationship of the Speech of American Negroes to the Speech of Whites", Raven and Virginia McDavid are concerned with the different influences on the speech of blacks The article includes an addendum written for the present volume calling for more detailed comparative evidence to support conclusions about the history and the current status of black-white speech relationships Beryl Bailey suggests that the Southern Negro "dialect" differs from other Southern speech in its deep structure, which has its origins in some Proto-Creole grammatical structure, and William Stewart provides literary evidence to support the hypothesis of a Creole origin The article by Lawrence Davis takes issue with such a hypothesis David Dalby's thesis is that varieties of Black English exist throughout the world Black American English being but one variety on this continuum The final article by Walt Wolfram primarily examines the question of whether blacks and whites of comparable socioeconomic classes in the South speak alike

new journals

Journal of Psycholinguistic Research. *Published by Plenum Publishing Corporation in cooperation with The John Jay College of the City University of New York Quarterly First issue Fall 1971 Subscription $28 00 for institutions, $18 00 for individuals Editorial correspondence R W Rieber, Editor, The John Jay College, City University of New York, 315 Park Avenue South, New York, N Y 10010 Subscription correspondence Plenum Publishing Corporation, 227 West 17th Street, New York, N Y 10011*

An international quarterly which hopes to provide a single recognized medium for communication among linguists, psychologists, biologists, sociologists and others Will publish original theoretical and experimental papers, critical surveys and book reviews covering a broad range of approaches to the study of the communication process, including the social and anthropological bases of communication, development of speech and language, semantics (problems in linguistic meaning), biological foundations, psychopathological aspects, educational psycholinguistics

Cahiers Linguistiques d'Ottawa. *Published by the Department of Linguistics and Modern Languages and the Centre for Second Language Learning, University of Ottawa Appears in hard copy and microfiche editions First issue September 1971 Free of charge All correspondence C L O, Linguistics, University of Ottawa, Ottawa, Ontario K1N 6N5, Canada*

An aperiodic research journal meant to encourage communication among persons engaged in studies related to formal, experimental or applied linguistics, particularly in Canada Will publish bibliographies, notes, commentaries, translations

of inaccesible material, as well as prepublication versions of papers, progress reports, intermediate and non-definite results of research Articles are written in either English or French

Analecta Linguistica: *Informational Bulletin of Linguistics Published by John Benjamin (Amsterdam) in cooperation with the Hungarian Academy of Sciences Quarterly First issue Fall 1971 Subscription £8 50 Editorial correspondence Analecta Linguistica, Institute of Linguistics, Hungarian Academy of Sciences, P O Box 48, Budapest 502, Hungary Subscription correspondence Collet's Holdings Ltd , Denington Estate, Wellingborough, Northamptonshire NN8 2QT, England*

This periodical consists of a selected bibliography of the monographs and offprints on linguistic subjects acquired by Hungarian libraries, as well as facsimiles of current tables of contents of linguistic journals Will occasionally publish thematic bibliographies as well

Editor's Note

Beginning with this issue, Volume 14, Number 1, *The Linguistic Reporter* will again be published six times a year It will contain primarily news and reports on completed and on-going programs, research projects, conferences, etc., as well as announcements of future events It will also contain a separate section of Selected Abstracts in Languages Linguistics, and will occasionally include specialized bibliographies We will try during the coming year to expand our coverage of recent developments in the language sciences, and we invite our subscribers to send us information for inclusion in future issues

Library of Congress Foreign Acquisitions Program

[The following is based on a communication from Mortimer Graves, retired president of the American Council of Learned Societies]

The Library of Congress PL-480 Foreign Acquisitions Program enables the Librarian to use excess foreign currencies owned by the U S Government for the purchase, servicing, and distribution to participating American research libraries of books, periodicals, and related materials presumed to have scientific, cultural, or educational significance for the United States

In current operations under the Program relevant publications are acquired from India, Pakistan, Nepal, Ceylon, Indonesia, Malaysia, Singapore, Brunei, United Arab Republic, Israel, and Yugoslavia, and expansion to other countries (Poland, Tunisia, etc) is contemplated

Works include monographs, serials, and "non-book materials" (maps, for example) in thirty or more foreign languages and English Forty-six American university and research libraries receive foreign language materials and about 300 college and public libraries receive a very highly selected group of publications in English Over this past decade something in the order of fifteen or twenty million such items have been received, catalogued, and distributed

These publications cover all fields of inquiry cultivated in the publishing countries, from aesthetics to zoology They are nationally available not only in the participating libraries but on Inter-Library Loan, which is serviced by the Center for Research Libraries in Chicago

Periodical (usually month) *Accession Lists* are distributed free to any library, participant or not, requesting them, as is also an occasional *Library of Congress PL-480 Newsletter* Some examples of titles in recent *Accession Lists* (India) which might be of interest to linguists include

Lotha Uyakarana, by R S Gautama Kohima, 1970 97 pp ("Lotho Grammar" — in Hindi

Nepali Bhasha ra Sahityako Vivarana, by P M Pradhan Kalimpong, 1970 56 pp, illus ("Survey of the development of Nepali Language" — in Nepali)

Sema-Hindi-English Dictionary, by Brajabihari Kumara Kohima, 1971 124 pp

General Remarks on the Manipuri Language, by Yamjao Singh Imphal, 1968 32 pp

For further information write Oversea Operations Division, Library of Congress, Washington, D C 20540

conference reports

A Conference on Child Language, jointly sponsored by the Commission on Child Language of the International Association of Applied Linguistics (AILA, from its French name), the American Council of Teachers of Foreign Languages (ACTFL), and the Center for Applied Linguistics was held in Chicago on November 22-24, 1971, as one of several workshops and conferences preceding the annual convention of ACTFL Conference co-chairmen were Theodore Andersson of the University of Texas at Austin and R W Rutherford of York University, York, England

There were three stated purposes of the conference to contribute to the work of AILA in child language by seeking the collaboration of researchers on this side of the Atlantic, to identify researchers and stimulate further research on the subject of the conference, and to seek ways of applying the results of such research to the improvement of educational practices, especially in the field of bilingual education A report was to be prepared by section chairmen and recorders to suggest possible ways of following up on this conference, in particular through a second conference on child language being planned in connection with the meeting of AILA in Copenhagen in August of 1972

The general theme of the conference was "the learning of two or more languages or dialects by young children, especially between the ages of 3 and 8, with particular attention to the social setting " The format consisted of six two-hour general work sessions, the first five of which entailed summaries of preprinted papers followed by general discussion The final section was an open session in which discussion could be continued on any topic, resources, sources of information, and projects of interest could be reported on, and suggestions could be made for future directions in bilingual education and research on child language learning

The papers dealt with a wide variety of subjects, ranging from direct observation of children learning two or more languages in various home and school situations in different countries, to planned educational strategies for bilingual programs in American schools The speakers included linguists, anthropologists, psychologists, teachers, administrators and members of minority groups working on educational problems related to language There was considerable disparity of views expressed and defended Several papers and much

discussion were devoted, for example, to the teaching of reading to very young children Some researchers reported success in efforts of this sort and were anxious to see increased activity in this area, while others felt that there was no evidence to support the position that it was good or useful to teach children to read early, and in fact there was evidence that it was detrimental for some children

As the conference progressed, a tendency developed to recommend working from the position, strengths, and ability of the child in each situation, whether it be in regard to reading instruction, bilingual education in school or learning two or more languages at home Motivation was held to be of vital importance in any effort Positive motivation was seen to depend on several aspects, among them, the use of content relevant and interesting to the child, respect for the feeling of the particular community which a program serves, and the relationship of school programs to the reality of the child's life outside of school Some discussion was devoted to the problem of developing greater prestige for and more positive attitudes toward the native languages or dialects

A significant point for future activity was made with the admonition that it be recognized that the field is young, that very little is known with certainty in any of the areas of learning involved, and that no way should be said to be *the* way It was stressed that all of the work done to date should be honestly and carefully assessed for success or failure, and reasons should be sought for everything that happens in both the classroom and the home The above statements could almost be called the rationale for the conference It was only in 1968, with the passage of the Bilingual Education Act that the federal government started to appropriate rather large sums of money for programs dealing with minority languages It was hoped that these programs would accomplish several interrelated objectives, with high priority being given to improving the educational possibilities for residents of the United States who speak a language other than English Thus, a handicap that was causing a high rate of failure at school and work among this group would be removed, and in addition the occupational options open to these people would be broadened It would ideally allow minority language group members to maintain their native language and culture in dignity in spite of their minority status, and would

preserve for America a hitherto largely un-recognized linguistic and cultural resource

All of these seemed undeniably worthy objectives, and numerous programs were developed to attain them Unfortunately there was no time to develop a theoretical foundation upon which these programs could be based, and a lack of appropriate materials and trained teachers felt much to be desired

It was apparent from the discussion at the meeting, however, that an expertise is developing in the field of bilingual educa-tion and that there are knowledgeable and concerned persons with a need for more than just theoretical discussion Assessing problems through the programs in which they work, these people are actively seeking practical solutions, testing their work as they go along and revising it in the light of experience The need for greater communi-cation within the field was repeatedly ex-pressed The following already existing resources were mentioned as possible information "centers" The Materials Ac-quisition Project (2950 National Avenue, San Diego, California 92113) which col-lects, evaluates, and disseminates materials prepared in Spain, Portugal and Latin America which would be suitable for use in American bilingual programs, the Na-tional Consortium for Bilingual Education, (6745-A Calmont-West Freeway, Fort Worth, Texas 76116) which collects bilin-gual education materials being prepared in the United States, University Microfilms, (Ann Arbor, Michigan) which conducts a project to collect curriculum materials on various topics including bilingual and migrant education Mentioned as well were the International Center for Research on Bilingualism at the Universite Laval in Quebec and the Center for Applied Lin-guistics A large bibliography of materials related to teaching in bilingual programs will be published soon by the former, and CAL has begun to develop files on bilin-gual programs UNESCO, the TESOL Association, the Linguistic Society of America and, of course, ACTFL were also noted as interested in the language prob-lems of minority groups

The meeting was held to be "relatively successful" as a "first approximation" of the work that needed to be done It was suggested that future meetings include an even broader range of participants and that small group sessions and workshops should be added to the program The Con-ference Proceedings to be edited by Pro-fessors William F Mackey (Laval Uni-versity) and Theodore Anderson will be published by the International Center for Research on Bilingualism in cooperation with the Laval University Press Advance orders (price not determined) may be sent to Dr Jean-Guy Savard, Associate Direc-tor, International Center for Research on Bilingualism, Cité Universitaire, Univer-sité Laval, Québec 2, Canada [Reported by *Dorothy A Pedtke, Center for Applied Linguistics*]

The second UNESCO Advisory Group on the Role of Linguistics in Language Educa-tion and Policy convened to discuss the use of vernacular languages in education, a full twenty years after the first meeting which discussed similar issues The Advisory Group which met at the UNESCO House Paris, July 19-23, 1971, brought twenty additional years of practical experience, research and theoretical development to the consideration of the educational prob-lems associated with language differences in society The meeting was coordinated by the Curriculum and Research Division, Department of School and Higher Educa-tion and was chaired by the Division Head, Albert Legrand

The week-long discussions were orga-nized topically around the problems of mother-tongue instruction, problems con-cerning second and third languages, and language policy planning Within each topic, discussion sought to provide an ana-lytic formulation of basic concepts, a sum-mary of reasonably well established in-sights, the designation of needed research, the identification of what information is needed, who needs it, and the mechanisms for its provision, a clarification of adminis-trative and political problems involved in obtaining country specific profiles of lan-guage policy and practice in education

A draft report has been prepared and circulated which contains the Advisory Group's wide-ranging recommendations along with background information and commentary The draft report addresses the questions of data collection, interna-tional information exchange, research and research support, training of professional and para-professional personnel, and cur-riculum development

In attendance at the meeting were Emily Vargas Barron and other UNESCO staff, as well as the Advisory Group members which included Ayo Bambose (Nigeria), Anna María Barrenechéa (Argentina), Mme Borodulino (USSR), Charles P Bouton (France), Pierre Chantefort (France), Jennifer Cook (United Kingdom), Dennis R Craig (Jamaica), Anwar S Dil (Pakistan), John M Francis (USA), John Gumperz (USA), Robert Hurel (France) Miklos Hutterer (Hungary), Harlan L Lane (USA), E Roger Mar-castel (France), Donald I Solá (USA), G Richard Tucker (Canada), Dr A P Van Tesslaar (USA)

On November 26-27, the **Fifth Annual Meeting of the American Council on the Teaching of Foreign Languages**, together with eleven meetings of affiliated organiza-tions, brought together a wide spectrum of teachers and administrators with a com-mon interest in improving language pedag-ogy Although there was a perhaps dis-appointingly small amount of interaction among those who teach different languages, there was at least a clear parallelism in the types of problems being considered in sep-arate sections Sessions concerned with the teaching of English to speakers of other languages occupied a quite prominent place in the overall program A new venture at the meeting was the panel on "Needs and Cooperation among Teachers of less Com-monly Taught Asian and Pacific Lan-guages" The participants decided that some form of organization was needed to further the holding of similar future meet-ings, and a committee to look into how this should be done was appointed, con-sisting of David W Dellinger (Northern Illinois State University), William W Gage (Center for Applied Linguistics), William J Gedney (University of Michigan), Thomas W Gething (University of Ha-waii), John Young (University of Hawaii), and Soenjono Dardjowidjowo (University of Hawaii), Chairman

The **American Anthropological Associa-tion's** seventieth annual meeting held No-vember 18-21 in New York City was note-worthy for the prominent place that subjects concerned with language had in its pro-gram. It was generally the case that at least two sections would simultaneously be dealing with topics in linguistics The largest share of such presentations took place in the five sessions of the "Tenth Conference on American Indian Lan-guages" This conference included a dis-cussion of priorities for workers in the field for research, for educational applications, and for information exchange The sym-posium on "The Relation of Anthropology and Linguistics in Honor of C F Voege-lin" filled both a morning and an afternoon on Saturday, November 20, and was fol-lowed by a reception in appreciation of Professor Voegelin's work At the opening

of the meetings on Thursday, another symposium, "Sociolinguistics in Crosscultural Analysis," was presented. Other sections were organized around the themes "Language, Society and Culture," "Languages in Contact," and "Linguistic Play." In addition, many linguistic topics were presented in sessions which primarily dealt with other anthropological concerns

The National Council of Teachers of English held its sixty-first annual convention in Las Vegas, Nevada, November 25-27, 1971. The meeting formats varied from three-day preconvention workshops to ninety-minute panels, and included conferences, debates, and poetry and film festivals. The wide range of NCTE interests was reflected in the program, which included sessions on reading instruction, filmmaking, approaches to curriculum, minority literature, the literature of the Southwest, and science fiction

In the area of language, the Commission on the English Language discussed a proposal for workshops to bring dialect awareness to elementary and secondary school teachers of subjects other than language

arts. Harold B Allen of the University of Minnesota was appointed chairman of a committee to study this proposal. David DeCamp (Uuniversity of Texas) and Robert Allen (Columbia University Teachers College) prepared recommendations for linguistics in teacher training curricula which included study of the nature of language, the history of English, various approaches to syntax, and social and geographical variation in English. Beryl Bailey (Hunter College) was appointed chairman of a committee to define issues arising from dialect differences in the classroom

Aside from the work of the Commission, language and linguistics did not appear to be a great concern at this year's convention. There were a few sessions dealing with the application of linguistics to writing, rhetoric, and poetry, and a few meetings dealt with nonstandard English and its relation to teacher attitudes and to the teaching of reading and standard English Teaching English-as-a-second-language received very little attention. From the program it was clear that the convention's main concerns centered around new literatures and media, especially film

The National Endowment for the Humanities has awarded a grant of $27,466 to the University of Hawaii in Honolulu for a program of Japanese language study and training at the college level. The program will emphasize the need to combine introductory foreign language education with study of the culture and civilization of Japan. Professor John Young of the Department of Asian and Pacific Languages will direct the program as well as write a textbook for use at the college level which will be aimed at increasing students' motivation, cultural awareness, and sensitivity to language usage

An Alexander Von Humboldt Fellowship for six months of study in Germany has been awarded to Ross D Hall of the University of Rochester His research will be concerned with German dialects as they relate to the linguistic history of the Rhine region

An International Symposium on First Language Acquisition will be held September 4-5, at the Tuscan Academy of Sciences, Florence, Italy. This invitational symposium which follows the Eleventh International Congress of Linguists will consider such themes as acquisition of lexicons, cross-language research on the sequential relationships between language universals and language specifics, child language in relation to general linguistics problems, maternal speech patterns, etc. Walburga von Raffler Engel of Vanderbilt University (currently visiting professor at the University of Ottawa) will chair the sessions. For further information write Dr Engel at Hotel Lord Elgin, Ottawa 4, Canada

news briefs

The Ford Foundation, announced via its January newsletter the following language and linguistics grants

Center for Applied Linguistics, $300,000 one-year supplement, for information and documentation services, research, and conferences, all focused on problems caused by linguistic diversity

Stanford University, $144,000 one-year supplement, to complete a comparative study of language-planning processes in India, Israel, Indonesia, and Sweden

University of the West Indies, $125,000 two-year supplement, for the University's development of linguistics, with primary emphasis on explaining the learning problems of the large number of children who speak Creole English but must use standard English in the classroom

The National Science Foundation has awarded Gallaudet College, Washington, D C a two-year grant for the study of Semantics and Grammar of American Sign Language. William C Stokoe, Jr. is the principal investigator

The National Endowment for the Humanities has announced its list of Senior Fel-

lows for the academic year 1972-73. Of the eighty-four fellowships awarded, three were given to linguists: Ernest Bender, University of Pennsylvania, W Nelson Francis, Brown University, Dell H Hymes, University of Pennsylvania. Senior fellowships are awarded for six to twelve continuous months of study to persons who have considerable experience as teachers, writers, scholars, or interpreters of the humanities

The Committee on International Exchange of Persons has recently issued a *Directory of Visiting Lecturers and Research Scholars in the United States* who have been awarded grants under the Fulbright-Hays Act for 1971-72. Many of these scholars would be pleased to accept invitations to give lectures or to participate in special conferences sponsored by academic institutions and educational organizations during their stay in the United States. Persons interested in receiving a copy of the Directory or wishing general information regarding the Fulbright-Hays exchange program for visiting scholars from abroad are invited to write to the Committee on International Exchange of Persons, 2101 Constitution Avenue, N W , Washington, D C 20418.

The Linguistic Society of America Linguistic Institute will be held from June 12-August 5 at the University of North Carolina, Chapel Hill. The offerings at this Institute will include both beginning and advanced courses in general and historical linguistics, and special courses in African and Afro-American linguistics. For further information write Maria Tsiapera, Director, 1972 Linguistic Institute, 340 Dey Hall, University of North Carolina, Chapel Hill, North Carolina 27514

A Summer Institute in the Languages of Indochina will be held at the Center for Vietnamese Studies, Southern Illinois University at Carbondale, June 19-September 1. Intensive courses will be offered in Vietnamese, Lao and Cambodian, as well as courses in Vietnamese grammar and litera-

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ture A number of full study grants and tuition awards are available For further information write Director, Center for Vietnamese Studies, Southern Illinois University at Carbondale, Carbondale, Illinois 62901

The Professional Correspondence of Franz Boas is now being published in 35 mm microfilm by Scholarly Resources, Inc in cooperation with the American Philosophical Society Boas published relatively little during his lifetime, but his vast correspondence contains much of his theories and research as well as his ideas shared with other anthropologists and scholars of his time The more than 50,000 items are arranged for research and include a compre-

hensive printed index For further information write Scholarly Resources, Inc., 1508 Pennsylvania Avenue, Wilmington, Delaware 19806

The AMS Press has reprinted *The Linguistic Atlas of New England*, which has been out of print for more than a decade They will also publish a second edition of the *Handbook of the Linguistic Geography of New England* The new edition will include a reverse index of maps to work sheets, and a complete word index of the *Linguistic Atlas of New England*, the latter the work of Audrey Duckert of the University of Massachusetts The *Atlas* itself is $550 No price has been announced for the *Handbook*

meetings and conferences

book notices

The editors of this relatively short volume have undertaken an ambitious task to synthesize a clear accurate statement of the nature of transformational grammar through the selective extraction of material written by Noam Chomsky The preface states "The aim of this book is to present the main outlines of transformational theory, using as far as possible Chomsky's own words, but arranged in such a way that a non-specialist will have no difficulty in following the text " (vii) The book is divided into the following seven chapters 1 Basic Principles, 2 Syntax I (*Syntactic Structures*, 1957), 3 Syntax II (*Aspects of the Theory of Syntax*, 1965), 4 Phonology, 5 Syntax and Semantics, 6 Language Acquisition, and 7 Language Teaching When necessary, a chapter or chapter section is introduced with sufficient editorial commentary to provide a suitable framework for the Chomsky material or for a smoother transition between sections

The result is a highly readable and relatively clear picture of where transformational grammar has been and where it is today The book would make an excellent text in an introductory linguistics course, in which the knowledgeable teacher would provide certain basic linguistic notions (e g phone, distinctive features, syntactic category) and clarify the text material with relevant examples

There are, however, certain defects worth pointing out First, the book is *not* suitable for non-specialists Theoretical discussions in linguistics as in most other fields rely on certain specialized vocabulary, manner of presenting evidence, and the structure of arguments Linguists not trained in the transformational framework often find the literature difficult for these reasons Non-specialists will find it more so This book is no "TG in Seven Easy Lessons" nor, I think, to the editors anticipate seriously that it should be

Second, the editors have conflated two tasks the stated one of presenting a picture of transformational grammar, and that of tracing the development of transformational grammar from 1957 to the present This juxtaposition of synchronic and diachronic description occasionally causes confusion For example, Chapter 2, Syn-

tax I (*Syntactic Structures*, 1957) requires that the reader work through some twenty pages of difficult material, only to find, in the editors' introduction to Chapter 3, that this model is outdated and superceded by the *Aspects* model which follows It would have been better, in my view, to concentrate more heavily on what today is referred to as the "Standard Theory" (as presented in *Aspects*) and play down the *Syntactic Structures* model and text The reader, particularly the non-specialist reader, should at least have been warned that the theory being presented was about to be greatly revised

The editors themselves occasionally create confusion with their transitional comments For example in discussing the distinction between grammatical category (e g , Noun Phrase) and grammatical function (e g , Subject of) they write that "Chomsky attempts to extract information concerning grammatical function directly from the rewriting rules of the base, so as to avoid having to elaborate the rules in order to provide specific mention of grammatical function " In fact, Chomsky defines the notion "Subject of" in terms of the underlying Phrase-marker of a sentence, not the rewriting rules which generate the P-marker In another instance (page 56), the editors write that "transformations can be singulary (operating on a single Phrase-marker) or generalized (operating on two or more Phrase-markers to produce a single new Phrase-marker by a process of embedding or conjoining)" This is the view held in *Syntactic Structures* but not in *Aspects* A bare six pages later, the editors have Chomsky reject this position of singulary as opposed to generalized transformations and introduce the notion of the transformational cycle In addition, it is often difficult to tell where the editors cease commenting and the quote from one of Chomsky's papers begins On page 113, for example, the right-hand bracket which ends the editors' commentary is at the end of a quote from *Aspects* Pages 69-79 are entirely commentary, and I suspect the reader will begin to worry after a few pages if he hasn't missed the end bracket

Finally, I feel that the editors erred in their handling of two issues First, there is no mention nor discussion of the substance of one of Chomsky's more interesting and controversial papers "Some Remarks on Nominalizations " (1968) It is listed in the bibliography Second, they editorially prejudice the reader on the present controversy within transformational grammar the "correctness" of the Standard Theory (the

Aspects model), the Revised Standard Theory (in "Deep Structure, Surface Structure and Semantic Interpretation") and the Generative Semantic Theory, which has been offered by some linguists as a more adequate alternate to either of the first two The editors (page 105-6) present a far too simplified account of both the Revised Standard Theory and the Generative Semantic position and fail to provide references, which were available at the time the book was being edited They dismiss the Generative Semantic position with the following "Chomsky's objections to the semantic grammars that have been proposed (notably by J McCawley and C F Fillmore) are based on three arguments Either semantic grammars do not tally with the facts of language, or they are logically inconsistent, or they are mere notational variants of the standard theory, i e , they are the same in substance but different in expression " There are many serious linguists today who take issue with Chomsky's objections, both in content and form Surely, because Chomsky has these three objections, it does not follow that the three are justified and, if they are, that they suffice to reject the Generative Semantic position as the quote suggests Either this entire matter should have been presented in detail or left alone [Reviewed by *Bruce Fraser, Language Research Foundation*]

The Phrasal Verb in English, *by Dwight Bolinger Cambridge. Mass Harvard University Press. 1971 xviii, 187 pp $7 50*

This book is a convenient collection of observations on the phrasal verb in English (*to rely on, to rail at, to cope with*, etc) and one which not only informs but also raises many questions Although Dwight Bolinger discusses nine criteria which have been used to define the boundary between the phrasal verb and other combinations of verb with complement, he concludes "I do not believe that a linguistic entity such as the phrasal verb can be confined within clear bounds Rather there are analogical extensions in all directions, some of which along with their causes and effects must be traced. being or not being a phrasal verb is a matter of degree "

Having shown that even a multi-criteria approach to the definition of the phrasal verb is inconclusive (e g tests based on the syntax of a surface-structure nominal or pronominal object are applicable only with transitive phrasal verbs), Bolinger goes on to examine the subcategories of phrasal verbs and their syntactic, semantic and

prosodic functioning He uses surface structure terminology, (*adverb, adprep, preposition*), following in the tradition of the scholarly grammars of Jespersen, Kruisinga, and Poutsma, yet at the same time, Bolinger goes beyond this tradition in the attention he devotes to semantic consequences of differences in word order, "accent", and "stress" In fact, the strongest point in Bolinger's approach, with its focus on surface structure syntax and prosody, is the subtlety of the observations he makes concerning shades of meaning and differences in emphasis and in what is being presented as new or redundant information Some readers will regret that Bolinger has presented his data within a theoretical framework that fails to exploit a deep structure/ surface structure distinction Nevertheless, his data and his perceptions regarding the semantics of the phrasal verb provide an input which any more theoretical, less language specific discussion of predication will have to take into account [Reviewed by *Charles Eastlack, Center for Applied Linguistics*]

Cantonese: Basic Course, *by Elizabeth Latimore Boyle, with the assistance of Pauline Ng Delbridge and others 2 vols Washington, D C , Foreign Service Institute, 1970 $3 50 per vol [Tapes]*

An intensive course of about 400 classroom hours in spoken Cantonese All basic grammatical structures of the language are used and there is a vocabulary of 950 words The subject matter is daily life in Hong Kong There are 30 lessons in the course Each lesson contains five sections 1) A basic conversation to be memorized, 2) Notes, 3) Pattern Drills, 4) Conversations for Listening, and 5) Say it in Cantonese, English to Cantonese practice The early lessons contain explanation and practice drills on pronunciation points, as well as classroom phrases for the students There is a Cantonese-English glossary at the end of each volume

Language Structures in Contrast, *by Robert J Di Pietro Rowley, Mass , Newbury House Publishers, 1971 xix, 193 pp $6 95*

This is an introduction to the field of contrastive analysis, intended for students who have had some knowledge of linguistics The author discusses the theory of contrastive analysis as it applies to language teaching and attempts to present similarities and differences among several languages for the classroom teacher The approach is that of transformational grammar

Applications of Linguistics: *Selected Papers of the Second International Congress of Applied Linguistics,* edited by G E Perren and J L M Trim Cambridge, The University Press, 1971 xviii 498 pp $32 50

Contains fifty-two papers delivered at the Congress (Cambridge, England, September 8-12, 1969) which provide an overview of applied linguistic research in every aspect Part 1 contains papers from the plenary sessions on the application of linguistics, the uses of sociolinguistics, technological development for language learning, applied computational linguistics, neurolinguistics, and linguistic factors in communications engineering Part 2 contains some of the papers from specialist sections dealing with textual analysis, first and second language learning, speech research and its application, language learning technology, language teaching materials and methodology, speech disorders and therapy, lexicography, language testing, measurement and classification of second language error, theory of translation, contrastive linguistics, and sociolinguistics Papers from the section on Research in the Psychology of Second Language Learning and thirteen of the sixteen papers from the section on Contrastive Linguistics will appear as separate volumes

A Various Language: *Perspectives on American Dialects,* edited by Juanita V Williamson and Virginia M Burke New York Holt, Rinehart and Winston 1971 xix 706 pp $10 95

This anthology of some fifty scholarly essays and articles, spanning more than three-quarters of a century of dialect study in the United States, is designed to acquaint persons working in education, communication, and literature with the history and principles, procedures and findings of American dialect study The scope of the book is somewhat broader than its stated purpose since parts of the first two sections consist of essays dealing with the background of American English and with social and functional levels of the language The third section brings together a number of studies on both the theory and practice of representing dialects in American literature The articles in the fourth and fifth sections are reports on various dialect features found in one part or another of the United States based largely but not exclusively on the *Linguistic Atlas of the United States and Canada* and its derivative studies The sixth section moves into the current phase of dialect studies by dealing exclusively with various urban dialects The collection is of particular value because it makes available some important early studies which have become increasingly rare over the years, and because it cogently illustrates the way in which the atlas-oriented geographers work and arrive at their results Those, however, who hope to find in it treatments of black speech which emphasize African-based creoles as a source will be disappointed The emphasis is almost exclusively upon the so-called traditional school of linguistic geographers The volume concludes with a useful list of dissertation abstracts—a novel and welcome feature—and a selective bibliography chosen on the basis of the same general principles which determined the choice of essays

A Short Bengali-English/English-Bengali Dictionary, by Jack A Dabbs 3rd ed College Station, Tex Texas A & M University, 1971 xii 260 pp $4 00

The corpus of the dictionary has been increased in this new edition to include examples of newspaper language There are 2522 entries in the Bengali-English section and 2250 entries in the English-Bengali section The vocabulary is that needed for everyday activities There is no attempt to represent dialects, however significant differences between the vocabulary of East Pakistan (Bangladesh) and West Bengal are noted The entries are given both in phonetic transcription and in the Bengali alphabet Parts of speech and examples of usage are included where needed

A Bibliography of Linguistic Esoterica: 1970, compiled by William Orr Dingwall (Linguistic Bibliography Series, 1) Edmonton, Canada Linguistic Research, Inc, 1971 viii, 163 pp $6 00

This is a selective bibliography of important works in linguistics and closely related fields which are not widely available because of publication lags and other such reasons It covers the following types of material for 1970 unpublished and projected papers, monographs, books, research reports, master's theses, doctoral dissertations, clandestine conferences It also cites important published collections of former esoterica and books which may have escaped the notice of the reader Entries are arranged alphabetically by author and chronologically by date of the works of a given author Each work is indexed by topic In addition to the list of topics, an index of languages and language families is also provided

Tzeltal Phonology and Morphology, by Terrence Kaufman (University of California Publications in Linguistics, 61) Berkeley, Calif, University of California Press, 1971 ix, 120 pp $3 00

This monograph is a linguistic description of the phonology and morphology of the Aguacatenango dialect of Tzeltal, a Mayan language of Mexico spoken by about 100,000 people It contains the bulk of a dissertation submitted to the University of California, Berkeley, in 1963, and is based on fieldwork carried out during 1960-61 The author has omitted the section on syntax included in the original version of the dissertation, and gives instead, some brief remarks on syntax in the introduction The topics covered are Phonemics, Morphophonemics, Morphology, Derivation, The Structure of Numerals, Inflections, and Allomorphs of Root Morphemes

Introductory Hindi Readings, by Ernest Bender with Theodore Riccardi Jr Philadelphia, University of Pennsylvania Press, 1971 xviii, 277 pp $9 80

These readings are intended as a companion work to Ernest Bender's *Hindi Grammar and Reader* The conversations and prose passages presented in Roman transcription in the first volume are here presented in the original script as materials for reading skill The first conversation is written in separate syllables to illustrate the theory of the script Those that follow are written in accordance with the norm of printed Devanāgarī The first sixteen passages are conversational texts, the remaining passages are larger in scope and more varied in subject The dialect is that spoken by the educated classes of Uttar Pradesh

Studies in English Transformational Grammar, by Sven Jacobson (Acta Universitatis Stockholmiensis, Stockholm Studies in English, xxiii) Stockholm, Almqvist & Wiksell, 1971 139 pp SW Kr 40

The eight papers reprinted in this volume were written over a period of seven years beginning in 1964, and reflect different stages in the historical development of transformational grammar The papers are concerned with central aspects of sentence generation, functional relations, explanatory power and the organization of grammar, as well as the special fields of adverbials, auxiliaries, and tense Chapter 7 describes the two currently competing theories of Interpretive Semantics and Generative Semantics

Hawaiian Dictionary: *Hawaiian-English/ English-Hawaiian, by Mary Kawena Pukui and Samuel H Elbert Honolulu, University of Hawaii Press, 1971 xii, 188 pp $15 00*

This volume updates and combines the third edition of the *Hawaiian-English Dictionary* and the first edition of the *English-Hawaiian Dictionary* The Hawaiian-English section has four supplements A, a list of more than 1,000 new entries and meanings, including the 500 in Supplement A of the third edition, B, a glossary of gods, demigods, family gods, and heroes, C, a list of specializations of Hawaiian gods and important forms they assumed, and D, a list of Hawaiian reflexes of Proto-Polynesian and Proto-Malayo-Polynesian The section entitled "Notes on Hawaiian Grammar" in the first three editions of the *Hawaiian-English Dictionary* has been greatly expanded and will be published as a separate volume About 75 new entries of English words with Hawaiian equivalents have been added as a supplement to the *English-Hawaiian Dictionary* The bibliography has been brought up to date and includes references to Hawaiian folklore not previously listed

Social Anthropology and Language, *edited by Edwin Ardener (ASA Monographs, 10) London, Tavistock Publications, 1971 cii, 318 pp $12 75*

Most of the essays in this collection were presented at a conference on linguistics and social anthropology sponsored by the Association of Social Anthropologists of the Commonwealth and held April 9-12, 1969, at the University of Sussex Two papers, one by Hilary Henson and one by W H Whiteley, were written especially for this volume The book is intended primarily for social anthropologists, but offers insights to linguists and other scholars with sociolinguistic interests The introduction by the editor provides a critical framework for the consideration of the relationship between modern social anthropology and linguistics The relevance of the work of Saussure, Lévi-Strauss, and Chomsky is considered at some length Part 1, on Social Anthropology, Language, and Sociolinguistics, has an introductory essay by Hilary Henson which traces in depth the British anthropological detachment from linguistics Part 2, on Multilingualism and Social Categories, treats subject matter of joint concern to so-

cial anthropology and linguistics Part 3 is devoted to Social Anthropology and Language Models It begins with an article by Ardener which examines the "historicity" of historical linguistics and considers its implications for social anthropology and linguistics The author discusses the nature of formal systems, the question of models that might generate time, and problems associated with "diachronic" and "synchronic" models

Soviet Approaches to Bilingual Education, *by Diana E Bartley (Language and the Teacher A Series in Applied Linguistics, 10) Philadelphia, The Center for Curriculum Development, 1971 vi, 281 pp $6 00*

The Soviet Union's general secondary polytechnical schools specializing in foreign languages form the basis of this study These special schools (spetzshkoli) are relatively new and were established to better prepare students to use one foreign language with fluency or near fluency Chapter 1 examines the goals of education in the Soviet Union in general, and the structure of the bilingual schools in particular Chapter 2 goes into various aspects of the foreign language curriculum Chapter 3 discusses the foreign language texts used in the special schools as well as supplementary materials and texts used in other classes in the foreign language Chapter 4 concentrates on the professional education of teachers A bibliography of sources is included

A Comparative Dictionary of the Indo-Aryan Languages: *Phonetic Analysis, by R L Turner London, Oxford University Press, 1971 viii, 231 pp $21 75*

This volume contains a listing of 1,600 sounds and sound-groups compiled during work on the *Comparative Dictionary* and shown to be most relevant to the phonetic history of Indo-Aryan The computerized lists contain sound-units of the form VCV for the most part and include some final groups or suffixal elements No initial sound-units are set out since all words containing these are readily found in the Dictionary itself The sound-units are arranged in devanāgarī alphabetic order and the words listed under each unit are also arranged alphabetically The computer tape with all head-words of the Dictionary will be deposited in the Library of the School of Oriental and African Studies

Papers on Tibeto-Burman Historical and Comparative Linguistics, *edited by F K Lehman (Occasional Papers of the Wolfenden Society on Tibeto-Burman Linguistics, 2) Urbana, Ill , University of Illinois, 1971 i, 44 pp $3 00*

The papers in this volume were originally presented to the Second Annual Meeting on Sino-Tibetan Reconstruction at Columbia University in 1969 The first paper by Robbins Burling is on the historical place of Jinghpaw in Tibeto-Burman F K Lehman's contribution presents some diachronic rules of Burmese phonology La-Raw Maran discusses the development of tonal systems in Tibeto-Burman, and James O Matisoff treats the tonal split in Loloish checked syllables

Spoken Fijian: *An Intensive Course in Bauan Fijian, with Grammatical Notes and Glossary, by Albert J Schutz (Pali Language Texts Melanesia) Honolulu, University of Hawaii Press, 1971 xlvi, 259 pp $5 00*

The present text of Bauan Fijian is intended as an "implicit" rather than "explicit" grammar Descriptive statements are included as explanatory notes but are not an integral part of the material The approach is structural The present text does not stress vocabulary, and it includes fewer than 850 words in its glossary The lessons are designed to be used in a more formal situation, with a speaker of Fijian serving as a model for imitation

Programed Instruction and Educational Technology in the Language Teaching Field: *New Approaches to Old Problems, by Jacob Ornstein, Ralph W Ewton, Jr and Theodore H Mueller (Language and the Teacher A Series in Applied Linguistics, 9) Philadelphia, The Center for Curriculum Development, 1971 ix, 190 pp $4 00*

The purpose of this book is to present a comprehensive view of the development and use of programmed instruction in teaching foreign languages over the past fifteen years Part 1 is concerned with the development of programmed instruction in the language field Part 2 deals with programmed instruction and theories of language and the methodology of language teaching Part 3 is devoted to programming and utilizing a foreign language course A selective bibliography is included

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SELECTED ABSTRACTS IN LANGUAGES AND LINGUISTICS

The abstracts which appear below have been selected by members of CAL's Information Services and Documentation section from *Government Reports Announcements (GRA)*, the semi-monthly abstract journal of the National Technical Information Service (NTIS), and *Research in Education (RIE)*, the monthly abstract journal of the U S Office of Education's ERIC System The following issues of these publications have been used GRA vol 71, nos 23 and 24 (December 1971) and vol 72, no 1 (January 10, 1972). RIE vol 6, no 12 (December 1971) and vol 7, no 1 (January 1972)

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None of the documents cited here is available from the Center for Applied Linguistics.

THEORETICAL LINGUISTICS

general

PB-204 002   PC$3.00 MF$0 95
Ohio State Univ., Columbus. Computer and Information Science Research Center
WORKING PAPERS IN LINGUISTICS NO. 9.
Technical rept.,
Zinny S Bond, Richard Gregorski, Andrew Kerek, Ilse Lehiste, and Linda Shockey Jul 71,
246p OSU-CISRC-TR-71-8
Grant NSF-GN-534 1
See also Working papers no 8, PB-202 724

Descriptors. (*Linguistics, Research), Syntax, Speech, Auditory perception, English language, Intelligibility, Phonology, Languages, Balto-Slavic languages.
Identifiers: Hungarian language, Estonian language, Lithuanian language, Latvian language.

Contents.
 List of working papers in linguistics,
 Units in speech perception;
 The temporal realization of morphological and syntactic boundaries,
 Comparison of controlled and uncontrolled

normal speech rate;
Word unit temporal compensation;
Relative intelligibility of five dialects of English,
Intensity and duration analysis of Hungarian secondary stress,
Experiments with synthetic speech concerning quantity in Estonian,
Phonological rules in Lithuanian and Latvian

ED 053 595   FL 002 394
Binder, Richard
The Semantic Basis of Do So.
Hawaii Univ, Honolulu Dept of Linguistics.
Spons Agency—National Science Foundation, Washington, D C
Report No -NSF-GJ-596
Pub Date Mar 71
Note—23p , In Working Papers in Linguistics, v3 n3 p110-132 Mar 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Descriptive Linguistics, English, Grammar, Language Patterns, Language Research, Linguistic Theory, *Semantics, Sentences, Sentence Structure, Structural Analysis, *Surface Structure, *Syntax, *Verbs

The thesis of this paper is that the "do so" test described by Lakoff and Ross (1966) is a test of the speaker's belief system regarding the relationship of verbs to their surface subject, and that judgments of grammaticality concerning "do so" are based on the speaker's underlying semantic beliefs ("Speaker" refers here to both speakers and hearers of English, as the context requires.) Two conclusions of the arguments presented here are. (1) "do so" always refers to at least the basic action of the verb (the conceptual elements which are always present or implied when it is used), and (2) the use of "do so" is based on the speaker's conception of the referent verb as an activity "brought about," at least in part, by the sentence subject (Author)

ED 054 674   FL 002 539
Cohen, David
Etudes de linguistique semitique et arabe (Studies of Semitic and Arabic Linguistics).
Pub Date 70
Note—178p., Series Practica 81
Available from—Mouton Publishers, 182 Van Aerssenstraat, The Hague 2076, Netherlands ($16 12)
Document Not Available from EDRS.
Descriptors—*Arabic, Arabs, *Dialect Studies, Language Classification, *Language Research,

*Linguistic Theory, Phonology, Regional Dialects, *Semitic Languages, Sociolinguistics, Structural Grammar, Vocabulary, Vowels
Identifiers—Koine, Maghreb Countries, Malta

Various aspects of Arabic and Semitic linguistics are discussed in this text. The nine chapters include (1) fundamental Semitic vocabulary and the classification of southern dialects, (2) observations on nominal derivation by affixation in several Semitic languages, (3) an automatic analysis of literary Arabic, (4) "Added" and linguistic ambiguity in Arabic, (5) ambivalence, indifference, and the neutralization of sememes synchronic and diachronic aspects, (6) "Koine," common languages and Arabic dialects, (7) the phonological system of the Maltese, synchronic and diachronic aspects, (8) the two Arabic dialects of Tunisia. comparative phonological notes, and (9) the short vowel system in the Maghreb dialects. (RL)

ED 054 658　　　　　　　　**FL 002 355**
Grace, George W
Notes on the Phonological History of the Austronesian Languages of the Sarmi Coast.
Hawaii Univ., Honolulu Dept. of Linguistics
Pub Date Dec 70
Note—50p., in Working Papers in Linguistics, v2 n9 p55-104 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Consonants, Contrastive Linguistics, *Diachronic Linguistics, Glottochronology, *Language Classification, *Language Research, *Malayo Polynesian Languages, Morphology (Languages), Phonemics, *Phonology, Verbs, Vocabulary, Vowels

This study analyzes the sound correspondences of six Oceanic languages using reconstructed forms from Proto-Oceanic as a frame of reference Sobel, Wakde, Masimasi, Anus, Bonjo, and Tarpia provide the cognates used in the analysis. Consonants and vowels are analyzed, and sound correspondences are examined for regularity of development and possible statements of generality. Canonical forms are also discussed and compared. A large number of individual segments cannot be fully explained because the list of available cognates is small. There seem to be many more conditioned changes than have been found in many Oceanic languages. More information is needed, and more serious field study is recommended. The list of cognates used is included along with a list of references (VM)

ED 054 655　　　　　　　　**FL 002 352**
Krohn, Robert
The Vowel Shift Rule in English.
Hawaii Univ., Honolulu Dept. of Linguistics.
Pub Date Dec 70
Note—14p., in Working Papers in Linguistics, v2 n9 p141-154 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Deep Structure, *Descriptive Linguistics, *English, Language Patterns, Linguistic Theory, Phonemics, Phonetics, *Phonology, *Structural Analysis, *Vowels

When considering vowel alternations in English, it is possible to develop a less abstract vowel system than the one developed by Chomsky and Halle by using their laxing rule as the input for a restrictive vowel-shift rule which accounts for the relative height of alternating vowels in alternations such as divine-divinity, extreme-extremity, sane-sanity. The underlying representation of these vowels is tense. After the application of the Chomsky-Halle Trisyllabic Laxing Rule, the vowels are lax and are affected by the vowel-shift rule, restricted in scope so that it will cover only lax vowels that participate in alternations. This can be done by restricting the application of the rule to lexical items that have been specially marked. The result is a rule that has plus-rule features which allow a less complicated underlying interpretation. (VM)

ED 054 657　　　　　　　　**FL 002 354**
Oh, Choon-Kyu
Spurious Counterexamples to the Complex NP Constraint, Including a "Variably Crazy Rule" in Korean Syntax.
Hawaii Univ., Honolulu Dept. of Linguistics
Pub Date Dec 70
Note—20p., in Working Papers in Linguistics, v2 n9 p105-124 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Deep Structure, Descriptive Linguistics, English, *Korean, Language Univer-

sals, *Nominals, *Phrase Structure, Sentences, Sentence Structure, *Structural Analysis, Structural Grammar, Syntax, Transformation Generative Grammar, Transformations (Language), *Transformation Theory (Language)

In order to make linguistically significant generalizations in formulating transformational rules, a limited number of variables must be used Such a limitation rule is the Complex Noun Phrase (NP) Constraint, active in English and, according to claims, universal. The fact that Korean synta, which is greatly different from English, also requires such a constraint supports the claim of the universality of this rule. Apparent violations of the Complex NP Constraint in Korean may be attributed to two successive processes, which, when combined, do not contradict the rule. Rule-simplification, one of the major forces in linguistic change, is at work in the application of rules here. A list of references is provided (VM)

ED 054 660　　　　　　　　**FL 002 393**
Starosta, Stanley
Some Lexical Redundancy Rules for English Nouns.
Hawaii Univ., Honolulu Dept. of Linguistics.
Pub Date Dec 70
Note—37p., in Working Papers in Linguistics, v2 n9 p1-37 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case (Grammar), Componential Analysis, Deep Structure, Descriptive Linguistics, *English, Language Patterns, Language Universals, Linguistic Theory, Morphology (Languages), *Nominals, Phonology, Phrase Structure, Pronouns, *Redundancy, Structural Analysis, Surface Structure, *Syntax, Transformation Generative Grammar, Transformations (Language), *Transformation Theory (Language)

In line with current thinking in transformational grammar, syntax as a system can and should be studied before a study is made of the use of that system Chomsky's lexical redundancy rule is an area for further study, possibly to come closer to defining and achieving explanatory adequacy If it is observed that English nouns come in two types, with the members of one set differing from the members of the other by a constant phonological and semantic increment, it is possible to note a generality by choosing one of each pair of nouns to represent both in the lexicon and then construct rules allowing for the general similarity When all the regular relations between lexical items are expressed, the result is a set of simplified lexical entries, each one an abbreviation for one or more fully specified lexical items, and a set of redundancy rules expressing the relevant generalities and subgeneralities of the lexicon Given here are the major types of lexical redundancy rules for English nouns and what they can accomplish Actual rules and examples are provided A list of references is included (Author/VM)

ED 053 596　　　　　　　　**FL 002 397**
Steinberg, Danny D
Would an Orthography Based on Chomsky and Halle's Underlying Phonological Representations Be Optimal?
Hawaii Univ., Honolulu Dept. of Linguistics.
Pub Date Mar 71
Note—18p., in Working Papers in Linguistics, v3 n3 p1-18 Mar 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English, Linguistics, *Linguistic Theory, Orthographic Symbols, Phonetics, *Phonetic Transcription, Phonology, Reading, *Reading Processes, Semantics, *Spelling

Chomsky and Halle claim that an orthography based on their system of phonological representations of lexical items would be optimal. Their analysis assumes that (1) a reader need read only for meaning and not for sound, (2) an orthography based on their underlying phonological representations would not be exceptionally difficult to learn, and (3) there is no direct link between the phonetic aspect of a lexical item and its meaning. This paper argues that none of these assumptions is warranted and that an orthography based on a broad phonetic representation is to be preferred (Author)

ED 053 585　　　　　　　　**FL 002 343**
Alexander, Bill
A Question-Answering Program for Simple Kernel Sentences (QUE2).
Texas Univ., Austin
Spons Agency—National Science Foundation, Washington, D C
Report No—NSF-GJ-509-X, TR-NL-5
Pub Date Mar 71
Note—29p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, *Computational Linguistics, *Computer Assisted Instruction, Computer Graphics, Computer Programs, Computer Science, Deep Structure, *Educational Technology, Flow Charts, *Kernel Sentences, *Language Research, Logic, Programming Languages, Semantics, Sentence Diagramming, Structural Analysis, Structural Linguistics, Syntax

QUE2 is a recently devised, natural language, question-answering program written in LISP1-5 It deals in simple, kernel sentences and employs the theory that the semantic content of a sentence is the set of relationships between conceptual objects (represented by the words in it), which the sentence and its structure imply The data base of the program is an arbitrary list of simple kernel sentences The lexicon is a list of pairs, the first element is the word itself, and the second element is its definition—the first element a relation and the second a list of all things which are in the given relation to the word being defined The structure of the question is also a simple kernel sentence Through a hierarchical set of functions, the program is capable of taking a kernel-sentence question and, based on its knowledge, providing a one-word answer (true, false, or don't know) accompanied by a copy of the internal semantic structure of the sentence, if any, from which the answer was deduced The program's capabilities are not infinite, but further details could easily be added. Tables showing the data base, function truth tables, flow charts, and questions and answers are included along with a list of references. (VM)

AD-731 730　　　　　　**PC$3.00 MF$0.95**
Stanford Univ Calif Dept of Computer Science
DECIDABLE PROPERTIES OF MONADIC FUNCTIONAL SCHEMAS.
Edward Ashcroft, Zohar Manna, and Amir Pnueli.
Jul 71, 11p Rept nos. CS-217, AIM-148
Contract SD-183
Report on Stanford Artificial Intelligence Project.

Descriptors: (*Computational linguistics, Automata), Artificial intelligence, Mathematical logic, Theorems
Identifiers: *Automata theory

A class of (monadic) functional schemas are defined which properly includes 'Ianov' flowchart schemas. It is shown that the termination, divergence and freedom problems for functional schemas are decidable. Although it is possible to translate a large class of non-free functional schemas into equivalent free functional schemas, it is shown that this cannot be done in general It is also indicated that the equivalence problem for free functional schemas is decidable. Most of the results are obtained from well-known results in Formal Languages and Automata Theory. (Author)

AD-732 239　　　　　　**PC$3.00 MF$0.95**
Litton Systems (Canada) Ltd Rexdale (Ontario)
RECOGNITION OF TYPESET CHARACTERS.
Final rept. 1 Jul 70-15 Jan 71,
Robert B Dydyk, David H Lewis, and Robert Z. Megler. Oct 71, 106p Rept no. LC-71/03 RADC-TR-71-207
Contract F30602-70-C-0258

Descriptors (*Reading machines, Character recognition), (*Character recognition, Algorithms), (*Machine translation, Russian language), Mathematical models, Learning machines, Optical scanning, Pattern recognition, Canada
Identifiers: *Optical character recognition device

The investigation sought and evaluated methods for the design of an automatic print reading device

to convert technical Russian documents to machine-readable form. Five sub-studies were conducted in the course of the investigation. These included the development of a statistical model, the selection of a transport and a scanner and the examination of pre- and post-processing techniques as well as several recognition algorithms. It is concluded that an automatic reading device is indeed feasible and that the majority of the device component parts can be obtained as off-the-shelf items. It is recommended that any further development be preceded by an operations analysis of the entire system, that realistic rather than simulated equipment and data be tested and that testing be extensive enough to discern the majority of operational idiosyncracies. It is further recommended that this analysis be performed by means of a small computer configuration with several peripherals such as a flying spot scanner with a microfilm transport, on-line interactive display units and mass disk storage. (Author)

PB-203 673   PC$3.00 MF$0.95
Georgia Inst of Tech, Atlanta School of Information and Computer Science
RESEARCH 1970/1971: ANNUAL PROGRESS REPORT.
1971, 121p GITIS-71-03
Grant NSF-GN-655

Descriptors (*Data processing, Information sciences), (*Information systems, Systems analysis), Education, Research projects, Automata theory, Switching theory, Computer logic, Linguistics, Compilers, Information retrieval, Artificial intelligence, Mathematical models, Universities, Vocoders
Identifiers Semiotics

The report presents a summary of science information research activities of the School of Information and Computer Science, Georgia Institute of Technology. Included are project reports on interrelated studies in science information, information processing and systems design, automata and systems theories, and semiotics and linguistics. Also presented in the report is a description of the programs of the School of Information and Computer Science, and a summary of research activities at the Information/Computer Science Laboratory. The report concludes with a bibliography of publications for the period 1970/71. (Author)

AD-732 886   PC$3.00 MF$0.95
Synectics Corp Allison Park Pa
MACHINE TRANSLATION QUALITY AND PRODUCTION PROCESS EVALUATION.
Final technical rept.
Alvan W Leavitt, Jesse L Gates, and Susan C Shannon Oct 71, 161p Rept no 132-C-1 RADC-TR-71-206
Contract F30602-70-C-0122

Descriptors (*Machine translation, *Russian language), Analysis, Production
Identifiers Evaluation

Machine translations of Russian scientific-technical literature and the production systems/techniques are analyzed and assessed. In connection with these purposes, the nature and outcome of efforts in several key translation evaluation and production problem areas are described. These efforts include. An experimental comparison of machine and human translations' comprehensibility, Development and pilot test of a set of scales for assessing translation quality, Development of a procedure for partitioning and classifying textural content as an aid to quality assessment, Analyses of translation production flow, as well as the requirements for translation quality control and use-directed partial translations. (Author)

AD-732 227   PC$3.00 MF$0.95
Rutgers - the State Univ New Brunswick N J Dept of Computer Science
SETS OF SET-EQUATIONS EQUIVALENT TO CONTEXT-FREE GRAMMARS AND THEIR SOLUTION IN SOME CASES.
Technical rept.
Marvin C Paull, Jun 71, 13p Rept no DCS-TR-8, Scientific-3 AFOSR-TR-71-2787
Grant AF-AFOSR-1863-70

Descriptors (*Context free grammars, Set theory), (*Computational linguistics, Context free grammars), Equations

Any language defined by a regular context-free grammar can alternately be described by a regular expression. One way in which this is shown is to view the grammar as a set of set equations and to show how the 'solution' of these equations can always be given as a regular expression. Any context-free grammar can be viewed as a set of set equations and the 'solution' of this set is, with some minor qualifications, demonstrated to be the language generated by the grammar. However, in general one does not know a compact notation comparable to that of regular expressions for representing this solution. Nevertheless, such a solution is given for a class of grammars which properly include regular grammars, namely linear grammars. (Author)

AD-733 228   PC$3.00 MF$0.95
Rutgers - the State Univ New Brunswick N J Dept of Computer Science
OBTAINING A GRAMMAR FROM A LESS FORMAL LANGUAGE DESCRIPTION.
Technical rept.
Marvin C. Paull, Jun 71, 23p Rept no. DCS-TR-6, Scientific-4 AFOSR-TR-71-2788
Grant AF-AFOSR-1863-70

Descriptors: (*Context free grammars, Set theory), (*Programming languages, Computational linguistics), Syntax.

In formulating the syntax of a programming language, one usually thinks in terms of a set of 'natural' concepts - operator precedence, infix or prefix operators, grouping, etc. It is useful to finally present the syntax of the language as a formal grammar which unambiguously defines the language and its essential structure. It is then necessary to transform the more 'natural' descriptive concepts into elements in the structure of a grammar. The transformation of the ordinary precedence concepts into grammatical structure is considered on the report. (Author)

ED 054 702   48   FL 002 627
Price, James D
A Computerized Phrase-Structure Grammar of Modern Hebrew: Part I, Complex-Constituent Phrase-Structure Grammars. Final Report.
Franklin Inst Research Labs., Philadelphia, Pa
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Report No—F-C2585-1
Bureau No—BR-9-7722
Pub Date Jun 71
Contract—OEC-0-9-097722-4411
Note—63p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, *Computational Linguistics, *Computer Programs, Deep Structure, *Grammar, *Hebrew, Instructional Materials, Language Patterns, Language Research, Language Universals, Phrase Structure, Semitic Languages, Sentence Structure, Syntax, Tables (Data), Teacher Education, Transformation Generative Grammar, *Transformation Theory (Language)
This first part of a four-part report of research on the development of a computerized, phrase-structure grammar of modern Hebrew presents evidence to demonstrate the need for material to train teachers of Semitic languages in the theory of grammar. It then provides a discussion of the research already done on the application of computational grammars to artificial and natural languages. Research procedures are discussed. Following a section on computational grammars, there is discussion of grammar theories and of several grammars which might be suitable for generating and analyzing Hebrew sentences. The general requirements of complex-constituent-phrase structure grammar are outlined and methods for applying it to Semitic languages are discussed. A list of references is provided. For related reports see FL 002 628, FL 002629, and FL 002 630 (VM)

ED 054 703   48   FL 002 628
Price, James D
A Computerized Phrase-Structure Grammar (Modern Hebrew): Part II, A Complex-Constituent Phrase-Structure Grammar of Modern Hebrew Syntax. Final Report.

Franklin Inst Research Labs., Philadelphia, Pa
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Report No—F-C2585-2
Bureau No—BR-9-7722
Pub Date Jun 71
Contract—OEC-0-9-097722-4411
Note—295p
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Algorithms, *Computational Linguistics, *Computer Programs, Deep Structure, *Grammar, *Hebrew, Instructional Materials, Language Patterns, Language Research, Language Universals, Morphology (Languages), Phrase Structure, Semitic Languages, Sentence Structure, Syntax, Tables (Data), Teacher Education, Transformation Generative Grammar, *Transformation Theory (Language)
The second part of the four-part report of research on the development of a computerized, phrase-structure grammar of modern Hebrew describes the application of a generalized complex-constituent-phrase structure grammar to modern Hebrew. This volume discusses the details of the grammar limitations, input and output, symbols, rules, tree diagrams, word classification, syntax, and orthography. An appendix provides a Hebrew-English dictionary. The grammar presented here provides new material for teacher training in the form of a transformational-type, theoretical model of modern Hebrew that views the language as an integrated whole. By studying the language this way, teachers of Hebrew can acquire a better understanding of the deep structure of the language. The formal presentation of the grammar, however, may not be the best form for training teachers. For related reports see FL 002 627, FL 002 629, and FL 002630 (Author/VM)

ED 054 704   48   FL 002 629
Price, James D
A Computerized Phrase-Structure Grammar (Modern Hebrew): Part III, An Algorithm for Generating Hebrew Sentences. Final Report.
Franklin Inst Research Labs, Philadelphia, Pa
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Report No—F-C2585-3
Bureau No—BR-9-7722
Pub Date Jun 71
Contract—OEC-0-9-097722-4411
Note—318p
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Algorithms, Computational Linguistics, *Computer Programs, Deep Structure, Flow Charts, Grammar, *Hebrew, Language Patterns, Language Research, Language Universals, Logic, *Phrase Structure, Semitic Languages, Sentence Structure, Syntax, Tables (Data), *Transformation Generative Grammar, Transformation Theory (Language)
The third part of the four-part report of research on the development of a computerized, phrase-structure grammar of modern Hebrew discusses a computerized algorithm for generating sentences in modern Hebrew based on a generalized complex-constituent-phrase structure grammar as it is applied to the syntax and orthography of the language as described in Part II. After a discussion of the structural model, a description of the algorithm is provided along with a description of the computer program and the procedures for generating sentences. The algorithm is demonstrated and tested. Sentences generated are given along with the grammar rules which are tested. Appendix A lists the grammar rules for modern Hebrew syntax for the synthesis of sentences. Appendix B contains the source-language listing of the computer program and associated subprograms. Appendix C provides a sample output of the subprogram output. Appendix D gives the list of sentence-description data card types. The algorithm defines all the procedures and associated computer programs for generating sentences in modern Hebrew, but improvements can be made in the grammar upon which it operates. Since it depends only on the form of grammar and not on content, the algorithm is not necessarily limited to the Hebrew language. For related reports see FL 002 627, FL 002 628, and FL 002 630 (Author/VM)

ED 054 705   48   FL 002 630
Price, James D
A Computerized Phrase-Structure Grammar (Modern Hebrew): Part IV, An Algorithm for

Analyzing Hebrew Sentences. Final Report.
Franklin Inst Research Labs , Philadelphia, Pa
Spons Agency—Office of Education (DHEW),
Washington, D C Bureau of Research
Report No—F-C2585-4
Bureau No—BR-9-7722
Pub Date Jun 71
Contract—OEC-0-9-097722-4411
Note—232p
EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Algorithms, Computational Lin-
guistics, *Computer Programs, Deep Structure,
Flow Charts, Grammar, *Hebrew, Language
Patterns, Language Research, Language
Universals, Logic, Phrase Structure, Semitic
Languages, Sentence Structure, *Structural
Analysis, Syntax, *Transformation Generative
Grammar, Transformation Theory (Language)

The final part of a four-part report of research
on the development of a computerized, phrase-
structure grammar of modern Hebrew describes
the computerized algorithm for analyzing the sen-
tences generated based on a complex-constituent-
phrase structure grammar The first section here
discusses a structural model for modern Hebrew,
the second provides a detailed description of the
procedure for analyzing sentences, the third gives
a detailed description of the computer program
for the procedure, the last section describes the
tests and the verifications of the algorithm Ap-
pendix A lists the grammar rules of Hebrew syn-
tax for the analysis of sentences Appendix B
gives the source-language listing of the computer
program and subprograms used Appendix C pro-
vides a sample output Appendix D gives exam-
ples of the exhaustive syntactic analysis of the
computer For related reports see FL 002 627,
FL 002 628, and FL 002 629 (VM)

PB-204 004   PC$3 00/MF$0 95
Cornell Univ , Ithaca, N Y Dept of Computer
Science
AUTOMATIC CONTENT ANALYSIS IN INFOR-
MATION RETRIEVAL.
Technical rept ,
Gerard Salton Jan 68, 49p* CU-CSD-TR-68-5
Grant NSF-GN-495

Descriptors· (*Information retrieval, *Automatic
indexing), (*Search structuring, Automation), In-
formation retrieval effectiveness, Syntax, Statisti-
cal analysis
Identifiers SMART information retrieval system

The content analysis problem is first introduced,
and some of the standard analysis procedures used
in information retrieval are reviewed The prin-
cipal content analysis methods incorporated into
the automatic SMART document retrieval system
are then briefly examined and their effectiveness
for information retrieval is discussed Included in
the system are word stem matching procedures,
synonym recognition, phrase recognition, syntac-
tic analysis, statistical term association
techniques, and hierarchical expansion methods
(Author)

AD-732 478   PC$3 00 MF$0 95
Institute for Defense Analyses Arlington Va
Science and Technology Div
FURTHER EXPERIMENTS IN LANGUAGE
TRANSLATION: READABILITY OF COM-
PUTER TRANSLATIONS.
Research paper,
H Wallace Sinaiko, and George R Klare Aug 71,
102p Rept no RP-P-761
Contract DAHC15-67-C-0011
Prepared in cooperation with Ohio Univ , Athens

Descriptors (*Machine translation, *English lan-
guage), (*Vietnam, *Language), Training, Compu-
ters, Reading
Identifiers Vietnamese language, Readability,
Manuals

Application of computational linguistics, i e , lan-
guage translation by computer, has been proposed
as a means of producing readable translations of
technical English-to-Vietnamese The report is
about an experimental study of the readability of
translations that could be used for training or
equipment maintenance Major conclusions of the
study are expert human translators produce more
readable translations of technical English-to-Viet-
namese than is done by computer, Vietnamese
readers, trained in English, show the highest com-

prehension loss becomes relatively greater, as
more and more difficult material is read, for com-
puter-based translations than for human transla-
tions, method of translation does not affect read-
ing speed, and estimates of cost, based on ex-
trapolations from current developmental systems,
are about the same for high-quality human transla-
tions and translation by computer (Author)

PB-203 527   PC$3 00 MF$0 95
Harvard Univ , Cambridge, Mass Aiken Compu-
tation Lab.
AUGMENTED TRANSITION NETWORKS FOR
NATURAL LANGUAGE ANALYSIS,
W A Woods Sep 69, 112p CS-1
NSF-GS-2301

Descriptors. (*Computational linguistics, *Gram-
mars), Transformational grammars, Semantics,
Syntax, Analyzing
Identifiers *Natural language

A model of grammar based on the notion of a
transition network similar to a finite state transi-
tion network applied recursively was, presented
and shown to be a very promising model for natu-
ral language analysis It is capable of building deep
structure representations while doing a surface
structure analysis of a sentence without a separate
explicit reverse transformational component. Also
it is capable of considering semantic selectional
restrictions while parsing, and it may provide the
basis for a harmonious interaction between syn-
tactic and semantic analyses. In addition to having
a number of theoretical advantages for efficient
parsing, the model is convenient for a human
grammar designer to work with and answers a
number of objections which linguists have raised
against the transformational grammar model
(Author)

PSYCHOLINGUISTICS

general

ED 053 625   FL 002 495
Cherry, Colin
On Human Communication: A Review, a Survey,
and a Criticism.
Pub Date 66
Note—337p., Second edition
Available from—M I T Press, Cambridge, Mass.
02142 ($2.95)
Document Not Available from EDRS.

Descriptors—Acoustic Phonetics, Articulation
(Speech), *Cognitive Processes, *Communica-
tion (Thought Transfer), Cybernetics, Descrip-
tive Linguistics, *Information Theory, *Lan-
guage Patterns, *Linguistics, Logic, Perception,
Probability Theory, Redundancy, Semantics,
Semiotics, Sociology, Speech, Statistics, Syntax,
Telecommunication

This book, using the material from numerous
lectures on communication theory, is designed to
serve as the introduction to a series entitled "Stu-
dies in Communication," which will appear dur-
ing the next few years It is not intended for the
expert in each of the many fields related to
human communication, but, rather, it is designed
for the general reader interested in the field The
book provides background information, historical
data, definitions, concepts, and terms of
reference in the area of human communication
beginning with a discussion of the social aspects
and the historical evolution of theory and of lan-
guage analysis, including written and spoken lan-
guage as well as meaning The physical
phenomena of signals, especially speech, are con-
sidered, as is the statistical and mathematical
study of the information content of signals. The
logic of communication is then discussed, includ-
ing theories of syntactics, semantics, and prag-
matics. A discussion of human information in-
take, cognition, and recognition ends the book A
list of references is included. (VM)

ED 054 701   FL 002 625
DeVito, Joseph A
The Psychology of Speech and Language: An In-
troduction to Psycholinguistics.
Pub Date 70
Note—308p
Available from—Random House, 201 E 50th St ,
New York, N Y 10022 ($7 95)
Document Not Available from EDRS.

Descriptors—Aphasia, *Behavior, Cognitive
Processes, *Communication (Thought
Transfer), *Language, Learning Theories, Lin-
guistic Theory, Morphology (Languages),
Phonology, *Psycholinguistics, Psychology, Se-
mantics, *Speech, Stuttering, Syntax, Tables
(Data), Transformation Generative Grammar

This book presents a study of speech, language,
and behavior as related in the field of psycholin-
guistics It confines itself to a limited number of
topics which are treated in some depth The first
part of the book deals with theoretical founda-
tions—discussing speech and language in terms of
role, nature, semantic dimension, and pragmatic
dimension There are chapters on linguistic,
learning, and communication theories The
second part deals with speech and language
behavior in several areas of psycholinguistics. The
chapters concern speech and language acquisi-
tion, breakdown (aphasia and stuttering), dif-
ferences, and effects These areas involve
developmental, pathological, differential, and rhe-
torical psycholinguistics A bibliography is pro-
vided Diagrams and tables illustrate theories
where appropriate (VM)

ED 053 626   FL 002 496
Gleitman, Lila R   Gleitman, Henry
Phrase and Paraphrase: Some Innovative Uses of
Language.
Pub Date 70
Note—242p
Available from—W W Norton and Co , Inc , 55
Fifth Avenue, New York, N Y 10003 ($7 95)
Document Not Available from EDRS.

Descriptors—Cognitive Processes, Deep Struc-
ture, Grammar, Language Patterns, *Language
Research, Language Universals, *Linguistic
Competence, *Linguistic Performance,
Nominals, *Psycholinguistics, Semantics, Sen-
tence Structure, Structural Linguistics, Surface
Structure, Syntax, *Transformation Generative
Grammar, Transformations (Language)

Within the realm of psycholinguistics there is a
need to investigate linguistic performance based
on the generative transformational concept of lin-
guistic competence, i e , based on the speaker-
listener's knowledge of his language Psycholin-
guistics must determine how underlying
knowledge is related to overt performance The
nominalization and compounding processes of
English provide an area for experimentation
where the psychologist may investigate individual
linguistic performance After a grammatical
sketch of compound nouns, the authors report on
an experiment analyzing the ability of individuals
to paraphrase compound nouns and to recognize
paraphrases A discussion of the results provides
insight into individual performance of a particular
linguistic operation The appendix furnishes
details of the experiment, and a bibliography is
included (VM)

AD-731 160   PC$3 00 MF$0 95
Michigan Univ Ann Arbor Human Performance
Center
AN INVESTIGATION OF PARAPHRASING:
THE EFFECTS OF MEMORY AND COMPLEXI-
TY.
Technical rept.,
Kelyn H Roberts Jun 71, 149p Rept nos TR-30,
08773-85-T AFOSR-TR-71-2613
Contract AF 49 (638)-1736, ARPA Order-461

Descriptors (*Linguistics, *Memory), Correlation
techniques, Semantics, Syntax, Grammars
Identifiers *Paraphrasing

The report reviews the literature to date on
paraphrasing, and demonstrates the effect of
memory load and sentence complexity on the
production of paraphrases The literature, while
incomplete and not focused, points toward an ex-
planation of the effects of 'similar meaning' on
performance in terms of extra-grammatical factors
such as reference and disposition as well as gram-
matical factors That is, a theory of paraphrastic
activity must take into account cognitive relations
imposed by the Ss as well as general relations
describable in linguistic terms The experiment
tested the effects of a memory load versus a non-
memory load and the effects of sentence complex-
ity on the production of paraphrases As memory
load and complexity increased, performance, as
measured by rated performance, decreased. In
general, Ss generated good paraphrases by chang-
ing active target sentences into passives How-

ever, this behavior represented only 40% of the paraphrases, and a much smaller percentage of the paraphrases were transformations of the target Poor paraphrases were characterized by more changes in toto as well as proportionately more deletions Additional findings are reported (Author)

child language

ED 054 586 EC 033 290
Allen, Doris V
Color-Word Interference in Deaf and Normal Children.
Wayne State Univ , Detroit, Mich
Pub Date 71
Note—10p , Paper presented to the Midwestern Psychological Association (Detroit, Michigan, May, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aurally Handicapped, *Exceptional Child Research, *Reading Ability, Reading Speed, Verbal Ability, *Verbal Tests
Strategies for apprehending and processing verbal material were studied in deaf and normal children by using color-word interference tasks Color-word interference task was described as a method of apprehension evaluation with minimum memory contribution The task involved three cards one containing color patches, one containing printed names of colors, and one containing a color name printed in conflicting ink color Seven deaf children and 17 normal-hearing children (age range 9-15 years) identified by good academic achievement were asked to name each card upon presentation The task criterion was reading speed and thus, stimuli perception was the major variable studied Data on time in seconds for subjects to complete the color-word interference task indicated that the deaf seemed able to view verbal material as objects without attending to its verbalness Normal-hearing children, in contrast, had great difficulty in responding to anything other than the word itself Results suggested that deaf children used qualitatively different strategies for apprehending and processing verbal material than did normal-hearing children (CB)

ED 053 863 RE 003 585
Athey, Irene
Language Models and Their Relation to Reading.
Pub Date Apr 71
Note—14p , Paper presented at the meeting of the International Reading Association, Atlantic City, N J , Apr 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Development, Biological Influences, *Child Language, Cognitive Development, *Language Development, *Language Learning Levels, *Models, Operant Conditioning, *Reading Development, Reading Readiness
Three language models (Staats, Lenneberg, and Piaget) are reviewed, and implications for reading are suggested Staats' behaviorist stance maintains that imitation, mediation, generalization, and discrimination are key concepts in language learning behavior. Critics contest the importance of these concepts and claim that behaviorists cannot fully account for language development The biological theory presented by Lenneberg contends that language is a manifestation of innate species-specific propensities, that language develops in a fixed sequence, and that the crucial period for language development is between ages 2 and 4. Each of these claims is challenged by critics Piaget maintains that language development comes only after a certain level of cognitive development is reached by the child An enriched environment conducive to teaching the child to think is essential to language development Critics of this theory suggest the need for more research concerning the relationship of language to cognition Some contradictory implications of these models for reading are listed, and references are included (AL)

ED 053 908 SE 009 509
Feldman, Sarah Shirley Brown
Children's Understanding of Negation as a Logical Operation in a Classification Task.
Pub Date 68
Note—165p., Ph D dissertation, Stanford University
Available from—University Microfilms, P O Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-219, M-$3 00 X-$7 60)

Document Not Available from EDRS.
Descriptors—*Classification, Concept Formation, Doctoral Theses, *Learning, Logic, *Mathematics, *Preschool Children, *Research, Task Performance
Negation as a logical operation was studied in a block sorting task in which children aged three through seven had to identify the set of not-X and not-XY from a domain of 18 blocks varying in shape and color Seven experiments were carried out in which number of correct responses, error types, and response latencies were analyzed For negation applied to one attribute commands, the most common errors were the responses in which children gave only one of the disjoint subsets of the requested complementary set, and the part responses, in which not all the required blocks were given, but both of the disjoint subsets were represented. For the two attribute commands, frequent responses included ignoring the negative, and misplacing the negative so that children responded to not-XY command with X not-Y objects. By giving some X or XY commands first, performance on the not-X or not-XY commands was not improved. Three studies investigated the effects of the number of objects in the complementary set, the composition in terms of number of subsets in the complementary set, and the effect of familiarity and the concomitant ease of labeling of experimental materials. It was found that the experimental manipulation had little effect on the three, six, and seven year olds. However, experimental manipulation was important for the four and five year olds. The larger the complementary set when the domain contained 18 blocks, the more errors the children made (JG)

ED 054 172 TE 002 574
Felcetti, Carmen Salvatore
The Effect of Integrated Stimuli and Prompting at Various Stages of Training on Delayed Retention, of Word Recognition by Children.
Pub Date 70
Note—96p , Ed D Dissertation, Indiana University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No 71-11,342 MF $4 00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*English Instruction, Learning Theories, Prompting, *Retention, *Sight Vocabulary, Stimulus Behavior, *Vocabulary Skills, *Word Recognition
The purpose of this study was to determine effects of various prompting procedures in teaching children a sight vocabulary The five words which comprised the sight vocabulary were presented to 96 five-year-olds in nursery and elementary schools During initial training, integrated stimuli and non-integrated stimuli differed with respect to the spatial relation between the cue stimulus (CS) and eliciting stimulus (ES) in the CS-ES frame In the prompt procedure, the learner's task was to select the correct word after seeing the ES frame and the ES-CS frame In the confirmation procedure, the task was to select the correct word after seeing the ES frame but prior to seeing the ES-CS frame During prompt over-training (POT), the ES-CS frame was dropped, whereas in the -POT conditions, the ES-CS and the ES frames were dropped Subjects were required to practice beyond the trial of last error for 10 additional trials. One week and eight weeks following overtraining to 10 criteria, the subject was given a retention test on the five printed names. Results for initial training suggest that prompts decreased the errors associated with learning the five new words. The data show that the integrated prompt technique decreased errors more than the non-integrated prompt technique In terms of delayed retention, results suggest that errors are interfering only when they occur early in training (Author/DB)

ED 054 163 TE 002 564
Fox, Sharon Elizabeth
Syntactic Maturity and Vocabulary Diversity in the Oral Language of Kindergarten and Primary School Children.
Pub Date 70
Note—135p , Ed D Dissertation, Indiana University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box

1764, Ann Arbor, Michigan 48106 (Order No 71-11,343 MF $4 00, Xerography $10 00)
Document Not Available from EDRS.
Descriptors—Analysis of Variance, *Elementary School Students, *Kindergarten Children, *Oral Communication, *Syntax, *Vocabulary Development
The developmental trend of syntactic maturity and vocabulary diversity in the oral language of kindergarten through third grade children as they responded to adults in a structured situation was studied Eighty subjects, 20 at each of four grade levels, were drawn at random from two middle class schools in Salina, Kansas Five boys and five girls participated from each grade level within the two schools Two children from the same classroom viewed a cartoon with the sound track turned off One of the two examiners asked each child to tell the story he had just seen and respond to a question concerning the story A three way analysis of variance on grade level, sex of subject, and school was performed on each language measure Conclusions are (1) The growth between kindergarten and first grade is significant on all three syntactic measures, (2) The total word count shows a developmental trend through the four grade levels, (3) Both syntactic maturity and vocabulary diversity measures indicate a developmental trend (Author/CK)

ED 053 620 24 FL 002 489
Kennedy, Graeme
Children's Comprehension of Natural Language.
Southwest Regional Educational Lab , Inglewood, Calif
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Report No—TR-30
Bureau No—BR-6-2865
Pub Date 27 Nov 70
Note—50p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Child Language, *Children, Communication (Thought Transfer), *Comprehension Development, Conceptual Schemes, *Language Development, Language Research, Learning Theories, Linguistic Competence, Linguistic Theory, *Literature Reviews, Morphology (Languages), Perception, *Psycholinguistics, Semantics, Structural Linguistics, Suprasegmentals, Syntax, Vocabulary Development
This paper reviews current literature concerning the development of children's comprehension of the processes of natural language and it recommends a new study approach designed to evaluate the joint effects of lexical and syntactic devices on comprehension It discusses three main kinds of investigations--studies of the comprehension of individual words and suprasegmentals, studies of information gain, and studies of the comprehension of syntactic processes--as well as testing techniques and the specific syntactic and morphological processes considered Results of particular studies are given. The second part of the paper covers the necessity of treating language as a structure rather than as individual words when testing comprehension, and it recommends a conceptual-category approach which considers the relationship between formal linguistic processes and cognitive relations by showing how well language is comprehended in specific language-use situations (VM)

ED 053 917 SE 010 269
Linville, William Jerome
The Effects of Syntax and Vocabulary upon the Difficulty of Verbal Arithmetic Problems with Fourth Grade Students.
Pub Date 69
Note—68p , Ph D dissertation, Indiana University
Available from—University Microfilms, P O Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-7957 M-$3 00 X-$3 80)
Document Not Available from EDRS.
Descriptors—*Achievement, Doctoral Theses, *Elementary School Mathematics, Grade 4, Mathematics Education, *Problem Solving, Research, *Syntax, *Vocabulary
Reported are the results of an investigation of the effects of syntax and vocabulary difficulty on the problem solving ability of children Four tests of verbal arithmetic problems are prepared with either easy or difficult syntax and either easy or difficult vocabulary Easy syntax was defined as being as nearly a kernel sentence as possible,

while the difficult syntax sentences contained a subordinating clause. The vocabulary was judged easy if at least 70 per cent of the words were found in the Thorndike and Lorge listing of the first 1,000 words. The vocabulary was judged difficult if at most 30 per cent of the words were found in the listing. The same computational operations were used in all four tests. The tests were administered to 402 fourth grade students selected randomly from 12 elementary schools. From the results, the following differences were found to be significant (1) scores on easy vocabulary test items were better than difficult vocabulary test items, (2) scores on easy syntax test items were better than difficult syntax test items. Geometry" by W K Morrill included is a daily schedule of suggested topics and homework assignments. Specific teaching hints are also given. The content of the course includes point and plane vectors, straight lines, point and space vectors, planes, straight lines in space, circles, conics, transformation of axes, and polar coordinates. (Author/CT)

ED 054 654   **FL 002 333**
Ravem, Roar
The Development of Wh-Questions in First and Second Language Learners.
Essex Univ , Colchester (England) Language Centre
Pub Date Dec 70
Note—26p , Occasional Papers 8, p16-41
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Language, *Children, Cognitive Processes, Deep Structure, English (Second Language), Function Words, *Language Development, Learning Theories, Linguistic Competence, Phrase Structure, Psycholinguistics, *Second Language Learning, Structural Analysis, Tables (Data), *Transformation Generative Grammar, Transformations (Language)
It is possible to examine the development of English wh-questions in first and second language learners and to detect regularities in the order of emergence of certain linguistic structures. It is also possible to speculate whether the stages in language acquisition correspond to the transformational derivation in transformational grammar. The English-speaking author reports here on the English-language development of his two Norwegian-speaking children as seen in wh-questions. Particular difficulties are noted and discussed. Examining these processes points out the need for a more comprehensive language-learning theory which considers general cognitive factors along with linguistic mechanisms. Tables demonstrating wh-capability and development are included along with a bibliography (VM)

ED 054 848   **PS 004 841**
Stern, Carolyn And Others
Language Development Variables Related to Young Children's Responses to Nonsense Syllables.
California Univ , Los Angeles
Spons Agency—Office of Economic Opportunity, Washington, D C , Office of Education (D-HEW), Washington, D C Cooperative Research Program
Pub Date Jan 70
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, *Association (Psychological), Child Language, Cultural Differences, *Language Development, *Language Research, *Preschool Children, Tables (Data), Verbal Stimuli
The basic purpose of this study was to establish association values for nonsense words to be used in learning experiments with children from culturally-different backgrounds. Responses to 50 stimuli (44 nonsense and six real words) individually administered to 164 children from kindergarten, day care, and nursery school settings, representing two levels each sex, SES, and race (Black and Caucasian) and three age groups (4-, 5-, and 6-year-olds) were recorded. Association values for each word were calculated, providing a hierarchy with significant differences between the 10 high and 10 low terms, but little dependable difference between adjacent items. No significant difference in association value could be attributed to sex, SES, or race, but age-related differences were found. Data were also analyzed in terms of semantic, syntactic and phonological components in the syntactic and phonological analyses, major

differences were also age-related Four-year-olds failed to respond significantly more frequently than 6-year-olds, and produced the lowest number of both verbs and abstract nouns. While advantaged children produced a significantly larger number of abstract nouns than disadvantaged children, there was no support for the Bernstein hypothesis that disadvantaged children demonstrate restricted use of adjectives and adverbs. (Author/WY)

ED 054 850   **PS 004 844**
Talkin, Steven R
Infant's Reactions to Mother's Voice and Stranger's Voice: Social Class Differences in the First Year of Life.
Spons Agency—National Inst of Mental Health (DHEW), Bethesda, Md , National Science Foundation, Washington, D C
Pub Date Apr 71
Note—13p , Paper presented at the meeting of the Society for Research in Child Development, Minneapolis, Minnesota, April, 1971
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Attention, Auditory Perception, Caucasians, Eye Movements, Females, Heart Rate, *Infant Behavior, Language Development, Lower Class, Middle Class, Motor Reactions, *Parent Child Relationship, *Social Differences, *Verbal Stimuli
The purpose of this study was to investigate class differences in the responses of infants to tape recordings of mothers' and strangers' voices. Subjects were 10-month-old first-born Caucasian girls, 30 from middle class families and 30 from working class families. Stimuli presented through a speaker placed in front of the infant consisted of taped passages read by the subject's own mother, and by a stranger from her own social class group. Codings were made of each subject's vocalizations, smiling, looking at speaker baffle, looking at mother, and looking at coder. Two additional measures taken were heartrate deceleration and physical activity. Middle class infants responded differentially to the two stimuli, while working class infants did not. The most dramatic differences involved the infants' looking behaviors. Middle class infants looked more at their mothers after hearing their mother's voice, and more at the coder following the stranger's voice, which may be related to the fact that these infants have experienced more verbal stimulation from their mothers at home. The present findings are consistent with previous investigations of infant reaction to language stimuli. [Not available in hard copy due to marginal legibility of original document.] (NH)

BILINGUALISM

ED 053 617   **FL 002 486**
Actes du deuxieme colloque canadien de linguistique appliquee. (Proceedings of the Second Canadian Symposium on Applied Linguistics.)
Canadian Association of Applied Linguistics
Pub Date 71
Note—56p., Symposium held May 29-31, 1970 at the University of Ottawa
Available from—Centre Educatif et Culturel Inc , 8101, Boul Metropolitain, Anjou, Montreal 437, Quebec, Canada ($1 75)
Document Not Available from EDRS.
Descriptors—Anthropology, *Applied Linguistics, *Bilingualism, Contrastive Linguistics, English (Second Language), French, Intellectual Development, *Language Instruction, Language Laboratories, Language Laboratory Use, *Second Language Learning, Spanish, *Symposia, Translation
Identifiers—*Canada
This publication contains most of the lectures given at the Second Symposium on Applied Linguistics. The theme of the symposium was "The Task of Linguistics with Relation to the Problems of Canadian Bilingualism " Two opening speeches comprise the first section of the proceedings. Documents in the section on general linguistics and its application concern anthropology, contrastive linguistics, stylistics, bilingualism, and translation. The final section includes articles on the teaching of French, English, and Spanish, language laboratories, and the influence of second language learning upon the intellectual development of the child. Texts of the lectures are in English or French. (VM)

ED 053 588   **FL 002 360**
de Larochekere, Joyce
Preservation of a National Resource and Preservation of Self.
Pub Date 6 Mar 71
Note—9p , Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bilingual Education, *Bilingualism, *Cultural Pluralism, *Educational Policy, English (Second Language), Ethnology, French, Language Instruction, Language Planning, Linguistic Competence, *Minority Groups, Second Language Learning, *Speeches
Bilingualism and the cultural and linguistic pluralism that it involves should be preserved and encouraged within the national educational system. Statistics concerning bilinguals on a national scale would present a more accurate picture if based on John Macnamara's definition of bilinguals as "persons who possess at least one of the language skills even to a minimal degree in the second language " The benefits of bilingualism, seen as linguistic and cultural pluralism, are unknown, but bilingualism has not been encouraged sufficiently to predict the benefits or the disadvantages. A national commitment to a program of bilingualism must be made before its true value can be known (VM)

ED 053 852   **RC 005 545**
Patella, Victoria M
How Mexican Is a Spanish-Speaking Mexican American?
Texas A and M Univ , College Station Texas Agricultural Experiment Station
Spons Agency—Department of Agriculture, Washington, D C
Pub Date Aug 71
Note—49p , Paper presented at the Annual Meeting of the Rural Sociological Society, Denver, Colorado, August 1971
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Bilingualism, Ethnic Stereotypes, Family (Sociological Unit), *Followup Studies, *Grade 10, Identification (Psychological), *Language Usage, *Mexican Americans, *Sociocultural Patterns, Sociolinguistics, Spanish Speaking
Identifiers—Texas
To investigate the validity of language usage as an indicator of identification with the Mexican American subculture, this study hypothesized that greater use of Spanish than English would be correlated with characteristics consistent with the ideal, typical, Mexican American family in terms of family of orientation and aspirations for future family of procreation Data from Kuvlesky and Patella's 1967 study of about 600 Mexican American high school sophomores in South Texas (cf related document, ED 040 777) were used With a few exceptions, the hypothesis was not supported, however, the exceptions indicated that language usage may well be correlated with certain attitudes, behaviors, and other subtle characteristics that cannot be known without further investigation Implications were drawn for theory, past and future research, methodology, and social policy, particularly in the educational realm (e.g , teachers must not assume that language usage patterns indicate other aspects of the student's attitudes and values) [Not available in hard copy due to marginal legibility of original document]. (Author/BO)

SOCIOLINGUISTICS

general

ED 054 656   **FL 002 353**
Higa, Masanori
The Sociolinguistic Significance of Borrowed Words in the Japanese Spoken in Hawaii.
Hawaii Univ , Honolulu Dept. of Linguistics
Pub Date Dec 70
Note—16p , in Working Papers in Linguistics, v2 . n9 p125-140 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American English, Bilingualism, Conceptual Schemes, Cultural Differences, English (Second Language), Intonation, *Japanese, Japanese American Culture, *Japanese Americans, Language Instruction, Language Research, Linguistic Theory,

*Nominals, Phonology, Regional Dialects, Second Language Learning, Semantics, *Sociolinguistics, *Vocabulary
Identifiers—Hawaii

Studying the lexical borrowing of the Japanese community living in Hawaii inspires several hypotheses in the field of sociolinguistics. The use of borrowed words is a linguistic device to create a new Japanese dialect--Hawaiian Japanese. The borrowed words reflect the process and degree of social and psychological adjustment to the new cultural environment. Words of conjunctive and disjunctive concepts are individually borrowed to meet various lexical needs, words of relational concepts are borrowed as conceptual systems. From the sociolinguistic point of view, the most important words in a language are those related to kinship relations, social relations, time, and quantity. Further investigation of lexical borrowings in other geographical areas would prove interesting. The study of lexical borrowing is worthwhile for the field of foreign language teaching. (VM)

ED 054 645   **EM 009 237**
Madura, Edmund M., Ed
Why Aren't We Getting Through? The Urban Communication Crisis.
Pub Date 71
Note—191p
Available from—Acropolis Books, 2400 17th Street, N W , Washington, D C 20009 ($6 95)
Document Not Available from EDRS.
Descriptors—Broadcast Industry, City Government, City Improvement, *City Problems, *Communication Problems, Community Change, *Economically Disadvantaged, *Ghettos, Journalism, *Mass Media, Newspapers, Political Power, Radio, Television, Urban Environment, Urban Slums, Writing
Identifiers—Columbia, Watts Writers Workshop

The ten articles in this book examine the causes and remedies for the apparent communication barrier between the urban poor and the rest of the nation. The articles, written by journalists, businessmen, and community leaders--both black and white, range from a broad based description of the communications behaviors of the urban poor, to attempts to pinpoint the problems of the mass media in trying to reach the urban poor, to suggestions of ways in which the Federal Government can facilitate communication within the city. Two examples of what individuals from the inner city can do to help themselves are presented, Budd Schulberg chronicles the rise of the successful Watts Writers Workshop and Royce Hanson suggests that for "-grass roots" politics to survive we will have to have a far more sophisticated use not only of the traditional communications media, but also the media of political communication, the representative processes, and the structure of government. The last two articles take a look at the future prospects and possibilities of communication in cities, one predicts the future of communication in megalopolis, the other describes the model urban communication plan of the "new city" of Columbia. (JY)

ED 055 000   **SO 001 857**
Smith, Arthur L, And Others
How To Talk With People of Other Races, Ethnic Groups, and Cultures.
Trans-Ethnic Education/Communication Foundation, Los Angeles, Calif
Report No—Monogr-1
Pub Date Jun 71
Note—43p
Available from—The Trans-Ethnic Education/Communication Foundation, Post Office Box 24740, Los Angeles, California 90024 ($2 25, Quantity Discounts)
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), Communication Problems, Communication Skills, Cultural Awareness, Cultural Differences, *Cultural Factors, *Ethnic Relations, Human Relations, Interaction, *Intercommunication, *Intergroup Relations, Mexican Americans, Negroes, Pamphlets, Race Relations, Verbal Communication

This monograph is written from the interdisciplinary/intercultural perspectives of a black communications expert, a Chicana (Mexican American) sociologist, and a white educational innovator. It presents a discussion of the basic problems and positive features of communication

across racial, ethnic, and cultural boundaries. It first considers why we need transracial communication at all, then moves to a discussion of the fundamentals of transracial communication-- attitudes behind words, the sizing-up process, stereotypes, and accepting each other's humanness. The next sections consider how cultures can affect this communication, and specific examples such as differing concepts of time, and dissimilar attitudes about the family are touched upon. The practice of labeling Spanish speaking students as Educable Mental Retardates is treated in the "-Parable of the EMR" which intertwines the Spanish and the English languages.

social dialects

ED 054 145   **TE 002 510**
Shuy, Roger W
Some Problems in Studying Negro/White Speech Differences.
Pub Date Apr 71
Note—7p
Journal Cit—English Record; v21 n4 p179-185 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Analysis, *Linguistics, *Negro Dialects, *Nonstandard Dialects, *Research Needs

The developing relationship of linguistics to matters of current social concern, especially as it relates to the study of minority groups, is discussed. Problems in studying Negro/white speech differences are related to: The researcher vs the researched, the unfulfilled promises of research and the dangers of knowing, the misassessing of facts by scholars, a partial or incomplete knowledge of facts, and an inadequate research design for ascertaining these facts. (DB)

ED 053 630   **FL 002 509**
Weaver, Constance Waltz
Analyzing Literary Representations of Recent Northern Urban Negro Speech: A Technique, with Application to Three Books.
Pub Date 70
Note—243p., Doctoral thesis, Michigan State University
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Dialect Studies, *Doctoral Theses, Ethnology, Grammar, Language Research, Language Styles, Literary Styles, *Negro Dialects, *Nonstandard Dialects, Pronunciation, Social Dialects, *Sociolinguistics, Urban Language
Identifiers—*Linguistic Atlas

The recent work by sociolinguists is more accurate for consideration of urban dialects than is the analysis provided in the "Linguistic Atlas" materials. The sociolinguists' work shows that the use of nonstandard phonological and grammatical features varies according to one's socioeconomic status, ethnic background, speech context, age, and sex. Using the sociolinguists' data for several phonological and grammatical variables in Negro speech, it is possible to make statistical generalizations concerning particular types of speakers. With such generalizations in mind it is possible, by analyzing the literary representation of the Negro nonstandard dialect appearing in three books, to determine the accuracy of these representations. The books considered here are Shane Stevens' "Go Down Dead" (1966), Warren Miller's "The Cool World" (1959), and Claude Brown's "Manchild in the Promised Land" (1965). Suggestions for further study on determining the accuracy of literary dialect representations, tables on the statistical analysis, and a bibliography are provided (VM)

LANGUAGE AND EDUCATION

general

ED 054 696   **FL 002 614**
Perren, G E, Ed And Others
Interdisciplinary Approaches to Language. CILT Reports and Papers 6.
Centre for Information on Language Teaching, London (England)
Pub Date Sep 71
Note—65p , Papers read at a conference held in London, England, April 4-6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Language, *Conference Reports, Educational Disadvantagement, Failure

Factors, Instructional Program Divisions, *Interdisciplinary Approach, *Language Development, Language Instruction, *Linguistic Competence, Linguistic Theory, Performance Factors, Psycholinguistics, Sociolinguistics, Speeches, Success Factors

The papers included in this publication were delivered at a conference initiated by the Centre for Information on Language Teaching in April 1971 Each of the four papers represents a distinct but related interest The first, "The Language Barrier to Education" by B Spolsky, examines sociological effects of differences between the language required in school and that used by pupils at home By contrast, E A Peel's article, "Adolescent Concept Formation: Generalizing and Abstracting Processes," reports original research on the role of language in the growth of ability to generalize and abstract among adolescents during their education D Crystal defines the scope and value of stylistics as a branch of linguistic science in his "Stylistics, Fluency, and Language Teaching." The final paper, "Describing the Language Learner's Language," by S P Corder, defines what constitutes "error" in a learner's use of a second language Commentaries on three of the papers are included (RL)

contrastive linguistics

ED 054 144   **TE 002 507**
Hall, R M R Hall, Beatrice L.
A Contrastive Haitian Creole-English Checklist.
Pub Date Apr 71
Note—12p
Journal Cit—English Record, v21 n4 p136-147 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—English (Second Language), *Grammar, *Haitian Creole, Lexicology, *Linguistic Patterns, *Phonology, *Structural Analysis

French Caribbean Creole, specifically Haitian Creole, is the native language of a number of students in American Schools. In order to help these students master English, the teacher should understand Creole structure and grammar. Haitian Creole is described as to (1) Phonology--consonants; sounds present in English but lacking in Haitian Creole, sounds present in both languages but with different distribution, vowels, syllable structure, and morphophonemic and morphological invariance, and (2) Grammar--articles and plurality, pronouns, relative clauses, noun classes, verbs, the copula, questions, negatives.

foreign/second language
general

ED 054 223   **TM 000 805**
Alesamoni, Lawrence M Matsunaga, Allen
A Study of Foreign Language at the University of Illinois Using the CEEB Foreign Language Placement Tests and End-of-Course Grades.
Illinois Univ , Urbana. Office of Instructional Resources
Report No—RR-317
Pub Date Dec 70
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Performance, *College Freshmen, *College Language Programs, *Comparative Analysis, Equivalency Tests, French, German, Grades (Scholastic), Languages, Listening Tests, Norms, Placement, Reading Tests, Russian, Scores, *Second Language Learning, Spanish
Identifiers—CFEB Foreign Language Placement Tests, *College Entrance Examination Board

The College Entrance Examination Board Foreign Language Placement Tests were normed on students enrolled in French, German, Russian, and Spanish courses during Fall semester, 1969 Differences between performance at the four levels of each course were also investigated and comparisons made among CEEB test scores, course grades, and CEEB standard score norms Results indicated that students enrolled in the first four courses of a foreign language have learned significantly different amounts of the same material as measured by the Placement Tests. However, if results are inspected at the same course level by looking at the standard scores, it appears that the level of performance is about the same for each language An accurate

check on this was not possible as different tests were used for each language In general, students enrolled in lower level courses fell below the national norm average while those in upper levels were above Relationships between test scores and course grades indicated that test scores can be used to identify successful performance almost as well as grades Therefore, cut-off scores were established using the average reading and listening test standard scores for placement into and proficiency in the various courses studied

ED 053 632 FL 002 512
Bibliographie: Moderner Fremdsprachenunterricht (Bibliography: Modern Foreign Language Instruction), 1971. Volume 2, Number 2.
Informationszentrum für Fremdsprachenforschung, Marburg (Germany).
Spons Agency—Volkswagen Foundation, Hanover (West Germany)
Pub Date Jul 71
Note—113p.
Available from—Arbeitskreis zur Förderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens, e V, Hans-Thoma-Strasse 72, Heidelberg, West Germany ($3 00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, *Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, *Information Systems, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Programed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques
This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research, a center similar to the clearinghouses in the Educational Resources Information Center (ERIC) Most of the 250 entries appeared in 1970 or 1971 The sections of the bibliography include (1) an alphabetical listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items, and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. A list of journals cited, an author index, and a listing of other bibliographies on the topic are included For related documents see ED 044 956, ED 044 999, ED 047 591, and ED 050 653 (WB)

ED 053 631 48 FL 002 511
Dato, Daniel P
American Children's Acquisition of Spanish Syntax in the Madrid Environment: Preliminary Edition.
Institute of International Studies (DHEW/OE), Washington, D C
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Bureau No—BR-7-2637
Pub Date May 70
Contract—OEC-2-7-002637-3036
Note—185p
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Child Language, Componential Analysis, Generative Grammar, Kernel Sentences, Language Classification, *Language Development, *Language Research, Linguistic Competence, Linguistic Patterns, Linguistic Performance, *Second Language Learning, *Spanish, Structural Analysis, Structural Linguistics, Surface Structure, Syntax, Transformation Generative Grammar
This project seeking to develop sound methodological research techniques for second-language is based on an initial pilot study which (1) identified and classifies the utterances of a child learning Spanish as a second language, and (2) determines whether there are any significant trends in the observed order of learning of kernels and transformed sentences During a second year of research six children between five and six-and-a-half participated in an expanded version of the experiment concerning language acquisition which concentrated on the description and classification of the linguistic utterances produced by the subjects. Major chapters include (1) introduction, (2) research design, (3) noun phrase, (4) verb phrase, (5) imperative, (6) interrogative, (7) sentence compounding and embedding, and (8) conclusions and implications.

ED 054 682 FL 002 550
Chastain, Kenneth
The Development of Modern-Language Skills: Theory to Practice. Language and the Teacher: A Series in Applied Linguistics, Volume 14.
Pub Date 71
Note—416p
Available from—Center for Curriculum Development, Inc, 401 Walnut St, Philadelphia, Pa. 19106 ($7 50)
Document Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, Basic Skills, Classroom Techniques, Cognitive Objectives, Evaluation, Instructional Materials, *Instructional Program Divisions, *Language Instruction, Language Research, Learning Processes, Lesson Plans, Listening Comprehension, *Modern Languages, Reading, Speaking, *Teaching Guides, *Teaching Methods, Writing
This text, intended to assist the individual teacher in developing the basic ingredients of his own repertoire of effective teaching skills, provides a wide-ranging examination of language instruction beginning with a critical review of both audiolingual and cognitive theory and practice and concludes with an extensive discussion of the four language skills Principal chapters concerning instructional theory include (1) historical perspectives (2) audiolingual and cognitive teaching, (3) audiolingual theory, (4) cognitive theory, (5) first language learning, and (6) research The second major division covering instructional practice contains chapters on (1) listening comprehension, (2) reading, (3) speaking, (4) writing, (5) general guidelines, (6) lesson planning, (7) classroom activities, and (8) evaluation An annotated bibliography and index are provided (RL)

ED 053 594 FL 002 387
Crane, Joanna Breedlove
Foreign Languages: Selected Materials for Prospective Teachers of Foreign Languages.
Alabama State Dept of Education, Montgomery
Pub Date 71
Note—19p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *College Majors, Colleges, Instructional Materials, Language Instruction, *Modern Languages, Preservice Education, *Resource Materials, Second Language Learning, *Teacher Education, Teaching Methods, Universities
This annotated bibliography of selected foreign language education materials is intended for use in a college or university curriculum library The bibliography focuses on the needs of prospective teachers of modern languages. The materials included cover both the theory and practice of learning and teaching foreign languages and are written primarily in English Entries, listed alphabetically by author, include books, articles, journals, and reference works Titles, sources, and costs are also indicated (RL)

ED 053 581 FL 002 251
Croft, Kenneth
Language and Categories: Some Notes for Foreign Language Teachers.
New York State English Council
Pub Date Apr 71
Note—12p., Special Anthology Issue and Monograph 14
Journal Cit—English Record, v21 n4 p1-12 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anthropology, Cognitive Processes, Componential Analysis, Conceptual Schemes, *Contrastive Linguistics, *Cultural Differences, Cultural Education, *Descriptive Linguistics, Ethnology, Grammar, *Interference (Language Learning), Perception, *Second Language Learning, Semantics, Taxonomy
In learning a second language, the student should not only learn the native speaker's patterns of phonology, morphology, and syntax, but he should also internalize the native speaker's collective view of the universe and the appropriate related behavior patterns, both linguistic and nonlinguistic Languages divide reality into different categories, and, in learning a second language, there may be interference from the native language in understanding the new categories. Linguistic anthropologists have been mapping out categories of cultural phenomena

and performing an analysis of the semantic component, using such devices as the paradigm, the taxonomy, and distributional analysis to discover the system of knowledge built up around a people's view of the world In language instruction, lexical categories should receive systematic treatment and should be brought under the student's control on his route to native-like fluency in a foreign language (VM)

ED 053 589 FL 002 361
Crymes, Ruth
The Relation of Study about Language to Language Performance with Special Reference to Nominalization.
Spons Agency—Hawaii Univ, Honolulu
Pub Date 5 Mar 71
Note—22p., Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adults, Applied Linguistics, Educational Experiments, *English (Second Language), Grammar, Instructional Materials, Language Patterns, *Language Research, *Learning Processes, Linguistic Performance, Nominals, Pattern Drills (Language), Second Language Learning, Sentences, *Speeches, *Transformation Generative Grammar
The transformational-generative concept of language learning as constructing a theory about language inspired this experiment Language performance developed by a method of language learning designed to help the student study about a second language through manipulative exercises was compared to language performance developed by a method not directly designed to encourage theorizing about language. In this experiment the second language was English and the particular area of language capability tested was nominalization, using Vendler's typology, as a measure of maturity of language performance Statistics derived from written tests by 10 students in the experimental method and 10 students in a control group, measured against the test results of 10 volunteer native speakers, indicated that the experimental study of nominalization through sentence-combining exercises did facilitate the development of language competence in that area and that it increased the capability of the experimental group toward the performance of the native speaker. Tables demonstrating the statistical results and an appendix on Vendler's typology of nominals are included. (VM)

ED 054 697 FL 002 615
Imhoff, Paul G
Majors in Foreign Languages and Related Areas.
Pub Date [71]
Note—8p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Career Opportunities, Career Planning, College Majors, College Students, *Language Proficiency, Language Skills, *Liberal Arts Majors, *Modern Languages, *Occupational Information, Second Language Learning, Vocational Development
This article, prepared for college majors in foreign languages, offers occupational guidelines and suggestions for further occupational research An occupational summary, a list of representative job titles related to the language major, representative employers of language majors, and a list of addresses are presented A listing of foundations and research organizations is included The study concludes with a reference bibliography on career opportunities (RL)

ED 054 698 FL 002 622
Kalivoda, Theodore B
An Investigation on Values of College Foreign Language Study.
Pub Date [71]
Note—15p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Cultural Education, Curriculum Planning, Degree Requirements, Educational Objectives, Graduation Requirements, *Language Instruction, Modern Languages, Professors, Questionnaires, *Second Language Learning, *Student Attitudes, *Teacher Attitudes, Values
This study seeks to determine how commonly-quoted values of foreign language study are actually perceived by students and professors who have taken undergraduate foreign language cour-

ses and to determine the implications this information might have for college curriculum planners. Some 177 students and professors participated in the study by completing questionnaires concerning attitudes. Among the findings, it was noted that students generally favored increased amounts of cultural instruction while many opposed the retention of the foreign language requirement. Professors' and students' attitudes conflict in many basic areas. Several tables and sample questionnaires are found in the appendixes (RL)

ED 053 627   **FL 002 500**
Levinsky, Frieda L.
Research on Language Methodology.
Pub Date [71]
Note—15p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Basic Skills, Cultural Education, Grammar, Instructional Program Divisions, *Language Instruction, Language Laboratory Use, *Modern Languages, Programed Instruction, *Questionnaires, Second Language Learning, Surveys, *Teacher Attitudes, *Teaching Methods
    A compilation of the results of an attitudinal questionnaire completed by a 19-member panel of leading language instruction methodologists focuses on some 36 questions fundamental to both researchers and teachers. Topics include questions concerning the use of English in the classroom, teaching of grammar, transformation generative grammar, contrastive linguistics, course articulation, culture, vocabulary development, programed instruction, and the use of the language laboratory. An appendix contains specific suggestions by the panel on how language instruction can be improved at all levels. (RL)

ED 054 700   **FL 002 624**
Levy, Stephen L. And Others
Dewey Independent Study Kit [and] Course of Study: French, Levels I, II, III, IV; Hebrew, Level IV; Italian, Levels I, II, III, IV; Spanish Levels I, II, IV.
John Dewey High School, Brooklyn, N Y
Spons Agency—New York City Board of Education, Brooklyn, N Y
Pub Date 71
Note—67p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—French, Hebrew, *Independent Study, Individual Instruction, Instructional Materials, Italian, *Language Instruction, *Language Learning Levels, *Modern Languages, Phonotape Recordings, Secondary Schools, Second Language Learning, Spanish, Tape Recordings
    Instructional materials for use in language programs featuring independent study are compiled in this document. An introduction to the Dewey Independent Study Kit indicates behavioral objectives in broad terms and describes student evaluation procedures. Guidelines to the student accompany sample curriculum guides for French, Hebrew, Italian, and Spanish courses.

ED 053 612   **FL 002 476**
Oller, John W, Jr
Expectancy for Successive Elements.
Pub Date [71]
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Applied Linguistics, *Cognitive Processes, Expectation, *Language, Language Development, *Language Instruction, Material Development, Memory, Modern Languages, Nucleation (Language Learning), Prediction, *Psycholinguistics, Second Language Learning, Teaching Methods, Thought Processes, Verbal Operant Conditioning
    The ability to anticipate elements in sequence is the foundation of all language skills. Because of its naturally high redundancy, it is almost always possible in the normal use of language to partially predict what will come next in a sequence of elements. The central feature of language processing is expectancy for successive elements. A very important question in second language instruction is determining how to teach students the skill of anticipating elements in sequence. This can best be done with materials in which meaningfulness is an element, syntactic structure is given a subordinate position, and the situational interaction of the people using the language is given prominence.

ED 054 699   **FL 002 623**
Rivers, Wilga M
Motivating through Classroom Techniques.
Pub Date 7 Mar 71
Note—20p., Paper presented at the Fifth Annual TESOL Convention, New Orleans, La, March 7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Bilingual Education, *Classroom Techniques, Communication (Thought Transfer), Curriculum Development, Educational Objectives, *Educational Psychology, Imagination, Language Skills, *Learning Motivation, Learning Theories, Participant Involvement, *Second Language Learning, Self Concept, *Teacher Attitudes, Visual Learning
    Motivation is the normal state of the individual, and the language teacher is responsible for identifying the individual nature of the student's motivation and directing it through his design of learning activities. The personal goals of the students should be kept in mind, the subject matter should be what interests the student, and the characteristics of the students must be considered. The teacher should use imagination in curriculum planning and should adapt and adjust the curriculum to his own students. The language teacher must know how to use the motivation which already exists to increase the student's knowledge of the new language. (VM)

ED 054 707   **FL 002 635**
Smith, Philip D, Jr
Toward a Practical Theory of Second-Language Instruction. Language and the Teacher: A Series in Applied Linguistics, Volume 16.
Pub Date 71
Note—106p
Available from—Center for Curriculum Development, Inc, 401 Walnut St, Philadelphia, Pa 19106 ($1 50)
Document Not Available from EDRS.
Descriptors—*Audiolingual Methods, Cognitive Objectives, Educational Objectives, *Generative Grammar, Instructional Program Divisions, *Language Instruction, Learning Theories, Lesson Plans, Linguistic Theory, Methodology, Modern Languages, Psycholinguistics, *Second Language Learning, *Teaching Methods, Teaching Models, Transformation Generative Grammar, Transformation Theory (Language)
    A review of trends in the teaching of foreign language during the last decade focuses on the predominance of the audiolingual method and current criticism by leading theorists of its theoretical foundations. Discussion of a psychological model of learning explores the relationships of motivation, cognition, evaluation, and response formation. The pedagogical implications of linguistic and psycholinguistic theory lead to a series of basic propositions for an instructional approach and for the formulation of a classroom approach. Final chapters cover the transformational-generative approach to language instruction, theoretical bases for course progressions, a practical pedagogical unit, and concluding remarks on the generative approach. References are included. (RL)

ED 053 597   48   **FL 002 426**
Stevick, Earl W
Adapting and Writing Language Lessons.
Foreign Service (Dept of State), Washington, D C Foreign Service Inst
Spons Agency—Office of Education (DHEW), Washington, D C
Pub Date 71
Contract—OEC-0-71-005
Note—463p
Available from—Superintendent of Documents, U.S Government Printing Office, Washington, D C 20402 (GPO 4400-1365, $3 25)
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Curriculum Development, Curriculum Planning, *Evaluation Criteria, Instructional Design, Instructional Program Divisions, *Language Instruction, Learning Theories, Linguistic Theory, *Material Development, *Modern Languages, Second Language Learning, Teacher Developed Materials, Teaching Methods, Teaching Techniques, *Uncommonly Taught Languages
    The dual purpose of this book is to set forth guidelines for appreciating the kinds of instructional materials available for the uncommonly

taught languages and to suggest an approach to writing new materials which will be as adaptable as possible. Of principal concern are considerations relating to (1) the nature of language teaching, (2) the modular approach to materials development, (3) evaluating and adapting language materials, (4) writing adaptable materials, (5) learners' synopses, (6) Cummings devices, (7) microtexts, and (8) routine manipulations. Numerous appendixes include discussions of adaptation of a dialog drill format in Spanish, "microwave" format in Telegu, an English pattern-practice format.

commonly taught languages

ED 054 693   **FL 002 568**
van Buskirk, William R And Others
German: A Programmed Introduction.
Foreign Service (Dept of State), Washington, D C Foreign Service Inst
Spons Agency—Peace Corps (Dept of State), Washington, D C
Pub Date 71
Note—659p
Available from—Superintendent of Documents U S Government Printing Office, Washington, D C 20402 (GPO 4400-1353, $4 50)
EDRS Price MF-$0.65 HC-$23.03
Descriptors—Basic Skills, *German, Grammar, *Instructional Materials, *Intensive Language Courses, Language Instruction, Modern Languages, Phonology, Programed Instruction, Programed Materials, *Programed Texts, Pronunciation, *Second Language Learning, Structural Grammar, Syntax, Tape Recordings, Teaching Methods, Textbooks, Vocabulary
    This workbook, designed for use with a set of tape recordings, presents the structural features and vocabulary contained in the first six units of the "German Basic Course" prepared by the Foreign Service Institute. Each unit follows a cycle that uses dialogue as the basis of the learning structure. The programed course requires about 80 hours to complete the study of the 25 units in this introductory text. Each unit contains the following elements (1) review, (2) phonology, (3) comprehension, (4) identification, (5) pronunciation, (6) fluency, (7) notes on grammar, (8) application, (9) participation, (10) finder list, and (11) tape script

ED 053 582   **FL 002 273**
Ife, Anne E   Standish, Peter
Advanced-Level Testing of Foreign Language Proficiency: An Interim Report of the Post A-Level Spanish Project.
Essex Univ, Colchester (England) Language Centre
Pub Date Jan 71
Note—36p, Occasional Paper 11
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, Charts, *College Students, Item Analysis, Language Ability, *Language Skills, Language Tests, Modern Languages, Objective Tests, *Spanish, *Student Evaluation, Tables (Data), *Test Construction, Tests
Identifiers—England, Palspan Project
    This is a preliminary report concerning the development of tests which measure the linguistic ability in Spanish of English students at the beginning of their post A-level courses. The Palspan (Post A-level Spanish project) pilot test battery is comprised of five sub-tests of between 45 and 90 minutes in length which test for speaking, listening, reading, and writing skills. Processes involving marking and validation of the tests are discussed with particular reference to (1) item analysis, (2) histograms, (3) variances and standard deviations, (4) correlation between tests, (5) relationship between test results and A-level results, (6) relationship between Palspan results and other external data, and (7) student performance. This study is heavily documented with linguistic and statistical data (RL)

ED 053 586   **FL 002 350**
Morel, Stefano
Total Immersion Language Program: A New Approach to Foreign Language Instruction. Technical Report.
Commack Public Schools, N Y, New York State Education Dept, Albany Div of Research
Spons Agency—New York State Education Dept, Albany

Report No—BSCR-002-71
Pub Date Mar 71
Note—35p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Methods, Basic Skills, Cultural Education, *Educational Innovation, Foreign Culture, Humanities, Instructional Materials, *Intensive Language Courses, *Language Instruction, Language Programs, Literature, Modern Language Curriculum, Modern Languages, *Secondary Schools, *Spanish, World History

A three-year experimental program established in 1966 in Spanish language instruction at the secondary level is reported in this study. Students at Commack High School North, New York, participated in a total immersion language program in Spanish, taking two to four classes of instruction in the target language per day. Classes included regular Spanish courses, world history, humanities, and civilization. Major sections discuss the method, results, and implications of the experiment. A comprehensive listing of textbooks and materials used in the program is appended to the study. An extensive number of tables are included and focus on the Total Immersion Language Program 1966-69, program evaluation, various test scores, and alternative course sequences for a total immersion program (RL)

ED 054 694   FL 002 572
A Practical Spanish Grammar for Border Patrol Officers.
Immigration and Naturalization Service (Dept of Justice), Washington, D C
Pub Date 70
Note—231p, Revised 1970
Available from—Superintendent of Documents, U S Government Printing Office, Washington, D C 20402 (GPO-0-403-4600, $1 25)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Adult Education, Conventional Instruction, Cultural Education, *Form Classes (Languages), Grammar, *Language Instruction, Mexican Americans, Modern Languages, Morphology (Languages), Sentence Structure, *Spanish, Spanish Speaking, *Traditional Grammar, Verbs, Vocabulary

Written for probationary patrol inspectors at the Border Patrol Training School, El Paso, Texas, this text presents a concise, traditional analysis of Spanish grammar. Each of the 21 lessons focuses on an aspect of the language including sections on the parts of speech, special verbs, commands, numbers, passive voice, and the subjunctive mood. A unit on comparative word study is included. The appendix contains numerous translation of textual dialogues, verbs, practice materials, useful expressions, and vocabulary lists. The expressions and dialogues used in the text reflect the culture of the Spanish-speaking population along the border and the type of activities with which the border patrol officer is often concerned. For the earlier edition see ED 028 675 (RL)

ED 053 619   FL 002 488
Spanish Basic Course: Radio Communications Procedures, USAF.
Defense Language Inst, Washington, D C
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-01LA24
Pub Date Jul 71
Note—21p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Aircraft Pilots, Armed Forces, Communications, Flight Training, Instructional Materials, *Language Instruction, Military Air Facilities, *Military Personnel, Modern Languages, Radio, *Spanish, *Spanish Speaking

This guide to radio communication procedures is offered in Spanish and English as a means of securing a closer working relationship among United States Air Force personnel and Latin American aviators and technicians. Eight dialogues concerning routine flight procedures and aerospace technology are included. It is suggested that two rated students (pilot or navigator) be assigned to groups holding roundtable discussions following presentation of the dialogues. (RL)

ED 054 690   FL 002 564
Russian Advanced Preparatory Course. Comprehensive Review of Structural Patterns: Volume II, Lessons 21-35.
Defense Language Inst, Washington, D C
Spons Agency—Department of Defense, Washington, D C
Report No—05RU12
Pub Date Aug 71
Note—186p
Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Adjectives, Adverbs, Conversational Language Courses, Cyrillic Alphabet, *Form Classes (Languages), *Grammar, *Instructional Materials, Intensive Language Courses, *Language Instruction, Language Patterns, Military Personnel, Modern Languages, Nominals, *Russian, Slavic Languages, Structural Grammar, Textbooks, Verbs

This is the second to two volumes dealing with a comprehensive review of structural patterns in the Advanced Preparatory Course prepared by the Defense Language Institute All essential grammatical structures introduced in the Basic Course are included in the 15 lessons. The purpose of the review is to stimulate recall and reinforce previously learned linguistic patterns. Major grammatical areas cover adjectives, verbs of motion, participles, and adverbs. An appendix contains declension charts of nouns, adjectives, pronouns, and numerals, prepositions and the cases they govern, and other grammatical features. (RL)

ED 054 689   FL 002 563
Russian Basic Course: Dialogue Cartoon Guides, Lessons 1-83.
Defense Language Inst, Washington, D C
Spons Agency—Department of Defense, Washington, D C
Report No—01RU47
Pub Date Aug 71
Note—124p
Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, *Audiovisual Aids, *Cartoons, *Dialogue, *Instructional Materials, Intensive Language Courses, Language Instruction, Military Personnel, Military Training, Modern Languages, *Russian, Slavic Languages, Speech Skills, Textbooks

This booklet of cartoon guides contains 83 units of instructional materials prepared by the Defense Language Institute for use in an intensive, conversational, Russian course Included are cartoon guides to dialogues and dialogue recombinations which focus on social concerns and military matters (RL)

neglected languages

ED 054 683   FL 002 555
Arabic Basic Course: Basic Dialogues for Airport Facilities.
Defense Language Inst., Washington, D C
Spons Agency—Department of Defense, Washington, D C
Report No—01AD47
Pub Date Aug 71
Note—36p
Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Aircraft Pilots, *Arabic, Foreign Countries, Idioms, *Instructional Materials, Language Instruction, *Language Patterns, Listening Comprehension, *Military Air Facilities, Modern Languages, Semitic Languages, Speech Skills, Vocabulary, *Vocabulary Development

This booklet is intended for use as supplementary material in the Advanced Phase of the "Arabic Basic Course," developed and implemented at the Defense Language Institute The

purpose of this book is to acquaint students with specialized airport terminology pertaining to takeoff and landing procedures directed in modern, standard Arabic The dialogues, presented in English and in handwritten Arabic, include (1) preparation for takeoff, (2) normal landing, (3) emergency landing, (4) touch-and-go, (5) aircraft arrival, (6) extreme approach, (7) request for weather, (8) parking instruction, (9) takeoff and switch to channel, and (10) changing runway (RL)

ED 054 667   FL 002 505
Snow, James A
Levantine Arabic: Introduction to Pronunciation.
Foreign Service (Dept of State), Washington, D C Foreign Service Inst
Spons Agency—Peace Corps (Dept of State), Washington, D C
Pub Date 71
Note—107p
Available from—Superintendent of Documents, U S Government Printing Office, Washington, D.C. 20402 (GPO 4400-1364, $1 00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Applied Linguistics, *Arabic, *Articulation (Speech), Comparative Analysis, Contrastive Linguistics, Dialects, Imitation, *Instructional Materials, Interference (Language Learning), Pattern Drills (Language), *Pronunciation Instruction, *Second Language Learning, Tape Recordings, Textbooks, Transformations (Language), Verbs

This introduction to Levantine Arabic pronunciation is designed to teach the student to recognize the major points of phonological interference between Levantine Arabic and American English, as well as the significant phonological contrasts within the dialect of Arabic itself, and to provide the student with a model for mimicry Tape recordings accompany the nineteen drill sections The words chosen for the drills are mostly verbs with a heavy literary bias, meaning and normal colloquial usage (aside from pronunciation) are not important here Within each section, a drill-sequence is followed so that the student first practices hearing the sound or contrast, then he is given a chance to mimic it The seven types of drills used are familiarization, reading, dictation, discrimination, recognition, mimicry, and transformation (Author/VM)

ED 054 685   FL 002 557
Chinese-Mandarin: Basic Dialogues for Airport Facilities.
Defense Language Inst., Washington, D.C
Spons Agency—Department of Defense, Washington, D C
Report No—01CM47
Pub Date Jul 71
Note—21p
Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Aircraft Pilots, Chinese, Foreign Countries, *Idioms, Instructional Materials, Language Instruction, *Language Patterns, Listening Comprehension, *Mandarin Chinese, *Military Air Facilities, Modern Languages, Sino Tibetan Languages, Speech Skills, Vocabulary, *Vocabulary Development

This booklet seeks to introduce basic dialogues for utilization at airport facilities. The English version of the phraseology is provided with the Chinese Mandarin text The phraseology includes material on (1) departure control, (2) high altitude penetration, (3) beacon identification, (4) arrival control, (5) circling approach, (6) final control, and (7) trend information (RL)

ED 054 684   FL 002 556
Czech Basic Course: Air Force Dialogues.
Defense Language Inst, Washington, D C
Spons Agency—Department of Defense, Washington, D C
Report No—01CZ47
Pub Date Jul 71
Note—23p
Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Aircraft Pilots, *Czech, Foreign Countries, Idioms, *Instructional Materials, Language Instruction, *Language Patterns, Listening Comprehension, *Military Air Facilities, Modern Languages, Slavic Languages, Speech Skills, Vocabulary, *Vocabulary Development

This is one of a series of supplementary materials used in the final phase of the "Czech Basic Course" developed and implemented at the Defense Language Institute The purpose of this text is to acquaint students with specialized airport terminology pertaining to takeoff and landing procedures conducted in Czech The dialogues, presented in English and Czech, include phraseology covering (1) departure control, (2) beacon identification, (3) high altitude jet penetration, (4) arriving control, (5) circling approach, (6) final control, and (7) examples of trend information (RL)

ED 053 623   FL 002 493
Japanese: A Guide to the Spoken Language.
Department of Defense, Washington, D C
Report No—TM-30-341
Pub Date [71]
Note—62p
Available from—Superintendent of Documents, U S Government Printing Office, Washington, D C 20402 (GPO 0-419-133, $.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Armed Forces, Autoinstructional Aids, Basic Skills, *Conversational Language Courses, Instructional Materials, *Japanese, Language Instruction, *Modern Languages, Oral Communication, Reference Books, *Second Language Learning, *Vocabulary Development, Word Lists

This language guide, written for United States Armed Forces personnel, serves as an introduction to the Japanese language and presents important words and phrases for use in normal conversation Linguistic expressions are classified under the following categories (1) greetings and general phrases, (2) location, (3) directions, (4) numbers, (5) "What's this?", (6) asking for things, (7) money, (8) time, and (9) other useful phrases Additional sections include other expressions, fill-in sentences, important signs, and an alphabetical word list (RL)

ED 053 622   FL 002 492
Korean: A Guide to the Spoken Language.
Department of Defense, Washington, D C
Report No—TM-30-342
Pub Date [70]
Note—78p
Available from—Superintendent of Documents, U S Government Printing Office, Washington, D C 20402 (GPO 0-411-227, $40)
EDRS Price MF-$0.65 HC-$3.69
Descriptors—Armed Forces, Autoinstructional Aids, Basic Skills, *Conversational Language Courses, Instructional Materials, *Korean, Language Instruction, *Modern Languages, Oral Communication, Reference Books, *Second Language Learning, *Vocabulary Development, Word Lists

This language guide, written for United States Armed Forces personnel, serves as an introduction to the Korean language and presents important words and phrases for use in normal conversation Linguistic expressions are classified under the following categories (1) greetings and general phrases, (2) location, (3) directions, (4) numbers, (5) "What's this?", (6) asking for things, (7) money, (8) time, and (9) other useful phrases Additional sections include other expressions, fill-in sentences, important signs, expressions with numbers, and an alphabetical word list (RL)

ED 054 668   48   FL 002 508
Yates, Warren G   And Others
Lao Basic Course, Volume 2.
Foreign Service (Dept of State), Washington, D C Foreign Service Inst
Spons Agency—Office of Education (DHEW), Washington, D C
Pub Date 71
Note—378p
Available from—Superintendent of Documents, U S Government Printing Office, Washington, D C 20402 (GPO 4400-1369, $2 75)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Audiovisual Aids, *Cross Cultural Training, Cultural Context, Cultural Education, *Instructional Materials, Language Instruction,

Language Proficiency, Language Skills, Language Usage, *Lao, Modern Languages, *Second Language Learning, Sino Tibetan Languages, *Textbooks

This second volume on Lao is designed as the continuation of the introductory material presented in volume one The objectives are to produce greater proficiency in the use of Lao and, at the same time, to provide a general introduction to Laotian culture The course is divided into six modules concerning various aspects of culture physical environment, social setting, artistic expression, economy, political setting, and national security, Each module is a self-contained unit with an introduction to the material in English, a series of selections in Lao relating to the module, and relevant charts, pictures, and diagrams Selected Lao newspaper articles are included along with a bibliography and glossary (VM)

ED 053 621   FL 002 491
Norwegian: A Guide to the Spoken Language.
Department of Defense, Washington, D C
Report No—TM-30-310
Pub Date [70]
Note—90p
Available from—Superintendent of Documents, U S Government Printing Office, Washington, D C 20402 (GPO 0-405-245, $ 45)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Armed Forces, Autoinstructional Aids, Basic Skills, *Conversational Language Courses, Instructional Materials, Language Instruction, *Modern Languages, *Norwegian, Oral Communication, Reference Books, *Second Language Learning, *Vocabulary Development, Word Lists

This language guide, written for United States Armed Forces personnel, serves as an introduction to the Norwegian language and presents important words and phrases for use in normal conversation. Linguistic expressions are classified under the following categories (1) greetings and general phrases, (2) location, (3) directions, (4) numbers, (5) "What's this?", (6) asking for things, (7) money, (8) time, and (9) other useful phrases. Additional sections include other expressions, fill-in sentences, important signs, and an alphabetical word list. (RL)

ED 054 675   48   FL 002 543
Matson, Dan M
The Oriya Language Textbook Series, Volume One: Introduction to Oriya.
Cornell Univ, Ithaca, N Y, Michigan State Univ, East Lansing Asian Studies Center
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Bureau No—BR-5-1267
Pub Date 71
Contract—OEC-5-14-019
Note—89p, South Asia Series, Occasional Paper No 15
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Ethnic Groups, Form Classes (Languages), Grammar, Grammar Translation Method, *Instructional Materials, *Language Instruction, *Language Patterns, *Listening Comprehension, Modern Languages, Orthographic Symbols, Romanization, Second Language Learning, Spelling, Teaching Methods, Traditional Grammar, Translation, *Uncommonly Taught Languages, Unwritten Language
Identifiers—India, *Oriya

Oriya, a language spoken by approximately 14 million Indians who live along the coast of the Bay of Bengal, is the subject of this introductory language text The basic grammatical framework of Oriya is developed in this volume Presentation of the orthographic system is achieved through the Romanization of the Oriya alphabet Short dialogues with translated English versions serve as the basis of each chapter's work Translation exercises are included in each of the 13 lessons A transition from the Romanized transcription to Oriyan calligraphy is gradually developed for the beginning student For the companion documents see FL 002 544, FL 002 545, FL 002 546, FL 002 547, FL 002 548, FL 002 549, and FL 002 599 (RL)

ED 054 695   48   FL 002 599
Matson, Dan M
The Oriya Language Textbook Series, Volume Two: The Oriya Writing System—A Programmed Instruction Manual.

Cornell Univ, Ithaca, N Y, Michigan State Univ, East Lansing Asian Studies Center
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Bureau No—BR-5-1267.
Pub Date 71
Contract—OEC-5-14-019
Note—76p, South Asia Series, Occasional Paper No 15
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Form Classes (Languages), Grammar, Grammar Translation Method, *Instructional Materials, *Language Instruction, Language Patterns, Listening Comprehension, Modern Languages, *Orthographic Symbols, Romanization, Second Language Learning, Spelling, Teaching Methods, Traditional Grammar, Translation, *Uncommonly Taught Languages, Writing Exercises, *Writing Skills
Identifiers—India, *Oriya

ED 054 676   48   FL 002 544
Matson, Dan M, Ed   Mahapatra, B P, Ed
The Oriya Language Textbook Series, Volume Three: Graded Readings in Oriya.
Cornell Univ, Ithaca, N Y
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Bureau No—BR-5-1267
Pub Date 70
Contract—OEC-5-14-019
Note—127p
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Anthologies, Cultural Education, Indo European Languages, *Instructional Materials, *Language Instruction, Literature, Modern Languages, *Reading Materials, *Short Stories, Supplementary Reading Materials, Textbooks, *Uncommonly Taught Languages
Identifiers—India, *Oriya

ED 054 677   48   FL 002 545
Matson, Dan M   Mahapatra, B P
The Oriya Language Textbook Series, Volume Four: Graded Readings in Oriya—Glossary.
Cornell Univ, Ithaca, N Y
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Bureau No—BR-5-1267
Pub Date 70
Contract—OEC-5-14-019
Note—217p
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Glossaries, Indo European Languages, *Language Instruction, Language Patterns, Literature, Modern Languages, *Reading Materials, Second Language Learning, Supplementary Reading Materials, *Textbooks, *Uncommonly Taught Languages, Vocabulary, Word Frequency, Word Lists
Identifiers—India, *Oriya

ED 054 678   48   FL 002 546
Matson, Dan M, Ed   Mahapatra, B P, Ed
The Oriya Language Textbook Series, Volume Five: Oriya Short Stories.
Cornell Univ, Ithaca, N Y
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Bureau No—BR-5-1267
Pub Date 70
Contract—OEC-5-14-019
Note—125p
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Anthologies, Cultural Education, Indo European Languages, *Instructional Materials, *Language Instruction, Literature, Manuscript Writing (Handlettering), Modern Languages, *Reading Materials, *Short Stories, Textbooks, *Uncommonly Taught Languages, Vocabulary Development
Identifiers—India, *Oriya

ED 054 679   48   FL 002 547
Matson, Dan M   Mahapatra, B P
The Oriya Language Textbook Series, Volume Six: Glossary to Oriya Short Stories.
Cornell Univ, Ithaca, N Y
Spons Agency—Office of Education (DHEW), Washington, D C Bureau of Research
Bureau No—BR-5-1267
Pub Date Jun 70
Contract—OEC-5-14-019
Note—107p
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Glossaries, Indo European Languages, *Instructional Materials, *Language In-

struction, Language Patterns, Literature,
Modern Languages, Reading Materials, Second
Language Learning, *Short Stories, Textbooks,
*Uncommonly Taught Languages, Vocabulary,
Word Lists
Identifiers—India, *Oriya
  This glossary to the text "Oriya Short Stories"
in the Oriya Language Textbook Series is in-
tended to serve as a stimulus to the student to
help him further develop his vocabulary range
The serial arrangement of the glosses provides
vocabulary clues for each of the stories in the
order in which the stories are arranged in the se-
ries Within each story, the words are found
glossed in the order of their first occurrence
Each entry in the glossary is keyed to the text by

ED 054 680   48   FL 002 548
Matson, Dan M   Mahapatra, B P
The Oriya Language Textbook Series, Volume
  Seven: Glossary to Three Oriya Novels.
Cornell Univ , Ithaca, N Y
Spons Agency—Office of Education (DHEW),
  Washington, D C Bureau of Research
Bureau No—BR-5-1267
Pub Date 70
Contract—OEC-5-14-019
Note—243p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Glossaries, Indo European Lan-
  guages, *Language Instruction, Language Pat-
  terns, Literature, Modern Languages, *Novels,
  Reading Materials, Second Language Learning,
  Supplementary Reading Materials, Textbooks,
  *Uncommonly Taught Languages, Vocabulary,
  Word Frequency, *Word Lists
Identifiers—India, *Oriya

ED 054 681   48   FL 002 549
Matson, Dan M
The Oriya Language Textbook Series, Volume
  Eight: Oriya Word Count.
Cornell Univ , Ithaca, N Y
Spons Agency—Office of Education (DHEW),
  Washington, D C Bureau of Research
Bureau No—BR-5-1267
Pub Date 70
Contract—OEC-5-14-019
Note—255p
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Basic Skills, *Basic Vocabulary,
  Indo European Languages, *Instructional
  Materials, *Language Instruction, Literature,
  Modern Languages, Romanization, Second
  Language Learning, *Uncommonly Taught
  Languages, Vocabulary, *Word Lists
Identifiers—India, *Oriya

ED 053 628   FL 002 506
Obolensky, Serge   And Others
Persian Basic Course: Units 1-12.
Center for Applied Linguistics, Washington, D C ,
  Foreign Service (Dept. of State), Washington,
  D C Foreign Service Inst
Pub Date May 63
Note—397p
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Grammar, *Instructional Materials,
  *Language Instruction, Language Skills, *Oral
  Communication, Orthographic Symbols, Pat-
  tern Drills (Language), *Persian, Pronuncia-
  tion, Reading Skills, Sentences, Speaking, Sub-
  stitution Drills, *Textbooks, Uncommonly
  Taught Languages, Written Language
  This basic course in Persian concentrates on
the spoken language, illustrated by conversation
based on everyday situations. After a thorough
grounding in pronunciation and in basic gram-
matical features, the student is introduced to the
writing system of Persian Some of the basic dif-
ferences between spoken and written styles are
explained Imitation of a native speaker is pro-
vided, and the course is designed for intelligent
and efficient imitation Each of the 12 units has
three parts. new material to be learned (basic
sentences), explanation (hints on pronunciation
and notes), and drill (grammatical, variation, sub-
stitution, narrative, and questions and answers)
(Author/VM)

ED 054 687   FL 002 561
Polish Basic Course: Supplementary Material (Ar-
  my), Lessons 109-136.
Defense Language Inst , Washington, D C
Spons Agency—Department of Defense,
  Washington, D C
Report No—01PL47

Pub Date Jul 71
Note—227p
Available from—Director, Defense Language In-
  stitute, Department of the Army, U S Naval
  Station, Anacostia Annex, Washington, D C
  20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from
  EDRS.
Descriptors—Audiolingual Methods, Dialogue,
  *Instructional Materials, *Intensive Language
  Courses, *Language Instruction, *Listening
  Comprehension, Military Personnel, Military
  Training, Modern Languages, Phonotape
  Recordings, *Polish, Tape Recordings
  This text of supplementary materials for the "-
Polish Basic Course" designed by the Foreign
Service Institute emphasizes the development of
aural comprehension Twenty-eight lessons, each
focusing on a subject related to Army procedures
and interests, are included Lessons require
homework consisting largely of writing answers to
questions on tape and preparing English summa-
ries or transcriptions from tape recordings Trans-
cription of the recordings is meant to serve as a
convenience to students in checking progress
(RL)

ED 054 692   FL 002 566
Polish Basic Course: Supplementary Material
  (Navy): Lessons 109-136.
Defense Language Inst , Washington, D C
Spons Agency—Department of Defense,
  Washington, D C
Report No—01PL47
Pub Date Jul 71
Note—270p
Available from—Director, Defense Language In-
  stitute, Department of the Army, U S Naval
  Station, Anacostia Annex, Washington, D C
  20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from
  EDRS.
Descriptors—Audiolingual Methods, Dialogue,
  *Instructional Materials, *Intensive Language
  Courses, *Language Instruction, *Listening
  Comprehension, Military Personnel, Military
  Training, Modern Languages, Phonotape
  Recordings, *Polish, Tape Recordings
  This text of supplementary materials for the "-
Polish Basic Course" designed by the Foreign
Service Institute emphasizes the development of
aural comprehension Twenty-eight lessons, each
focusing on a subject related to Navy procedures
and interests, are included Lessons require
homework consisting largely of writing answers to
questions on tape and preparing English summa-
ries or transcriptions from tape recordings Trans-
cription of the recordings is meant to serve as a
convenience to students in checking progress
(RL)

ED 054 688   FL 002 562
Portuguese Basic Course: Volume VIII, Lessons
  71-80.
Defense Language Inst , Washington, D C
Spons Agency—Department of Defense,
  Washington, D C
Report No—01PO24
Pub Date Jun 71
Note—134p
Available from—Director, Defense Language
  Institute, Department of the Army, U S Naval
  Station, Anacostia Annex, Washington, D C
  20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from
  EDRS.
Descriptors—Armed Forces, Cultural Education,
  Economics, Form Classes (Languages), *Gram-
  mar, *Instructional Materials, *Language In-
  struction, Military Personnel, *Portuguese,
  *Reading Development, Reading Materials,
  Reading Skills, Romance Languages, Vocabula-
  ry, Word Lists
  This final volume in a series of texts developed
for an introductory course in Portuguese reviews
essential grammatical features and provides read-
ing materials in the form of narratives on the cul-
tural and economic aspects of Brazil Each lesson
includes a review of a grammatical feature, use of
a selected word, exercises, narratives, and
vocabulary lists A Portuguese-English/English-
Portuguese glossary is provided (RL)

ED 053 618   FL 002 487
Portuguese Basic Course: Military Reader, Les-
  sons 1-20.

Defense Language Inst , Washington, D C
Spons Agency—Department of Defense,
  Washington, D.C.
Report No—01PO24
Pub Date Aug 71
Note—110p
Available from—Director, Defense Language In-
  stitute, Department of the Army, U S Naval
  Station, Anacostia Annex, Washington, D C
  20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from
  EDRS.
Descriptors—Armed Forces, Instructional Materi-
  als, *Language Instruction, *Military Person-
  nel, Modern Languages, *Portuguese, Reading
  Development, *Reading Materials, Reading
  Skills, *Romance Languages, Vocabulary
  Development, Word Lists
  This military reader, prepared to be used in
conjunction with the Portuguese Basic Course
developed by the Defense Language Institute,
contains 20 Portuguese reading selections with
questions and vocabulary lists. The first five
readings contain vocabulary used generally by
military personnel of all the services while sub-
sequent readings are of specific interest to the
navy, army, or air force Selections focus on mili-
tary equipment and on technical terminology
(RL)

ED 054 673   48   FL 002 538
Augerot, James E   Popescu, Florin D
Modern Romanian. Limba Romana.
Washington Univ , Seattle
Spons Agency—Office of Education (DHEW),
  Washington, D C Bureau of Research
Bureau No—BR-7-1077
Pub Date 71
Contract—OEC-9-8-001077-099
Note—338p
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Basic Skills, *Graduate Study, In-
  tonation, *Language Instruction, Pronunciation
  Instruction, Reading Materials, Romance Lan-
  guages, *Romanian, Second Language Learn-
  ing, Semantics, Syntax, *Textbooks, Universi-
  ties, Vocabulary Development
  This manual is intended for advanced universi-
ty students in America who are learning Roman-
ian as a third language Part One is based upon an
oral approach, each lesson containing a prepara-
tory section in which the student is simultane-
ously introduced to pronunciation, intonation,
and new semantic and syntactic structures The
second portion of the book shifts the emphasis
from conversation to vocabulary acquisition by
means of extensive reading selections The 32 les-
sons are followed by an appendix containing a
guide to pronunciation and inflection A glossary
is included (RL)

ED 054 706   48   FL 002 632
Schiffman, Harold
Reader for Advanced Spoken Tamil. Final Report.
Washington Univ , Seattle
Spons Agency—Institute of International Studies
  (DHEW/OE), Washington, D C
Pub Date Sep 71
Contract—OEC-0-70-4180-823
Note—8p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Advanced Students, *Conversa-
  tional Language Courses, Dictionaries, Dravid-
  ian Languages, Glossaries, *Instructional
  Materials, Language Instruction, Modern Lan-
  guages, Phonetic Transcription, *Standard
  Spoken Usage, *Tamil, Tape Recordings,
  *Textbooks
  This final report describes the development of
a textbook for advanced, spoken Tamil There is
a marked difference between literary Tamil and
spoken Tamil, and training in the former is not
sufficient for speaking the language in everyday
situations with reasonably educated native
speakers There is difficulty in finding suitable
material that illustrates standard colloquial usage
In the textbook described here, the transcriptions
of five Tamil radio programs provide the spoken
material The reader consists of the texts of the
five radio plays, page-by-page columnar glossa-
ries, exercises, a synopsis grammar, a Tamil-En-
glish glossary, and an English-Tamil glossary
Technical and linguistic difficulties are described
along with recommendations for future projects
References are listed (VM)

ED 054 686　　　　　　　　**FL 002 560**

Thai Basic Course: Workbook, Reading and Translation Exercises, Lessons 1-80.

Defense Language Inst., Washington, D C

Spons Agency—Department of Defense, Washington, D C

Report No—01TH47

Pub Date Jun 71

Note—165p

Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Basic Skills, Instructional Materials, Intensive Language Courses, *Language Instruction, Modern Languages, Reading Development, Reading Skills, Sino Tibetan Languages, *Thai, *Translation, Workbooks, *Writing Skills, Written Language

This workbook contains supplementary exercises for the "Thai Basic Course" developed by the Defense Language Institute The exercises for lessons 1-60 each consist of 10 sentences for translation into English and 10 sentences for translation into Thai Those for lessons 61-80 deal with the written style of Thai and consist of two paragraphs each for translation into English The principal objective of these translation exercises is to provide materials for reading, writing, and review Exercises may be initiated soon after the introduction of the Thai reading and writing systems In the workbook, available in hard copy from the Defense Language Institute, provision is made for written student responses for each exercise (RL)

ED 054 691　　　　　　　　**FL 002 565**

Vietnamese Advanced Course: Typical North Vietnamese Expressions.

Defense Language Inst , Washington, D C

Spons Agency—Department of Defense, Washington, D C

Report No—06VN16

Pub Date Apr 71

Note—76p

Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Foreign Culture, *Idioms, *Instructional Materials, Intensive Language Courses, *Language Instruction, *Language Usage, Listening Comprehension, Modern Languages, Reading Skills, Resource Materials, Speech Skills, Textbooks, *Vietnamese, Vocabulary, Vocabulary Development, Written Language

This text, prepared by the Defense Language Institute (DLI), is a dictionary of idioms which lists 621 words, phrases, and expressions frequently used in newspapers, magazines, and literary works published in North Vietnam It is intended for use as a reference work for DLI courses in Vietnamese Entries are listed alphabetically, translated, and illustrated in complete sentences (RL)

tesol

ED 054 659　　　　　　　　**FL 002 381**

Berger, Louis S　And Others

A Methodology to Achieve Secure Administration of English Comprehension Level Tests—Phase 1. Final Report.

Southwest Research Inst , San Antonio, Tex

Spons Agency—Defense Language Inst , Lackland AFB, Tex English Language Branch

Report No—SwRI-P-13-2825

Pub Date 10 May 71

Note—59p

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement Tests, *Computer Programs, Computers, Digital Computers, *English (Second Language), Estimated Costs, Item Analysis, *Language Tests, Native Speakers, Psychometrics, Second Language Learning, *Tables (Data), *Test Construction

This report analyzes a two-step program designed to achieve security in the administration of the English Comprehension Level (ECL) test given by the Defense Language Institute Since the ECL test score is the basis for major adminis-

trative and academic decisions, there is great motivation for performing well, and student test compromise is prevalent, especially on tests given in the students' own country The best way to combat compromise is to have a large number of test forms This report first presents an analysis of the estimated cost of test compromise There is a discussion of how the problem was handled, and a formula for estimating the cost of compromise is given The second part of the study describes the development of conceptual tools and computer programs to enable a digital computer to generate valid ECL test-item lists in quantity Details and statistics are provided along with a discussion of the computer methodology (VM)

ED 054 666　　　　　　　　**FL 002 503**

Bracy, Maryruth, Ed

Workpapers in English as a Second Language. [Volume III].

California Univ , Los Angeles

Pub Date May 69

Note—96p

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Amharic, *Applied Linguistics, Classroom Techniques, Descriptive Linguistics, Elementary School Students, *English (Second Language), *Language Skills, Learning Motivation, Literacy, Literary Styles, Perception, Poetry, Pronunciation Instruction, Secondary Grades, *Second Language Learning, Social Dialects, Sociolinguistics, Structural Analysis Student Attitudes, *Teaching Methods

This volume contains the 1969 working paper on subjects related to teaching English as a second language (TESL) and abstracts of Masters Theses completed by students studying TESL Several articles discuss teaching and learning a second language and practical considerations in second language learning such as reading and writing skills, the use of poetry, the concept of style among elementary school children, and procedures and objectives for analyzing classes One article concerns attitudes toward the teaching of a particular pronunciation of English, and another discusses the role of the Prague School in the development of foreign language teaching One study provides a comparison of the relative control of English and Amharic by eleventh-grade Ethiopian students. (VM)

ED 054 664　　　　　　　　**FL 002 501**

Bracy, Maryruth, Ed

Workpapers [in] Teaching English as a Second Language, Volume IV.

California Univ , Los Angeles

Pub Date Jun 70

Note—130p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Applied Linguistics, Bilingual Education, Communication (Thought Transfer), Computers, Cultural Education, Curriculum Development, Elementary Grades, *English (Second Language), *Language Instruction, Language Proficiency, Language Tests, Literature, School Personnel, *Second Language Learning, Structural Analysis, Teacher Education, *Teaching Methods

ED 053 600　　　　　　　　**FL 002 443**

Dodd, William J

[Address to the Opening General Session: Fifth Annual TESOL Convention, 1971.]

Pub Date 4 Mar 71

Note—7p , Speech presented at the Fifth Annual TESOL Convention, New Orleans, La , March 4, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Bilingual Education, Bilingualism, Cultural Education, Elementary Grades, *English (Second Language), Exchange Programs, Fles, *French, Kindergarten, Language Instruction, Modern Language Curriculum, Native Speakers, Secondary Education, Second Language Learning, *Spanish, Spanish Speaking, Speeches, Teacher Education, *Teacher Exchange Programs

Identifiers— *Bilingual Education Act, Louisiana

The State of Louisiana has instituted a number of educational programs to meet the needs of a large French- and Spanish-speaking population For the French-speaking population, the program is designed to improve and expand the teaching of French at all *educational levels and to preserve and protect the French cultural heritage Contact and exchanges with the governments of

France and Quebec are a key part of the program For the Spanish-speaking population, there are English as a second language programs An extensive bilingual program for teaching Spanish and English at all educational levels has been proposed Exchange programs with Costa Rica play an important role in preparing teachers for teaching Spanish and English to Spanish speakers (VM)

ED 053 604　　　　　　　　**FL 002 460**

Finocchiaro, Mary

Teaching English to Speakers of Other Languages: Problems and Priorities.

New York State English Council

Pub Date Apr 71

Note—9p , Special Anthology Issue and Monograph 14, and adapted from an address presented to the New York TESOL Affiliate, New York, N Y , November 11, 1970

Journal Cit—English Record, v21 n4 p39-47 Apr 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cultural Pluralism, *Elementary Schools, *English (Second Language), *Language Instruction, Language Programs, Minority Group Children, Minority Groups, Modern Language Curriculum, *Secondary Schools, Speeches, Teacher Education, Teaching Methods

Many problems in English as a second language (ESL) programs arise because learners and teachers have subscribed to false statements and labels concerning cultural situations and teaching methods. The teaching approach should make provision for the differing learning styles of the pupils A bilingual-bicultural program should be instituted in all schools to enable the ESL learner to develop his native language skills and to understand his cultural heritage as a source of pride, as well as to know English well enough to communicate with his English-speaking neighbors and to avail himself of all educational opportunities. Colleges and educational agencies must develop teachers and other personnel to teach ESL with these concepts in mind (VM)

ED 053 590　　　　　　　　**FL 002 363**

Flaherty, Jane F., Comp.

Resources for the ESL Teacher.

Newark State Coll., Union, N.J Adult Education Resource Center.

Pub Date Sep 70

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Basic Education, *Adult Education, Audiovisual Aids, *Bibliographies, *English (Second Language), Filmstrips, *Language Instruction, Organizations (Groups), *Resource Centers, Teacher Education, Test Construction, Textbooks

This document lists resources available to teachers of English as a second language (ESL), mainly in the field of adult education. Included are textbooks and reading materials, filmstrips, audiovisual aids, and professional readings for ESL and adult basic education teachers. A section on ESL test preparation and references on testing are included There are also lists of organizations and resource centers for ESL teachers. (VM)

ED 054 890　　　　　　　　**RC 005 561**

Harkins, Arthur M , Comp　And Others

Modern Native Americans: A Selective Bibliography.

Minnesota Univ , Minneapolis

Pub Date Jul 71

Note—131p

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Acculturation, *American Indians, *Bibliographies, Community Development, Cultural Background, *Education, English (Second Language), *History, Language, *Mental Health, Organization, Socioeconomic Influences, Students

Contained in this bibliography are approximately 1500 citations of works on Native Americans published between 1927 and 1970 Included are books, journal articles, other articles, and original research The entries cover a wide range of topics—for example, English as a second language, community development, history of various tribes, and drinking problems A related document is ED 051 940 (LS)

ED 053 605   FL 002 461

Hendrickson, R H

ESL—Who Needs It?

New York State English Council

Pub Date Apr 71

Note—6p , Special Anthology Issue and Monograph 14

Journal Cit—English Record, v21 n4 p47-52 Apr 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Deep Structure, *English (Second Language), *Language Instruction, Language Skills, Linguistic Competence, *Linguistic Performance, Minority Groups, *Native Speakers, *Nonstandard Dialects, Surface Structure, Tesl, Transformation Theory (Language)

There is a difference between learning a second language and learning a second dialect, the English as a second language (ESL) program should be limited to teaching English to students who do not already know English Although there are not enough ESL programs, there is also a problem that some students are receiving ESL instruction even though they may actually need some other type of program The main objective of ESL instruction is to have the student internalize the generative rules or deep structure of English as soon as possible Even though his English differs widely from cultivated usage or is heavily influenced by borrowing from another language, the student who already knows the underlying system of English will only have to learn to make changes in the surface structure, a different task from learning the generative rules Teachers must exercise extreme caution in determining which type of language instruction a particular student needs, background, personality, and classroom situation must all be considered (VM)

ED 053 603   FL 002 458

Hopkins, Thomas R

Teaching English to American Indians.

New York State English Council

Pub Date Apr 71

Note—8p , Special Anthology Issue and Monograph 14

Journal Cit—English Record, v21 n4 p24-31 Apr 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, *Bilingual Education, Cross Cultural Training, *Curriculum Development, *Educational Policy, English (Second Language), Eskimos, French, Language Instruction, Minority Groups, Navaho, Second Language Learning, Test Construction

Identifiers—*Bureau of Indian Affairs

English language instruction in schools for American Indians has progressed from the era when there was an effort to eliminate tribal languages and replace them with English From 1932 until recently tribal languages were encouraged, but the emphasis was on English During the past four years, bilingual education has emerged There has been significant activity in curriculum development, in testing English as a second language, and in research In the United States and Canada, the trend seems to be toward use of the native language as well as learning a second language. It is unfortunate that bilingual education has not been a basic element in language learning, in addition to providing instruction in the native language, it develops dignity in the child The elimination of the American Indian languages would be a great loss (VM)

ED 053 606   FL 002 462

Kaplan, Robert B

Composition at the Advanced ESL Level: A Teacher's Guide to Connected Paragraph Construction for Advanced-Level Foreign Students.

New York State English Council

Pub Date Apr 71

Note—12p., Special Anthology Issue and Monograph 14

Journal Cit—English Record, v21 n4 p53-64 Apr 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Advanced Students, Composition Skills (Literary), Connected Discourse, *English (Second Language), *Language Instruction, Language Learning Levels, Language Skills, *Paragraph Composition, Teaching Methods, *Teaching Techniques, Writing Exercises, Writing Skills

The process of constructing connected discourse varies just as language structure itself varies from one language to another Different languages combine thoughts in different ways. For the advanced level student of English as a second language, composition instruction is a critical area and should not be left to the typical freshman composition class. Considering the advanced level student in a United States institution of higher learning as a "fluent speaker of nonstandard" who has adequate control of syntactic structure, it is possible to suggest certain procedures for teaching composition Writing topics should come from the students themselves. Teaching the procedure for using an outline is very important The students should list the facts on a particular topic, categorize them, summarize each category in a sentence, the students should develop an outline; the final step consists of the writing of a composition from the outline A great deal of time is spent on developing and working with outlines as the basis for the composition (VM)

ED 053 591   FL 002 364

LaFontaine, Hernan

Para-professionals: Their Role in ESOL and Bilingual Education.

Pub Date 7 Mar 71

Note—9p , Paper presented at the Fifth Annual TESOL Convention, New Orleans, La , March 7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bilingual Education, *Bilingual Teacher Aides, Community Involvement, *English (Second Language), Individual Instruction, *Language Instruction, Language Programs, Language Skills, Minority Groups, On the Job Training, *Paraprofessional School Personnel, *Public School Systems, Spanish Speaking, Speeches, Teacher Aides, Teacher Shortage, Teacher Workshops, Team Teaching

Identifiers—*New York City

Nonprofessional personnel can play an important role in the classroom as teacher aides, especially in a bilingual situation where a particular language background can prove invaluable in developing language skills among the students. The presence of a teacher assistant increases the opportunities for individual instruction Potential teacher aides can be found within the local community, and training programs and workshops organized within the school system can prepare them for the classroom situation, an organized, extended training schedule could help some advance to the point of becoming fully-qualified teachers. (VM)

ED 053 583   FL 002 339

Nash, Rose

The Place of the English Language in the U.S.S.R.

Pub Date 71

Note—13p , Reprint from Revista Interamericana Review, v1 n1 Spr 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cultural Differences, Culture Conflict, Culture Contact, *English (Second Language), *International Education, *Language Instruction, *Language Programs, Language Teachers, Pronunciation Instruction, Propaganda, Puerto Ricans, Russian, Spanish Speaking, Student Motivation, Teaching Methods, Teaching Techniques

Identifiers—*Puerto Rico, *Soviet Union

In comparing the teaching of English in the Soviet Union and in Puerto Rico, the author notes that English language instruction in the Soviet Union is characterized by well-trained teachers, good facilities, and an emphasis on practical phonetics, although writing skills are not up to contemporary standards. People are avid and enthusiastic students, but the program suffers from lack of contact with an English-speaking country In Puerto Rico there is contact with an English-speaking country, but a lack of well-trained teachers and good facilities exists There is also a difference in attitude toward learning English The Soviet citizen studies English to enrich his life and is not afraid that he will lose his Russian culture In Puerto Rico many students regard the study of English as a necessary evil that will soon be done away with, making it a waste of time (VM)

ED 053 584   FL 002 342

Nilsen, Don L F.

The Use of Case Grammar in Teaching English as a Foreign Language.

Pub Date 5 Mar 71

Note—8p., Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adjectives, Adverbs, Applied Linguistics, Case (Grammar), Deep Structure, *English (Second Language), Form Classes (Languages), Kernel Sentences, *Language Instruction, *Language Universals, Phrase Structure, Semantics, Sentence Structure, Structural Analysis, *Structural Linguistics, Surface Structure, Syntax, *Teaching Methods, Verbs

The use of case frames of verbs as a control for the teaching of vocabulary items has a number of distinct advantages over other controls. The case frame associated with a particular vocabulary item, or with a particular semantic class, would be the same in the native and the target language (English) This would have the advantage of allowing the student to see how his language is the same as the target language. It would also enable the materials to be situationally as well as structurally controlled, and allow the student to use conceptual (as well as syntactic) clues in learning new vocabulary items (Author)

ED 053 598   FL 002 433

Quintanilla, Victor

English in Colombia.

Pub Date 6 Mar 71

Note—7p , Speech presented at the Fifth Annual TESOL Convention, New Orleans, La , March 6, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Applied Linguistics, Audiolingual Methods, Educational Methods, *English (Second Language), Government Role, Grammar Translation Method, *Language Instruction, Language Skills, Learning Motivation, Structural Grammar, *Teacher Associations, *Teacher Education, *Teaching Methods, Translation

Identifiers—*Colombia

English language education in Colombia has been improved because the teachers have organized professional associations and have received assistance and support from the Colombian and United States governments to improve teaching methods, teacher preparation, and teaching materials. With the help of the University of California at Los Angeles, the Colombian American Linguistic Institute was founded to train Colombian English teachers in the fields of linguistics, phonology, morphology, syntax, contrastive analysis, audiolingual methodology, and audiovisual aids Through such teacher education, the grammar translation method and the direct method of language teaching have been abandoned for an audiolingual or structural approach. (VM)

ED 054 662   FL 002 485

Ramirez, Alfonso R

H-200 Plus Five.

Pub Date 6 Mar 71

Note—6p , Speech presented at the Fifth Annual TESOL Convention, New Orleans, La , March 6, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiovisual Aids, Bilingual Education, *Classroom Materials, Curriculum Development, Elementary Education, *English (Second Language), Filmstrips, Film, Flex Materials, *Language Instruction, Language Patterns, Language Skills, Oral Expression, Pattern Drills (Language), *Primary Grades, Reinforcement, Second Language Learning, Spanish Speaking, Test Construction

Identifiers—Project H-200, Region One Curriculum Kit, ROCK

Project H-200 is a series of English-as-a-second-language (ESL) lessons for the primary grades To supplement direct language instruction by the Project H-200 classroom teacher, two mechanical aids have been devised These units are designed to reinforce the language patterns that the children learn in the daily lesson One type projects a filmstrip which is advanced automatically and inaudibly by the accompanying recording Stories interesting to small children have been adapted for this machine Songs and language drills accompany each story. Each story has a Spanish and an English version. The other unit, which plays back a six-second recording on individual, illustrated cards, permits endless

repetitions of each recorded utterance but does not guarantee a fixed sequence of illustrations and sounds. Additional activities, songs, and games have also been created. Testing has been modified into a telephone-circuit arrangement with the examiner and tape recorder, the subject, and a third party. This system permits the examiner to ask the subject questions that are perfectly normal and avoids unnatural statements such as "Ask me what my name is." (VM)

ED 054 665　　　　　　　　**FL 002 502**
Rand, Earl, Ed
Workpapers in English as a Second Language, [Volume II].
California Univ., Los Angeles
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Apr 68
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indians, *Applied Linguistics, *Bilingual Education, Curriculum Development, *English (Second Language), Grammar, Language Tests, Language Usage, Morphology (Languages), Multilingualism, Pattern Drills (Language), Pronunciation Instruction, *Second Language Learning, Sentences, Short Stories, Structural Analysis, Structural Linguistics, *Teaching Methods, Textbook Selection
This volume presents the 1968 collection of working papers in the field of teaching English as a second language (TESL). It includes discussions of several practicalities in the field of English language teaching such as choosing literature and short stories for non-native speakers, criteria for selecting textbooks, educational problems involved in TESL, language learning among the Navaho, English language teaching at home and abroad, TESL in a planned multilingual situation, and free recall of orally presented sentences as a test of English competence. Several articles discuss applied linguistic theory on such diverse topics as the role of rules in second language learning, teaching pronunciation, and a rationale for teaching a second language. (VM)

ED 053 610　　　　　　　　**FL 002 466**
Spell, Farahe S.
Practicalities in Teaching English-as-a-Second Language to Navajo Children.
Pub Date 6 Mar 71
Note—10p., Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indian Culture, Audiovisual Aids, Biculturalism, Cultural Differences, Curriculum Development, Educational Objectives, *English (Second Language), *Instructional Materials, Language Arts, Language Instruction, Language Patterns, *Navaho, Second Language Learning, *Speeches, *Teacher Education, Teacher Qualifications, Teacher Recruitment
Problems encountered in teaching English as a second language to Navaho children are primarily due to inadequate teacher education. The teacher needs a genuine understanding of what is going on, what he is doing, and why he is doing it, he must have as much knowledge as possible of the pupils with whom he works. Too often English as a second language is taught in a vacuum and is generally taken to mean the choral repetition of rather colorless sentences which have little relationship to specific learning needs of Navaho children but which are somehow believed to reflect the "structure" of the language. Teacher training must be improved so that teachers may develop sufficient understanding of the English language and of language instruction methodology. Appropriate materials in a sequential relationship must be developed, and teachers must be given freedom to use common sense in relating the materials to the current needs of the pupils. A bibliography is included (Author/VM)

ED 053 667　　　　　　　　**FL 002 463**
Stageberg, Norman C.
Structural Ambiguity and the Suprasegmentals.
New York State English Council.
Pub Date Apr 71
Note—5p., Special Anthology Issue and Monograph 14
Journal Cit—English Record, v21 n4 p64-68 Apr

1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, *English (Second Language), Intonation, *Language Instruction, Language Patterns, Morphology (Languages), Phrase Structure, Sentence Structure, *Structural Analysis, Structural Grammar, Structural Linguistics, *Suprasegmentals, *Teaching Techniques
Too often in teaching English to speakers of other languages, the patterns of intonation, stress, and juncture are neglected, as a result, the student's comprehension and power of expression are reduced. After the basic suprasegmental patterns are taught, the teacher should continue to teach the patterns which are useful in distinguishing meanings and in avoiding ambiguities. Several such patterns are definitely established and easily taught. This can be accomplished through exercises involving imitation, recognition of contrasting utterances, and production of contrasting patterns. (VM)

ED 054 653　　　　　　　　**FL 002 305**
Statement of Qualifications and Guidelines for Preparation of Teachers of English to Speakers of Other Languages in the United States.
Teachers of English to Speakers of Other Languages.
Pub Date [Jun 71]
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Education, Applied Linguistics, Cultural Education, *English (Second Language), General Education, *Guidelines, Language Skills, Literature, Native Speakers, Non English Speaking, Objectives, *Professional Education, Qualifications, Standards, *Teacher Education, *Teacher Qualifications, Teaching Methods
The guidelines established here are specifically for the preparation of teachers of English to speakers of other languages. The article does not present a set curriculum or recommend a series of course titles. After a brief discussion of the preparation of the American school teacher, the guidelines deal specifically with the English as a second language (ESL) teacher, listing objectives in American schools, personal qualities, attitudes, skills, experience, and knowledge. The minimal objectives of an ESL teacher-education program are given along with the features of such a program. There is a rating chart for judging the qualifications of ESL teachers in the areas of applied linguistics, culture and civilization, and professional knowledge. The chart also considers the language skill qualifications of ESL teachers who are non-native speakers of English. (VM)

ED 054 661　　　　　　　　**FL 002 459**
Strain, Jeris E.
English Language Instruction in Iran.
New York State English Council
Pub Date Apr 71
Note—8p., Special Anthology Issue and Monograph 14
Journal Cit—English Record, v21 n4 p31-38 Apr 71
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Bilingualism, *Educational Policy, *Educational Programs, *English (Second Language), International Education, International Programs, *Language Instruction, Language Skills, Learning Motivation, Persian, *Teacher Education, Teaching Skills, Teaching Techniques
Identifiers—*Iran, Pahlavi University
This article discusses English-language programs in Iran and their shortcomings. Teachers are inadequately prepared, classrooms are overcrowded, materials are not properly used, and basic writing skills have not been taught. To overcome these problems, the language skills of the teachers must be developed and teachers must be acquainted with modern techniques of foreign-language teaching. Some university programs have been improved. The greatest motivation to developing English-language programs comes from the wealth of scientific and technological knowledge that now exists in English. (VM)

ED 053 578　　　　　　　　**EM 009 184**
Tushar, Hans
Using Television for Teaching a Second Language Through Dramatized Every Day Situations; An Assessment of Effects on Active Speech and On Understanding Dialogues Presented by Other

Media.
Instructional TV Center, Tel Aviv (Israel)
Pub Date 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conventional Instruction, *English (Second Language), Films, Grade 9, *Instructional Television, *Intermode Differences, Language Instruction, Low Ability Students, Phonotape Recordings, *Second Language Learning, Teaching Methods
A series of experiments explored the use of television in Israel to teach English to Hebrew-Speaking students. The emphasis of the experiments was on assessing the ways in which television can be used to fulfill specific tasks in language instruction that are not easily fulfilled by the classroom teachers. Ninth graders were divided into two groups. One group received the standard course of English-language instruction, a second group had English-language instruction supplemented by a television program which presented the spoken language in natural context and in every day situations. The ninth graders who had the television experience showed a better understanding of English-language films and audio tapes, as well as better achievement in active speech. The contribution of television to understanding from audio tapes proved to be particularly great in pupils whose IQ was less than 110. The greater amount of exposure to oral presentations did not have a negative effect on reading comprehension. (JY)

ED 053 592　　　　　　　　**FL 002 366**
Ubbarn, Mari-Luci
Reading in the ESL Program.
Pub Date 6 Mar 71
Note—12p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Cultural Differences, Cultural Pluralism, *English (Second Language), Ethnology, *Language Arts, Mexican Americans, Program Evaluation, *Reading Instruction, Reading Skills, Spanish Speaking, *Speeches, Student Attitudes, *Teacher Qualifications, Teaching Models
The successful English-as-a-second-language reading teacher must understand the cultural background of her students very well and must take such circumstances into account in the presentation of and the approach to materials. Following a good basic teaching model is equally important. Evaluation of the reading program must consider the students' feeling toward the program and their accomplishments, and the sequential development of reading skills. (VM)

ED 053 609　　　　　　　　**FL 002 465**
Wasot, Jay
HESL and MESL: The Teaching of History and Math as Components of an English as a Second English [Language] Program.
New York State English Council
Pub Date Apr 71
Note—6p., Special Anthology Issue and Monograph 14
Journal Cit—English Record, v21 n4 p69-73 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, Bilingual Education, *Curriculum Planning, Educational Programs, Educational Psychology, *English (Second Language), *Foreign Students, *History Instruction, Language Learning Levels, Language Skills, Linguistic Competence, Linguistic Performance, *Mathematics Instruction, Secondary Schools
Identifiers—*Hackensack, New Jersey
Within a school curriculum featuring English as a second language, classes such as History for English as a Second Language and Math for English as a Second Language can play an important role in these classes, the teacher can present content-subject matter, keeping in mind the linguistic capabilities of the students. Principles are not watered down, rather, they are presented in terms of the linguistic achievement of the student. In math, individual mathematical knowledge determines the placement of the student. Such classes are best taught by the English as a second language teacher, because he knows and understands the linguistic problems of the students and he has more experience with adapting materials for the foreign-born student. When the

student's linguistic ability makes competing in English feasible, such classes should be discontinued (VM)

ED 054 671 FL 002 519
Young, Robert B
Contributions of the Latin American TESOL Experience.
Pub Date 6 Mar 71
Note—10p , Speech presented at the Fifth Annual TESOL Convention, New Orleans, La , March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, Curriculum Development, *English (Second Language), Interference (Language Learning), International Education, International Organizations, *International Programs, *Language Instruction, *Language Programs, Spanish Americans, *Spanish Speaking, Teacher Education
Identifiers—Latin America, Mexico City Binational Center
The Latin American experience in teaching English to speakers of other languages (TESOL) differs from the United States experience in a number of ways. In Latin America, the native language is Spanish or Portuguese, and student background is much more homogeneous TESOL began earlier in Latin America and the need there is greater Effective TESOL instruction in Latin America often lies outside the realm of the governmental educational system, and much of it is accomplished through binational centers which receive support from the United States government Teacher preparation is not as sophisticated, and teaching procedures are often based on pragmatism rather than linguistic theory The Teachers of English to Speakers of Other Languages should organize a department for teaching English to speakers of Spanish (TESS) and should design programs for that particular area. The organization should broaden its scope and not limit itself to problems of American teachers or to students in the United States (VM)

native language

ED 054 864 24 PS 005 001
Bellugi-Klima, Ursula   Hass, Wilbur
Syntactical Structures for Modeling in Preschool Language Training: Selected on the Basis of Potential Contribution to Logical Thinking.
National Lab on Early Childhood Education , Chicago, Ill Early Education Research Center
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D C Division of Educational Laboratories
Bureau No—BR-7-0706
Pub Date (68)
Contract—OEC-3-7-070706-3118
Note—16p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Instructional Aids, *Language Instruction, *Preschool Education, *Syntax
This listing of syntactical structures was prepared for a research project being carried out under the auspices of the National Laboratory for Early Childhood Education However, a number of people have found it useful for other purposes Teachers who are attempting to use the "natural method" of accelerating language development find it helpful in giving children a language lift The teacher listens to the child and notes the immature syntactical structures used She then deliberately models the correct syntax and encourages the child to use it by asking him a question, the child's response to this question demands use of the structure This list of syntactical structures may help the teacher become more aware of which structures are developing during the preschool years and how to help disadvantaged children acquire them (Author/AJ)

ED 053 633 48 FL 002 521
Dato, Daniel P
Research Handbook on Children's Language Learning. Preliminary Edition. Final Report.
Institute of International Studies (DHEW/OE), Washington, D C
Spons Agency—Office of Education (DHEW), Washington, D C. Bureau of Research
Bureau No—BR-7-2637
Pub Date 71
Contract—OEC-2-7-002637-3036
Note—61p
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bilingualism, *Child Language, *Instructional Materials, Language Classification, *Language Development, Language Fluency, *Language Research, Linguistic Competence, Linguistic Patterns, Psycholinguistics, Research Methodology, *Second Language Learning, Structural Analysis, Verbal Development
This handbook serves as an introduction to the study of children's language development and as a supplementary aid in the training of research workers in the field of children's language learning. As a teaching aid, it is suggested this work be used with a film entitled "Psycholinguistic Research Techniques Children's Language " Major chapters cover (1) language acquisition as a field of psycholinguistic research, (2) native-language acquisition, and (3) second-language learning and bilingualism. A transcript of the film sound track is appended and a bibliography provided (RL)

ED 054 868 24 PS 005 024
Dempsey, Augustine
Teacher's Checklist Guide for the Peabody Language Development Kit—Level P. Volume I: Lessons 1-90.
Southeastern Education Lab., Atlanta, Ga
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D C Division of Educational Laboratories
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—208p
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Behavioral Objectives, *Check Lists, Evaluation, Instructional Improvement, *Language Development, *Preschool Programs, *Teaching Guides
Identifiers—Peabody Language Development Kit
This guide is a compilation of teaching and behavioral objectives for lessons and activities of the Peabody Language Development Kit—Level P (PLDK-P) An accompanying checklist for each lesson provides space to record responses and reinforcement given each child The purpose of the guide is to provide means for teachers to evaluate the effectiveness of their instruction, to identify individual problems and to assess rate of presentation and amount of review necessary The guide was developed through adaptation of the PLDK-P to a Readimobile project in an experimental program conducted in Wakulla County, Florida, and pilot tested during 1970-71 with teachers and children in the Southeast Volume II, Lessons 91-180 is PS 005 025 (Author/AJ)

ED 054 869 24 PS 005 025
Dempsey, Augustine
Teacher's Checklist Guide for the Peabody Language Development Kit—Level P. Volume II: Lessons 91-180.
Southeastern Education Lab , Atlanta, Ga
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D C Division of Educational Laboratories
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—183p
EDRS Price MF-$0.65 HC-$6.58

ED 054 567 EC 033 216
Spidal, David A
Considerations in the Evaluation of Language for Inclusion in a Programmed Language System for the Deaf.
New Mexico State Univ , Las Cruces
Pub Date Jul 71
Note—15p , Paper presented to the Summer Institute on Programed Instruction (Las Cruces, New Mexico, July 8, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aurally Handicapped, *Exceptional Child Education, Language Arts, Language Development, *Language Instruction, *Programed Instruction, *Sentence Structure, Vocabulary
Identifiers—Project LIFE
The paper examines aspects of language (morphology, syntax, and semology) as they relate to effective instruction in the area of language with deaf students Pointed out are language factors to keep in mind when preparing instructional materials for the deaf, such as words with more than one meaning and other problems

affecting comprehension of a sentence Explained is the language grid developed by Project LIFE to be used in identifying levels of linguistic competency as used with certain vocabulary, to assist the teacher in preparing language materials to supplement those developed by Project LIFE and in evaluating materials for utilization in the reading and language program The language grid helps the teacher identify linguistic structures which the student understands The structural matrix plus the listed vocabulary and concept usage listing provides the teacher with tools to evaluate the reading and language operational level of the student The grid represents the sequential development of language principles and sentence patterns in the first eight units of the LIFE programed language filmstrips (KW)

literacy

ED 054 430 AC 010 747
Goody, Jack, Ed
Literacy in Traditional Societies.
Pub Date 68
Note—350p
Available from—University Printing House, Cambridge, England ($12 50)
Document Not Available from EDRS.
Descriptors—Communication (Thought Transfer), *Cultural Factors, Culture Contact, *Folk Culture, Government Role, Illiteracy, *Literacy, *Non Western Civilization, Oral Communication, Social Structure, Urbanization, *Western Civilization
This series of essays derives from an interest in communications, in media and their effect upon human intercourse Primarily, this concern is with the technology of the intellect centers upon the effect of literacy on human culture, especially in 'traditional' or pre-industrial societies In most of the essays, the effects of literacy are considered from the local level, from the standpoint of the field worker interested in the ways in which written learning is transmitted, in the position of literates in a predominately oral community, in the general uses of literacy under conditions of this kind One aim is to provide a series of case studies illustrating the uses of literacy in 'traditional' societies where partial literacy has long been established and also the impact of writing, both 'traditional' and 'modern', upon non-literate societies The impact of writing on northern Ghana is examined, and the role of European writing in the New Guinea movements known as Cargo cults is analyzed. The significance of writing varies widely among the societies discussed However, even in regions like the western Sudan, the book is an important feature of social life, because it provides a reference point for individual and social behavior (Author/CK)

ED 054 432 AC 010 749
Nasution, Amir H
From Traditional to Functional Literacy and Development.
Ibadan Univ (Nigeria) Inst of African Adult Education
Note—94p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Adult Literacy, *African Culture, Comparative Analysis, Conventional Instruction, Educational Improvement, *Functional Illiteracy, *Literacy Education, Teacher Education
Identifiers—Africa
Traditional literacy and functional literacy programs in Africa are discussed in their various aspects Emphasis is given to the practical side of the problems, and some guidelines for action are suggested The illiteracy rate in Africa is shown to be 50% to 80% of the population The various methods that have been used to teach reading are described, and criticism or objections to each method are given The aim and content of traditional literacy are discussed and its deficiencies noted Functional (work oriented) literacy's strengths and weaknesses are presented, and the preparation, implementation, and evaluation of functional literacy programs are described The differences between the two literacy approaches are pointed out Organization, financing, and mobilization of funds and forces for adult education programs are suggested Appendix 1 presents a case study of functional literacy in an African setting, Appendix 2 presents the differences between the adult and the child as learners in a

learning situation. Appendix 3 is guidelines for instructors, and Appendix 4 is an article by the author concerning the success of the Mass Education program in Indonesia. Appendix 5 is comprised of 37 references. (DB)

ED 054 431 AC 010 748
Nasution, Amir H , Comp
Government Voices, People's Voices: Literacy/Adult Education for Progress and Human Welfare.
Ibadan Univ (Nigeria) Inst of African Adult Education
Pub Date 8 Sep 71
Note—36p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Adult Literacy, *African Culture, Conferences, *Developing Nations, *Educational Development, Educationally Disadvantaged, Foreign Countries, Seminars
Identifiers—Africa
A compilation of resolutions and recommendations from conferences held by African Governments and African regional and national Adult Education Associations, this booklet shows the progress made in adult education and literacy in the African States. The Conference of African States held in Addis Ababa May 15-25, 1961 laid the foundation for adult education in Africa, and produced the Outline of a Plan for African Educational Development Resolutions and recommendations from this conference are given, as are those from the following conferences Regional Conference on the Planning and Organization of Literacy Programmes in Africa held in Abidjan March 9-14, 1964, the Commonwealth Education Conference, 1964 held in Canada, the Commonwealth Education Conference held in Lagos February 26-March 9, 1968, the Annual Conference of the African Adult Education Association held at Makerere University College, Kampala, Uganda, January 1968, the Third General Meeting of the African Adult Education Association held at Dar es Salaam, April 23 and 25, 1971, the Second Conference of the West African Council for Teacher Education held in Sierra Leone, December 14-19, 1970, the Nigerian National Council for Adult Education initial meeting held in Lagos, March 27, 1971, and the National Seminar on Excellence in Education held in Ibadan, May 17-19, 1971 Appendix 1 notes 22 laws and decrees concerning literacy which have been adopted since September 1967, and Appendix 2 discusses a new trend in adult education and literacy (DB)

disadvantaged

ED 054 855 PS 004 911
Rohwer, William D , Jr   Ammon, Paul R
The Assessment and Improvement of Learning and Language Skills in Four and Five Year Old Culturally Disadvantaged Children. Final Report.
California Univ , Berkeley
Spons Agency—Office of Economic Opportunity, Washington, D C
Pub Date Jun 71
Note—140p
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Caucasians, *Culturally Disadvantaged, Grade 1, Grade 3, Imitation, *Kindergarten Children, *Language Skills, *Learning, Lower Class, Middle Class, Negroes, *Preschool Children, Sentences, Testing, Vocabulary Development
Identifiers—Peabody Picture Vocabulary Test, PPVT
The objectives of this project were to assess and improve learning skills and language abilities in culturally disadvantaged children The five studies included under this cover were prepared as self-contained reports yet they shared these common objectives. The studies are (1) Learning Efficiency and Elaboration Training among Four- and Five-Year-Old Children, (2) Elaboration Instructions and Population Effects, (3) Individual Differences in the Learning of Verbally and Pictorially Presented Paired Associates, (4) Effects of Training in Vocabulary vs Sentence Construction, and (5) Toward a Study of Sentence Imitation as a Technique for Assessing Language Ability Appendixes give samples of language activities, lessons, and tests (Author/AJ)

ED 054 843 24 PS 004 669
Valladares, Ann E   And Others
SEL/Project Language. Level II, Kindergarten, Volume I (Lessons 1-16).
Southeastern Education Lab , Atlanta, Ga
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D C Division of Educational Laboratories
Bureau No—BR-6-2869
Pub Date Jan 71
Contract—OEC-2-7-062869-3077
Note—231p
Available from—Southeastern Education Laboratory, 3540 International Boulevard, Suite 221, Atlanta, Georgia 30354 ($3 00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, Disadvantaged Youth, *Intervention, *Language Skills, Listening Skills, *Preschool Children, Reading Readiness, Speech Skills, *Student Adjustment
The document is an intervention curriculum guide designed to facilitate the initial adjustment of disadvantaged Southeastern children to kindergarten or first grade The major emphasis is on the teaching of language skills in combination with subject matter learning using a language-experience approach This volume contains Lessons 1-16 of a program stressing listening, speaking, and reading readiness. Each lesson lists specific behavioral objectives, materials, time, procedures and suggestions for supplementary activities Songs, resource books and stories are correlated with concepts studied in each unit This lesson series centers around The Child (Unit One) and The Home and Family (Unit Two) Appendix A presents Pupil's Book, a sample of the companion workbook to be provided for each child Appendix B lists materials needed for one class to implement this curriculum A continuation of the curriculum (Lessons 17-32) is available as PS 005 021 The complete Pupil's Book is available as PS 004 670 Teacher's Handbook is available as PS 005 022. (WY)

ED 054 866 24 PS 005 021
Valladares, Ann E   And Others
SEL/Project Language. Level II, Kindergarten, Volume II (Lessons 17-32).
Southeastern Education Lab , Atlanta, Ga
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D C Division of Educational Laboratories
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—289p
Available from—Southeastern Education Laboratory, 3450 International Boulevard, Suite 221, Atlanta, Georgia 30354 ($3 00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, Instructional Materials, *Intervention, *Kindergarten, *Language Skills, Listening Skills, Reading Readiness, Speech Skills, Workbooks

ED 054 844 24 PS 004 670
Valladares, Ann E
SEL/Project Language. Level II, Kindergarten, Pupil's Book (Lessons 1-32).
Southeastern Education Lab,, Atlanta, Ga
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D C Division of Educational Laboratories
Bureau No—BR-6-2869
Pub Date Jan 71
Contract—OEC-2-7-062869-3077
Note—37p
Available from—Southeastern Education Laboratory, 3450 International Boulevard, Suite 221, Atlanta, Georgia 30354 ($2 00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Kindergarten, Listening Skills, *Pictorial Stimuli, *Reading Readiness, Self Concept, Speech Skills, *Workbooks

ED 054 867 24 PS 005 022
Valladares, Ann E   Lynch, Helen C
SEL/Project Language. Level II, Kindergarten, Teacher's Handbook.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D C Division of Educational Laboratories
Bureau No—BR-6-2869

Pub Date 71
Contract—OEC-2-7-062869-3077
Note—63p
Available from—Southeastern Education Laboratory, 3450 International Boulevard, Suite 221, Atlanta, Georgia 30354 ($1 00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, *Kindergarten, Language Handicaps, *Language Programs, *Language Skills, Listening Skills, *Literature Reviews, *Objectives, Reading Skills, Speech Skills, Writing Skills

ED 054 871 24 PS 005 031
SEL/Project Language. Level II, Kindergarten, Criterion-Referenced Test.
Southeastern Education Lab , Atlanta, Ga
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D C Division of Educational Laboratories
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—3p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criterion Referenced Tests, Individual Tests, *Kindergarten, *Language Ability

non-standard dialects

ED 055 077 TE 002 593
Fasold, Ralph W
What Can an English Teacher Do About Nonstandard Dialect?
Pub Date Apr 71
Note—10p
Journal Cit—English Record, v21 n4 p82-91 April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Instruction, *Nonstandard Dialects, Teacher Attitudes, *Tesl, Thought Processes, Verbal Communication
To focus on the problem of what an English teacher can do about nonstandard dialects, one must ask what English teachers hope to accomplish in the classroom The concept used in this paper is that a dialect is a part of a whole language Some dialects are accepted as standard, others are considered nonstandard Many teachers, however, will object that nonstandard dialect should be eliminated because it keeps its speakers from thinking logically Each dialect of English contains subtle distinctions, and the question of language usage has no bearing on inherent language ability There are four areas of language skill traditionally discussed by applied linguists hearing, speaking, reading and writing Objectives in terms of each of these four areas should be based upon individual needs The results of one experiment with black children demonstrate clearly the fact that children who do not speak standard English still may be able to understand it Group references, moreover, play an important part in the use of language An hypothesis still being tested is that learning to read is easier if the language of the reading materials matches the language of the learner as closely as possible A similar situation may be true in the case of teaching writing skills (CK)

ED 054 663 FL 002 499
Hensley, Anne
Black High School Students Evaluations of Black Speakers.
Pub Date [70]
Note—54p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American English, Analysis of Variance, *Attitude Tests, Comparative Analysis, Cultural Differences, Cultural Pluralism, Ethnology, Measurement Techniques, Minority Groups, *Negro Dialects, *Nonstandard Dialects, Personality Assessment, Racial Attitudes, Self Concept, Social Dialects, *Sociolinguistics, Statistics, Student Attitudes, Tables (Data)
This study examines the attitudes which black high school students hold toward other blacks when they speak standard English and when they speak black English Tenth-grade black students listened to recordings of black speakers, each using both standard English and black English for the same text The students were asked to judge the speakers on several personality charac-

tenstics, such as friendly, honest, unselfish, intelligent, good looking, lucky, etc The statistical results provide a measurement of attitudes that the students hold toward the dialects used in the test. According to the results, there is an overwhelming preference for speakers of standard English The context of the experiment must be considered along with the results, and reasons for the results should be questioned Black students and teachers need to be taught what linguists have discovered—that black English is a valid and systematic language and that it is an eminently suitable medium of expression (Author/VM)

ED 054 148   **TE 002 538**
Hoffman, Melvin J.
Bi-Dialectalism Is Not the Linguistics of White Supremacy: Sense Versus Sensibilities.
Pub Date Apr 71
Note—8p
Journal Cit—English Record; v21 n4 p95-102 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English (Second Language), *Linguistics, *Nonstandard Dialects, *Tesl
The teaching of Standard English as a second dialect is discussed from the viewpoints of authors who oppose it as well as of authors who support it. (DB)

ED 054 142   **TE 002 444**
Wood, Gordon R
Questionable White Dialects: If Questionable, What Then?
Pub Date Nov 70
Note—21p., Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American English, *Linguistics, *Nonstandard Dialects, *Pronunciation, *Regional Dialects
Questionable white dialects are discussed from the viewpoints of various authorities, and the dialects of the Southern states are used as examples of the complexity associated with attempting to designate a set of usages as being questionable Suggestions of ways in which English teachers may cope with the problem of dialects and jargons are given (DB)

bilingual education

ED 054 872   24   **PS 005 098**
Bernbaum, Marcia
Early Childhood Programs for Non-English Speaking Children. OCD Topical Paper.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D C Division of Information Resources, Office of Child Development (DHEW), Washington, D C
Bureau No—BR-0-0288
Pub Date May 71
Contract—OEC-0-70-2623(519)
Note—70p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Educational Policy, English (Second Language), *Guides, Instructional Aids, *Non English Speaking, *Preschool Programs, Program Descriptions, *Research, Second Language Learning
Identifiers—Project Head Start
Guidelines based on research and reports from bilingual preschool programs are offered to assist teachers and administrators interested in the general problems of bilingualism and bilingual education In addition to summarizing research and describing existing models for bilingual preschool programs (citing references to additional sources of information) this document lists recommended teacher-administrator handbooks and useful materials for teachers. Model bilingual programs are classified both as to composition of the classes (whether all are non-English speaking or not) and as to approach Among the program approaches described are the Michigan Oral Language Program for Spanish-speaking migrant children, a nursery-school on a Ute reservation in Utah, an elementary school which focuses equally on Navaho and English, and the Tucson Early Education Model of the University of Arizona.

ED 054 669   **FL 002 517**
Espinoza, Marta
Cultural Conflict in the Classroom.
Pub Date 4 Mar 71
Note—7p., Speech presented at the Fifth Annual TESOL Convention, New Orleans, La , March 4, 1971 and the Chicano Views Convention, Dominican College, San Rafael, Calif
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, *Cross Cultural Training, Cultural Differences, *Culture Conflict, Dropouts, English (Second Language), *Mexican Americans, Minority Groups, Self Concept, Spanish Speaking, Student Alienation, Student Attitudes, *Teacher Attitudes
Identifiers—Mexican American Education Project, Sacramento State College
A cultural conflict occurs between the Mexican-American child and the Anglo teacher within the classroom situation Punishment for adherence to his own culture results in loss of identity for the Mexican-American child and increases his tendency toward what may be termed deviant behavior The more weighted the school curriculum is toward the middle-class Anglo expectations, the more difficult it will be for the Mexican-American child to participate Teachers and school personnel must accept and appreciate the significant contributions that other languages and cultures have made and can make toward enriching the American way of life A positive atmosphere toward the Mexican-American must be established and the cultural gap must be bridged, total acceptance of the validity of another culture is what should and must be the end goal (VM)

ED 053 688   **FL 002 464**
Fisher, John C
Bilingualism in Puerto Rico: A History of Frustration.
New York State English Council
Pub Date Apr 71
Note—6p., Special Anthology Issue and Monograph 14
Journal Cit—English Record, v21 n4 p19-24 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bilingual Education, Bilingualism, Cultural Differences, *English (Second Language), *Language Instruction, *Language Teachers, Minority Groups, Political Issues, Public Education, *Puerto Ricans, Spanish Speaking, *Teacher Education, Teacher Qualifications
Identifiers—New York City, Puerto Rico
The implementation of English language instruction presents problems for Puerto Ricans both in Puerto Rico and in the United States, as seen in New York City In Puerto Rico, the role of English in the schools has always been a political issue with widespread implications. Both there and in the States, the greatest problem in English instruction is the lack of well trained, qualified teachers. To alleviate this problem, the Puerto Rican Department of Public Instruction is granting aid to 425 men and women to improve the teaching of English Several universities in the States are instituting graduate and undergraduate programs designed to prepare teachers of English as a second language (VM)

ED 054 672   **FL 002 537**
Goodman, Frank M   *Stern, Carolyn*
Bilingual Program Evaluation Report, ESEA Title VII, 1970-1971.
Compton City Schools, Calif
Spons Agency—Office of Education (DHEW), Washington, D C
Pub Date 71
Note—121p
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Audiolingual Methods, Biculturalism, *Bilingual Education, Bilingual Teacher Aides, Bilingual Teachers, Citizenship Responsibility, Classroom Materials, Community Involvement, *Curriculum Development, *English (Second Language), Ethnology, Language Skills, *Mexican Americans, *Program Evaluation, Second Language Learning, Self Concept, Social Change, Sociolinguistics, Spanish Speaking
This report presents an evaluation of a bilingual education plan in its second year of operation The major emphasis is on establishing a comprehensive, experimental, educational pro-

gram utilizing the native language abilities of Spanish-speaking children as the primary medium of instruction until such time as the student is bilingual and capable in both English and Spanish. The program's hypothesis and design are discussed as are the personnel involved The program and its scope are described, as are the bilingual-bicultural curriculum, acquisition, adaptation, and development of materials, and procedures for kindergarten and first and second grades. Community involvement and bilingual education as a tool for positive social change are considered Finally, there is a discussion of staff development, budget requirements, and results. (VM)

ED 053 613   **FL 002 478**
Holm, Wayne
Bilingame Bizaad (The English Language): ESL/EFL in a Navajo Bilingual Setting.
Pub Date 6 Mar 71
Note—19p , Paper presented to the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Bilingual Education, Bilingual Students, Bilingual Teachers, Culture Conflict, Elementary Education, *English (Second Language), *Language Instruction, *Navaho, Secondary Education, Speeches, Teacher Role, Teaching Methods, Team Teaching
To cope with the bilingual education problems in a community such as Rock Point on the Navajo Reservation in New Mexico, a program has been developed to teach English as a foreign language within a bilingual setting The goal is coordinate bilingualism in which each language has a separate but equal status, and the program is a "transitional" one in which Navajo is used as a means to enable children to go to school in English The program involves team-teaching in two languages with the English-language teacher and the Navajo-language teacher conducting activities at opposite ends of the classroom simultaneously, each working with a relatively small group at a time In the structure recommended for this program, the Navajo-language teachers are in charge and, in the lower grades especially, they teach content The English-language teacher is teaching a foreign language, and teaching content is second to teaching English The English teacher's goal is to make it possible for Navajo children to cope successfully with education in English

ED 053 587   **FL 002 359**
Levenson, Stanley
Planning Curriculum for Bilingual Education Programs Kindergarten through Grade 12.
Pub Date 5 May 71
Note—13p., Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Teacher Aides, Curriculum Development, *Curriculum Planning, Educational Objectives, Elementary Schools, Experimental Curriculum, Federal Aid, Intercultural Programs, Language Development, *Language Skills, *Mexican Americans, Resource Teachers, Secondary Schools, Self Concept, Spanish Speaking, *Speeches
Identifiers—*Project Frontier, San Diego County
This speech provides an outline of the planning procedure and framework for the curriculum used in the bilingual education program, Project Frontier, at Chula Vista, California. It explains the goals of the project which is gradually being expanded to all grade levels, and it describes how the goals are interwoven into a framework made up of units of learning at any one level A diagram showing the framework is included along with a chart showing the steps followed in the curriculum development. A bibliography is included (VM)

ED 054 902   95   **RC 005 574**
Littlejohn, Joseph E
A Handbook for Teachers and Aides of the Choctaw Bilingual Education Program.
Southeastern State Coll , Durant, Okla
Spons Agency—Office of Education (DHEW), Washington, D C
Pub Date Aug 71
Grant—OEG-0-70-3473(280)

Descriptors—*American Indians, *Bilingual Education, *Community Involvement, Educational Needs, *Inservice Programs, Material Development, Parent Participation, Self Concept, *Teacher Education, Teaching Techniques
Identifiers—*Choctaws

The Choctaw Bilingual Education Program is a plan operating in 4 public school systems in Oklahoma to expand the educational opportunities of Choctaw children The 4 major program components are inservice workshops, an inservice instructional program in the public schools, parental and community involvement, and a 5-year master's-level teacher-preparation program Based on the idea that Choctaw children will find the most satisfying lives if they recognize and accept the fact that the Choctaw people live in a world of 2 languages and 2 cultures, the program is intended as a service through which teachers and aides may find or develop insights, materials, and techniques to help in working with Choctaw children The handbook discusses major educational needs of Choctaw children, what teachers and aides need to know about language, and how the program can meet the needs of Choctaw bilingual children Reference is made to materials available for the classroom, materials available for inservice training, and techniques in bilingual education Appended is a list of terms, with definitions, commonly used in the study of language (JH)

ED 054 612 24 EM 009 194
Natalicio, Diana S Williams, Frederick
Carrascolendas: Evaluation of a Bilingual Television Series. Final Report.
Texas Univ, Austin Center for Communication Research
Spons Agency—Office of Education (DHEW), Washington, D C
Pub Date Jun 71
Grant—OEG-0-9-530094-4239-(280)
Note—204p
Descriptors—*Bilingual Education, Comparative Analysis, Conventional Instruction, *Elementary Grades, Feedback, *Instructional Television, *Mexican Americans, Program Descriptions, Program Evaluation

"Carrascolendas" was a thirty-program television series designed to aid in the bilingual instruction of Mexican-American children in the first and second grades. A systematic evaluation of the production and the effect of the series is presented here Evaluation of the process of program development noted that the series was completed and did reflect the intended instructional objectives. Some suggestions for improvement included: Modification of the time schedule to allow for more feedback and revision of the programs, an improved definition of the responsibilities of supervisory staff members, and a closer working relationship between the curriculum and production supervisors. A field experiment involving children from the target audience population and a survey of schools that used the programs showed statistically significant learning gains among television viewers in English tests of multicultural social environment, English language skills, physical environment, and cognitive development The survey of schools, although indicating a major use of the program, did reveal a possible shortcoming in that a significant number of schools, even in predominantly Mexican-American areas, had no knowledge of the program's availability (JY)

ED 053 602 FL 002 457
Ney, James W
Predator or Pedagogue?: The Teacher of the Bilingual Child.
New York State English Council
Pub Date Apr 71
Note—7p, Special Anthology Issue and Monograph 14
Journal Cit—English Record, v21 n4 p12-18 Apr 1971
Descriptors—American Indians, *Bilingual Education, *Bilingual Students, *Cultural Differences, Cultural Education, Culturally Disadvantaged, *English (Second Language), Instructional Materials, Language Proficiency, Language Tests, Material Development, *Minority Groups, Self Concept, Spanish

Speaking, Teaching Methods
Cultural factors should be taken into consideration in a bilingual education program The cultural background of the students learning English as a second language should not be regarded as inferior A realistic analysis of a student's language capability must be made so that his language-learning problems can be recognized and solved as much as possible The student must be able to cope with the English used in the classroom, and teaching materials must be developed to handle these problems Instruments of measurement must be used to determine the linguistic capability of the student (VM)

ED 053 614 FL 002 481
Scoon, Annabelle R
Bibliography of Indian Education and Curriculum Innovation.
Albuquerque Indian School, N Mex.
Spons Agency—Office of Education (DHEW), Washington, D C
Pub Date Jun 71
Note—62p
Descriptors—Abstracts, Academic Achievement, American Indian Culture, *American Indians, *Annotated Bibliographies, Bibliographies, *Bilingual Education, *Curriculum Development, Educational Innovation, Instructional Materials, *Reference Materials, Student Interests, Student Needs

This bibliography of ERIC documents (both journal and non-journal materials) contains more than 200 entries with abstracts. The work is intended for those seeking to gain insight into the cultural and sociological background of the American Indian student, his academic strengths and weaknesses, and current innovations in the development of curriculum for these students. The report is divided into three areas: (1) Indian education and bilingualism, (2) general aspects of American Indian education, and (3) innovative curriculum concepts and materials.

ED 054 903 24 RC 005 575
Stern, Carolyn Ruble, Diane
Teaching New Concepts to Non-English Speaking Preschool Children.
California Univ, Los Angeles.
Spons Agency—Office of Economic Opportunity, Washington, D C, Office of Education (DHEW), Washington, D C Cooperative Research Program
Bureau No—BR-5-0701
Pub Date Aug 70
Contract—OEC-5-85-045
Note—36p
Descriptors—*Bilingual Education, *Concept Teaching, *English (Second Language), Family Environment, Instructional Materials, Instructional Programs, *Mexican Americans, *Preschool Children, Research Methodology, Spanish Speaking, Statistical Analysis, Tables (Data)

As documented in this publication, 15 Mexican American children from 4 Head Start classes participated in this study, which tested 3 hypotheses: (1) that children whose first language is Spanish and who are instructed in Spanish will require significantly fewer trials to learn a new concept than children instructed either in English or bilingually, (2) that children receiving the first set of new concepts in English will learn a second instance of the new concept taught in English more readily than children who were taught the first use of the concept in Spanish, and (3) that, on a Spanish language criterion test, children taught concepts in English will do as well as children taught those concepts in Spanish or bilingually. The procedure, as recorded, included pretesting with the Goodenough Draw-A-Man Test and the Expressive Vocabulary Inventory in both English and Spanish, the instructional program (in Spanish or English only, or bilingual instruction), a criterion test in the appropriate language using a series of booklets developed to teach the conceptual task (use of compound adjectival modifiers) which was designed to test the hypotheses, and a posttest. Study results rejected hypotheses 1 and 2, while hypothesis 3 could not be rejected An appendix contains lessons used in the instructional program (JB)

ED 054 883 RC 005 526
Valencia, Atilano A
Bilingual/Bicultural Education – An Effective Learning Scheme for First Grade and Second Grade Spanish Speaking, English Speaking, and American Indian Children in New Mexico.
Southwestern Cooperative Educational Lab, Albuquerque, N Mex
Pub Date Aug 71
Note—134p
Descriptors—Achievement Tests, *American Indians, Anglo Americans, Attitude Tests, Biculturalism, *Bilingual Education, English (Second Language), Grade 1, Grade 2, *Mexican Americans, *Primary Grades, *Program Evaluation, Spanish Speaking, Standardized Tests
Identifiers—New Mexico

The 1970-71 evaluation of the Grants, New Mexico, Bilingual Education Project is reported through narrative description of tests administered and their results, statistical findings from analyses of variance or covariance of test results, and conclusions and recommendations based on test results. In the evaluation, the 147 students in the experimental and the 35 students in the control group--representing 6 schools and 4 language references (Keresan, English, Spanish, and Navajo)--were given various tests for which a pre-test/post-test measure was used to ascertain significant experimental group gains over an 8-month period the Southwestern Cooperative Educational Laboratory Test of Oral English Production, the California Achievement Test, the Test of Basic Experiences (a Spanish-language instrument measuring concept comprehension in science, social studies, and mathematics), the Caldwell Test (a Spanish-language instrument for measuring a child's ability to provide responses about himself and his role activities), and the author's Cultural Sensitivity Instrument (a pictorial and manipulatory measure of perceptions and attitudes concerning Anglo Americans, American Indians, and Mexican Americans) Also, a questionnaire was designed and administered to ascertain perceptions and attitudes of school personnel about the bilingual program components

ED 054 071 SP 005 242
Zintz, Miles V. And Others
The Implications of Bilingual Education for Developing Multicultural Sensitivity Through Teacher Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C
Bureau No—BR-8-0490
Pub Date Sep 71
Contract—OEC-0-8-080490-3706(010)
Note—76p
Descriptors—American Indian Culture, *Bilingual Education, *Cross Cultural Training, *Cultural Differences, *English (Second Language), Mexican Americans, Spanish Speaking, *Teacher Education

Teachers must be continuously alert to the differences in languages, values, and customs and seek to understand their students as real people Otherwise the student who must learn English as a second language develops insecurity instead of security When the acceptable norm in a class has been based on the work of the typical middle-class Anglo, the culturally different student has had failure predetermined for him Language maturity needs to be assessed in these children in terms of auditory discrimination of all the necessary phonemes, and the habitual use of the correct syntax of grammar Interaction with the teacher on an individual basis is also crucial for the child If the child understands sound patterns in English, the beginning instruction should be in English, if he understands Spanish, the instruction should be in Spanish The second language should be introduced systematically but gradually, to develop genuine bilingualism in the student. The bilingual-bicultural program encompasses all the domains of the learning process. The student should acquire the concepts and skills of two languages, and should attain a positive self-image through the understanding of the value of his own culture A multicultural program increases the appreciation of the contributions of other cultures, and fosters the democratic ideals. (MBM)

The Linguistic Reporter

Newsletter of the
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Center for Applied Linguistics Welcomes Rudolph Troike as Director

The Board of Trustees of the Center for Applied Linguistics has announced the appointment of Dr Rudolph C Troike as Director of the Center, effective June 1, 1972 Dr Troike becomes CAL's third director, following Dr Charles A Ferguson (1959-1966) and Dr John Lotz (1967-1971)

Born in Brownsville, Texas, Dr Troike earned all his degrees, undergraduate and graduate, from the University of Texas with majors in Anthropology and Linguistics From 1959 - 1962 he served on the staff of the Georgetown University English Language Program in Ankara, Turkey He then joined the faculty of the University of Texas at Austin, becoming a full professor of English and Linguistics in 1971

Dr Troike's interests cover a wide range of linguistic topics including anthropological linguistics, Amerindian languges, English linguistics, linguistics and literature, teaching English to speakers of other languages, social dialectology, and bilingual education He has published numerous articles on the above subjects, co-authored several monographs, and his book, *An Introduction to English Linguistics for the Teacher of English* is currently in press

Among other honors and appointments, Dr. Troike was elected to the Commission on the English Language, National Council of Teachers of English in 1966, the National Advisory Council on Teaching English as a Foreign Language (NACTEFL) in 1967, and the Executive Committee of Teachers of English to Speakers of Other Languages (TESOL) in 1969 He was also the recipient of a Senior Fulbright-Hays award as lecturer in English at the National Taiwan Normal University

RUDOLPH C. TROIKE

NOTICE OF CHANGE OF ADDRESS

name	Center for Applied Linguistics
old address	1717 Massachusetts Avenue, N.W Washington, D.C. 20036
new address	1611 North Kent Street Arlington, Virginia 22209
old telephone	[area code 202] 265-3100
new telephone	[area code 703] 528-4312

Third International Congress of Applied Linguistics

The Third International Congress of Applied Linguistics will take place in Copenhagen, Denmark, August 21 - 26

The Congress organizers, the Association Internationale de Linguistique Appliqué (AILA), have announced that the gathering will be a working and planning Congress in which linguists interested in application will find an opportunity to get information about experiences during the last three years and to plan the guidelines for the next period of three years, particularly of all kinds of international collaboration for the implementation of all the resolutions and recommendations which have been accumulated at meetings in which AILA has taken part

This collaboration will be steered by Commissions and Task-Centers, which in the Congress itself will be represented by a Main Group Special times have been set aside for existing Commissions to organize "business meetings", or for new Commissions to be set up by interested persons, or for centers, institutions, working parties and university departments to form networks for international collaboration

The general policy, adopted for AILA at the second International Congress of Applied Linguistics at Cambridge, England, was that AILA shall work in between the Congresses, and that the Congresses shall have as their main function to sum up what has been implemented during the past three-year period and state guidelines for the activities which should be carried out during the next period The AILA Commissions will present reports on seminars, symposia, working parties, studies, etc which have been organized, as well as plan for the meetings and topics of the next three-year period, and finally, choose officers for the planned activities

There are nineteen national affiliated groups and centers of AILA. At present the Center for Applied Linguistics is the only U S affiliate AILA's headquarters are in Stockholm, Sweden

LSA Initiates Manpower Survey

The Linguistic Society of America, through the Center for Applied Linguistics, has undertaken a survey to determine present and future needs for specialists in linguistics and the uncommonly taught foreign languages in the United States and, to the extent possible, in Canada Funded by the U S Office of Education, the project will run from March 15, 1972, to March 15, 1973 John B Carroll, Educational Testing Service, and A Hood Roberts, Center for Applied Linguistics, will serve as Survey co-directors, Mary M Levy of the Center for Applied Linguistics will act as staff liaison

The principal object of the project is to acquire information on the following

1 The characteristics of both the members of the profession and the institutions that train and employ them

2 The present and future supply of and demand for trained personnel in languages and linguistics, with emphasis on the areas of future interest and the identification of areas of possible overproduction (Possible areas of investigation include present and projected graduate enrollments, the size and characteristics of the present and projected labor force, the demand, both present and future, for linguists, and the extent and nature of any underemployment or unemployment problems in all linguistic fields and subfields)

3 The principal sources of money for salaries, research, fellowships, assistantships, and postdoctoral study

4 The status of women in the profession

Data on the above will be obtained from the National Science Foundation, the National Research Council of the National Academy of Sciences, the U S Offfice of Education, the Center for Applied Linguistics, and surveys of department chairmen, other leaders in the language/linguistic field, and possibly individual members of the profession

Members of the Manpower Survey Committee are John B Carroll, Chairman, A Hood Roberts, Charles Bird, Idiana University, Wallace Chafe, University of California, Berkeley, James Frith, Foreign Service Institute, Victoria Fromkin, University of California, Los Angeles, Georgette Ioup, City University of New York, Michael Krauss, University of Alaska, Richard A Long, Atlanta University, Elaine Ristinen, Bloomington, Indiana, and John R Ross, Massachusetts Institute of Technology

Eleventh International Congress of Linguists

The Eleventh International Congress of Linguists organized under the auspices of the Comite International Permanent des Linguistes (CIPL), will meet August 28 - September 2, 1972, in Bologna, Italy, with the last day of the Congress taking place in Florence, Italy

The Program of the Congress is divided into Plenary Sessions, Section Meetings, and Group Meetings Topics to be covered at the Plenary Sessions are Language Universals, Generative Phonology, Semantic Features, Sociolinguistics and Linguistic Change, and The Grammatical System and Juridical Systems At the Section Meetings papers will be presented on the following subjects History of Linguistics, Tagmemics, Stratificational Grammar, Anthropological Linguistics, Syntactic Theories, Diachronic Syntax, Morphological Structures and Functions, "Deep Structure", Autonomous vs Systematic Phonemics, Ordering of Rules, and Reconstruction of Words and Cultures

Group Meetings will cover such topics as Historical Linguistics,, Semantics, Typological Linguistics, Psycholinguistics, Sociolinguistics, Generative Grammar, Linguistic Categories, Language and Meaning, Aspects of Linguistic Analysis, Sentence Structure, Phonological Theory, and Glossematics

Over 200 papers are scheduled for delivery during the Congress, as well as reports on CIPL activities, and progress reports on projects such as the Description of the Languages of the World project.

The Organizing Committee expects participation of nearly 2000 linguists from all parts of the world The last International Congress of Linguists was held in Bucarest, Romania, in 1967

The National Endowment for the Humanities has announced a $500,000 gifts-and-matching offer to the United Tribes of North Dakota Development Corporation Up to $250,000 in donations from private contributors will be matched dollar-for-dollar with federal funds The corporation will use this money to plan and implement a comprehensive humanities curriculum in American Indian studies for Indian and non-Indian students in North Dakota's entire public school system Included will be the development of printed and audiovisual materials on Indian language, culture, history, literature, etc

conference reports

The Sixth Annual Convention of the Teachers of English to Speakers of Other Languages was held in Washington, D C, from February 26 to March 1, 1972 It was estimated that attendance at the two days of pre-convention workshops and study groups was over 400 and at the main conference, nearly 1,300

As planned by Program Chairman Christina Bratt Paulston (University of Pittsburgh), the convention program followed four main themes: English as a Foreign Language, English as a Second Language, Standard English as a Second Dialect, and Bilingual Education. Among the specific topics dealt with were teacher training, materials development, basic skills, measurement, and culture Speakers at the general sessions included Senator John V Tunney of California, Ronald Wardhaugh (University of Michigan), Dwight Bolinger (Harvard University), Leon A. Jakobovits (University of Hawaii), Ulf Hannerz (University of Stockholm), Allen Grimshaw (Indiana University), and Russell Campbell (UCLA) who gave the Presidential Address

The convention format provided for plenary sessions, small group sessions, the presentation of research papers, and special feature programs—c g. audiovisual presentations, demonstration classes, and the "What's Your Problem" panel A well-received addition to the usual types of sessions was the Roundtable Seminar Discussion, during which several specialists discussed issues of current or controversial interest, with the audience interacting with comments or questions The Affiliate Forum showed a steady increase in affiliates from states as well as other countries, with growing activism at the state level, and the Organizational Get-Together was exceptionally well attended this year

At the Presidential Luncheon a special award was presented to Professor Albert H Marckwardt (Princeton University) in recognition of his outstanding contributions to the field and to the Association Dr Marckwardt received a volume entitled *Studies in Honor of Albert H Marckwardt*, consisting of papers by his former students who are active in the field of teaching English to speakers of other languages

TESOL officers for 1972 are Alfonso Ramirez (Region One Education Service Center, Edinburg, Texas), President, Clifford Prator (UCLA), First Vice-President,

to assume the presidency the following year, Leslie Palmer (Georgetown University), Editor for the *TESOL Newsletter* Chairman for next year's convention, Maurice Imhoff (Indiana University), Editor for the *TESOL Quarterly*, and Ruth E Wineberg (Georgetown University), Editor for the *TESOL Newsletter* Next year's meeting will take place in San Juan, Puerto Rico, May 10-12 (Reported by *Dorothy A Pedtke. Center for Applied Linguistics)*

The Third Annual Conference on African Linguistics took place at Indiana University on April 7 and 8 Ninety-five participants registered for the conference, which was preceded by a lecture on "Current Contributions of Phonetic Research to Linguistics," given by Peter Ladefoged Conference participants were welcomed by J Gus Liebenow, vice-president at Indiana University and former director of the university's African Studies Program The majority of the papers presented were concerned with current theoretical issues, with major attention devoted to the problems of descriptive analysis in individual or related African languages Eighteen papers dealt with grammar and fifteen with phonology, five of the above were primarily related to historical matters Data presented came from more than 25 languages, Chadic and Bantu received the most attention, with Hausa, Igbo, Swahili, and Tswana also being considered Most papers dealt with the languages from Anglophone Africa, only a very few were concerned with those of Francophone Africa or elsewhere

Only two sociolinguistic papers were presented, and while none was directly concerned with applied linguistics, those given by W H Whiteley and Talmy Givon had many implications for the field Whiteley

gave his paper on national language planning as the third Hans Wolff Memorial Lecture He dealt primarily with the development of Swahili as the national language in East Africa and with the role that linguists, as well as politicians and economists, can play in such language planning (Tragically, Whiteley suffered a fatal heart attack on April 17) Givon considered the ethical and political implications of white linguists working in Africa specifically, how does the linguist's work benefit the Africans? He suggested that one way to benefit Africa is to train African students in linguistics He stated that the present need called for linguistic training that is "service-oriented" or "applied" rather than strictly theoretical

At the end of the conference, there was a discussion about the possible formation of an African Linguistics Association, but it was the general consensus that there is no immediate need for such an organization

Indiana University plans to publish the proceedings of the Conference shortly (Reported by *Loren Nussbaum. Center for Applied Linguistics)*

The Fourth Annual Child Language Research Forum, held at Stanford University on March 25, 1972, was attended by over a hundred specialists in child language Sponsored by the Stanford Committee on Linguistics, the Forum provides an opportunity for those doing work in child language to report on current research

The morning session consisted of opening remarks by Charles Ferguson (Stanford University), and four informal papers Gaberell Drachman (Ohio State) discussed some processes of phonological acquisition based on data collected from several children learning Greek as a first language Brayne Moskowitz (University of California, Berkeley) examined the psychological

See Conferences. 6. Col 3

Language Teacher Exchange with USSR

by Irene Thompson

[*Irene Thompson is an assistant professor of Russian at George Washington University, Washington, D C She was one of the participants in the 1971 Language Teacher Exchange Program*]

The purpose of the annual Summer Exchange of Language Teachers with the USSR is to allow twenty full-time teachers of the Russian language at the college or secondary level and two group leaders to participate in an advanced language-training and methodology session at the Moscow State University The program is supported by the Department of State and is administered by the International Research and Exchanges Board. The United States government provides domestic and international transportation for participants, the host country provides instruction, housing, a maintenance stipend, and a tour of two cities

The ten-week session—from mid-June to mid-August—centers around practical language classes conducted in small sessions. Students are grouped according to language proficiency and receive instruction ranging from remedial to very advanced In addition to the practical language sessions, participants attend a number of one- and two-week seminars—some required and some optional—which are both informative and provide good language practice at a high level Topics covered in 1971 included Russian verbal aspect and verbs of motion, methodology of teaching Russian, analysis of the language of prose and poetry, and difficult problems of Russian syntax, the seminar on the Russian verbal aspect in particular described to participants the linguistic problems of Russian that are generally not covered sufficiently in American programs

All program participants were housed at the Moscow State University dormitory, along with Russian students, which allowed for much social contact and informal language practice, particularly of current colloquial usage

Attendance at weekly lectures given by experts in such fields as Soviet literature, art, theater, film making, education, geography, and linguistics is required Participants in the 1971 exchange, for example, were addressed by Professor E A Bryzgunova on the relationship between Russian intonation, syntax, and lexicon, and by Professor Yu D Apresyan on structural semantics Also, near the end of the program, there was a two-day conference on the methodology of teaching Russian, designed to give the Russians and Americans an opportunity to present papers and exchange experience

Of special interest to language teachers is the Russian Language Methodology Center (Nauchnu-metodicheskij centr) of the Moscow State University The Center is engaged in a number of activities of general interest to the teaching profession

1. Preparation of audiovisual teaching materials
2. Preparation of Russian area readers
3. Linguistic research
4. Documentation and information dissemination including the publication of the Russian language teaching quarterly *Russkij jazyk za rubezhom (Russian Language Abroad)*
5. Preparation of Russian language films

The Center has a fairly large library of reference materials pertaining to the teaching of Russian, although almost none of these materials can be obtained in Moscow for personal use Participants were also issued readers' cards to the Central Lenin Library which has excellent collections, but which, like the Library of Congress, does not loan books However, there are many bookstores in Moscow, and the Akademkniga (Academic Bookstore) is well supplied with materials for those interested primarily in language publications

The first six weeks of the program included daily excursions to places of cultural and historical interest in and around Moscow, e g Yasnaya Polyana (Tolstoy's estate) and the Zagorsk Monastery The excellent Russian guides provided opportunities for additional language practice, and some of them are actually specialists holding advanced degrees in the field of language teaching

Participants in the 1971 exchange had a chance to visit Leningrad, including its important museums, galleries, and palaces, the highlight of this trip was a tour called "Dostoevsky's Petersburg" which retraced the writer's life and work through the city Besides Leningrad, participants had a choice of visiting either Kiev or Tbilisi

As a whole, the exchange program is a useful experience for teachers of Russian in the U S Beyond the practical language and methodology instruction, and the opportunities for informal language practice, it allows participants to get a more intimate look at Russia and Russians than they would have as tourists However, the very nature of a highly structured official exchange imposes certain limitations on the program Some recommendations for the future might include.

1 A more careful selection of participants whose level of language proficiency should be such that they would maximally profit from the program in the USSR rather than one offered in the U S
2. Individualization of instruction to allow participants to concentrate on weaknesses and special interests.
3 More free time for participants to pursue their individual interests

In conclusion, ten weeks in the Soviet Union is an opportunity no Russian language teacher should miss

LC Acquisitions Program

The Library of Congress PL-480 Foreign Acquisitions Program (reported in the February 1972 issue of *The Linguistic Reporter*) is paralleled by its National Program for Acquisitions and Cataloging (NPAC). Through the latter Program, offices are established in numerous foreign cities to purchase publications for the Library of Congress However, unlike the Foreign Acquisitions Program, NPAC uses appropriated funds to purchase materials only for cataloging purposes

Of particular interest to linguists concerned with research in African languages are the *Eastern Africa Accession Lists* published by the Library of Congress office in Nairobi, Kenya These lists report acquisitions in the following languages: Amharic, Acholi, Bemba, Betsimisaraka, Chichewa, Dabida, Ganda, Ge'ez, Kikuyu, Latuka, Lozi, Luyia, Malagasy, Meru, Nuer, Nyanja, Nyankore-Kiga, Pokot, Swahili, Tigrinya, Tonga (Zambesi), and Uduk The Library of Congress considers much of this material ephemeral, and does not plan to either catalog or preserve it, and would therefore welcome suggestions for other possible dispositions Copies of these accession lists are available free to any library upon request

For further information, write Overseas Operations Division, Library of Congress, Washington, D C 20540

new journals

Language in Society. *Published by Cambridge University Press Twice a year First issue: April 1972 Subscription $12 00, single issue $7 50 Editorial correspondence to Professor Dell Hymes, Center for Urban Ethnography. 3812 Walnut Street, University of Pennsylvania. Philadelphia. Pennsylvania 19104 Subscription correspondence to Cambridge University Press. 32 East 57th Street, New York, N Y. 10022, for U S. and Canadian orders, P O Box 92, London, NW 1 2DB for all others*

This journal is intended to serve the growing international group of scholars interested in the study of language as a social phenomenon It covers the broad field of *sociolinguistics* as viewed by those concerned with the human sciences—linguists, anthropologists, sociologists, psychologists Articles deal with the study of speech and language as aspects of social life, with preference given to contributions of general theoretical or methodological interest In addition to original articles, the journal publishes reviews of current books, accounts of research in progress and notes and comments on points arising out of recent publications

Journal of Language, Speech, and Hearing Services in Schools. *Published by the American Speech and Hearing Association Quarterly Subscription. $9 50 U S, $12 50 foreign Editorial correspondence to Elinor L Zaslow. Assistant Editor. 10802 Lockridge Drive. Silver Spring. Maryland 20901 Subscription correspond-ence to Kenneth O Johnson, American Speech and Hearing Association, 9030 Old Georgetown Road. Washington. D C 20014*

Although technically not a "new journal", the January 1972 issue (volume 3, number 1) initiates a new format and expanded coverage Subjects of interest to speech pathologists and audiologists working in school situations are treated in scholarly articles dealing with research methods, experimental studies, clinical procedures, or program organization and management Also included are notes of general interest to the profession, a clinical exchange section containing brief descriptions of special projects, case studies, etc., and a forum for informal discussion of issues in the field

Urban Anthropology. *Published by Jack R Rollwagen Twice a year First issue Spring 1972 Subscription $7 50 individual, $10 00 institutional All correspondence to Jack R Rollwagen, Editor, Department of Anthropology, State University of New York - Brockport, Brockport, New York 14420*

Urban Anthropology and the accompanying *Urban Anthropology Newsletter* provide a forum for articles on urban studies as viewed from any of the subfields of anthropology Scholarly articles appear in the journal, brief commentary, current research notes, book reviews, conference reports, etc are published in the newsletter

news briefs

The Institute of International Studies, U S Office of Education, has announced a nationwide competition for 1973 summer intensive language training programs Authorized under Title VI of the National Defense Education Act, the summer language programs provide intensive instruction in selected modern foreign languages, with particular emphasis on those languages not widely available during the academic year Any accredited U S. college or university may submit a proposal for summer program support and/or quotas of National Defense Foreign Language Fellowships for one or more of the following world areas Africa, East and Inner Asia, Eastern Europe, Latin America,

Near and Middle East, South and/or Southeast Asia The deadline for submission is August 10, 1972

The 1973 summer intensive language programs will differ from those held before 1972 in several ways, among them, the placing of major emphasis on language training *per se* Area study offerings will be eligible for support *only* if the instruction is conducted wholly in the language of the area Also, pre- and post-program test results for all students will be required in the final reports

Information about eligibility and selection criteria as well as an outline for proposal preparation can be obtained from. Robert C Suggs, Acting Chief, Language

and Area Centers and Research Branch, Division of Foreign Studies, Institute of International Studies, U S Office of Education, Washington, D C 20202

The Sociedad Chilena de Lingüística recently held its inaugural meeting in Santiago, Chile A charter for the Society was adopted and an executive committee consisting of the following selected Guillermo Araya, Nelson Cartagena, Ambrosio Rabanales, Leopoldo Saéz and Adalberto Salas Alternate members are Luis Gómez, Gastón Gaínza, Gaston Carrollo and Félix Morales Professor Cartagena was named Executive Secretary, and Professor Rabanales, Coordinator The main aims of the Society are: to support national coordination and planning of research, teaching and extension of the linguistic sciences, to provide technical assistance to people and institutions who apply for it, to contribute to the implementation of agreements with the purpose of obtaining resources for research and expansion in the field of linguistics, to contribute to the perfecting of its members' command of the linguistic sciences, to report on activities and projects of the institution and the state of linguistic studies in the country, to organize various activities such as seminars and congresses on linguistics. Further information can be obtained by writing to the Executive Secretary, Sociedad Chilena de Lingüística, Casilla 2307, Concepción, Chile

The U.S. Office of Education recently awarded a $290,000 contract to the National Council of Teachers of English, Urbana, Illinois, to operate an Educational Resources Information Center (ERIC) for Reading and Communications The new ERIC Clearinghouse—one of a network of 18 such specialized clearinghouses operated under the National Center for Education Communication, U S Office of Education—will acquire, abstract, index, and disseminate information on research findings, curriculum developments, and exemplary programs and practices in the areas of reading, English, speech, journalism, and theatre. The Clearinghouse will attempt to develop more effective methods of communication among researchers and educators, from kindergarten through graduate school levels, and to help them make more efficient use of available information sources Director of the new Clearinghouse will be Bernard O'Donnell, and James Hoetker will serve as Associate Director

The **languages of China and India** are treated extensively in two new reference publications. The first, *Doctoral Dissertations on China. A Bibliography of Studies in Western Languages, 1945-1970* by Leonard H D Gordon and Frank J. Shulman, is part of the Association for Asian Studies' new "Reference Series" The book is a comprehensive, interdisciplinary listing of 2,217 theses dealing in whole or in part with Mongolia, Tibet, and the overseas Chinese communities as well as with China itself. Copies are available in hardcover ($12.50) and paperback ($3 95) from the University of Washington Press, Seattle, Washington 98195. The second publication, Frank J Shulman's *Doctoral Dissertations on South Asia, 1966-1970 An Annotated Bibliography Covering North America, Europe, and Australia,* is the latest publication in the recently inaugurated "Michigan Papers on South and Southeast Asia Series." A compilation of 1,305 theses, it represents the latest and most advanced doctoral research on both the former civilizations and the contemporary affairs of Ceylon, India, Nepal, and Pakistan. Available in paperback ($3 50) only, this volume may be purchased directly from the Center for South and Southeast Asian Studies, The University of Michigan, 130 Lane Hall, Ann Arbor, Michigan 48104 Both bibliographies provide not only information on the availability of the dissertations cited and on the location of their published abstracts but also ready access to the classified entries through author, institutional, and subject indexes

The **National Council of Teachers of English** is forming a Committee on Public Doublespeak to scrutinize the language of public figures and advertisers, and to find ways of teaching students to look below the surface of public language to see if statements and facts agree The Committee was formed in response to two resolutions passed at NCTE's 1971 convention One calls for NCTE to seek "means to study dishonest and inhumane uses of language and literature by advertisers, to bring offenses to public attention, and to propose classroom techniques for preparing children to cope with commercial propaganda," and the other for "means to study the relation of language to public policy, to keep track of, publicize, and combat semantic distortion by public officials, candidates for office, political commentators, and all those who transmit through the mass media " At its first work-

meetings and conferences

ing session during the 1972 NCTE convention, the Committee will develop classroom exercises, including lesson plans and discussion outlines.

Inter American University of Puerto Rico is planning to publish an annual entitled *Review of Spanish-English Contrastive Linguistics* Dr Rose Nash will serve as editor, and Paulino Pérez Sala and Donald Kaufman are the associate editors Manuscripts on any area of linguistics pertaining to Spanish and English may be submitted in either language Preference will be given to articles on contrastive studies and on the pedagogical problems of teaching English to speakers of Spanish Articles with a general rather than a specialized 'appeal may also be considered for inclusion in the *Revista/Review Interamericana* The submission deadline for the first issue is October 1, 1972, and selections will be made by November 15. Manuscripts should be addressed to. Editorial de la Universidad, Attn Dr. Rose Nash, Box 1293, Hato Rey, P.R 00919

cal reality of the Chomsky and Halle vowel shift rules by using nonsense forms and concluded that it is knowledge of orthography rather than verbal phonologies that teaches children much of the vowel shift phenomena William Rosenthal (Stanford University) discussed his experiments in auditory processing with regard to the theory of quantitative, rather than qualitative, differences in linguistic performance as distinguishing developmental language disorders (e g aphasia) Marilyn Vihman (Stanford University) presented data, from her observations of one child, on the developmental patterns in Estonian morphology acquisition

In the afternoon session, Naomi Baron (Stanford University) discussed her research on adults' and children's comprehension of English periphrastic causatives, and related this aspect of child language development to diachronic language change Eduardo Hernandez-Ch (Stanford University) presented data supporting his theory of the simultaneous acquisition

of two independent language systems (English and Spanish) To explain data which is usually used as evidence of language cross-over, he cited parallel examples of acquisition phenomena found in monolingual children, such examples are thus separately explicable on the bases of the languages in question Alice Gordon (Stanford University) presented results from an imitation study on syntactic paraphrases and made some suggestions on the notions of syntactic complexity and perceptual strategies From his study of children's hesitation phenomena, Harry Osser (San Francisco State) reported that he had found no support for Basil Bernstein's theory of different monitoring styles associated with social classes He also discussed the possibilities of his data (still being analyzed) for examining the form of children's data-searching processes and the relationship of language and thinking

In addition to these research reports, exchange of information on current research was increased by the distribution of two reference collections. Dan Slobin (University of California, Berkeley) provided copies of his "Developmental Psycholinguistic Studies of Languages other than English, A Listing of Recent and Ongoing Research " In addition, participants received the Forum Committee's "Current Child Language Research Resumes", thirty-two abstracts primarily summarizing the work being done by researchers unable to attend the Forum (Reported by *Marylus Macken, Stanford University*)

The Tenth West African Languages Conference was held at the University of Ghana in Legon from March 21 - 27, 1972 Attended by approximately 70 scholars from Africa, Europe, and the United States, the overall theme of the Conference was related to sociolinguistics and language policy. Conference activities included working sessions on the Mande languages, tone in phonology, and oral literature, and the presentation of papers on phonology, syntax, sociolinguistics, literacy, language education, and language policy.

Of considerable interest were the papers on language policy They reflected the growing awareness in West Africa of the need to use African languages in the elementary schools, if these schools are to be at all effective in achieving popular education As a result, experimental programs are being set up to determine the best means for introducing or further developing the use of native languages in the

school systems, and a wide range of elementary and secondary level instructional materials in African languages, as well as monolingual dictionaries and grammars for teacher training, are being developed Other papers dealt with such topics as the growth of the Yoruba language, serial verbs and verbal status, and the question of "implosives" in proto-Bantu

The Center for Applied Linguistics, in collaboration with the Association for Computational Linguistics, held a meeting on research trends in computational linguistics on March 14-16 About 40 participants representing universities, government agencies, and private institutions attended the meeting, which was funded by the National Science Foundation The seven major topics treated during the conference were as follows linguistics and computational linguistics; integrated computer systems for language, computer-oriented grammars and parsing, machines and speech, language performance (psycholinguistics and dialectology); social implications of automatic language processing, and professional ethics, standards, and education

The BAAL Seminar on German Applied Linguistics was held March 24-26 at the University of Nottingham, Nottingham, England The aim of the seminar was to consider how linguistic models and techniques could be used to describe the German language, in order to improve understanding of the practical problems associated with first and second language learning Fifty resident and several non-resident members took part in the seminar, including at least eight members from abroad The nine seminar speakers discussed the following topics German philology and linguistics from Grimm to Bierwisch, the contrasts between German and English intonation patterns, the linguistic and didactic relevance of a dependency grammar of German, the semantic and syntactic relationships of quantifier constructions in German; the syntactic and semantic criteria used in classifying dictionary entries, the usefulness of the notion of deep structure; the difficulties encountered in doing empirical research into proficiency levels reached by British undergraduate students of German, using standardized American tests, the theoretical and practical problems of didacticising the results of linguistic research, and recent work on the description of technical registers in German

book notices

Modern Portuguese: A Project of the Modern Language Association, *by Fred P Ellison, Francisco Gomes de Matos, et al* New York, *Alfred A Knopf, 1971 xxi, 589 pp $10 00*

A modern textbook for Brazilian Portuguese, using a standard audio-lingual dialogue and pattern drill approach A previous "trial edition" has been available since 1967 A number of changes have been made in the Knopf edition, resulting in an improved textbook For example, the drill sentences were carefully revised in an effort to make them more authentic and shorter in length, and to eliminate "odd" sentences and unnatural potential responses arising from item substitutions and other structural changes

Materials available to supplement the basic textbook include visuals illustrating the basic dialogues, filmstrips to accompany the visualized dialogues, twenty reels of taped materials (one per unit) professionally recorded in Brazil, and an *Instructor's Manual* The latter has a number of useful features, particularly a twenty-eight page study on "Portuguese for Spanish Speakers" by David M Feldman and Frederick G Hensey, which provides a concise contrastive analysis of Spanish and Portuguese, and points out some of the major areas in which students who know Spanish as a native or second language should be forewarned that this knowledge may interfere with their acquisition of Portuguese

Report of the Twenty-First Annual Round Table Meeting on Linguistics and Language Studies, *edited by James E Alatis (Monograph Series on Languages and Linguistics, 23) Washington, D C , Georgetown University Press, 1970 xv, 379 pp $3 95*

The theme of the 1970 Round Table was Bilingualism and Language Contact, and the unifying thread running through all the proceedings was the impact and possible future of the Bilingual Education Act of 1968 Both the more general theoretical papers and the descriptions of situations in other countries tended to be viewed in relation to this topic, and much of the time was devoted to it specifically Positions taken ranged from those who ardently desire to extend and intensify bilingualism to those who appear to want to stamp it out, but most discussion seemed to be directed towards practical considerations of how programs making active use of two languages can be implemented

Teaching English Linguistically: *Principles and Practices for High School. by Jean Malmstrom and Janice Lee New York, Appleton-Century-Crofts. 1971 xv, 262 pp $3 95*

This book is an attempt to highlight and explain some insights of modern linguistics and to indicate how they may be useful in teaching English Part I covers aspects of linguistics relevant to high school English phonology, grammar, writing systems, the history of the English language, dialectology, lexicography, and semantics Each of the chapters deals with a specific linguistic aspect in general but also includes a section on the relationships between high school English teaching and the particular topic under discussion, as well as a selected and annotated bibliography for teachers Part II also focuses on the relationship between linguistics and teaching, but it is organized according to subject matter in the English class It discusses "linguistically enriched high school English" and covers language, literature, and oral and written composition. Directed toward teachers and teachers-in-training, the presenatation is simple and linguistically eclectic, and includes suggestions for class activities and discussions

The Learning of Language, *edited by Carroll E Reed (A Publication of the National Council of Teachers of English) New York. Appleton-Century-Crofts. 1971 ix, 430 pp $13 95*

This volume reviews current knowledge about the learning of both first and second languages Certain central themes in the essays occur repeatedly which characterize the present thinking of specialists in language learning There is, first of all, a clear recognition of the complexity of human language behavior Not only does the child master words and their meanings at an early age, as well as the basic patterns for combining them, but he also acquires the ability to handle the subtlest variations in sounds, intricate grammatical and semantic categories, and complex syntactic relations. Another theme that recurs repeatedly is the child's orderly acquisition of language structure on the basis of successive hypotheses about the grammar of the native language This feature of language learning has led to the belief, emphasized by several of the authors, that modern psychological theories of learning fail to account for the way in which the child learns his language Most students of child language now believe that innate

factors have greater importance in language learning than scholars have heretofor been willing to recognize. Several studies in this volume stress the fact that language learning does not end with childhood and that there are vast individual differences in language competence. As a result of the increased awareness of the complexity of language learning and behavior, more sophisticated views of language teaching have come to the fore The chapters on teaching make a clear distinction between improving native language skills, teaching standard language to non-standard speakers, and teaching second or foreign languages

Language Origins: *A Bibliography, compiled by Gordon W Hewes Boulder, Colo , Department of Anthropology. University of Colorado. 1971 xvi, 139 pp $3 50*

A compilation of works on the origins of language, and on the gestural theory of language origin in particular, gathered from such disciplines as psychology, anthropology. linguistics, speech pathology, animal behavior, communication theory, neurology, etc Entries are arranged by author, with a rather detailed topical index at the end

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The Pittsburgh Plan for the Study of the Uncommonly Taught Languages

by Edward M. Anthony

[Edward M. Anthony is Professor of Linguistics and Chairman of the Department of General Linguistics at the University of Pittsburgh]

Introducing the uncommonly taught languages into a university curriculum requires student and faculty interest, good timing, luck, economics, and administrative benevolence. The story of the founding and development of the two-year-old Language Acquisition Institute (LAI) at the University of Pittsburgh may be interesting, and perhaps useful, to those with commitments to the language teaching field.

BACKGROUND

In January 1970, after long debate, the Faculty of Arts and Sciences of the University of Pittsburgh, while not condemning language study, voted to abolish the foreign language requirement for the Bachelor of Arts degree. However, in order that students be encouraged to participate fully in language study—"a most valuable part of a liberal education," according to the Faculty—the Faculty recommended that several steps be taken, two of which led directly to the development of the Pittsburgh Plan for a program in the uncommonly taught languages

> The University should be strongly urged to strengthen its program in the less-commonly-taught languages
>
> The question of the desirability of a language acquisition center separate from the departments should be seriously investigated

In March of the same year, the LAI was established, using seed funds provided by

the Division of Instructional Experimentation, with "initial emphasis on developing a system of instruction for the less-commonly-taught languages."

However, the Faculty's recommendation for a language acquisition unit separate from the departmental structure could not be realized completely for a number of reasons. It was desirable to offer credit for courses, and credit originates at the department level. And the support functions of a department, in academic and secretarial personnel as well as in equipment and supplies, permitted more efficient use of limited resources. Thus, the LAI became a semi-autonomous unit within the administrative structure of the Department of General Linguistics, which also included the University Language Laboratory. The Department, which offered master's and doctorate level courses in linguistics, displayed a decided language-teaching bias. A strong program of teacher training in English as a foreign language was complemented by an English Language Institute. So the LAI began its existence in an ambient favorable to its growth, with strong administration, faculty, and department support.

BASIC PRINCIPLES

The Institute took as its initial instructional limitation the negatively stated definition of uncommonly taught languages used at that time by the Center for Applied Linguistics ERIC Clearinghouse "all languages except French, German, Italian, Russian, Spanish, Latin, and Classical Greek." To this list of exclusions were added those languages already taught in

other departments of the University. Dutch, English as a foreign language, Japanese, Norwegian, Polish, Portuguese, Serbo-Croatian, Swahili, Swedish, and Yoruba

Especially in its developmental stages, the Institute's goals were limited in order to avoid promising, or even implying, that a given amount of progress could be expected in a particular amount of time. The LAI assumed as its basic responsibility the obligation "to explore with students arrangements for the study of less-commonly-taught languages" for which materials and/or native-speaking informants could be found. The Institute attempted to make it possible for the student of a language to learn it—no more.

Finally, the Institute insisted that credit be related to achievement or proficiency, rather than to time invested. The following appears in the *College Bulletin*

> Although credit may be earned for such study, courses need not be phased to the regular terms of the University. A course is considered completed when a satisfactory proficiency level is demonstrated by examination or by completion of a given programmed segment. For practical as well as pedagogical reasons, a student who has not completed a course within three consecutive terms (excluding the Third Term) will be considered to have withdrawn from the course

INITIAL STAGES

First, literature about other similar programs was examined, e.g. government programs and the Boyd-Bowman project in

Buffalo In this connection, the descriptive material and advice provided by J Milton Cowan of Cornell University were particularly helpful And in assembling bibliographies in order to assess the available teaching and learning materials, the Center for Applied Linguistics' *A Provisional Survey of Materials for the Study of Neglected Languages* (Blass, Johnson, and Gage) was invaluable, as were lists obtained through the Peace Corps, the Department of Defense, the Foreign Service Institute, the Office of Education, and university and colleague sources An occasional telephone call to an embassy or consulate also served to uncover tapes, texts, and language samples, and a survey of students, faculty, and community provided a valuable list of native speakers of many different languages

APPROACHES, METHODS, AND TECHNIQUES

In an ideal world one might set down the assumptions about language and language teaching pertinent to a particular program, use them as guides for the development of a compatible methodology and appropriate techniques, and then adhere to them uncompromisingly And under ideal circumstances a university might keep a set of pedagogically well-trained native speakers on call so that whenever a student decided to learn, say, Nepali, the well-trained native speaker of Nepali could be summoned forth But because of budgetary constraints, ideal situations remain only destinations toward which we travel, hopefully

Though the resources of the LAI are not extensive, they have been used wisely by its newly appointed Director, Professor William E Norris He is assisted by an advanced graduate student and calls upon other graduate student assistants and faculty members of the General Linguistics Department as needed Thus, the budget of the Department is invaded to a degree, and funds provided for the Institute itself are expended for graduate student help, for informants, and for the acquisition of tapes and text materials

The LAI instruction has tended to start on the technique level or the method level prescribed in the materials employed While a consistent body of principles that one might with justification label an approach will one day no doubt emerge, a number of tentative methodological principles can be put forth at this time

First of all, the emphasis is on individualized instruction Both students and faculty at Pittsburgh are encouraged to take advantage of the services of the LAI Needless to say, their abilities, needs, purposes,

and desires differ, their available time varies, as do their disciplines Both students and faculty tend to enter the Institute for practical reasons, e g preparation for a year abroad or the need for a language skill to pursue a research interest Typically, the Director, his graduate student assistant, and the student jointly plan the individualized course, an informant is sought, and a flexible but realistic schedule is set up

The many variations in student needs intersect with the available materials, which themselves differ widely in quantity and quality. The acquisition of materials is done on a demand basis When a student expresses a desire to learn a language, texts, tapes, records, etc, are purchased, the course offered, and the materials (along with pertinent comments about them) placed in the Language Course Library Predictably, the Language Laboratory also plays an important role in this type of program, for the motivated student is often willing to spend a good deal of time on his own, especially after he has acquired the ability to teach himself

And, of course, competent native-speaking informants do not, like Minerva from the brow of Zeus, spring fully trained from the student body or the Pittsburgh community They must be persuaded that they are informants, not teachers, that they may indeed know somewhat less about their own languages than they had thought

Most imperative in this type of operation is the need to stress the learning part of the teaching/learning dichotomy The *teaching* of languages is less important than the teaching of methods and techniques for the *learning* of languages Time spent in orienting the student in how to learn a language is well invested and tends to pay dividends later in more efficient language acquisition It is this area which needs to be developed to a point where, through the utilization of lectures, discussions, video tapes, and voice tapes, an intensive course in language learning methodology has evolved

PROBLEMS AND RESULTS

Many difficulties remain Some deal with the evaluation of a language course, namely, the search for an acceptable answer to the question, "How much study of a language is equal to four 'hours' credit?" The LAI is committed to interpreting the question in other than time-unit terms, yet, it is confronted with the facts that languages differ widely in their difficulty for the English-speaking learner, and that testing for the less commonly taught languages does not provide precision instruments that can be administered by nonspecialists in language

testing Another problem is the difficulty and expense of securing tapes and texts for one student This will, of course, diminish as the Language Course Library increases in scope And locally produced materials may allow a nearer approximation to the goal of a consistent approach

On the other hand, the Institute has considerable generative power If the demand for a given language is great, regular classes can be offered, the teacher-student ratio can become respectable, and accountability-minded deans can begin to smile in relieved fashion Arabic, Hebrew, Korean, and Thai have been offered in regular classes in the LAI, and when such courses are fully and permanently established, they will be separated from the Institute and the General Linguistics Department, and attached as regular offerings to the appropriate university department, if there is one

Now, two years after its authorization, the Institute can take pride in having provided students with the opportunity to learn many uncommonly taught languages During the 1971-72 academic year, students studied Afghan Persian, Hindi, Hungarian, Indonesian, Iranian Persian, Irish, Modern Greek, and Ukrainian And there is a waiting list Courses in the development stage include Bengali, Czech, Slovak, Slovenian, Turkish, and Welsh This summer Quechua and Aymara will be offered intensively in conjunction with the University's Center for Latin American Studies

In this day when grant money is ever more difficult to find, when universities are finding themselves no longer able to support classes in languages that enroll very few students, and yet must acknowledge their obligations both to present and interpret foreign cultures to their students and to provide linguistic tools for research, a Language Acquisition Institute is one way to effectively and economically help highly motivated students to enrich their knowledge of the world

International Conference on Methods in Dialectology

by Audrey R. Duckert

[Audrey R. Duckert is Professor of English University of Massachusetts and the American Dialect Society s Regional Secretary for the Northeast]

The University of Prince Edward Island was host to an international conference on methods in dialectology in Charlottetown, P E I , July 19-26 The generous assistance of the Canada Council and the American Council of Learned Societies helped to bring participants from eight provinces, 17 states, and seven other countries Nearly 100 scholars attended, and the fact that many of them were interested in dialects of languages other than English provided additional scope and variety

It was a hard-working conference, remarkable for its orderliness and well-timed papers as well as for its variety Sessions began at 9 in the morning and concluded at 5.30, with special interest groups meeting in the evenings to talk informally about everything from "My Favorite Goof" to phonetic typewriters and the training of fieldworkers. The single-track scheduling made it possible for everyone to hear the entire proceedings, and the group seemed to favor this arrangement

At a dinner on the evening of arrival day, July 19, the group was welcomed by President Ronald J Baker—himself a dialectologist—of the University of P E I Responses were made by American Dialect Society president Harold B. Allen and by Walter S Avis, a past president of the Canadian Linguistic Association, followed by an address "The Growth of the Art" by Wolfgang Viereck of the Johannes Gutenberg Universitat in Mainz

Papers and panels began the next morning The first day was largely taken up with problems in preparing dialect surveys questionnaire construction, grid planning, informant selection, principles and means of elicitation On the following day, various techniques in interviewing and recording were described and discussed Also considered was the validity of mailed questionnaires The afternoon papers focused on dialect lexicography—especially on the Dictionary of American Regional English project—and comparative studies, including revisitation

The Saturday morning sessions, which dealt with editing and display, afforded a survey of dialect mapping and of the use of computer techniques in retrieval, analysis, editing, and mapping The conference then

adjourned for the remainder of the weekend The conference re-convened on Monday morning to consider dimensions of dialectology and to hear and discuss papers on social dialects, structural and descriptive dialectology, distinctive feature and allophonic analysis The following day, the last full one of the conference, included reports on specific projects The Linguistic Atlas of the Upper Midwest, the Linguistic Atlas of Scotland, and the Arkansas Dialect Survey

That the conference had been successful, stimulating, and enjoyable no one doubted The tireless efforts of its chief organizer, H Rex Wilson of the University of Western Ontario, the able support of many others, including A M Kinloch and Constance Cullen, the hospitality of the University and of the Island itself were much appreciated A committee to organize another conference for 1975 is now being formed, and the proceedings of the 1972 conference will be published in *American Speech*

The American Academy of Arts and Sciences invited sixteen linguists to meet with the editors of *Daedalus*, journal of the Academy, to plan a future issue of the journal to be called "Language as a Human Problem " The issue is now tentatively scheduled for Spring 1973, it will contain papers by the sixteen linguists under three headings "Nature of Language" (with contributions by William Moulton, Calvert Watkins, Terence Langendoen, Edward Keenan, and Paul Kiparsky), "Language and Mind" (papers by Eric Lenneberg, Roger Brown, Eric Wanner, Martin Kay, and David Hays), and "Language and Society" (papers by Peter Strevens, Courtney Cazden, Karl Teeter, Dell Hymes, Einar Haugen, and Charles Ferguson) In addition, Morton Bloomfield will furnish an essay that places these papers in perspective to one another and to linguistics as a whole

Comparative Word List Data Base Available

The Project for Computer Support of Linguistic Field Research has put into service a computerized data base capable of storing comparative word lists in all the world's languages The Project is sponsored jointly by the Summer Institute of Linguistics, the Oklahoma University Research Institute, the Merrick Computing Center, the University of Oklahoma, and Cornell University, and is partially supported by a grant from the National Science Foundation The information from the data base is accessible to any linguist

Parallel word lists in a group of languages, alphabetized either by the English reference gloss or by one of the languages in the group, can be provided It is also possible to search the data base to look for a specific correspondence or for exceptions to it Initially, most of the material will come from those who want to use the data base and are willing to contribute the word lists they need to have access to Contributors will then have priority in getting requests processed

All entries in the data base are subject to the usual limitations of computer character sets For many languages, computer compatible orthographies already exist, for others, there is a list of suggested transliteration conventions For each language accepted into the data base there must also be stored in another part of the data base a description of the notation used so that other investigators can make use of it This other part of the data base also provides room for information of sociolinguistic interest about each language

Further information about the data base can be obtained from Project Coordinator, Linguistics Project, Oklahoma University Research Institute, 1808 Newton Drive, Norman, Oklahoma 73069

NDEA TITLE VI PROJECTS FOR FISCAL YEAR 1972

During the fiscal year ended June 30, 1972, thirty-four contracts were negotiated by the Institute of International Studies, U S Office of Education, in support of new projects designed to improve instruction in modern foreign languages and area studies in the three general categories authorized by Title VI, Section 602, of the National Defense Education Act surveys and studies, research and experimentation, and the development of specialized text materials

Ten additional contracts were negotiated to supplement on-going projects

For each project the following information is presented (1) contractor, (2) principal investigator or project director, (3) title, (4) term of the contract, (5) cost of the contract (An asterisk (*) indicates total support from P L 480 U S owned foreign currency funds)

SURVEYS AND STUDIES

American Association of State Colleges and Universities, Washington, D C Frank Farner Machine retrievable directory of international personnel resources in state colleges and universities July 15, 1971 to January 31, 1972 $5,000

Far West Laboratory for Educational Research and Development, Berkeley, California Bela Banathy Development of an information unit of program and materials for foreign languages February 15, 1972 to February 15, 1973 $70,589

Modern Language Association of America, New York, New York Kenneth Mildenberger A study of the need for foreign language study in American society during the 1970's May 1, 1972 to September 30, 1972 $28,672

Center for Applied Linguistics, Arlington, Virginia John B Carroll Study to determine present and future needs for specialists in linguistics and the uncommonly taught languages March 15, 1972 to March 14, 1973 $37,809

Center for Applied Linguistics, Arlington, Virginia A Hood Roberts Survey of world journal literature in the field of applied linguistics April 1, 1972 to September 30, 1973 $40,082

Center for Applied Linguistics, Arlington, Virginia A Hood Roberts Preparation and dissemination of abstracts and full translations of selected contents of East European journals concerned with applied linguistics May 1, 1972 to October 31, 1973 $28,490

Center for International Studies, University of Pittsburgh, Pittsburgh, Pennsylvania Stephen Blank A survey of Western European studies in the United States March 15, 1972 to March 14, 1973 $40,187

University of Toledo, Toledo, Ohio W Frank Hull The American undergraduate off-campus and overseas A study of the educational validity of such programs May 15, 1972 to December 8, 1973 $42,714

Educational Testing Service, Princeton, New Jersey William U Harris Other nations, other peoples A survey of teacher and student attitudes, interests, and knowledge June 1, 1972 to November 30, 1973 $99,215

The Asia Society, New York, New York Seymour H Fersh Identification of research findings useful to inter-cultural education April 1, 1972 to September 30, 1972 $5,885

Columbia University, New York, New York Thomas G Bever Psycholinguistic studies of second language acquisition March 15, 1972 to August 15, 1973 $31,260

University of Washington, Seattle, Washington James E Augerot University of Washington conference on Romanian language and literature January 1, 1972 to June 30, 1972 $4,463

METHODS OF INSTRUCTION

Portland Public Schools, Portland, Maine Nancy Thompson Special approach to Spanish September 1, 1971 to July 31, 1972 $13,056

LANGUAGE MATERIALS

West Chester State College, Center for Foreign Language Research, West Chester, Pennsylvania Philip D Smith A teachers guide to the adaptation of basic texts for individualized foreign language instruction January 1, 1972 to January 31, 1973 $21,035

University of Arizona, Tucson, Arizona Hamdi A Qafisheh A basic course in Gulf Arabic June 1, 1972 to August 31, 1973 $23,460

American University in Cairo, New York, New York Martin Hinds A dictionary of spoken Egyptian Arabic (Arabic/English) June 1, 1972 to May 31, 1973 $58,247*

University of Wisconsin, Madison, Wisconsin Jeanette Harries Tamazight basic course January 15, 1972 to August 15, 1973 $22,214, suppl by $9,853 of P L 480 funds

Southern Illinois University, Carbondale, Illinois Aristotle Katranides Preparation of a review grammar of graded exercises for Americans studying Modern Greek June 1, 1972 to September 15, 1973 $27,278

University of Pennsylvania, Philadelphia, Pennsylvania Ernest Bender A course in advanced Bengali August 15, 1971 to August 30, 1972 $27,989, suppl by $11,475 of P L 480 funds

University of Wisconsin, Madison, Wisconsin Usha Nilsson Preparation of a Hindi dual language reader for an area and advanced language student February 2, 1972 to December 15, 1973 $5,315, suppl by $26,495 of P L 480 funds

University of Pennsylvania, Philadelphia, Pennsylvania Maxine Berntsen Set of intermediate and advanced Marathi materials October 1, 1971 to September 30, 1973 $30,826*

Cornell University, Ithaca, New York James W Gair Materials for reading Sinhalese March 1, 1972 to August 31, 1973 $28,937

Foreign Service Institute, Department of State, Washington, D C. Warren G Yates Lao reader April 1, 1972 to June 30, 1972 $4,934

Cornell University, Ithaca, New York Franklin E Huffman Preparation of an English-Cambodian dictionary June 1, 1972 to June 1, 1974 $28,533

Cornell University, Ithaca, New York Robert B Jones and Eleanor H Jorden Discourse analyses of Japanese and Thai June 15, 1972 to June 14, 1973 $39,338

Indiana University, Bloomington, Indiana John G Hangin Intermediate Mongolian September 1, 1971 to August 31, 1973 $13,654

Northwestern University, Evanston, Illinois Jack Berry An introduction to Akan June 15, 1972 to September 14, 1973 $19,846

Northwestern University, Evanston, Illinois Richard A Spears Elementary Maninka-kan June 15, 1972 to July 31, 1973 $16,834

University of Illinois, Urbana-Champaign, Illinois Frank Y Gladney A handbook of Polish June 16, 1972 to June 15, 1973 $12,643

Ohio University, Athens, Ohio Frank Bernard and Bob Walter Expanded teacher's manual and syllabus for Africa A thematic geography June 15, 1972 to June 14, 1973 $21,324

Center for Applied Linguistics, Arlington, Virginia Robert A Rothstein Development of a Polish social sciences and humanities reader June 1, 1972 to May 31, 1973 $7,906

Harvard University, Cambridge, Massachusetts Albert B Lord Transcription and microfilming of oral traditional poetic texts in native languages of Yugoslavia June 1, 1972 to January 31, 1973 $750, suppl by $6,238 of P L 480 funds

Center for Applied Linguistics, Arlington, Virginia James E Augerot East European linguistics studies project no 3 The development of Romanian grammar pamphlets (contrastive studies and exercises) May 1, 1972 to April 30, 1973 $8,479

American University Field Staff, Hanover, New Hampshire Garlan E Hoskin Intercultural social studies project June 1, 1972 to May 31, 1973 $84,124

Modern Languages Council Formed in England

A National Council for Modern Languages has been established in England to act as a coordinating body for modern languages in the higher and further education sectors The Council consists at present of 14 members, representing the major languages (French, German, Italian, Russian, and Spanish) taught in universities, polytechnics, and colleges of education, most are nominees of professional associations in the field, such as the Conference of University Teachers of German, the British Universities Association of Slavists, and the British Association for Applied Linguistics, with several coopted individually to represent interests not covered by a particular association The Chairman of the Council is Professor J C Ireson, Head of the French Department, University of Hull, and its Secretary is Professor J Coveney, Head of the School of Modern Languages, University of Bath

The National Council was formed because of the strong feeling among language teachers that a representative body was needed which would aim at continuing the momentum of the 1960's, when the Committee on Research and Development in Modern Languages was able to recommend the provision of government funds to start modern language projects. This Committee ceased to exist in 1970

The National Council for Modern Languages sees its primary functions as the encouragement of research and the coordinated development of the teaching of modern languages in the higher and further education sectors

meetings and conferences

September 2-8 American Psychological Association Honolulu, Hawaii

September 2-14 Congress and Conference of the Fédération Internationale de Documentation, 36th Budapest, Hungary

September 4-5 International Symposium on First Language Acquisition Florence, Italy

September 5-8 International Phonology Meeting, 2nd Vienna, Austria

October 6 Michigan Linguistic Society Detroit, Michigan

October 13-14 Mid-America Regional Linguistics Conference Stillwater, Oklahoma

October 21-22 North East Linguistic Society Amherst, Massachusetts

October 23-26 American Society for Information Sciences Washington, D C

October 26-28 Southeastern Conference on Linguistics, Washington, D C

October 27 American Dialect Society Midwest Regional Meeting St Louis, Missouri

November 2-4 Middle East Studies Association Binghamton, New York

November 8-11 African Studies Association Philadelphia, Pennsylvania

November 18-21 American Speech and Hearing Association San Francisco, California

November 23-25 National Council of Teachers of English, 62nd Minneapolis, Minnesota

November 23-26 American Association of Teachers of German Atlanta, Georgia

November 23-26 American Council of Teachers of Foreign Languages Atlanta, Georgia

November 23-26 American Association of Teachers of German Atlanta, Georgia

November 24-25 Chinese Language Teachers Association Atlanta, Georgia

November 24-25 Philological Association of the Pacific Coast San Francisco, California

November 29-December 3 American Anthropological Association, 71st Toronto, Ontario, Canada

November 29-December 3 Conference on American Indian Languages Toronto, Ontario, Canada

December 27-29 Linguistic Society of America, 47th Atlanta, Georgia

December 27-30 Modern Language Association of America, 87th New York, New York

book notices

Whitney on Language: *Selected Writings of William Dwight Whitney,* edited by *Michael Silverstein, with an introductory essay by Roman Jakobson Cambridge, Mass. MIT Press, 1971 xlv, 360 pp $12 50*

This collection contains a condensation of Whitney's 1867 book *Language and the Study of Language* and reprints eleven of his articles that are most likely to be of broad general interest While the historical development of language is the focus of his works, almost no facet of language entirely escaped Whitney's attention General considerations of the nature of language recur constantly in these pages, and the questions which concerned him still exercise linguists today Many of his brief statements seem to contain in embryo form some of the major directions taken by subsequent linguists and anthropologists

The ready availability of this substantial representative sample of Whitney's writings will be found most useful in providing perspective on the intellectual history of linguistics It may help to clarify, for instance, the extent to which empiricism in American linguistics preceded any interaction with behavioristic psychology (the introduction emphasizes the extent to which Whitney's empiricism was modeled on geology of the period) Some samples of Whitney as controversialist also appear in the volume, indicating that heated polemic is nothing new in American linguistics

Modern Chinese: A Basic Course, *by the Faculty of Peking University New York, Dover Publications, 1971 xx, 249 pp $3 50 (Three 12-inch LP discs plus book $12 50)*

This text is an adaptation of materials used for some years for teaching Chinese to foreign university students in Peking The first eight lessons (51 pages) include a rather thorough presentation of the pronunciation of standard Peking Chinese, with a considerable number of practice exercises Lesson 3 begins instruction in the analysis and writing of Chinese characters A four-lesson section of "oral exercises" supplies basic dialog material for everyday situations The bulk of the book (nearly 70%) consists of presentations of points of grammar with examples and longer illustrative texts Except in homework assignments, all Chinese material is presented in characters (using the mainland simplified forms) and in pin-yin transcription with English translations Les-

sons 18, 24, and 30 (the last) contain summary reviews of certain major points of grammar The 9-page Vocabulary indicates part of speech and page of first occurrence of all words used

Approximately the first half of the record set covers pronunciation, including exemplification of all possible syllables having first tone Then follow the "oral exercises" and then the new words for each lesson together with the connected, usually conversational, passage that illustrates the grammar points of each lesson

These materials will probably find most use as supplementary extensions in courses using other texts and will have a certain appeal for individuals embarking on self-instruction

Linguistic Speculations, *by Fred W Householder Cambridge, Cambridge University Press, 1971 xiv, 352 pp $17 50*

The essays in this collection are addressed to particular problems in linguistics, which the author feels have been neglected in current studies The essays cover a wide range of topics, including the proper goals of linguistics, memory and speech, the linguistic status of illocutions and modals, proposed phonological features, traditional notions of linguistic change, the place of writing in language, and the relationship of rule-orderings to models of events in the brain In his preface the author indicates that his views on the subjects which make up the chapters of the book constitute a partial account of the present state of linguistics and form a coherent linguistic philosophy

Report of the Twenty-Second Annual Round Table Meeting on Linguistics and Language Studies, *edited by Richard J O'Brien (Monograph Series on Languages and Linguistics, 24) Washington, D C , Georgetown University Press, 1971 xiii, 316 pp $3 95*

The papers given at this conference provided a stocktaking of the current position of theoretical linguistics Reports were given on the present stands of individual linguists with strong theoretical interests as well as on recent developments in more general movements within the field In the final session of the Round Table, review papers were presented dealing with several aspects of linguistic research in recent years in the Soviet Union Several authors include bibliographies that are a further aid to assessing the directions in which linguistics seems to be moving at this time

Basic Course in Haitian Creole, *by Albert Valdman (Indiana University Publications, Language Science Monographs, 5) Bloomington, Ind, Idiana University, 1970 x, 345 pp $15 75*

This is the most extensive set of course materials yet published for the learning of a creolized form of any language Introductory chapters describe the general situation of creole French in Haiti, outline its sound system, and give a sketch of basic grammatical constructions The course uses the orthography of the Organisation Nationale pour l'Education Communautaire with slight modifications for the benefit of the English-speaking learner It follows as a norm the somewhat Frenchified dialect of Port-au-Prince

Each of the twenty-four units contains a dialog with build-ups, substitution drills, questions related to the dialog, grammar notes with exercises, and a brief narrative passage with related questions from Unit 11 on There are English-Haitian and Haitian-English glossaries

Beyond its value for those who wish to learn to communicate with the vast bulk of the 5,200,000 inhabitants of Haiti, this volume is of considerable interest to all scholars concerned with the description, the history, the sociolinguistic functioning, or the teaching of any form of pidgin or creole language

A Survey of Linguistic Science, *edited by William Orr Dingwall College Park, Maryland, University of Maryland, 1971 810 pp $10 00*

Presents an overview of linguistic science today—the areas in which the majority of research is being done, the various trends within these areas, how these areas interrelate to one another, and the direction in which the science as a whole is moving The following ten areas are covered experimental phonetics, neurolinguistics, experimental psycholinguistics, developmental psycholinguistics, methodology, generative phonology, historical linguistics, linguistic metatheory, mathematical linguistics, and computational linguistics Preliminary versions of the papers in this volume were presented at a conference at the University of Maryland in May of 1971 Material from the conference discussions is also included Throughout, an attempt has been made to provide as extensive and explicit bibliographical coverage as possible Included is an epilogue by the editor addressed to a consideration of Chomsky's contention that linguistics may be properly considered a subfield of psychology

Sociolinguistics in Cross-Cultural Analysis, edited by David M Smith and Roger W Shuy Washington, D C, Georgetown University Press, 1972 127 pp $2 95

With the exception of an introductory article by Roger Shuy and Ralph Fasold (reprinted from an earlier publication), the papers collected in this monograph comprise the proceedings of a symposium on sociolinguistics held in New York City in 1971 on the occasion of the 70th Annual Meeting of the American Anthropological Association Included are papers by Walt Wolfram, David M Smith, David Minderhout, Roger Shuy, and Mobolaji Adekunle In addition, there are reactions to each of the papers, submitted by Dell Hymes, Alfred E Opubor, and A B Hudson

The introductory paper by Shuy and Fasold entitled "Contemporary Emphases in Sociolinguistics" sets forth a useful framework for viewing the various concerns of the papers that follow Wolfram's paper, "Overlapping Influence and Linguistic Assimilation in Second Generation Puerto Rican English" examines the implications of his recent research on Puerto Rican English for current sociolinguistic theory The contribution of Smith, "Some Implications for the Social Status of Pidgin Languages" deals with the linguistic concomitants of the socio-cultural situation which gives rise to pidgin and creole languages

Whereas Wolfram's and Smith's papers look at particular types of sociolinguistic situations as they relate to current research interests, papers by Shuy and Adekunle describe educational applications of sociolinguistics Two quite different situations are described Shuy describes an attempt to modify teachers' attitudes toward social dialects in a newly integrated school situation in Norfolk, Virginia, while Adekunle applies sociolinguistic insight to the language situation in Nigeria Although the language situations are quite diverse, many of the attitudinal problems are similar

Minderhout's paper takes a direction quite unlike any of the works previously mentioned It looks at the entrepreneur's use of language as an asset in the development of the entrepreneurial enterprise It is more programmatic than data-based, but there are a number of useful references to studies of language manipulation which provide descriptive data

In many cases, the inclusion of comments along with papers is of little consequence in published accounts of symposia However, the reactors to the above described works took their task quite seriously, and the comments are well worth reading

Communication Concepts and Processes, by Joseph A DeVito Englewood Cliffs, N J, Prentice-Hall, 1971 viii, 232 pp Cloth $8 50, paper $4 95.

This book is intended for undergraduate college courses in communication, to be used either as an initial text or as a supplement to standard textbooks on speech fundamentals, rhetoric, persuasion, group discussion, public speaking, argumentation, and composition There are three major sections Communication Processes, Communication Messages and Channels, and Communication Sources and Receivers The twenty articles include classics in the field, such as Stuart Chase's "Gobbledygook", as well as articles representing new and different approaches Each article is prefaced by a brief introductory orientation and concludes with a brief list of questions designed to provide the reader with the chance to review the concepts and processes discussed There is a selective bibliography which is intended to lead the student to additional reading

Transformation, Style, and Meaning, by Roderick A Jacobs and Peter S Rosenbaum Waltham, Mass, Xerox College Publishing, 1971 xi, 140 pp $2 95

This is an unusual exploration of the ways in which an awareness of the structure of language can contribute to creativity in language It is also a guide to transformational generative grammar The authors show the systematic relation of form to meaning, describe and explain English sentence structure within the transformational generative frame, and indicate the semantic and stylistic consequences of choosing one syntactic form over another

Khalaj Materials, by Gerhard Doerfer, with the collaboration of Wolfram Hesche, Hartwig Scheinhardt, and Semih Tezcan (Indiana University Publications, Uralic and Altaic Series, 115) Bloomington, Indiana, Indiana University, The Hague, Mouton & Co 1971 337 pp $9 00

This volume contains both synchronic and diachronic material on one of the most archaic of the Turkic languages spoken today Phonological information on consonants and vowels, a bibliography, an etymological dictionary, and miscellaneous cultural information are included in the book On the basis of materials gathered so far, the author concludes that Khalaj is an independent Turkic language group, and that the Khalaj may be descendents of the old Arghu

Form and Substance: Phonetic and Linguistic Papers Presented to Eli Fischer-Jorgensen, edited by L L Hammerich, Roman Jakobson, and Eberhard Zwirner Copenhagen, Akademisk-Forlag, 1971 ix, 299 pp

In the introduction to this Festschrift, Roman Jakobson points out that the title refers to the controversy of whether linguistic analysis should depend on "pure form irrespective of substance" or whether the terms *form* and *substance* and the dichotomy which they imply should be disposed of He goes on to point out that, in her studies, Eli Fischer-Jorgensen has given much consideration to the relation between form and substance, and the extensive bibliography of her works in the Appendix bears this out The essays in Part 1 belong to the area of Linguistics and Phonology. Part 2 treats Speech Production and Perception, Part 3 is devoted to Syllables and Suprasegmental Units, and Part 4 is concerned with Phonemes and Sounds

Essays in Finno-Ugric and Finnic Linguistics, by Alo Raun (Uralic and Altaic Series, 107) Bloomington, Ind, Indiana University Publications, 1971 128 pp $7 00

The three essays in this collection are concerned with specific problems in Finno-Ugric comparative studies The first uses the distinctive feature approach to treat problems of Proto-Finno-Ugric consonants The second essay is concerned with problems of the number and grouping of Proto-Finnic dialects The author approaches this task from the standpoint of the original relative distribution of speakers of Common Finnic in the Baltic Area The third essay applies a componential distinctive feature analysis to the suffixes used in Finno-Ugric comparison

Interdisciplinary Approaches to Language. (CILT Reports and Papers, 6) London, Centre for Information on Language Teaching, 1971 64 pp U K 60 p

Contains papers read at a conference held in London, April 4-6, 1971, which was concerned with current issues in language teaching and research The papers are "The language barrier to education," by Bernard Spolsky, "Adolescent concept formation generalising and abstracting processes", by E A Peel, "Stylistics, fluency and language teaching", by D Crystal, and, "Describing the language learner's language", by S P Corder

Toward a Practical Theory of Second Language Instruction, *by Philip D Smith. Jr (Language and the Teacher A Series in Applied Linguistics, 16) Philadelphia, The Center for Curriculum Development, 1971 106 pp $2 00*

The author examines the recent contributions of pertinent fields to more efficient second-language learning in the formal instructional setting He suggests a more practical and productive approach to second-language teaching, based on transformational generative theory The topics covered in this volume include. a model of learning, linguistics, stages in language learning, basic propositions of an instructional approach as well as of a classroom approach, the practical applications of psycholinguistic insights, a generative approach to language instruction, theoretical bases for course progressions, a practical pedagogical unit, and a brief critique of the generative approach

Readings in Russian Poetics: *Formalist and Structuralist Views, edited by Ladislav Matejka and Krystyna Pomorska Cambridge, Mass, MIT Press, 1971 x, 306 pp $12 50*

The primary objective of this volume is to acquaint English readers with the methodological struggles in which the leading Russian theorists of literature engaged during the early part of this century

The Russian formalist school of literary criticism consciously made use of methods modeled on those of linguistics, originally under the influence of the work of Baudouin de Courtenay It continued to interact with linguistic theory, principally that of the Prague School, a relationship abetted in no small measure by the participation of Roman Jakobson and N S Trubetskoi in both groups The formalists conceived of their task as that of elucidating the nature of a literary work of art They particularly wanted to find the distinctive features of poetic language that separate it from practical language They sought to describe as precisely as possible whatever distinctive manipulations of the linguistic system an author employs for an artistic purpose In recent years the attention of linguists has again turned towards the linguistic properties of artistic writing, so that the critical essays (largely translated from Russian and Czech for the first time) covering such topics as general problems of literary theory, questions relating to the language of poetry, the nature of dialogue and monologue, as well as the editors' final summaries will be of interest to many linguists

The German Language in America: *A Symposium, edited by Glenn G Gilbert Austin, Texas, University of Texas Press, 1971 xiii, 217 pp $7 50*

Containing papers presented at the Tenth Germanic Language Symposium held in 1968 at the University of Texas at Austin, the unifying theme of this book is the American German language and the customs of German-speaking descendents of those who immigrated to the United States during the eighteenth and nineteenth centuries Included are bibliographical and areal studies of American colonial German and German in Wisconsin, a geographical-linguistic project on Pennsylvania German, a study of the problems of phonological changes as evidenced in Virginia and West Virginia, a survey of the sociolinguistic role of German in American society, and a history and bibliography of research on Pennsylvania German folklore In addition, transcripts from three formal discussions on a proposal for the study of German, German folklore, and the survival of German in the United States further develop ideas from the symposium papers These discussions show the basic disagreements among the participants over goals and methods, and reflect their concern that German in the United States, with its divergent dialects that exhibit innovations unknown or unusual in Europe, while preserving features considered archaic elsewhere, is slowly disappearing Arguments presented in the discussions have been documented, and a list of references is included

Philippine Minor Languages: *Word Lists and Phonologies, edited by Lawrence A Reid (Oceanic Linguistics Special Publications, 8) Honolulu, University of Hawaii Press, 1971 xii, 239 pp $3 50*

This set of lists is intended for use in preliminary contrastive studies The items were selected from a considerable body of lexical data accumulated for more than half of the 72 minor languages of the Philippines The individual lists have been edited to fit a standard format which provides for easy comparability of the data Each list is preceded by a section containing brief information on the specific language, including phonological data Most of the material from which these lists are taken is still unavailable to scholars, and the purpose of this volume is to make available a brief sampling of forms having a fairly high degree of reliability in lexical equivalence with the English glosses, and reasonably accurate phonemic representation

The Psychology of Second Language Learning, *edited by Paul Pimsleur and Terence Quinn Cambridge, Cambridge University Press, 1972 xi, 194 pp $12.50*

The nineteen papers in this volume were presented at the Second International Congress of Applied Linguistics, held in Cambridge, England, in September 1969 They indicate the variety of approaches to the problems of the psychology of second language learning which now characterizes the discipline Themes which emerge include a new focus on the individual learner as the central element in the language teaching situation, a growing awareness that receptive skills (listening and reading) are more complex than had been imagined, and a desire to bring students into closer touch with the "real" language used in everyday life by native speakers

The Sentence in Written English: *A Syntactic Study Based on an Analysis of Scientific Texts, by Rodney D Huddleston (Cambridge Studies in Linguistics, 3) Cambridge, Cambridge University Press, 1971 vii, 344 pp $16 50*

The present work is a substantially revised version of the author's contribution to *Sentence and Clause in Scientific English* (Huddleston *et al.* 1968) The book has two complementary aims to give a selective grammatical description of some 135,000 words of written scientific English and to investigate certain areas of the grammar of "common-core" English The corpus is drawn from texts in biology, chemistry, and physics, and represents three levels of difficulty—specialist journals, undergraduate textbooks, and popular works addressed to intelligent laymen The main topics are mood, transitivity, complementation, relativization, the comparative, and the modal auxiliaries The theoretical approach is that of transformational grammar

Les droits linguistiques des Franco-Américains aux Etats-Unis, *by Heinz Kloss Québec, Les Presses de l'université Laval pour Le Centre International de Recherches sur le Bilinguisme, 1971 80 pp $3 50*

This book discusses the legal rights, as pertains to language, of the Franco-American groups, at both the federal and state levels A significant portion of the monograph is devoted to a history of the language situation in Louisiana, a state which was officially bilingual until the Civil War The situation in several New England and Midwestern states is also explored, though in less detail

Problems in General Linguistics, by *Emile Benveniste (Miami Linguistics Series, 8) Coral Gables, Florida, University of Miami Press, 1971 317 pp $15 00 [Translated by Mary Elizabeth Meek from the original French version.* Problemes de linguistique generale, *published in Paris, Editions Gallimard, 1966]*

This selection of essays from the author's published works deals with problems which are currently central to research in linguistics The first section, "Changes in Linguistics", includes a review of recent trends, as well as a brief sketch of the development of linguistics, and a commemorative essay on Ferdinand de Saussure The next section, "Communication", is concerned with the characteristics of communication and its modalities In "Structures and Analyses", the author clarifies notions of structure and function A section on "Syntactic Functions" is followed by "Man and Language", which treats such topics as person and tense in the verb, the nature of pronouns, and subjectivity in language A final section on "Lexicon and Culture" emphasizes the role of meaning and culture

Romanian, by *Virgiliu Ştefanescu-Drăganeşti and Martin Murrell London, English Universities Press, 1970 vi, 428 pp 75d*

Modern Romanian: *Limba Română,* by *James E Augerot and Florin D Popescu Seattle, University of Washington Press, 1971 xiii, 329 pp $12 00*

Romanian is a new addition to the "Teach Yourself" series The book consists of introductory material, thirty-two lessons, appendices on pronunciation and verb inflection, a key to the exercises, glossaries, suggestions for further reading, and a classified index A typical lesson is divided into sections on (1) vocabulary, (2) conversation, (3) grammar, and (4) exercises The treatment of grammatical points is generally lucid and well organized The exercises include such activities as morphological manipulation (e g, forming the plurals of nouns given in the singular), making sentences with the help of charts which show how various lexical items can be substituted in several slots in a sentence frame, questions and answers, and translation from English to Romanian Although the book is basically grammar/translation in orientation, the dialog-type materials and some of the exercises provide a basis for the development of audio-lingual skills

Modern Romanian was produced under a contract with the United States Office of Education, intended for use with an instruc-

tor, and designed to give practice in speech, reading, and writing One major strength of the book is the quantity of authentic-sounding dialogs included The Romanian textbooks previously most accessible in the U S give greater emphasis to expository prose and neglect such conversational material When used as the authors intend, by advanced university students working under the guidance of teachers who speak Romanian fluently and know its linguistic structure well, this text should give good results

Modern Romanian can also be used profitably as a "first reader" by those who study the language on their own from a text such as *Romanian* While *Modern Romanian* would prove difficult as a beginning text for self-study, it can help to bridge the gap between reading material prepared especially for the foreign student of Romanian and material written for native speakers

Contemporary English: Change & Variation, *edited by David L Shores Philadelphia, J B Lippincott Company, 1972 xvi, 380 pp $5 25*

This collection of articles is divided into three major sections "Standard and Nonstandard English Temporal, Regional, and Social Variations", "Standard English The Problem of Definition", and "Standard and Nonstandard English Learning and Teaching Problems " Each section is prefaced by a short overview of the particular subject The editor has attempted to select articles that present accurate concepts of and realistic attitudes toward standard and nonstandard English and toward education that recognizes the existence of language variation The book is directed towards college students, prospective teachers, and practicing teachers

Bibliography of General Linguistics: *English and American,* by *Aleksandra K Wawrzyszko Hamden, Conn, The Shoe-string Press, 1971 xii, 120 pp $7 00*

This is a selective, annotated bibliography of basic publications in the field to date, which emphasizes works of the mid- and late 1960's There is a comprehensive presentation of standard information sources in linguistic research. Most of the items included are concerned with British and American linguistics, but a number of influential works by non-English scholars are included which have appeared in English, English translation or in multilingual publications Part 1 is devoted to General Sources and Selected Special Topics, Part 2, Linguistics Periodicals and Series.

Papers in Contrastive Linguistics, *edited by Gerhard Nickel Cambridge, Cambridge University Press, 1971 x, 121 pp $9 50*

This is a companion volume to the *Selected Papers of the Second International Congress of Applied Linguistics* (Cambridge 1969) and contains thirteen papers first presented at that conference In the introduction, the editor discusses the fact that contrastive linguistics is currently in a state of flux, and that there is a need for further broad and detailed studies of an empirical nature The papers examine the practical application as well as the theoretical importance of contrastive linguistics Many of the contributors are concerned with the implications of their work for areas outside language teaching, and some of the papers show the usefulness of contrastive studies in language typology, general linguistic investigations, and the study of language universals

The Origin and Diversification of Language, by *Morris Swadesh, edited by Joel F Sherzer Chicago, Aldine-Atherton, 1971 xviii, 350 pp $9 75*

This book discusses problems involved in the study of the origin of languages and suggests possible solutions The author deals specifically with the origin and growth of categories of vocabulary, the development of various types of grammatical structure, the rise of social and local dialects, and the migrations of languages along with those who spoke them The book is based on a draft that was unfinished at the time of Swadesh's death The editor has provided, in addition to stylistic changes, illustrative examples where these had been intended by the author, discussions explaining, for example, the ordering of chapters or sections, and a bibliography of sources and background materials

Structural Analysis of Oral Tradition, *edited by Pierre Maranda and Elli Kongas Maranda Philadelphia, University of Pennsylvania Press, 1971 xxxiv, 324 pp $20 00*

The papers in this volume are grouped into three sections, myth, ritual and certain other forms, and myth in culture contact Claude Levi-Strauss, one of the pioneers of the structural analysis of myth, first introduces and illustrates the analytic concept of deduction. The next three papers test out the structuralist theory The second section consists of studies of diverse folkloric genres ritual, folk drama, folk tale, riddle, and folk song. The last section again deals with myth, but myth "in the making", rather than myth as traditional message

new and forthcoming

Tense Marking in Black English: A Linguistic and Social Analysis, by Ralph W. Fasold.

A sociolinguistic study of Washington, D.C. Black English. Concentrates primarily on the verb forms, but contains an annex on noun plurals.

1972   254 pp $7.00

University Resources in the United States and Canada for the Study of Linguistics: 1971–72, compiled and edited by Allene Guss Grognet.

[Fall 1972]   [$6.00 tentative]

El Lenguaje de los Chicanos: Regional and Social Characteristics of Language used by Mexican Americans, edited by Eduardo Hernández–Ch., Andrew D. Cohen and Anthony F. Beltramo.

[Winter 1973]   [$8.00 tentative]

sociolinguistic studies

Language & Reading: An Interdisciplinary Approach, compiled by Doris V. Gunderson.

The seventeen papers in this volume focus attention on reading and reading problems from the point of view of various disciplines: linguistics, anthropology, education, sociology, psychology, and certain fields of medicine, such as pediatrics, neurology, and psychiatry.

1970   278 pages $8.00

Sociolinguistics: A Crossdisciplinary Perspective.

Five papers and responses to those papers covering the fields of speech/communications, psychology, sociolinguistics, education, and linguistics/anthropology.

1971   151 pages $4.00

URBAN LANGUAGE SERIES

This series makes available the results of recent sociolinguistic research concerned with the position and role of language in a large metropolitan area.

The Social Stratification of English in New York City, by William Labov.

A linguistic study of New York City as a speech community which takes into account social and stylistic variation and unconscious subjective reactions to the variables concerned.

1966   655 pages $5.00

Field Techniques in an Urban Language Study, by Roger W. Shuy, Walter A. Wolfram and William K. Riley.

A report of the methodology employed in a survey of Detroit speech conducted in 1966–67. A descriptive, rather than theoretical work, in order to provide a practical base for large-scale urban language study.

1968   128 pages $3.00

Teaching Black Children to Read, edited by Joan C. Baratz and Roger W. Shuy.

Eight papers concerned with the relationship of language to reading and the role of the child's own language behavior in the process of learning to read.

1969   219 pages $5.00

A Sociolinguistic Description of Detroit Negro Speech, by Walter A. Wolfram.

A descriptive study of the correlation of linguistic variables with the social variables of status, sex, age, racial isolation, and style in Detroit Negro speech.

1969   237 pages $5.00

Teaching Standard English in the Inner City, edited by Ralph W. Fasold and Roger W. Shuy.

Six papers which deal with linguistic features of Negro dialect, and cover as well, educational aspects such as classroom methodology, sequencing of material, and teacher training.

1970   141 pp. $5.00

Black–White Speech Relationships, edited by Walt Wolfram and Nona H. Clarke.

Eight papers dealing with dialect research from differing perspectives and different points in time.

1971   176 pages $5.00

bibliographic studies

A Bibliography of American Doctoral Dissertations in Linguistics. 1900–1964, by Phillip R. Rutherford.

An alphabetical listing of 1735 dissertations, giving author, title, university and year the degree was granted. Also contains topical/analytical index.

1968   139 pages $5.00

A Bibliography of Contrastive Linguistics, compiled by John H. Hammer in consultation with Frank A. Rice.

A checklist of nearly 500 books and articles arranged alphabetically by language, with cross references and an author index.

1965   41 pages $3.50 cloth; $2.00 paper

Information Sources in Linguistics, compiled and edited by Frank Rice and Allene Guss.

A bibliographic handbook providing coverage of all major traditional fields in linguistics, most of the theoretical approaches to linguistic analysis, and the major fields of linguistics and related disciplines. Contains 557 entries, an author index, and an analytical table of contents.

| 1965 | 42 pages | $3.50 cloth; $2.00 paper |

A Provisional Survey of Materials for the Study of Neglected Languages, by Birgit A. Blass, Dora E Johnson, and William W. Gage.

An annotated bibliography of texts in 382 languages and dialects, with primary emphasis on materials intended for use by the beginning adult learner whose native language is English. The more than 2000 entries are arranged by language and language groups within major geographical areas. Contains a language index.

| 1969 | 414 pages | $9.50 |

Reference List of Materials for English as a Second Language, edited by Sirarpi Ohannessian and others.

A comprehensive annotated bibliography containing a total of over 2000 entries. Parts 1 and 2 cover the years 1953–63.

Part 1: Texts, Readers, Dictionaries, Tests.
| 1964 | 152 pages | $3.00 paper |

Part 2: Background Materials and Methodology.
| 1966 | 105 pages | $5.00 cloth; $3 00 paper |

Supplement: 1964–1968
| 1969 | 200 pages | $5.00 |

handbooks and manuals

Linguistics in the 1970's, by Joseph H. Greenberg, Norman A. McQuown, Morris Halle and William Labov

Four papers presented at a briefing co-sponsored by the Linguistic Society of America, the Smithsonian Institution and the Center for Applied Linguistics.

| 1971 | 75 pages | $3.00 |

LANGUAGE HANDBOOK SERIES

Each volume provides an outline of the salient features of a particular language and a summary of the language situation and language problems of the country or area in which it is spoken.

Bengali Language Handbook, by Punya Sloka Ray, Muhammad Abdul Hai, and Lila Ray.
| 1966 | 137 pages | $3.00 |

Swahili Language Handbook, by Edgar C Polomé.
| 1967 | 232 pages | $4.50 |

Arabic Language Handbook, by Mary Catherine Bateson.
| 1967 | 125 pages | $3.00 |

Mongolian Language Handbook, by Nicholas Poppe.
| 1970 | 175 pages | $5 00 |

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The Relationships Between Speech and Reading

by Ignatius G. Mattingly and James F. Kavanagh

[*Ignatius G Mattingly is Professor of Linguistics at the University of Connecticut and a member of the research staff at Haskins Laboratories James F Kavanagh is Health Scientist Administrator with the Growth and Development Branch of the National Institute of Child Health and Human Development, National Institutes of Health*]

For scientists who have a special concern with language—researchers in linguistics, phonetics, speech science, experimental psychology, and communications engineering—no subject in the school curriculum arouses as much interest as reading. It is impossible to speculate very deeply about reading without touching on the nature of thought and language, and on the fundamental role that reading plays in this society.

At first, of course, because his own learning experience is so far in the past, the speculator takes his literacy for granted, just as he does his ability to speak and listen to language. It is regrettable that some have ceased to speculate at this early stage and have rashly issued ex cathedra directives about the proper methods of reading instruction. Those who have considered a little further realize that reading is really a rather remarkable activity that could hardly have been predicted from what is presently known about the production and perception of speech and language.

Recent research by linguists in generative grammar and by experimental phoneticians in speech perception has, if anything, *increased* the remarkability of reading. The form of natural language, as well as its acquisition and function, Chomsky (1965) tells us, are biologically determined. There is

good reason to believe, according to Liberman *et al* (1967), that linguistic communication depends on some very special neural machinery, intricately linked in all normal human beings to the vocal tract and the ear. It is, therefore, rather surprising to find that a substantial number of people can also, somehow, perform linguistic functions with their hands and their eyes

The remarkability of reading increases yet further when one considers that only in modern Western culture does reading play so central a role. Some civilizations have attained a high level of culture without being literate at all; for many others, reading and writing have been the prerogatives of the hierarchy or the skills of the specialist. But this society insists that *everyone* learn to read and, if he wishes to obtain or retain middle-class credentials, to read in silence, rapidly, and efficiently. In Book VI of Augustine's *Confessions* (397 A.D.), he records his amazement on finding that when his teacher, Ambrose, was reading, "his eye glided over the pages, and his heart searched out the sense, but his voice and tongue were at rest...the preserving of his voice (which a very little speaking would weaken) might be the...reason for his reading to himself." How surprised Augustine would be if he could see millions of children learning to do Ambrose's little trick.

Just over a year ago, a group including researchers in all the disciplines mentioned earlier met at Belmont, the Smithsonian Institute Conference Center in Maryland, under the sponsorship of the National Institute of Child Health and Human Devel-

opment, for three days of papers and discussion on the relationships between speech and reading.[1] This group included a few who have carried on research in reading for many years, but for the most part, they were people who have specialized not in the study of reading but in interestingly related areas: speech production and perception, phonology, information processing, language acquisition, memory.

The original purpose of the conference was to consider speech and reading from psychological and linguistic points of view, but the cultural role of reading that has been mentioned came in for some heated discussion as well. In retrospect, however, it seems that there was one question that recurred throughout the conference The question arose in various guises which may seem quite dissimilar at first. Its most familiar guise is the question of reading readiness. Just what skills, besides competence in his native language, must a child have before he can learn to read? Another version is, Can reading and listening be regarded, as do Bloomfield (1942) and Fries (1962), simply as parallel processes in different modalities, converging at some point on a common linguistic path? Or, finally, one can put the question very abstractly: Is it really possible to represent the relationships between speech and reading in the form of a non-trivial block diagram?

To answer these questions, or at least to understand them better, it seems worthwhile to consider a number of differences between speech perception and reading that are interesting because they cannot be attributed merely to differences in modali-

ty.[2] To begin with, listening is easy and reading is hard. All living languages are spoken languages, and every normal child acquires by maturation a tacit knowledge of the grammatical rules of his native tongue and can speak and understand it. In fact, we are forced to conclude that the child has in some sense an innate ability to perceive speech, for without some such ability he could not collect the linguistic data that, as Chomsky (1965) asserts, are required to infer these grammatical rules. Indeed, some recent work by Eimas *et al* (1971) suggests that a four-week-old infant is capable of phonetic discrimination On the other hand, relatively few languages in the history of the world have been written languages, and the alphabet seems to have been invented only once. In general, children must be deliberately taught to read, and despite this teaching, many of them fail to learn. Someone who has been unable to acquire language by listening—for example, a congenitally and profoundly deaf child—will hardly be able to acquire it by reading; on the contrary, a child with a language deficit owing to deafness will have great difficulty learning to read properly

Secondly, the forms in which information is presented are basically different for the listener and for the reader The listener is processing a complex acoustic signal in which the speech cues lie buried. (A "speech cue" is a specific acoustic event that carries linguistic information—for example, the aspiration that distinguishes voiceless /p, t, k/ from voiced /b, d, g/.) These cues are not discrete events, well separated in time and frequency, they blend into one another in complex ways. The segmental sounds the listener perceives quite often have no obvious segmental counterparts in the signal. To recover the phonetic segments, the listener first has to separate the speech cues from a mass of irrelevant detail. This process is largely unconscious. In many cases the listener is quite unable to hear a speech cue as a purely acoustic event; he hears only phonetically (Mattingly *et al.* 1971).

The complexity of the listener's task is indicated by the fact that no scheme for speech recognition by machine has yet been devised that can perform the task properly. The reader, on the other hand, is processing a series of symbols that are quite simply related to the physical medium that conveys them. The marks in black ink are information; the white paper is background. The reader has no difficulty in seeing the letters as visual shapes if he chooses to, and optical character recognition by machine, though a very challenging problem for the engineer, is one that can be solved.

It is possible to display speech visually in the form of a sound spectrogram which shows the distribution of energy in the acoustic frequency range over time. We know that a spectrogram contains most of the essential linguistic information for it can be converted back to acoustic form without much loss of intelligibility (Cooper 1950). Yet reading a spectrogram is at best very slow work, and at worst, impossible. The converse task of "reading" written characters represented in acoustic form is somewhat easier but not very fast. For example, Morse Code or the various acoustic alphabets for the blind reader can be understood only at rates much slower than a typical listening rate for speech.

Finally, the number of different sounds used in speech in all the languages of the world is relatively small. These sounds can be classified in terms of their component phonetic features—voiced or voiceless, stop, or fricative, labial or dental or velar—and the number of these features is *very* small—15 or 20 at most (Stevens and Halle 1967). The situation with the writing systems of the world, as one can verify by spending an hour or two looking at the plates in David Diringer's book *The Alphabet* (1968), is very different Formally speaking, the symbols used in writing systems have an endless variety, and so does their arrangement on the page. Swift (1727) does not exaggerate in his description of the writing system of the Lilliputians in *Gulliver's Travels* (Book I, Chapter 6). "Their manner of writing is very peculiar, being neither from the left to the right, like the Europeans; nor from the right to the left, like the Arabians; nor from up to down, like the Chinese; nor from down to up, like the Cascagians, but aslant from one corner of the paper to the other, like ladies in England "

However, if one looks at a writing system not just as an ensemble of visible marks but also as a representation of some linguistic level, one finds a more orderly variation. The possible levels seem to range from the morphemic to the phonetic. Chinese characters are essentially morphemic; no information about pronunciation is given. If one wishes to read aloud in some dialect of Chinese, one must have memorized the phonetic values of the characters in that dialect The English writing system, as Chomsky (1970) has remarked, is essentially morphophonemic. Thus, we use the letter *s* for the regular plural morpheme even though it is phonetically realized not only as [s] in *cats* but also as [z] in *cans* and as [əz] in *cases*. The orthography preserves the morphological relationship between *sign* and *signature* even though the phonet-

ic vowel written as *i* is different in the two words and the *g* is pronounced in *signature* but silent in *sign* But as Martin points out in his conference paper, English, unlike Chinese, does not always define the morpheme boundaries clearly. Are *misled, molester,* and *bedraggled* to be read as *mis+led, molest+er,* and *be+draggled* or as *misl+ed, mole+ster,* and *bed+raggled?* Still other writing systems are fairly close to the phonetic level, for instance, those used for Finnish or Spanish. Either their morphology is less complex than that of English, or some of the morphological complexity is masked by the written language for the sake of phonetic regularity. In his conference paper, Klima explores this range of orthographic variation from a theoretical standpoint, proposing several conceivable orthographic conventions for representing the morphological and phonological content of sentences.

Twenty years ago, it could have been said that the range of writing systems spread over most of the known linguistic domain, and that in principle there was no interesting restriction on the linguistic levels they represented But the findings of the generative grammarians and the experimental phoneticians compel a drastic revision of this view. It is now clear that there are extensive areas in semantics, syntax, and speech perception that are part of the speaker's competence in his native language. Yet, except for the purpose of examples in the literature of linguistics and phonetics, one does not encounter writing consisting of deep structure tree diagrams and transformations, or, on the other hand, writing consisting of articulatory patterns, narrow phonetic transcriptions, distinctive features, or spectrographic patterns.[3]

Thus, it now appears possible to make a significant generalization about writing systems They actually represent, as Cooper pointed out at the conference, a relatively narrow linguistic stratum. Moreover, this stratum does not include the level at which the listener perceives speech In short, writing tends to represent language at the morphemic, morphophonemic, or broad phonetic level, while speech represents language at the acoustic level

The differences that have been listed indicate that even though reading and listening are both clearly linguistic and have an obvious similarity of function, they are not really parallel processes. Instead, a rather different account of the relationships of reading to language is proposed. This account depends on a distinction between primary linguistic activity itself and the speaker-hearer's awareness of this activity.

Primary linguistic activity consists of the processes of producing, perceiving, understanding, rehearsing, or recalling speech Many investigators have come to think that these processes are essentially similar to one another since they all require the construction or reconstruction of utterances in both phonetic and semantic form (Neisser 1967). *Synthesis* may be used as a cover term for all these processes.

Having synthesized some utterance, the speaker-hearer is conscious not only of a semantic experience (understanding the utterance) and perhaps an acoustic experience (hearing the speaker's voice) but also of an experience with certain intermediate linguistic processes Not only has he synthesized a particular utterance but he is also aware in some way of having done so; he can reflect upon this experience as he can upon his experiences with the external world

If language were deliberately and consciously learned, this linguistic awareness would hardly be surprising. One would suppose that development of such awareness is needed to learn language But since language seems to be acquired by maturation, linguistic awareness seems quite remarkable when one considers how little introspective awareness we have of the intermediate stages of other forms of complex behavior, for example, walking or seeing. The speaker-hearer's linguistic awareness is what gives linguistics its special advantage over other forms of psychological investigation. Taking his informant's awareness of particular utterances not at face value but as a point of departure, the linguist constructs a description of the informant's intuitive competence in his language that would be unattainable by purely behavioristic methods.

However, linguistic awareness is far from being evenly distributed over all phases of linguistic activity. As Klima points out in his conference paper, some stages of linguistic activity are more "accessible" than others. Much of the process of synthesis takes place well beyond the range of immediate awareness (Chomsky 1965) and must be determined inferentially. The speaker-hearer is unaware of the deep structure of utterances or of the processes of speech perception. He is aware of phonetic events and easily detects deviations, and this awareness can be increased with proper phonetic training. And at the morphophonemic level, reference to various structural units becomes possible. Words are perhaps most obvious to the speaker-hearer, and morphemes hardly less so, at least in highly inflected languages. Syllables, depending

on their structural role in the language, may be more obvious than morphophonemic segments. In the absence of appropriate psycholinguistic data, any ordering of this sort must be very tentative, and in any case, it would be a mistake to overstate the clarity of the speaker-hearer's awareness and the consistency with which it corresponds to a particular linguistic level But it seems safe to say that, by virtue of this awareness, he has an internal image of the utterance, and that this image probably owes more to the morphophonemic representation than to any other level.

Linguistic awareness can become the basis of various language-based skills. Secret languages, such as Pig Latin (Halle 1964), form one class of examples In such languages a further constraint, in the form of a rule relating to the morphophonemic representation, is artificially imposed upon production and perception. If one has synthesized a sentence, an additional mental operation is required to perform the encipherment; and to carry out the process at a normal speaking rate, one has not only to know the encipherment rule but also to have developed a certain facility in applying it. A second class of examples are the various systems of versification. The versifier is skilled in synthesizing sentences that conform not only to the rules of the language but also to an additional set of rules relating to certain phonetic features (Halle 1970). To listen to verse, one needs at least a passive form of this skill in order to distinguish correct from incorrect lines without scanning them syllable by syllable. Like Pig Latin, versification requires awareness of the phonetics and phonology of the language.

It would appear that there are clear differences between language-based skills, such as Pig Latin and versification, and primary linguistic activity. For one thing, there seems to be considerable individual variation in linguistic awareness: Some speakers are very conscious of linguistic

patterns and exploit their awareness with obvious pleasure in verbal play (punning and charades) and verbal work (linguistic and phonetic research), others seem never to be aware of much more than words and are surprised when quite obvious linguistic patterns are pointed out to them This variation contrasts markedly with the relative consistency from person to person in the way primary linguistic activity is carried on. Moreover, if one were unfamiliar with Pig Latin or with a system of versification, one might fail to understand what the Pig Latinist or the versifier was up to, but one would not suppose either of them to be speaking an unfamiliar language. And even after one catches on to the trick, the sensation of engaging in something beyond primary linguistic activity does not disappear; one continues to feel a special demand upon one's linguistic awareness. In short, synthesis of an utterance in primary linguistic activity is one thing; the awareness of this process of synthesis is quite another

The conclusion suggested here is that reading is not a primary linguistic activity but a secondary language-based skill, and so requires a degree of linguistic awareness. The form in which a written sentence presents itself to the reader is determined not by the actual linguistic information to be conveyed by the sentence but by the writer's linguistic awareness of the process of synthesizing the sentence, an awareness that he wishes to impart to the reader. Since the reader has much the same linguistic awareness as the writer and is familiar with the conventions of the writing system, he can synthesize something approximating what the writer intended and so understand the sentence.

Since the writing system of English is, as has been said, essentially morphophonemic, the reader probably forms something like a morphophonemic representation as he reads. Does he also form a phonetic representation? Though it might seem needless to do so in silent reading, there is reason to

think he does In view of the complex interaction that must take place in primary linguistic processing, it seems unlikely that the reader could omit this step at will Many information-processing experiments suggest that words and sentences are stored in phonetic form in short-term memory while the mysterious process by which the reader understands the utterances takes place Moreover, even though the writing system may be essentially morphophonemic, linguistic awareness is in part phonetic Thus, a sentence which is phonetically bizarre—"The rain in Spain falls mainly in the plain," for example—will be spotted by the reader Again, many of those who manage to read and write ordinary text without "inner speech" or any signs of vocalization have to mumble their way through numerical computations, though the numerals, unlike alphabetic words, have no overt phonetic structure Finally, Erickson *et al* (1972) have shown that in a test of recall from short-term memory, Japanese subjects confuse kanji characters that are homophones, even though the kanji, like numerals, have no overt phonetic structure.

In conclusion, the questions raised earlier in this paper can be reconsidered What is required for reading readiness? Apparently some degree of linguistic awareness, in particular (for written English, at least) awareness of morphophonemic segments Two of the conference papers directly support this view

Are reading and listening parallel processes? Evidently not Reading appears rather to be parasitical on spoken language, exploiting the reader's awareness of the contents of short-term memory.

And finally, can the processes of reading and speech be represented on a single block diagram? Not very easily, because one of the boxes in a block diagram of reading must itself include the kind of partial knowledge of the block diagram of listening and speaking that has here been called linguistic awareness.

NOTES

1 The conference was entitled "Communicating by Language—The Relationships Between Speech and Learning to Read." Those who attended or contributed to the conference included, in addition to the authors, William F. Brewer, John B Carroll, Carol Conrad, R. Conrad, Franklin S Cooper, Robert G. Crowder, Eleanor J Gibson, Philip B. Gough, Morris Halle, James J Jenkins (co-chairman), Edward S. Klima, Paul A. Kolers, David LaBerge, Joe L. Lewis, Alvin M. Liberman (co-chairman), Isabelle Y Liberman, Lyle L. Lloyd,

John Lotz, Samuel E Martin, George A. Miller, Donald A. Norman, Wayne O'Neil, Monte Penney, Michael I. Posner, Merrill S Read, Harris B. Savin, Donald Shankweiler, and Kenneth N Stevens The conference proceedings will be published in 1972 as *Language by Ear and by Eye*, J F. Kavanagh and I G Mattingly (eds), Cambridge, Mass , MIT Press

2 These differences were pointed out by Liberman at an earlier NICHHD conference (Kavanagh 1968)

3 There have been a few interesting exceptions to this generalization The Hankul alphabet of the Koreans, described by Martin in his paper for the conference, and the experimental writing systems of Wilkins (1668) and A G Bell (1867), as described by Dudley and Tarnoczy (1950), represent each speech sound by a symbol depicting articulation, and Potter, Kopp, and Green (1947) use a moving spectrographic display in a project to teach the deaf to read speech sounds.

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The International Association of Applied Linguistics (AILA) has established a Commission on Language Tests and Testing. Those interested in the activities of the commission should contact one of the co-chairmen: Dr Peter J M. Groot, Institute of Applied Linguistics, University of Utrecht, Wilhelminapark II, Utrecht, Netherlands, or Professor Bernard Spolsky, Program in Linguistics and Language Pedagogy, The University of New Mexico, 1805 Roma, N E , Albuquerque, New Mexico 87106, U S.A. Copies of new language tests and published or unpublished research on language testing should be sent to the commission's bibliographer: Jean-Guy Savard, Directeur, Centre International de Recherches sur le Bilinguisme, Université Laval, Québec 10e, Canada Activities planned for 1973 include a seminar in Europe in April and a meeting in Puerto Rico during early May. Details on the seminar are available from Dr Groot, and those interested in presenting a paper at the May meeting should contact Professor Spolsky.

National Science Foundation Research Grants

The Division of Social Sciences of the National Science Foundation awarded 619 research grants during the fiscal year ending June 30, 1972, amounting to almost $23 6 million Of these, 48 were awarded for research in linguistics and related areas, for a total of $1,848,580. Listed below are the institution, investigator, and title of each linguistic research project

SPECIAL PROJECTS

University of California at Berkeley. W.S-Y. Wang and J. Ohala Program of Research on the Processes of Phonological Change

Center for Applied Linguistics A.H. Roberts. Conference on Research Trends in Computational Linguistics

Cornell University. J.E Grimes. Collaborative Research in Development of a Linguistic Field-Data Archive

Gallaudet College W.C. Stokoe, Jr. Semantics and Grammar in American Sign Language

Harvard University S Kuno. Research in Formal Linguistics

Johns Hopkins University. C. Garvey. Discourse Analysis of Two-Person Problem-Solving Communication.

Lehigh University. H. Rubenstein. Experimental Studies of Lexical Memory

University of Michigan J. Friedman. Computer Aids to Linguistic Research

University of Michigan G Lakoff Generative Semantics

Ohio State University. I. Lehiste Linguistic Units and Boundaries.

University of Oklahoma. J L. Morrison, R V Andree, and J.W. Sweeney. Collaborative Research in Development of Linguistic Field-Data Archive.

University of Pennsylvania. A K. Joshi and Z.S Harris An Algorithm for a Transformational Analysis of English Sentences

Queens College C.E Cairns Theory of Phonological and Phonetic Universals

Stanford University E.V. Clark. The Acquisition of Semantic Distinctions in Children's Speech

Stanford University C A. Ferguson. Comparative Research on the Acquisition of Phonology.

Stanford University. C.A. Ferguson and J.H Greenberg Archival Research on Language Universals

University of Texas. W.P Lehmann. Theoretical Investigation of Diachronic Syntax

University of Texas. S. Peters. Theoretical Investigation of Transformational Grammar.

ANTHROPOLOGY

University of California at Berkeley J.J. Gumperz Communicative Competence of Bilinguals.

University of California at Irvine B.N. Colby. Eidochronic Analysis of Ixil Maya Texts.

University of Chicago G.F. Diffloth. A Grammar and Dictionary of Semai.

University of Chicago. E.P. Hamp. A Study of Vannetais Breton.

Columbia University. H. Pitkin. A Dictionary of Yuki, A Language of Northern California.

Cornell University J.E. Grimes. Cross Language Study of Discourse Structures

University of Georgia. J M. Crawford Southeastern Indian Language Project

University of Hawaii G.W. Grace. New Caledonian Linguistics.

University of Hawaii L.S Josephs A Grammar of Palauan

University of Hawaii S Starosta Taiwan Syntactic Comparison.

Hunter College S. McLendon. A Dictionary of Eastern Pomo

University of Iowa. J. Helm and R Howren. Linguistic and Cultural Variation Among Athapaskan Indians.

University of Kansas M.D Kinkade. Linguistics of the Pacific Northwest

University of Pennsylvania. W H Goodenough Truk Lexicography and Grammar.

Queens College. G. Jochnowitz. Synchronic and Diachronic Analyses of Judeo-Italian Dialects.

University of Rochester C Day Jacaltec Dictionary.

Stanford University J.H. Greenberg. Genetic Classification of South and Central American Languages.

Tulane University. F C C Peng. A Comparative Study of Ainu Dialects.

Yale University E Stankiewicz. The Accent Patterns of the Slavic Languages.

HISTORY AND PHILOSOPHY OF SCIENCE

Princeton University. G.H. Harman. Linguistics and the Semantics of Natural Language.

SOCIAL PSYCHOLOGY

University of Illinois. C.E. Osgood. Comparative Psycholinguistics

SPECIALIZED FACILITIES

University of California at San Diego. T S Smith. Equipment for Research in Experimental Linguistics.

Haskins Laboratories, Inc. F.S Cooper and A.M Liberman A Digital Playback for Research on Natural Speech.

Also awarded were grants for doctoral dissertation research in linguistics University of California at Berkeley, 1; University of California at Irvine, 1, Columbia University, 3, and Indiana University, 1, and for doctoral dissertation research in psycholinguistics. University of Michigan, 1.

Information about particular grants may be obtained by writing directly to the investigators or from the Science Information Exchange, 1730 M Street, N.W., Washington, D.C 20036, which can provide abstracts for a small fee.

The 1973 International Conference on Computers in the Humanities is planned for July 20-22 at the University of Minnesota, Minneapolis, under the joint sponsorship of the university's Departments of English, German, and Computer Sciences The conference will provide an opportunity for scholars with diverse interests in the humanities, but with a common interest in the use of the computer in their own fields, to exchange ideas and to discuss techniques and problems of general interest Prior to the conference, a five-week summer workshop offering a variety of courses (credit available) specifically designed for those interested in computer applications in the humanities will be held at the university (Both the conference and the workshop are contingent upon the availability of funds)

Interested scholars are invited to submit abstracts, primarily in the areas of linguistics, literary studies, the creative arts, and related fields, by December 15, 1972 Two types of papers will be considered (1) Major papers (400-600 words) reporting on completed projects, (2) Minor papers (100-250 words) reporting on work in progress. Each abstract will be considered by at least two qualified reviewers, and notifications of acceptance will be sent as soon as possible, final determination of the program will be made in February Plans are being made to publish a selection of the conference papers

Abstracts and inquiries should be sent to. Professor Jay Leavitt, 114 Main Engineering Building, University of Minnesota, Minneapolis, Minnesota 55455

SSRC/ACLS Foreign Area Fellowship Program

The Foreign Area Fellowship Program of the Social Science Research Council and the American Council of Learned Societies, now in its tenth year of administration, supports dissertation research by advanced doctoral candidates at U.S. and Canadian universities in the following major world areas: Africa and the Near East; East, South, and Southeast Asia; Western Europe, Latin America and the Caribbean. Post-doctoral research grants, professional internships, pre-doctoral summer training fellowships, and other appointments are also offered in the Latin American and Caribbean program.

As of August 1, 1972, 222 appointments had been accepted for 1972-73. Of these, the following eight awards support research in linguistics or related fields:

Bridget Connelly, Ph.D candidate in folk literature, University of California, Berkeley, for research in Tunisia on oral narrative performances in North Africa.

Grover Hudson, Ph.D. candidate in linguistics, University of California, Los Angeles, for research in Ethiopia on a descriptive, comparative, and historical phonology of the Sidamo languages of Eastern Cushitic.

Laura Tanna, Ph.D. candidate in African languages and literature, University of Wisconsin, for a comparative analysis in Uganda and Kenya of Swahili and Baganda oral narrative traditions.

Leslie Beebe, Ph D candidate in Thai language, University of Michigan, for completion of research in Thailand on the structure of question-response sequences in standard Thai (renewal).

Brian J. MacWhinney, Ph D. candidate in psycholinguistics, University of California, Berkeley, for preparation of a dissertation on the acquisition by Hungarian children of communicative competence (renewal).

Elizabeth MacLaughlin, Ph.D. candidate in anthropology, Indiana University, for research on traditional oral disparagement humor among Quechua-Spanish bilingual children in Arequipa, in affiliation with the Center for Research in Sociology, Economics, Politics, and Anthropology, Catholic University of Peru (renewal).

David J. Minderhout, Ph.D. candidate in sociolinguistics, Georgetown University, for research on Trinidad Cre-

ole English, in affiliation with the University of the West Indies, St Augustine, Trinidad

Mary K Tolbert, Ph D candidate in developmental psychology, Harvard University, for research on acquisition of Cachiquel and Spanish languages with specific reference to environmental influences on learning rates and patterns, in affiliation with the Institute of Nutrition for Central America and Panama, Guatamala City.

Also awarded by the Joint Committee on the Near and Middle East of the SSRC and the ACLS was a grant for collaborative research by Harvey E. Goldberg, Associate Professor of Anthropology, University of Iowa, and Haim Blanc, Professor of Linguistics, Hebrew University of Jerusalem, for research in Israel on the language and culture of Tripolitanian Jews residing in Israel.

The Foreign Area Fellowship Program is now accepting applications for its annual fellowship competition for the 1973-74 academic year Applications are accepted for doctoral dissertation research in the social sciences, the humanities, and the professions, with preference given to topics of contemporary relevance Announcements of the fellowships, internships, and grants offered in 1973-74 are available from: Foreign Area Fellowship Program, 110 East 59th Street, New York, New York 10022. Included are descriptions of and requirements for the fellowships available in the four previously mentioned world areas, procedures for requesting applications, listings of fellowships and grants offered by other institutions, and closing dates for applications.

Symposium on Linguistic Terminology in Modern Greek

The first Symposium on Linguistic Terminology in Modern Greek was held in March 1971 at the Institute of Modern Greek Studies of the Aristotelian University, Thessaloniki, Greece. The symposium was organized by the university's School of Philosophy and the U.S. Educational Foundation in Greece to meet the need for a corpus of linguistic terms in Modern Greek and to ensure uniformity and consistency of use of terms introduced from different languages and subfields of linguistics. Scholars in applied, theoretical, historical, classical, and mathematical linguistics met to consider the problems of translating English, French, German, Italian, and Russian linguistic terms into Modern Greek and to prevent a proliferation of Modern Greek translations for the same terms originating from different languages and authors.

The participants selected the most significant publications in their various linguistic subfields and from these compiled lists of terms in the original along with suggested Modern Greek translations. A special staff was attached to the Institute of Modern Greek Studies to translate terminology collected in available dictionaries of linguistic terminology. It was agreed that the Institute would act as the project's clearinghouse and that participants would submit their lists of terms to the Institute for circulation among all participants.

The second meeting of the symposium is scheduled for December 1972, at which time controversial translations will be dis-

cussed with the aim of reaching a consensus. The agreed-upon corpus of terms will then be made available to researchers by the Institute, and it is hoped that the Institute will be able to publish these terms in dictionary form.

SEAMEO Regional English Seminar

by Lurline H. Coltharp

[Lurline H Coltharp is Professor of English at the University of Texas El Paso]

A Regional Seminar on Instructional Materials for English Language Teaching was convened in Singapore by the Regional English Language Centre (RELC) of the South East Asia Ministers of Education Organization (SEAMEO) on July 5-12, 1972 This was the seventh such seminar organized by RELC and the first one to be held in its new building

The Seminar had four objectives. to review the present status of instructional materials for English language teaching in SEAMEO countries, to discuss recent developments in the content, organization and format of instructional materials, to examine the role of programmed materials in English language teaching; and to consider the definition of objectives at different levels, the organization of projects, and the writing, production and evaluation of instructional materials for SEAMEO countries.

After the opening ceremonies, the first three days were devoted to plenary sessions; the next two days were devoted to workshop meetings; and the reports of the workshop leaders were presented on the final day with a closing address by Mrs Tai Yu-Lin, Director of the Regional English Language Centre.

The opening plenary sessions were devoted to reports on the present status of instructional materials in SEAMEO countries The first reports were given by the countries where English is taught as a foreign language· Indonesia, the Khmer Republic, Laos, Thailand, and Vietnam These reports all emphasized the need to stress reading ability and the fact that students must have a knowledge of English at least as a 'library language' This was not the sole objective, however, as among other aims given was to lead the student to a working knowledge in all of the four language skills. Three countries consider English as a second language Malaysia, the Philippines and Singapore. This affects the basic instructional aims in these countries, e.g. bilingualism is one of the main educational objectives of the Republic of Singapore

The papers at succeeding plenary sessions dealt with a wide variety of approaches to the basic limitation of "instructional materials". They were presented by speakers from ten different countries and a wide spectrum of backgrounds. The subject matter ranged from reports of projects completed to controversial theories about the type of English that should be taught. Several papers stressed the need for providing for individual differences; the content areas assigned to applied linguistics and the role of sociolinguistics were also investigated, and practical aspects of all phases, including language laboratories, were presented

For the next two days, the participants met in ten workshop groups which dealt with various topics, such as· remedial courses, oral material, teacher training, criteria for evaluation, and the organization of an instructional materials project. In the workshops, all participants assisted in formulating the goals and suggestions which were presented at the final session.

At the closing meeting, the ten workshop chairmen presented reports. They made suggestions for additional contributions that RELC might make, such as the publication of a professional magazine, but basically the reports requested that RELC continue to provide the same high quality of assistance and guidance as it has in the past.

Three aspects deserve special notice First, the Seminar highlighted the tremendous variety in the work being done as special programs are designed to meet specific needs in various areas. Second, a definite trend toward "nationalistic feeling" emerged Most of the materials in current use have been published commercially in the United States or Great Britain and have been written for the global market. While many recognized the difficulties of writing and publishing their own materials, there was still a desire for new materials written with their own specific customs in mind. Some countries have published a relatively large amount of indigenous material while others are only now beginning this process. Finally, the contributions of the Regional English Language Centre should be noted The Seminar demonstrated the effectiveness of the RELC training program, as well as RELC's success in assisting with the production of instructional material on both a national and a regional basis and in the dissemination of information to the entire area.

The proceedings of the Seminar can be ordered from. SEAMEO Regional English Language Centre, 30 Orange Grove Road, Singapore 10, Republic of Singapore.

Tense Marking in Black English: *A Linguistic and Social Analysis, by Ralph W Fasold with an annex by Carolyn Kessler Washington, D.C , Center for Applied Linguistics, 1972 xvi, 254 pp. $7 00*

A sociolinguistic study of Washington, D C Black English. The book concentrates primarily on the verb forms, with separate chapters on the past tense, present tense, and distributive *be* Other chapters consider grammatical and phonological variation and correlation with social factors. Throughout the text, comparisons are made between the Washington, D C findings, and the findings of William Labov in New York and Walt Wolfram in Detroit The annex by Carolyn Kessler deals with noun plural absence.

University Resources in the United States and Canada for the Study of Linguistics: *1971 - 1972 Compiled and edited by Allene Guss Grognet. Washington, D C., Center for Applied Linguistics and the Secretariat of the Linguistic Society of America, 1972, iv, 298 pp $6.00*

This seventh revised edition of *University Resources* presents, in a concise and comprehensive format, information on degrees, course offerings and faculty in the field of linguistics at 170 U.S and 29 Canadian institutions New to this edition is a 23 page index of faculty and the institutions at which they teach. As in previous studies, the following information is provided for each school: department, department chairman, degrees offered; staff, with academic rank and field of specialization, course offerings or course area; special summer offerings; institutes, language and area centers, research programs, etc.; and the office from which to obtain fuller descriptive material on courses and degree requirements. Besides the index of faculty, appendices include information on annual summer institutes; a tabular index of universities listed and their programs; an index of languages and the institutions at which they are taught, and a list of schools offering linguistics, but not enough courses to qualify for full inclusion in *University Resources.*

FORTHCOMING SPRING 1973

El Lenguaje de los Chicanos: *Regional and Social Characteristics of Language used by Mexican Americans, edited by Eduardo Hernandez-Ch , Andrew D Cohen and Anthony F Beltramo*

meetings and conferences

November 23-25   National Council of Teachers of English, 62nd Minneapolis, Minnesota

November 23-26   American Association of Teachers of German Atlanta, Georgia

November 23-26   American Council on the Teaching of Foreign Languages, 6th. Atlanta, Georgia

November 23-26.   Southern Conference on Language Teaching Atlanta, Georgia

November 24   National Association of Language Laboratory Directors Atlanta, Georgia

November 24-25   Chinese Language Teachers Association Atlanta, Georgia.

November 24-25   Philological Association of the Pacific Coast San Francisco, California

November 27-December 1   Symposium on Communication Research Paris, France

November 28-31   Acoustical Society of America. Miami Beach, Florida.

November 29-December 3   American Anthropological Association, 71st   Toronto, Ontario, Canada

November 30-December 3   Conference on American Indian Languages, 11th Toronto, Ontario, Canada

December 14-16   Polish Conference on Contrastive Linguistics, 3rd   Karpacz, Poland   [Write. Prof. dr Jacek Fisiak, Adam Mickiewicz University, Institute of English, Marchlewskiego 124/126, Poznań, Poland]

December 26-27   American Dialect Society. New York, New York

December 26-31   American Association for the Advancement of Science, 139th Washington, D C

December 27   Modern Greek Studies Association. New York, New York

December 27-29   American Association of Teachers of Slavic and East European Languages New York, New York

December 27-29   Linguistic Society of America, 47th Atlanta, Georgia

December 27-30   American Association of Teachers of Arabic New York, New York

December 27-30.   American Association of Teachers of French New York, New York

December 27-30   Modern Language Association, 87th New York, New York

December 27-30   Speech Communication Association New York, New York

December 28   American Association of Teachers of Italian New York, New York.

December 28-30   American Association of Teachers of Spanish and Portuguese New York, New York

December 28-30   American Philological Association. Philadelphia, Pennsylvania

December (last week)   All-India Conference of Linguists, 3rd Hyderabad, India [Write Dr H S Ananthanarayana, Secretary, Third All-India Conference of Linguists, c/o Department of Linguistics, Osmania University, Hyderabad-7 (A P) India.]

January 2-6   International Conference on Austroasiatic Linguistics, 1st Honolulu, Hawaii

January 3-6   International Association of Teachers of English as a Foreign Language, 6th London, England. [Write W R Lee, 16 Alexander Gardens, Hounslow, Middlesex, Enland TW3 4HO]

January 3-7   International Conference Seminar of Tamil Studies, 4th Jaffna, Ceylon [Write The Honorary Secretaries, Organizing Committee of the Fourth International Conference Seminar of Tamil Studies, "Shantam," 18, Milaginya Avenue, Colombo 4, Ceylon]

January 8-February 21   Brazilian Linguistic Institute, 6th Florianópolis, Brazil [Write Prof F Gomes de Matos, Centro de Linguística Aplicada Yázigi, Av 9 de julho 3166, São Paulo, S P , Brazil]

February 1-4   Brazilian Linguistic Association Florianópolis, Brazil

March 9-13   International Linguistic Association, 18th Arequipa, Peru [Write Prof E Chang-Rodriguez, Department of Romance Languages, Queens College, City University of New York, Flushing, New York 11367]

March 15-17   Georgetown Round Table, 24th Washington, D C

March 24-25   North-American Conference on Semitic Linguistics Santa Barbara, California

March 29-31   Linguistic Symposium on Romance Languages, 3rd Bloomington, Indiana

March 30-April 1   Association for Asian Studies, 25th Chicago, Illinois

April 5-7   Conference on African Linguistics, 4th Flushing, New York

April 12-14   Northeast Conference on the Teaching of Foreign Languages, 20th New York, New York

April 20-21   Southeastern Conference on Linguistics Charlottesville, Virginia

April 26-28   University of Kentucky Foreign Language Conference Lexington, Kentucky

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International Symposium on First Language Acquisition

by Charles A. Ferguson

[*Charles A Ferguson is Chairman of the Linguistics Committee, Stanford University, and former Director of the Center for Applied Linguistics*]

An International Symposium on First Language Acquisition was held at the Tuscan Academy of Sciences in Florence, Italy, on September 4, 5, and 6, 1972 The symposium, which was organized and chaired by Professor W. von Raffler Engel, drew over 100 specialists in child language from many countries. Most of the participants came from Europe, including Scandinavian and Eastern European countries, but North America was also well represented, and there was a handful of "Third World" scholars. The participants included psycholinguistic theoreticians, experimental phoneticians, and specialists in therapy and educational problems.

The three days of the symposium consisted of very intensive discussions from early morning to late at night. Overall direction came from, in addition to Dr. Engel, D I Slobin (University of California, Berkeley) and E Oksaar (Hamburg). Sessions were devoted to phonological topics including non-segmental aspects and perceptual development, these were chaired by D. Crystal (Reading), C A Ferguson (Stanford), and A McCaffrey (University of Massachusetts, Boston) Sessions on syntax and language and cognition were chaired by R Cromer (Medical Research Council, London) and H Sinclair-de-Zwart (Geneva) S Ervin-Tripp (University of California, Berkeley) and F. Antinucci (Consiglio Nazionale delle Ricerche, Italy) chaired a session on semantic development, and M Bullowa (MIT) led sessions on patterns of maternal language to children E Oksaar (Hamburg) chaired a session on bilingual first-language acquisition Two extra sessions were added on Wednesday morning, one on innate aspects of acquisition chaired by L Waterhouse (Trenton State) and K Fischer (Pennsylvania), and the other on the process of comprehension chaired by N Stemmer (Bar-Ilan)

Probably the greatest value of the symposium came from the numerous informal reports on the participants' own research work, which gave opportunity for comparison of research aims, methods, and findings, specialists working on the same phenomena came to know one another and lines of further communication were set up for future exchanges

Particularly prominent were the reports from research in Great Britain and Yugoslavia, both of which were strongly represented.

A memorable feature of the symposium was an address by Professor Milivoj Pavlovic of Yugoslavia, who recalled his work on child language acquisition decades ago in Paris under the direction of Antoine Meillet, pointed out major theoretical issues of then and now, and stated his own views on them

During the course of the symposium the participants endorsed the notion of an International Association on Child Language first raised at the European colloquium on paedolinguistics held at Brno in 1970 Officers were named, and plans were made for drafting a constitution to be circulated for mail vote before the next meeting

At its final session the symposium (acting as an association) chose Bucharest as the site of its next meeting and asked Professor Slama-Cazacu to undertake its organization, probably in early June of 1974 The participants endorsed the idea of an international journal on child language Several publishers have expressed strong interest in the venture, and an editorial committee consisting of Professors Crystal, Slama-Cazacu, Engel, and others was encouraged to proceed with formulation of editorial policy and negotiations with publishers.

The proceedings of the symposium will be published by the University of Ottawa Press, and inquiries for further information on the symposium or the proceedings may be sent to. Professor Walburga von Raffler Engel, Box 26, Vanderbilt University, Nashville, Tennessee 37203

The Institute of International Education is currently revising the 1969 edition of its publication entitled *English Language and Orientation Programs in the United States* This publication includes entries for institutions offering English Language and/or Orientation Programs, ESL courses, and TEFL degree and certificate programs

Survey questionnaires have been sent to all institutions included in the 1969 edition, all institutions listed in the 1972 NAFSA Directory indicating an ESL person on campus, as well as additional institutions which IIE now knows offer new programs.

Any institution offering ESL Programs which has not received the above questionnaire should contact: Joan Kartis, Head, Division of Special Courses, Institute of International Education, 809 United Nations Plaza, New York, New York 10017.

LSA Linguistic Institute

The annual summer Linguistic Institute of the Linguistic Society of America will be held at the University of Michigan, Ann Arbor, Michigan, July 5-August 28, 1973 The theme of the Institute "Language in the Context of Time, Space and Society" will be highlighted in a wide variety of courses, lectures and conferences In addition to the Michigan faculty, the following scholars will be on the staff of the Institute. C.-J Bailey (Georgetown University), Derek Bickerton (University of Lancaster, University of Hawaii), Lois Bloom (Teachers College, Columbia University), Charles Ferguson (Stanford University [LSA Professor]), M A K Halliday (Center for Advanced Study in Behavioral Sciences), Paul Kiparsky (M I.T [Collitz Professor]), William Labov (University of Pennsylvania), George Lakoff (University of California, Berkeley); Robin Lakoff (University of California, Berkeley); Wallace Lambert (McGill University); James Matisoff (University of California, Berkeley), Harvey Sacks (University of California, Irvine), Gillian Sankoff (University of California, Berkeley), Emanuel Schegloff (University of California, Los Angeles); W.S-Y Wang, University of California, Berkeley)

Courses will cover such subject areas as sociolinguistics, child language, psycholinguistics, grammatical theory, phonological theory, conversational analysis, historical linguistics, as well as English, Germanic, Chinese, Romance, Semitic and Slavic linguistics. Courses in the linguistic situation of a given area, e g Southeast Asia, North Africa, South Asia, etc., as well as introductory level courses will also be offered

William J. Gedney (University of Michigan) is director of the Institute. More specific information can be obtained by writing: Linguistic Institute, Department of Linguistics, University of Michigan, Ann Arbor, Michigan 48104

A North-American Conference on Semitic Linguistics will be held March 24-25, 1973, in Santa Barbara, California. The aim of the conference is to promote the interest of linguists in Semitics and the interest of Semitists in modern currents in linguistics

Two types of conference sessions are planned: (1) Discussion of papers that have been submitted well before the conference and subsequently distributed to participants, (2) The usual oral presentation followed by impromptu discussion. Prospective contributors are urged to opt for the first format

Sign Language Studies will present research reports, review articles, and preliminary studies in fields related to human gesture. Both applications and primary research are welcomed Among the disciplines concerned with human motor signs and the systems by which these are organized are psycholinguistics, sociolinguistics, semiotics, anthropology, ethnography, and psychology. It is expected that a special group of contributors, as well as readers, will be drawn from those deaf persons whose first language is Sign

This periodical aims to serve the growing number of scholars interested in Japanese linguistics by providing a forum for the exchange of ideas and the presentation of current linguistic research Will publish papers dealing with any aspect of the Japanese language, e.g syntax, phonology, history, regardless of the theoretical background. Will also contain sections devoted to book reviews, discussions, and squibs

The topics eligible for presentation can be classified under the following· synchronic description, historical reconstruction, comparatism, and contributions of general linguistics to Semitics and vice versa Under comparatism, presentations on other Afroasiatic (Hamito-Semitic) languages are also acceptable, provided they have direct relevance to Semitics.

Inquiries should be directed to: Professor Robert Hetzron, Department of Eastern Languages, University of California, Santa Barbara, California 93106

book notices

Preliminaries to Linguistic Phonetics, *by Peter Ladefoged Chicago, University of Chicago Press, 1971 ix, 122 pp. $6 25*

This monograph, expanded from the author's paper "Linguistic Phonetics", serves as a preliminary to developing a set of features necessary for phonological descriptions by surveying some of the phonetic events occurring in the languages of the world The author recorded and studied data, largely in conjunction with other linguists, from more than 100 languages. Those data consisting of contrasts observable at the systematic phonetic level were then selected and assessed in terms of the theory of generative phonology It is the author's contention that only after more is known about the surface phonetic events and the rules governing speech patterns can an adequate phonological theory be developed.

The first chapters examine the airstream process, phonation process, oro-nasal process, and articulatory process The final chapters deal with secondary articulation, vowels, prosodic features, and features systems, the latter comparing a proposed set of systematic features with that suggested by Chomsky and Halle.

A Language-Teaching Bibliography, *compiled and edited by the Centre for Information on Language Teaching and the English-Teaching Information Centre of the British Council. 2nd ed Cambridge, England, Cambridge University Press, 1972 x, 242 pp $10 50.*

An updated, expanded and somewhat revised edition of a 1968 annotated bibliography of reference and resource materials on the theory and practice of foreign language teaching. Included are linguistics and methodology studies, grammars and dictionaries, and works on the contributions of psychology and education to language teaching; classroom materials are not covered in this list. As before, entries deal with English for speakers of other languages and the most commonly taught modern foreign languages French, German, Italian, Russian and Spanish. The new edition is larger, better organized (there is a separate section for each language) and more compact. The 838 entries include 289 new items while 163 of the earlier entries have been dropped. English for speakers of other languages, previously part of a section on English as a mother tongue, is now a section on its own, and English as a mother tongue is no longer included.

A Survey of New Guinea Languages, *by A Capell Sydney, Australia, Sydney University Press, 1969 158 pp $9.20.*

This work presents a typological classification of the languages spoken on New Guinea and adjacent islands A nine-page section is devoted to phonological systems, but the bulk of the book treats grammatical characteristics The Austronesian [Melanesian] languages are canvassed first These, which are known to be historically related but with considerable questions as to sub-groupings, are shown to have also a certain typological unity—with interesting subsets of languages forming various approximations to the non-Austronesian languages of the area. The major section of the book schematizes information about the grammatical systems of the non-Austronesian languages, generally called Papuan. Very little is as yet known about the genetic affiliations among these languages, and they exhibit a remarkable degree of structural diversity.

The key taxonomic concept made use of is the distinction between event domination, shown in languages with elaborations in tenses and moods of verbs, and object domination, shown in languages with noun classes—often requiring complex verbal agreement. The languages of New Guinea cluster in certain subtypes of the event dominated or object dominated scale, with some manifesting neither type of domination. The grammar of a language representing each subtype is briefly discussed. The most characteristically New Guinean variety seems to be that which has final verbs which specify the nature of an event in many particulars, but connects other events to this by using sentence-medial verbs which indicate principally either change of actor or continuance of the same actor.

The first appendix contains fifteen maps for locating languages. The second outlines areas particularly requiring further study. There is a bibliography of New Guinea language materials and an index of languages covered in the book.

The Portuguese Language, *by J. Mattoso Camara, Jr. Translated by Anthony J. Naro. (History and Structure of Language Series.) Chicago, University of Chicago Press, 1972. xiii, 270 pp. $13 50.*

Following a description of the evolution of the Portuguese language and its spread to Brazil, the author employs a diachronic perspective in considering the successive stages of Portuguese as structural systems that can be compared with earlier stages of the language. The important elements of the Portuguese language are traced from their Latin origins in the chapters on phonology, the morphology of nouns and pronouns, adverbs, verbs, periphrastic structures, connectives, the lexicon, and the sentence. Rather than a contribution to a particular grammatical theory, the book is an exposition of the facts of the Portuguese language that will be useful to scholars of any theoretical school. Included is an analytical bibliography of the works of the author felt to be relevant to university-level studies.

The Psychosociology of Language, *edited by Serge Moscovici (Markham Psychology Series)Chicago, Illinois, Markham Publishing Company, 1972 xx, 462 pp $10 95.*

The thirty-five readings collected in this book are not intended to survey an established field but rather to set forth what could be included in this field so that when language is analyzed the social interaction phenomena are taken into account. The readings are grouped to highlight the following concerns an analysis of the relations between verbal and nonverbal communications, communication as a process of linguistic production, social interactions, codes as the instrument of communication, the semantic realm, and persuasion. The first four sections, dealing with the linguistic aspects of social relations, do not require advanced knowledge of psychology, social psychology, or linguistics, while the last four sections, focusing on the social aspect of language, are on a more advanced level.

Becoming Bilingual: *A Guide to Language Learning, by Donald N. Larson and William A Smalley New Canaan, Connecticut, Practical Anthropology, 1972 xv, 426 pp. $6 00.*

As the title indicates, the authors are pointing towards a high standard for learning: truly functional communication in another language. For the facilitation of this task, their book: "is aimed particularly at helping people to define their language problems in more precise terms than they would otherwise be able to do, and then to tackle them accordingly." It is particularly notable in its attempt to indicate ways one may apply linguistics at an extremely practical level to individual problems.

Part One gives a basic orientation. It discussed which people in the world learn second languages and which ones do not. It presents an overview of language learning, with stress on the importance of being linguistically inventive. It then treats the relation of language use and community roles, including the use of more than one

language in a society. Pointing out that cultures differ, and warning of the difficulties of adjustment, it urges the learner to find ways to fit in with the new culture, and suggests the development of a surrogate family as the optimal approach.

Part Two considers language study in general terms. It mentions some of the pitfalls awaiting the neophyte in a strange tongue. The authors describe and evaluate various approaches to language instruction, and then set forth what might be called a linguist's dream program Suggestions are given as to how to look at the various phases of any actual program and about how to use books and other resources

The bulk of the book is Part Three. The Techniques The orientational slant of the previous parts continues with the presentation of some fundamental notions about the structure of language. Practical hints start with guidelines to pinpointing one's difficulties, and a framework is given for directing practice towards conversational use. Detailed suggestions follow as to how to process language material into learning units and how to use texts for practice focusing on pronunciation, on grammatical patterns, and on word meanings, and then about the reworking of texts to find other things to say with one's present knowledge of the language. The last chapter in this part provides for the problems inherent in the relation of speech to writing, and the complications for reading and writing that stem from various sorts of orthographies Throughout their presentation of techniques, the authors bring out the dangers as well as the advantages of the methods under discussion.

Part Four. Wider Communication points to how to go beyond a basic command of a language. One is given directions as to where to look and what type of questions to ask to find out more about the language and the culture. Advice is provided about improving one's control of socially differentiated varieties of the language. The stage is set for proceeding to learn other dialects and other languages, particularly those with cultural ties to the one first studied. The final chapter analyzes the problem of true, situational translation

The book is intended primarily as background for the learner who is forced to a great extent to organize things for himself, but the authors' ways of putting things should give some new insights to language teachers and linguists who have been considering such problems for years

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THE NIGERIAN RIVERS READERS PROJECT

by Kay Williamson

[*Kay Williamson is a member of the faculty of the
University of Ibadan Ibadan Nigeria*]

The Rivers State of Nigeria is one of the more complex linguistic areas of the country The languages spoken there belong to five different linguistic groups, two of which are Benue-Congo and three Kwa, according to Greenberg's (*The Languages of Africa*, 1963) classification Within each group, several different languages have to be recognized, thus

I   *Kwa languages*

  A   *Ijọ group*

    **1   North-Eastern Ijọ (Kalabari, Okrika, and Ibani dialects)

    *2   South-Eastern Ijọ (Nembe and Akassa dialects)

    3   North-East Central Ijọ (Biseni and Okordia dialects)

    **4   Central Ijọ (subdivided into North Central and South Central groups, each comprising a number of dialects)

  B   *Lower Niger group*

    *1   Ekpeye

    **2   Ikwerre (comprising two major dialect groups, Southern and Northern, which might well be treated as two separate languages)

    *3   Ogbah

    4   Egbema (also spoken over the border in the East Central State)

    *5   Etche

  C.   *Delta Edo group* (a sub-branch of the Edo group, spoken mainly in the Mid-West State).

    1   Epie
    2   Engenni
    3   Degema

II   *Benue-Congo languages*

  A   *Ogoni group*

    **1   Khana

    *2.   Gokana

    3   Eleme

  B   *Central Delta group*

    *1   Abua

    *2.   Ogbia

    3.   Kugbo

    4   Odual

    5   Ogbogolo

    6   'Mini'

    7.   Ogbronuagum (Bukuma)

    8   Obulom (Abulome)

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* indicates a moderate school population

** indicates a large school population

Before the creation of the Rivers State, this area formed part of the old Eastern Region of Nigeria The general educational policy here, as elsewhere in the South, was that primary education began in 'the vernacular', with a switch to English as the medium of instruction in the higher primary classes. Thus in principle children were supposed to learn to read in their own language

In some areas, such as the greater part of the Ijọ area, an attempt to do this was actually made, using in general the dialect native to the particular place Efforts were, however, severely handicapped by the fact that there were very few books that could be used as readers, the few primers that existed (for instance in the Nembe and Okrika dialects) were based upon a very old-fashioned approach to reading, whereby the alphabet was memorized first, then words of two letters were practised, then words of three letters, and so on In other dialect areas, there was no textbook at all, the teacher wrote the alphabet on the blackboard, and when the children had memorized this, the teacher would write up simple words and sentences for reading practice Under these circumstances, it is hardly surprising that most people became more easily literate in English than in the local language, although the latter continued to flourish as the medium of spoken communication

In other areas, Igbo was taught in schools as 'the vernacular'. This was the case in the whole area of the Lower Niger group languages, to which group Igbo also belongs, it was also the case in at least some of the Benue-Congo-speaking areas, for example in Eleme and Abua Thus large numbers of children were using a language which was not their own

With the creation of the Rivers State, however, there has been a great revival of interest in the cultures and languages of the State, and people are now extremely anxious to emphasize their own distinct heritage For example, even before the end of the civil war, the most important project for the rehabilitation of the Ikwerre people was considered to be the translation and publication of a hymnbook and later a prayer book in the Ikwerre language to replace the Igbo versions that had previously been used in the churches

In this climate of opinion, it is clear that

the continued use of Igbo in the primary schools would not be acceptable The question of which Rivers languages to use then arises It is sometimes suggested that a single language should be chosen and developed to embrace the whole State In view of the diversity of the languages spoken within the State, however, it is clear that any attempt to impose a single language would be doomed to failure A second proposal is to use the four languages which are used by the State for news broadcasts, namely Kalabari and Kolokuma from the Ijo group, Ikwerre from the Lower Niger group, and Khana from the Ogoni group It is also clear, however, that this proposal would leave large areas of the State without any language of their group being used, the Delta Edo and Central Delta groups would be entirely unrepresented, and even within the groups which are represented, there would be individual languages which are different enough from the one chosen as to be essentially unrepresented

The logical decision, then, seems to be that a large number of languages should in fact be used in education This principle has been accepted by the Rivers State Government in that they have agreed to sponsor the Rivers Readers Project, whose aim is to publish reading materials for the primary schools in some 20 of the languages and major dialects of the State The intention is that, so far as is reasonably possible, each child should be introduced to reading in his own language before he is expected to begin reading in English This is commonly accepted practice among larger language groups in Southern Nigeria and, as we have seen, has been the principle in the Rivers area for a long time What is new is the attempt to put the principle into practice by systematically providing reading materials for small languages as well as large The Project is, therefore, an experiment which, if successful, could provide a model for similar projects in other multilingual areas.

It may be of some interest to note what constitutes a 'language' for the purposes of the Project It was observed that Kalabari, Okrika, and Ibani should be considered three dialects of a single language for linguistic purposes, separate readers have, however, been produced for each dialect This is because the three communities feel themselves clearly distinct, each has a separate county council, and each has an earlier tradition of publication, given these circumstances, no community would be willing to use reading materials in the dialect of another At the opposite extreme, a

single reader has been produced for Ikwerre although the diversity there suggests that two distinct languages could well be recognized The speakers are willing to attempt to overlook great dialectal diversity in their desire to create a single common standard language It has been suggested that a different dialect should be used as the basis when the book is revised, but that not more than one version of the reader should be produced

It appears, then, that the single most important factor in determining what is to be a language from the point of view of the Project is the expressed feeling of a group of people that it constitutes a distinct and internally coherent linguistic community, although the acceptable internal coherence differs widely from one area to another

A second important factor is the size of the community It is quite clear that all the large and moderate-sized communities should have their own readers Among the smaller ones, it is also agreed that those which constitute some sort of political unit should have their own, for example, Eleme, which has its own county council Others like Epie are recognized within their county council as being distinct sub-areas There is a problem, however, where a clearly distinct linguistic unit is extremely small, and particularly where it exists solely as an enclave within a considerably larger group, as is the case, for example, with several small languages of the Central Delta group Here there are several considerations to be taken into account for example, the relative importance of encouraging the cultural distinctiveness of such small groups or of assisting their integration with their larger neighbours, apart from the more practical economic consideration that it may not be possible to provide separate readers for every single group if such groups are no more than single villages No final decisions have yet been taken, the general policy is to study the situation further and decide each case on its merits

A third important factor is the existence of a previous tradition of writing in the language Once a tradition is established, it is hard to persuade people to accept a dialect or language other than their own for the written language Where there is no tradition, on the other hand, it may be difficult to decide which one of a number of dialects should be taken This problem has arisen in the case of the South Central dialects of Ijo the people have previously used Nembe for their written language, but it has been agreed that at least an initial reader should be provided in Southern Ijo It has, however, been decided to make an

arbitrary choice of one of the more central dialects for this purpose, as it is not easy to get a consensus among speakers of the various dialects

As far as organizing the Project goes, the most important point to note is that it is essentially an exercise in co-operation The Rivers State Government has given both moral and financial support from the days when the first proposal of such a project was made The Ministry of Education organizes conferences to introduce the new materials to teachers and buys up large quantities of the books for sale to the schools each year, in addition to having given the Project two direct grants to help it get established UNESCO and the Ford Foundation have both made further grants to the Project and taken an interest in its progress

The Institute of Linguistics at Zaria has co-operated in that two of its teams working in the Rivers State have published their own readers within the framework of the Project For all the other languages, contact has been established with individuals who write the actual texts and, wherever possible, with a language committee which will check the expression and wording before the text is published It has also been necessary to develop or revise orthographies for the languages used, these are discussed with the language committee before being publish and put to use For each reader, Teachers' Notes are provided to help in the use of the books, and supplementary reading materials, such as books of traditional stories, are also planned

The work of co-ordination and planning is carried on by the Rivers Readers Committee at the University of Ibadan The Committee consists of Dr E J Alagoa of the Institute of African Studies, O A Nduka of the Department of Education, and myself, the Project is physically based at the Institute of African Studies At present, the books are produced at Ibadan, though we hope that in time it may be possible for at least some of them to be produced in the Rivers State

So far, the Project has resulted in the publication of some 30 books and pamphlets in 13 different languages, with 3 more ready to go to press The most encouraging thing about it is the enthusiasm shown by the people of the State for the idea of publications in their own languages This suggests that if other governments were to follow the lead of the Rivers State Government in supporting similar projects, they might find equal enthusiasm for the idea of publishing in local languages

2

English Teaching Division of the British Council

[*Editor's Note* In the course of a series of high level talks on United States-United Kingdom cooperation in English teaching, it was suggested that ways be sought to increase cooperation between the British Council's English Teaching Division and American organizations such as the Center for Applied Linguistics. During the past summer, Dorothy A Pedtke, a member of the program staff of CAL, spent five weeks at the English-Teaching Information Centre in London to study ETIC operations and information, and to investigate areas in which closer cooperation might be developed It is hoped that reciprocal visits by ETIC staff members to CAL will ensue, and that joint projects as well as more formal and regular exchange of information will result What follows is a brief description of the English Teaching Division and some of its programs and projects]

The English Teaching Division (ETD) of the British Council consists of three complementary sections, the English-Teaching Information Centre, the Inspectorate, and the English Language Teaching Institute For a long time the English teaching sections of the British Council, although always one of the main activities of the Council, came under the jurisdiction of the Education and Science Division, with an Assistant Controller as administrator Recently, however, the Council upgraded English teaching programs to the rank of Division, with its own Controller, Dr Bernard M Lott, and Deputy Controller, Mr Matthew Macmillan

The English-Teaching Information Centre (ETIC) is, as its name indicates, the information arm of the Division Its concern is with the past and present English teaching situation, and it serves as a study center and clearinghouse on all aspects of teaching English to speakers of other languages overseas It maintains a three-part library (published material, archives or unpublished material, and a section for audio-visual aids) and several types of files, produces bibliographies and other reference materials, answers inquiries from the field, and briefs Council officers going to overseas posts where English teaching will be a part of their involvements Perhaps the greater part of ETIC's users are the overseas Council officers, but ETIC is not simply a London service center for Council overseas posts The overseas officers in turn contribute much of the information in ETIC files, one reason for ETIC's excellent coverage of the English teaching situation in so many countries Currently ETIC is developing a set of more formal country

ELT profiles, based on a report form sent out as guidelines for Council officers in reporting details on the situation in their respective countries.

ETIC supplies its information in other directions as well· to its own Inspectorate, to other government and non-government agencies such as the Overseas Development Administration, the Centre for Educational Development Overseas, the Inter-University Council, the Council for Technical Education and Training for Overseas Countries, and the Centre for Information on Language Teaching, as well as to overseas professional organizations and centers such as the Center for Applied Linguistics and the Regional English Language Centre in Singapore Although its mandate directs ETIC to focus on English teaching overseas, its London center is open to the public, and ETIC is becoming increasingly known as a source of information for English teachers in Britain as well.

The Inspectorate branch in fact does do a certain amount of inspecting, but not in the usual sense of the school inspector. Its main work is to evaluate Council ELT programs overseas, complementing ETIC's information, and then, on the basis of this data and of host country requests, to determine the projects and the long- and short-term programs to be supported in each country. Thus the Inspectorate is the planning arm of ETD, concerned with the future English teaching situation overseas.

Besides their basic planning and evaluation function, Inspectorate staff members also go out as specialists on lecture tours during the year They participate in the selection of overseas Council ELT personnel, make recommendations for the travel programs of foreign visitors to England, and advise on the placement of other country nationals who are recipients of Council scholarships.

Many of the Council grantees, students in England on Council-supported study programs, need English courses before they

enter their regular programs. Those who need long-term courses or specialized programs are sent to various centers in Great Britain, but many of those who can profit from shorter intensive courses are enrolled in the English Language Teaching Institute (ELTI), ETD's own school. ELTI also accepts students from other government agency programs by special agreement The school does some materials preparation, and has a special course that makes extensive use of the language laboratory

The areas of responsibility in ETD are chiefly allocated on a geographical basis, certain persons are responsible for information and programs in certain countries The countries are grouped partly on a regional basis, partly on the basis of their relationship with England, and partly on the status of English in a given country Thus there are geographical responsibilities such as the Far East or the Middle East, but there is also a Commonwealth countries scheme, and a scheme for countries where English is a foreign language as differentiated from countries where English is a second language The ETD also cooperates with the Council of Europe, providing or recruiting staff for Council of Europe programs and sending specialists to advise or evaluate programs. This facet of ETD activities has taken on increased importance with Britain's entry into the Common Market.

The organization with which the ETD cooperates most closely is the Centre for Information on Language Teaching (CILT) ETIC and CILT are presently housed in the same building, and on the spot it is difficult to distinguish the two Although CILT is not a Council department, and the two organizations are funded by different government agencies, somehow they manage, amicably and effectively, to share library facilities (including the Library budget) and to cooperate on numerous projects CILT was established primarily to serve the needs of the profession of modern foreign language teachers within Great

Britain Their mandate includes the teaching of English to speakers of other languages within Britain, although this is not one of their biggest programs They occasionally receive inquiries about the less commonly taught foreign languages and handle these as far as their resources permit ETIC and CILT together produce the *Language-Teaching Bibliography* (Cambridge University Press, 2nd ed , 1971) and the periodical *Language-Teaching Abstracts* CILT's Language Research in Progress files include English for speakers of other languages among the topics covered, and CILT and ETIC staff members are cooperating in the production of a large bibliography of materials for teaching the English of specialized scientific and technical fields

Other CILT publications include the *CILT Reports and Papers* Series with such titles as "Aspects of the Preparation of Language Teachers" and "Science and Technology in a Second Language", selected bibliographies of teaching materials and on specialized topics, *Information Guides* such as lists of manufacturers and suppliers of language laboratory equipment, and publications related to the Language Research in Progress files

Other ETIC publications include *Academic Courses in Great Britain Relevant to the Teaching of English to Speakers of Other Languages*, a list of university TESOL teacher training programs, updated every year. *ELT Documents* with news and short articles, information notes and lists of new accessions in the ETIC Archives, a series of Information Guides, the first one dealing with "English as a Foreign Language for Young Beginners", and three series of unannotated bibliographies, covering linguistics, language teaching and contrastive studies For further information on materials and activities write The English-Teaching Information Centre, State House, 63 High Holborn, London WC1R 4SZ, England *(Dorothy A Pedtke, Center for Applied Linguistics)*

The East European Contrastive Study Projects

by Dian Overbey

[*Dian Overbey is a member of the program staff at the Center for Applied Linguistics*]

Since its inception in 1959, the Center for Applied Linguistics has been actively involved in the field of contrastive linguistics, developing, administering and participating in numerous research projects and publishing extensively in the field * The Center is currently continuing this involvement in the field by collaborating on three-year contrastive study projects with universities and/or national academies of sciences in four East European countries — Yugoslavia, Romania, Poland and Hungary

The principal objective of these projects is to help meet the growing need among the people of these countries for a practical knowledge of the English language, consequently, English is the primary target language However, since one of the secondary objectives is to further knowledge in the United States of these East European languages, they too are viewed as target systems In addition, the projects aim to augment local linguistic resources by increasing the number of scholars and teachers trained and experienced in linguistic research and in its applications to language teaching

To accomplish these goals, American and local scholars — with local scholars, of course, in the majority — contrast salient aspects of the sound systems, grammars and lexicons of English and the language in question, whether Serbo-Croatian, Romanian, Polish or Hungarian These analyses of structural differences and similarities will then serve as the basis for developing more sophisticated and effective methods of teaching either language to speakers of the other In addition to the research results, the project researchers will develop sets of specimen teaching materials, illustrating the applicability of these results to practical problems of language course development

These projects are jointly administered by the Center and a scholarly institution in each country involved Financial support is shared by the Ford Foundation and the local governments, and in some cases, the U S government has also contributed support Along with acting as grant recipient and fiscal agent, the Center for Applied Linguistics (1) formulates project plans in cooperation with East European scholars, (2) solicits support for the projects, (3)

acts as technical advisor to supporting agencies, (4) provides professional consultation and guidance to project researchers, (5) coordinates U S and local participation, (6) conducts a visiting scholar program which brings some of the project researchers to the United States for a period of residence at the Center and for visits to institutions where programs of study and research on contrastive linguistics or other relevant topics are being conducted and, most importantly, (7) actively contributes to the research

YUGOSLAV SERBO-CROATIAN-ENGLISH CONTRASTIVE PROJECT

This, the oldest of the collaborative projects, was originally funded in 1968 by the Ford Foundation for three years and will now continue through 1973 Additional financial support has also come from the U S Department of State, the U S Office of Education and the Yugoslav Commission for Cultural Relations with Foreign Countries Jointly administered by the Center and the Linguistic Institute of the University of Zagreb, this project is directed by Rudolf Filipović, Dean of the Faculty of Philosophy of the University of Zagreb and Director of the Linguistic Institute E Wayles Browne has recently returned to Yugoslavia to again serve as the Center's researcher-consultant on the project which involves 30 researchers from the Universities of Zagreb, Zadar, Belgrade, Novi Sad and Sarajevo Through the visiting scholar program, three Yugoslav participants have been brought to the United States for extended stays Unlike those of the later East European projects, this visiting scholar program was not funded under the Ford grant but rather by the International Research and Exchanges Board

A special feature of the project is the use of the "Brown corpus", a corpus of English compiled at Brown University by W Nelson Francis and Henry Kučera, a Serbo-Croatian translation of the "Brown corpus" and a more limited Serbo-Croatian corpus with its English translation These corpora, prepared for computer processing, provide a supplementary method of establishing structural relationships between the two languages

The project has resulted in three series of publications *Reports*, containing interim and final versions of the contrastive analyses, *Studies*, offering more theoretical arti-

cles, and *Pedagogical Materials*, presenting the practical implications for teachers of the contrastive analyses. To date, six issues of *Reports*, five of *Studies* and one of *Pedagogical Materials* have appeared.

ROMANIAN-ENGLISH LANGUAGE PROJECT

Inaugurated in the fall of 1969, this project is jointly administered by the Center and by the English Department of the University of Bucharest and the Center for Research in Phonetics and Dialectology of the Academy of the Socialist Republic of Romania. It falls within the general area of administrative responsibility of the University of Bucharest. Dumitru Chițoran, Dean of the Faculty of Germanic Languages of the University of Bucharest, serves as project director, and Professor-Academician Alexandru Rosetti, former director of the Center for Research in Phonetics and Dialectology of the Academy, is in charge of research activity. Frederick B. Agard originally served as the representative of the Center for Applied Linguistics and as resident consultant to the project workers, in addition to teaching courses in general and contrastive linguistics for project researchers and other interested scholars at the University of Bucharest. Kimball Robinson is currently in Romania as the Center's researcher-consultant to the project.

The approximately 40 researchers from the English Departments of the Universities of Bucharest, Cluj, Iași and Timișoara, as well as from the Center for Research in Phonetics and Dialectology, are divided into several work groups, each responsible for a given aspect of the research, e.g. phonetics, grammatical structure, lexis, psycholinguistic research, etc. The project is placing particular emphasis on acoustic-phonetic and psycholinguistic work through two groups of researchers with special expertise in these areas. Travel grants for five Romanian researchers to visit the United States for nine months each are provided through the visiting scholar program; to date, four such scholars have come.

Three publications have already resulted, containing reports and papers presented at the first two project conferences and monograph-length contrastive studies by three researchers. However, the contrastive research is viewed as only the first of three steps in improving the study of English in Romania. The second step, to provide intensive courses in English for Romanians intending to study or do research in English-speaking countries, has already been taken at the Universities of Bucharest and

Cluj, and is supported by the U.S. Department of State and the Romanian government. The third step is to organize training courses for teachers of English.

POLISH-ENGLISH LANGUAGE PROJECT

This collaborative project is a self-contained segment within a larger, 10-year contrastive project that began in Poland some six years ago. A Ford Foundation grant in support of this segment was awarded in the spring of 1971, with the Polish government and the U.S government (through the Office of Education) providing additional support. The Polish administering institution is the Institute of English of Adam Mickiewicz University at Poznań, and Jacek Fisiak, the Institute's Director, also acts as the project's director.

The participating researchers, numbering about 75, are drawn from the English centers of universities throughout Poland, including Poznań, Warsaw, Łodz, Wrocław, Kraków and Lublin. Plans call for two Americans to reside in Poland to assist with and consult on the project. The Center for Applied Linguistics is currently host to three visiting Polish scholars, and three others have also spent time at the Center and have visited various research institutions and universities in the United States.

A series of publications resulting from the project is expected to be inaugurated shortly by the appearance of a large volume representing papers presented at a project conference in late 1970, with other substantial volumes to be published periodically. The larger contrastive project has already produced numerous published articles and several doctoral dissertations.

HUNGARIAN-ENGLISH LANGUAGE PROJECT

Also begun in 1971, the administrative responsibility for this project is shared by the Center and the Linguistics Institute of the Hungarian Academy of Sciences. American support comes entirely from the Ford Foundation, while the Hungarian government contributes to the project through the Linguistics Institute. The project is directed by Lajos Tamás, Director of the Linguistics Institute, with László Dezső, also of the Institute, as his assistant. Kalman Keresztes, Hungarian by birth, has conducted project research at the Center for Applied Linguistics for one year, and William Nemser of the Center's program staff is now serving in Hungary as resident consultant to the project.

Hungarian project participants number 14 and are drawn from the Linguistics Institute, the Departments of English of the universities in Budapest, Debrecen, Pecs

and Szeged, and various other organizations. To date, two Hungarian researchers have come to the United States, and seven more are scheduled to come during the next year. Because the Hungarians wish to expose a maximal number of researchers to the experience of being in an English-speaking country, they have decided to award nine short-term grants rather than five long-term ones. Also, because there are many Hungarian specialists in the United States, this project will probably have more participation by Americans than the others.

Thus far, three project publications have been produced. Future plans call for at least 19 publications by both Hungarian project researchers and American specialists on Hungarian.

As a result of the Center's contrastive projects in East Europe there has been increasing cooperation and growing communication among linguists in the participating countries and linguists from other parts of the world, through conferences held and/or scheduled to be held in all four project countries and through the exchange of publications. Of special interest will be the comprehensive volumes, collating and summarizing the research results, to be published by each of the projects, for the research results will be of significance to both contrastive linguistics and general linguistics.

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*For a survey of the Center's contrastive activities through 1970, see *The Linguistic Reporter* 12 3 1-5

The East-West Culture Learning Institute in Honolulu, Hawaii, is offering two programs for professionals from the Pacific, Asia, and the United States who are interested in the field of teaching English to speakers of other languages. The first is a seven-month project for teacher trainers, and the second is a four-month project for administrators. Both projects will emphasize the cultural aspects of administration, linguistics, ESOL methods, materials, and supervision. The training procedure will encourage active involvement in seminars, workshops, and lectures led by specialists from the East-West Center, the University of Hawaii, and the community at large. The project is not part of the University's program and no academic credit will be given, however, participants who successfully complete the projects will receive an East-West Center certificate of completion. Additional information on the projects is available from East-West Culture Learning Institute, 1777 East-West Road, Honolulu, Hawaii 96822.

new journals

Lenguaje. *Published by the Coloquio Lingüístico of the Graduate Program in Linguistics and Spanish, Division of Humanities, University of Valle Quarterly First issue February 1972 Subscription $4.00 All correspondence to Lenguaje, Apartado Aereo #007794, Cali, Colombia. [In Spanish]*

Lenguaje is the "voice" of the Coloquio Lingüístico, a center recently established in an effort to maintain interest in the study of language and to influence the reorientation of linguistic studies in Colombia, with special concern for the theoretical and practical problems of Spanish and for Colombia's indigenous languages *Lenguaje* is open to all currents of linguistic thought but preference will be given to generative-transformational grammar due to the extended perspective it offers in the study of language and of man This journal also aims to disseminate pedagogical and methodological materials and studies on the teaching of language and literature and related works in the human sciences

Les Cahiers de Linguistique. *Published by Les Presses de l'Université du Québec Twice a year First issue 1971 Subscription $3.00 for first issue, price varies for subsequent issues Editorial correspondence to André Dugas, Directeur de la Collection, Département de linguistique, Université du Québec, Case postale 8888, Montréal 101, Quebec, Canada Subscription correspondence to Pierre Gravel, Directeur Adjoint, Les Presses de l'Université du Québec, Case postale 250, Succursale N, Montréal 129, Québec, Canada [In French]*

Designed to rapidly disseminate information on recent and ongoing research in syntax, semantics, phonetics, phonology, and other areas of linguistics, and to stimulate collaboration and exchange of ideas among linguists Selection of articles by the editorial committee is based not only on the school of thought represented by the author but also on the originality of the work and its congruity with recent linguistic developments

Revue de Louisiane-Louisiana Review. *Published by the Council for the Development of French in Louisiana Twice a year First issue Summer 1972 Subscription $8.00 All correspondence to Professeur Léandre L Page, CODOFIL, Revue de Louisiane-Louisiana Review, P O Box*

3936, Lafayette, Louisiana 70501

Revue de Louisiane-Louisiana Review, the only bilingual journal in the United States, deals with language, literature, history, the social sciences, music, folklore, and other areas of cultural concern Its bilingual nature reflects the historical importance of French culture in Louisiana and seeks to preserve this by promoting the use of the French language through an international exchange of views Both scholarly articles and creative works in art and writing will be published

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Informatics 1: Structure and Meaning is the name given to a conference organized by the Aslib Co-ordinate Indexing Group to be held at England's University of Durham April 11-13, 1973 The aim of this conference is to examine the fundamental and related problems of syntax and semantics in the design of information retrieval systems, while at the same time taking into consideration that these problems cannot be limited to co-ordinate indexing or even classification and indexing, but are instead a dominant facet of communication Conference organizers hope to assemble speakers and other participants from such disciplines as linguistics, mathematics, lexicography, machine intelligence, and taxonomy, as well as documentalists, information scientists, and librarians

The introductory session will review the scope of informatics, defined for the conference as "the processes, methods and laws related to the recording, analytical-synthetical processing, storage, retrieval and dissemination of scholarly information but not the scholarly information as such which is the attribute of its respective science or discipline" Following sessions will include alternating presentations of fundamental and applied papers.

Further details about the conference can be obtained from Michael Rostron, Hutton & Rostron, 42 Claremont Road, Surbiton, Surrey, England Those wishing to submit papers should contact Kevin P Jones, NRPRA, 56 Tewin Road, Welwyn Garden City, Hertfordshire, England

The 1973 TESOL Convention is meeting May 9-13 at the Caribe Hilton Hotel in San Juan, Puerto Rico, marking the first time the Convention has been held outside the continental United States

The program will begin with two days of workshops on a variety of topics, among

them language testing, materials development, individualized instruction, ABE/ESL, and contemporary Puerto Rican culture In addition, two research seminars will be held during this same period the first on "Effects of Student Age on Second Language Learning and Teaching" and the second on "Bilingual Education"

During the Convention proper the following scholars will address general sessions of the Convention on the succeeding days Charles Fillmore (University of California, Berkeley) on "Things Language Teachers Ought to Know from Linguistic Theory", Joshua Fishman (The Hebrew University of Jerusalem) on "Prospects for Non-English Language Maintenance During the Third Century of American Independence", Susan Ervin-Tripp (University of California, Berkeley) on "Is Learning a Second Language Really Like Learning a First?" During the remainder of each day, panels of speakers will present papers on topics of current interest in English as a Foreign Language, English as a Second Language, Adult Basic Education, Bilingual Education, and English as a Second Dialect

Additional information on the Convention is available from Leslie A Palmer, 3605 "O" Street, N W, Washington, D C 20007

A Conference on Performances, Implicature, and Presuppositions, *sponsored by the Departments of English, Linguistics, and Philosophy of the University of Texas at Austin and The Center for Applied Linguistics, will be held March 22-24, 1973 at the University of Texas The purpose of the Conference is to bring together for presentations and discussions leading figures from the fields of philosophy, linguistics, and English language studies who are doing creative research on the conference topics Speakers will include Gilbert Harman (Princeton University), James McCawley (University of Chicago), Paul Grice (university of California, Berkeley), George Lakoff (University of California, Berkeley), John Searle (University of California, Berkeley), John R Ross (Massachusetts Institute of Technology), Robin Lakoff (University of California, Berkeley), Jerrold Sadock (University of Chicago), Charles Fillmore (University of California, Berkeley), Robert Stalnaker (Cornell University), and Lauri Karttunen (University of Texas) Further information can be obtained by writing Professor Andrew Rogers, Department of English, University of Texas at Austin, Austin, Texas 78712*

book notices

Stanford University Press, in cooperation with the Linguistic Research Group of Pakistan, is now publishing a new series Language Science and National Development. Each book consists of selected writings of a noted scholar in the field of linguistics and language planning To date five volumes have appeared covering the works of Charles Ferguson, Joseph Greenberg, John Gumperz, Einar Haugen and Wallace Lambert Each volume is selected and introduced by Anwar S. Dil, Director of the Linguistic Research Group of Pakistan

Language Structure and Language Use:
Essays by Charles A Ferguson (Language Science and National Development Series. 1) 1971 xiv, 327 pp $8 95

The essays are for the most part concerned with practical language problems and at least half deal with sociolinguistic problems in developing nations Other topics covered are language learning and teaching, child language, universals of language structure and use, and language typology The arrangement is chronological and the selections cover the period 1959-1970 A comprehensive bibliography of the author's works appears at the end

Language, Culture, and Communication:
Essays by Joseph H Greenberg (Language Science and National Development Series. 2) 1971 xvi, 368 pp $10 00

The twenty-two essays included in this anthology date from 1948 to 1971 and deal with a wide range of subjects, e g. possible linguistic contributions to historical ethnography African sociolinguistics, African language classification, language universals, and how linguistics has influenced and been influenced by the theoretical foundations of other scientific disciplines A convenient bibliography of Greenberg's works for the 1940-1971 period is appended.

Language in Social Groups: *Essays by John J Gumperz (Language Science and National Development Series, 3) 1971 xvi, 350 pp $10 00*

This volume contains seventeen of the author's papers in sociolinguistics which are selected from works published between 1957 and 1971 The papers are arranged chronologically in two sections "Language and Linguistic Diversity" and "Social Usage and Social Interaction" Among the concepts explored are those of speech community and linguistic repertoire, a theoreti-

cal framework for sociolinguistics, and the importance of linguistic diversity for vital communicative functions, social mobilization and linguistic modernization A bibliography of the author's publications since 1955 is appended, and an "Author's Postscript" serves as Gumperz' own introduction to the collection

The Ecology of Language: *Essays by Einar Haugen (Language Science and National Development Series, 4) 1972 xiv, 366 pp $10 00*

This is a collection of eighteen essays on language contact, language planning, and bilingualism They are arranged chronologically and cover the period 1938-1971, in addition to a postscript by the author also written in 1971 The two major problems addressed in this volume are bilingualism among immigrants and language normal-

ization. Both are aspects of language interacting with its environment which Haugen calls "ecology of language" The book ends with a bibliography of the author's papers in all aspects of linguistics and Scandinavian languages

Language, Psychology, and Culture: *Essays by Wallace E Lambert (Language Science and National Development Series, 5) 1972 xiv, 362 pp $10 00*

This volume contains twenty-one essays covering the years 1955-1971, and a postscript also written in 1971 The major topics covered are language measurement, language acquisition, bilingualism, and the psychological aspects of language learning Bilingualism is the topic which receives most attention, with almost all of the essays directly or indirectly dealing with the subject. A bibliography of Lambert's works appears at the end.

February 1-4 Brazilian Linguistic Association Florianopólis, Brazil

March 9-13 International Linguistic Association Conference, 18th Arequipa, Peru

March 15-17 Georgetown Round Table, 24th Washington, D C

March 20-22 American Oriental Society Washington, D C

March 22-24 Conference on Performances, Implicature, and Presuppositions Austin, Texas (Write Prof Andrew Rogers, Department of English, University of Texas, Austin, Texas)

March 24-25 North-American Conference on Semitic Linguistics Santa Barbara, California

March 29-31 Annual Linguistic Symposium on Romance Languages, 3rd Bloomington, Indiana

March 30-April 1 Association for Asian Studies, 25th Chicago, Illinois

March 31-April 1 Symposium on California English Pomona, California

April 2-5 Conference on Multilingual-Multicultural Education San Diego, California

April 5-7 Conference on African Linguistics, 4th Flushing, New York

April 5-7 Conference on College Composition and Communication New Orleans, Louisiana

April 6-7 Conference on Rule Ordering Bloomington, Indiana

April 6-8 National Conference on the Language Arts in the Elementary School Chicago, Illinois

April 10-13 Acoustical Society of America Boston, Massachusetts

April 11-13 Aslib Co-ordinate Indexing Group Informatics 1 Conference Durham, England

April 12-14 Northeast Conference on the Teaching of Foreign Languages, 20th New York, New York

April 13-14 College English Association Detroit, Michigan

April 20-21 Southeastern Conference on Linguistics Charlottesville, Virginia

April 22-27 Association for Childhood Education International Wichita, Kansas

April 25-28 International Communication Association Montreal, Quebec, Canada

April 26-28 University of Kentucky Foreign Language Conference Lexington, Kentucky

April 30-May 4 International Reading Association Denver, Colorado

May 2-5 AILA Commission on Language Tests and Testing San Juan, Puerto Rico |Write Prof Bernard Spolsky, Program in Linguistics and Language Pedagogy, University of New Mexico, 1805 Roma, N E , Albuquerque, New Mexico 87106 |

May 2-5 Convention of Teachers of English to Speakers of Other Languages San Juan, Puerto Rico

Language and Cultural Diversity in American Education, *edited by Roger D Abrahams and Rudolph C Troike Englewood Cliffs. N J , Prentice-Hall, Inc , 1972 xii, 339 pp Cloth $7 95, paper $4 95*

This anthology for teachers of children from cultural and linguistic minorities contains 35 essays grouped into six sections The Problem, Cultures in Education, Language, Sociolinguistics, Black English, and Applications It examines the effects of linguistic and cultural diversity in the United States on the educational system, especially as these relate to the various minority groups

The essays point to the need to move away from a definition of "education for the disadvantaged" which views minority children as deprived, deficient in the majority culture with none of their own to build on, and non-communicative Instead, the papers point out that through learning basic concepts of cultural and linguistic analysis, teachers can increase their sensitivity to behavioral differences and can better understand the varieties of oral language styles existing in culturally pluralistic situations The essays stress that by adopting a view of the minority student as a resource who brings an alternative system into the classroom, thereby making the educational experience richer and more meaningful for all students, the teacher can enhance the learning process

Linguistic Diversity in Canadian Society, *edited by Regna Darnell (Sociolinguistics Series, 1) Edmonton, Alberta, Canada. Linguistic Research, Inc , 1971 307 pp $6 00*

The essays collected in this volume are drawn from the fields of linguistics, anthropology, sociology, education, and language and literature, and treat aspects of the problem of language development in Canada They are grouped into sections on the charter languages (Canadian French and English, including Negro English), Amerindian languages, and immigrant languages (Cantonese, Modern Greek, German, Icelandic, Doukhobor Russian, and Ukranian)

The editor points out that linguistic diversity in Canada appears different from that in the United States because Canada has two official languages and because recent immigration has resulted in a more heterogeneous population which supports such diversity It is suggested that all the languages spoken in Canada, many of which have developed particular Canadian forms, must be examined together in relation to one another and to the growth of Canadian national identity Thus, the contributions of language loyalty and maintenance, whether charter, indigenous, or immigrant language, to Canadian society can become apparent and can aid in the development of a language policy for the nation

Hey, I Got Sump'n To Tell You, an' It Cool!: *A Class for Children with Severe Language Disabilities, by Joan L Monaco and Elinor L Zaslow Rockville, Md , Montgomery County Public Schools, 1972 ix, 280 pp Free*

In 1968 the Montgomery County Public Schools, a system just outside Washington, D C , and the Easter Seal Treatment Center inaugurated a "Joint Special Language Class" for normally hearing, normally intelligent children with severe language disabilities Five children between the ages of five and eight, all with various types of language problems, were selected for the class, with the aim of helping them to get meaning from what was said to them, to remember significant patterns, to develop more reliable receptive language, and finally to produce more relatively standard communication units In addition to helping these children overcome or compensate for their language difficulties, the project sought to develop relevant teaching techniques and to train staff to work with these children

The book describes how this class was started and presents such theoretical background as is necessary for the reader Diagnostic methods, including many well-known tests in addition to an Inventory of Language Processes designed and developed by project participants, and how the data thus obtained were used are discussed The chapter on classroom management and teaching techniques presents suggested methods and materials for working on such problems as inability to recall or sequence words, inattention to directions, and failure to read or write from left to right A case study then follows the progress of one boy who participated in the class for two years The final chapter on the results of the project briefly summarizes the progress of the nine other children who attended all or part of the class during the first year and considers the project's impact on the school system Appended to the book are a chronology of the project, a list of participants, a guide for observation of language characteristics, information on the children attending the class during its second and third years, and a look at how the project might be improved

Introduction au problème du bilinguisme, *by Maurice Van Overbeke (Langues et Culture, 7) Brussels, Belgium, Éditions Labor, 1972 vii, 214 pp*

This book covers different issues concerning bilingualism in society in general, with the individual, and in the school The Introduction deals mainly with the concepts of *langue* and *parole* and with linguistic empiricism versus linguistic cognitivism Chapter II analyzes bilingual situations from different angles, according to the nature of the two languages and their relationships, the circumstances under which the person became bilingual, and the degree of bilingualism The chapter concludes with the citation of all the definitions so far given of bilingualism Chapter III, entitled "Bilingual Education", mainly discusses the different studies done on individuals or groups that have been brought up bilingually, covering the various possibilities (i e each parent speaks a different language, parents speak the same language but a governess speaks a different one, etc) Following this, there is a discussion of the schools of thought for and against a bilingual upbringing In the last section, the author deals with bilingualism in the school situation A brief conclusion exposes the author's ideas on the advantages and disadvantages of bilingualism, the influence of social and political matters, the problem of age, and other points of interest and great controversy

A Reader in Historical and Comparative Linguistics, *edited by Allan R Keiler New York, Holt, Rinehart and Winston, 1972 viii, 367 pp $6 95*

This volume is a survey of the most important areas of research in comparative and historical linguistics The articles comprising the reader originally appeared over the last 40 years (with the exception of Vendryès paper "Some Thoughts on Sound Laws", first published in 1902) Work which has developed as part of generative or transformational theory is included The editor states that in choosing articles he has tried to preserve a balance between theoretical discussions and detailed linguistic analyses The book is divided into five sections, entitled Linguistic Reconstruction, Theory of Sound Change, Diachronic Syntax, Dialectology, and Universals and Typology The authors represented are Gleason, Whatmough, Hall, Hoenigswald, Marchand, Chafe, Vendryès, Jakobson, Martinet, Postal, Traugott, R Lakoff, Pulgram, Weinreich, Labov, Saporta, Greenberg, and Kiparsky

Telling Tongues: *Language Policy in Mexico, Colony to Nation, by Shirley Brice Heath (Center for Education in Latin America, Institute for International Studies) New York, Teachers College Press, Columbia University, 1972 xx, 300 pp $10 00*

This case study of language policy in a developing nation covers five centuries of Mexican history, from the Aztec empire through the colonial era to political independence Throughout this time runs the conflict between official policy and local interests, e g the conflict between the Spanish monarchy which attempted to replace Nahuatl with Spanish and the colonists who found advantages in accepting the Indian languages, or the conflict between the independent Mexican government which sought an ideal national culture and those faced with the communicative realities of the Indian communities Present Mexican government policies recognize the importance of local cultural conditions and the value of decentralized policy-making, and today each Mexican state can choose from three language policies the one that suits its needs The book is of historical interest, but it also has both theoretical and practical value for educators and planners in countries whose populations are linguistically diverse

The author chose Mexico as the subject of the study because of its long history of language planning and the availability of primary source records In providing a description of the complete cultural context in which the language-planning process occurred, the author has traced the evolution of politics, religion, education, and intergroup relations, the rationale being that these fields all affected the selection, implementation, and execution of language policies and that these policies often were not made in direct response to the existing language conditions The historical narrative is separated from the theoretical analysis of the last chapter, which provides an overview of the study as well as some comparative generalizations in applied sociolinguistics

The Second and Third Lincolnland Conferences on Dialectology, *edited by Jerry Griffith and L E Miner University Alabama, University of Alabama Press, 1972 xii, 388 pp $12 75*

The Lincolnland Conferences on Dialectology are held at Eastern Illinois University under the sponsorship of the Department of Speech Pathology and Audiology The Second Conference, in April 1969, addressed itself to the linguistic impact of the

civil rights movement, the issues raised, and the proposed solutions One of the main topics concerned the advisability of the speech pathologist's teaching speakers of minority dialects the more conventional "Standard English", an issue that brought a wide range of responses from participants The first section of the book contains six papers presented at this conference on the methodological problems in analyzing dialects, the communication problems of the polyglot, remedial speech programs for disadvantaged adults, the educational significance of nonstandard speech, the progress of a research project on immediate and, transferred language, and an instructional language program for young children Also included are the transcriptions of discussions during the conference and of the colloquium during which participants responded to questions from the audience, and a bibliography The second section of the book deals with the Third Conference which took place in March 1970 At this time, the participants unanimously concluded that the speech pathologist should not attempt to change dialects The six papers presented here are concerned with interpretations of Piaget's developmental theory, the relevance of attitudes in evaluating and modifying dialects, and sociolinguistics as a way of describing dialects

Studies on Semantics in Generative Grammar, *by Noam Chomsky (Janua Linguarum, Series Minor, 107) The Hague, Mouton & Co, 1972 207 pp $8 00 |Distributed in the U S and Canada by Humanities Press, Inc, 303 Park Avenue South, New York, N Y 10010 |*

This book brings together three essays by Chomsky, "Remarks on Nominalization", "Deep Structure, Surface Structure, and Semantic Interpretation", and "Some Empirical Issues in the Theory of Transformational Grammar" These three papers were originally distributed in mimeograph form by the Indiana University Linguistics Club in 1968, 1969, and 1970 respectively, and were later published in different anthologies Together they develop what Chomsky calls the Extended Standard Theory, a revision of the grammatical theory regarding syntax and semantics presented in Katz and Postal, *An Integrated Theory of Linguistic Descriptions* (1964) and Chomsky, *Aspects of the Theory of Syntax* (1965) The essays also constitute Chomsky's response to the criticisms and alternative theories of the generative semanticists, especially McCawley, G Lakoff, and Fillmore.

Readings in English as a Second Language: *For Teachers and Teacher Trainers, edited by Kenneth Croft Cambridge, Mass, Winthrop Publishers, 1972 xxviii, 436 pp $6 95*

This collection consists of previously published papers by specialists in the language teaching profession Most of the articles date from the late 1960's, but a few are from as early as 1948 An excellent general introduction presents a current overview of the TESL field, its acronyms, its professional organizations, its publications, and proposed guidelines for teacher qualifications The papers which follow are divided into nine sections Trends and Practices, Speaking and Understanding, Grammar, Reading, Writing, Vocabulary, Testing, Teaching Aids, and Other Selected Topics Each section is prefaced by a few pages of commentary and a selected list of related readings

The book is designed for use as a textbook, or to accompany a textbook in an English as a second language methodology course It presumes some knowledge of descriptive linguistics, more specifically the structural school of linguistics, and the basic approach is that of the audiolingual methods, but note is taken of more recent developments in both linguistics and language teaching

A Glossary for English Transformational Grammar, *by Robert A Palmatier New York, Appleton-Century-Crofts, 1972 xiv, 207 pp $8 95*

Covers the terminology employed in the field of generative theory To gather terms the author surveyed 72 books, monographs, and anthologies written in English on transformational grammar in general and English transformational grammar in particular, from 1956 to 1969 The books and monographs forming the corpus relate to (1) grammatical theory, (2) the psychology and philosophy of language, (3) phonological theory, (4) complex sentence formation, (5) historical linguistics, (6) the writing of grammars, (7) the teaching of grammar, (8) the study of grammar on the college level, and (9) the study of general linguistics The corpus also includes four anthologies of articles covering different periods and theoretical biases

Palmatier has based the selection of terms on their technical nature in relation to the theory of transformational grammar or its application to English grammar Selection was not based on frequency of occurrence, on the fact of occurrence per se, or on specific applications of transformational grammar to languages other than

English The author has classified each term as applying principally to first-generation transformational grammar (reflecting the model of Chomsky's *Syntactic Structures*), second-generation transformational grammar (reflecting the model of Chomsky's *Aspects of the Theory of Syntax*), or semantic-based *transformational* grammar (case grammar and generative semantics)

A maximal entry contains a notation classifying the term by generation (subcategorized into as many senses or part-of-speech classes as are appropriate), one or more representative definitions, illustrative examples, statements amplifying or qualifying the definitions, a source citation, and cross-references There is extensive cross-referencing and cross-indexing to overcome the problem of various names for a single concept

An Introduction to the Burmese Writing System, *by D Haigh Roop New Haven, Conn, Yale University Press, 1972 xiii, 122 pp $5 00*

This workbook, rather than teaching actual words, introduces step-by-step the elements of the Burmese writing system, with reading and writing exercises on each new element as it is presented Thus, the student gradually acquires a knowledge of the symbols and the ways in which they combine The material is presented so that the student who is familiar with Burmese sounds can work through the system with little or no help from an instructor before he begins the actual reading of texts

The transcription used is from Cornyn and Roop's *Beginning Burmese*, but the workbook is designed to be independent of this text Included in the workbook are numerous diagrams on forming the various symbols and periodic review tests to help the student identify areas of difficulty Appended to the workbook are a summary test, a description of Burmese spelling, and a list of all the symbols used in the Burmese writing system

Sino-Tibetan: *A Conspectus, by Paul K Benedict Contributing editor, James A Matisoff (Princeton-Cambridge Studies in Chinese Linguistics, 2) Cambridge, University Press, 1972 xi, 230 pp $49 50*

This is an information-packed book for the specialist Over half the volume is devoted to a presentation of what is reconstructable of ancestral Tibeto-Burman and how each feature is attested in the various languages so far described that belong to that family The Karen languages are then treated in about 25 pages, followed by a

fairly extensive look at the development of Chinese from what may be considered a Tibeto-Burman point of view A list of Tibeto-Burman roots with page references appears as an appendix, followed by an English-Tibeto-Burman index to the list, and a bibliography of primary sources for information about Tibeto-Burman languages

The bulk of this work was done in the 1930's and a manuscript completed in 1943 The text has been left in substantially that form and brought up to date with additional footnotes by both the author and the contributing editor

Contemporary Cambodian: *Grammatical Sketch, by Madeline E Ehrman, with the assistance of Kem Sos Washington, D C, Foreign Service Institute, 1972 xii, 115 pp $1 25 (Order from Superintendent of Documents, U S Government Printing Office, Washington, D C 20402)*

This reference grammar is the first module of a projected set of seven volumes designed to teach Cambodian to beginning and intermediate students. Cambodian, also known as Khmer, is the official language of Cambodia, it is spoken natively by a majority of the population there, as well as by Cambodians in South Vietnam and Thailand The *Contemporary Cambodian* course is organized according to the modular principle, which prescribes the preparation of several components which can be re-arranged or replaced according to the needs of the user The rest of the course will consist of a volume of introductory lessons, four topic-oriented textbooks, and a glossary All are to be cross-referenced to this volume, which is a description of the most important structural and stylistic features of Cambodian

The first chapter is a brief introduction to the language and its speakers The second consists of a sketch of the phonology, and the third is an outline of the syntax A series of chapters follows on various word classes nominals, verbals, adverbials, and relators The last chapter discusses special problems of vocabulary and usage, focusing on the effects of relative age, social class, and blood relationship Two appendices summarize the uses of some very common words which are grammatically significant and describe Cambodian naming patterns, presenting the most common titles Throughout, examples appear in both the Cambodian script and phonemic transcription

This work was prepared and published with the support of the Defense Language Institute

The Science of Language and the Art of Teaching, *by Henry F Beechhold and John L Behling, Jr New York, Charles Scribner's Sons, 1972 ix, 277 pp $5 95*

Designed primarily for teachers and prospective teachers of the language arts, this book combines an introduction to linguistics with techniques for its use in the classroom Included are chapters on the scientific study of language, transformational and other grammars, linguistics, composition, and literature, non-standard English, linguistics and foreign language teaching, and creating, identifying, and solving problems The questions, problems, and projects presented by the authors in the "Implications for Teaching" section in each chapter are meant to put the student and the teacher in the position of exploring language rather than in one of memorizing definitions and rules A selected bibliography lists references in general, theoretical, applied, and historical linguistics, psycholinguistics, sociolinguistics, stylistics, foreign language teaching, education, and philosophy

Mathematical Models in Linguistics, *by Maurice Gross (Prentice-Hall Foundations of Modern Linguistics) Englewood Cliffs, New Jersey, Prentice-Hall, Inc, 1972 xvi, 159 pp $8 95*

This volume illustrates how the understanding of natural languages and language theories can be increased through the meaningful use of mathematical tools The author presents such tools—many of which are also used in treating programming languages in the computer sciences—in terms of standard mathematical notations The eight major sections of the book deal with the conceptual background, Turing machines, formal systems, relations between Turing machines and rewriting systems, computing systems and natural languages, finite state processes, context-free languages, and the linguistic adequacy of mathematical models Probabilities and frequencies are not treated, and the book is limited to notions with immediate empirical relevance Various levels of mathematical abstraction are employed, the major part of the book requires a relatively elementary mathematical background, but some of the more sophisticated algebraic structures extracted from formal descriptions call for some knowledge of elementary abstract algebra Necessary definitions and selected readings are included, and those paragraphs that can be omitted by the reader without affecting the understanding of the material have been noted

A Bibliography of Philippine Linguistics and Minor Languages: *With Annotations and Indices Based on Works in the Library of Cornell University,* by *Jack H Ward* *(Linguistics Series V, Data Paper, 83) Ithaca, New York. Southeast Asia Program, Department of Asian Studies, Cornell University, 1971 viii, 549 pp $6 50*

A comprehensive annotated bibliography of Philippine linguistics and languages of the Malayo-Polynesian group All languages spoken within the boundaries of the Republic of the Philippines, including pidgins and creoles, are covered The types of works listed are linguistic analyses, source material for such analyses, and discussions of the relation of the language to the writing system and the larger system of culture within which it fits Material on ethno-, psycho-, and sociolinguistics is covered The compiler has not included text material for the major languages (Iloko, Ibanag, Pangasinan, Pampango, Tagalog, Bikol, Hiligaynon Bisayan, Cebuano Bisayan, and Samar-Leyte Bisayan), but has for other languages and for forms of speech in any language before 1700

The bibliography is organized into four sections serials and periodicals, bibliographies, published works, pamphlets, and theses, and manuscripts The annotation gives the library location of the works (where known) and a short description of the linguistically relevant coverage of each work by means of content codes which classify the work under a limited number of categories The material is then indexed by language and content code

Tagalog Reference Grammar, *by Paul Schachter and Fe T Otanes Berkeley, University of California Press, 1972 x, 576 pp $12 00*

A detailed reference grammar of Tagalog, based on the dialect of Manila (generally regarded as the standard) as spoken by recent college graduates The first chapter describes the pronunciation of the language and includes a short section on orthography and spelling The second covers basic sentence structures The next four chapters discuss four major classes of sentence components—nominals, adjectivals, verbals and adverbials—as they appear in basic sentences, along with their expansions and derived constructions The final chapter describes derived and minor sentence structures There is a comprehensive index Research, reproduction, and printing were completed under grants from the United States Office of Education

SerboCroatian-English Dictionary, *compiled by Morton Benson, with the collaboration of Biljana Šljivić-Šimšić Philadelphia, University of Pennsylvania Press, 1971 iv, 807 pp $27 50*

A dictionary of standard contemporary SerboCroatian as used by educated Yugoslavs and the daily press It includes 60,000 words and over 100,000 phrases, both Eastern and Western forms are given, but the illustrative expressions represent the current usage of educated Belgrade speakers Important scientific and technical terms appear, as well as obsolete words and regionalisms which occur frequently in literature.

The introduction covers the morphology of various word classes in considerable detail and includes a bibliography The entries are in the Latin alphabet and marked according to the traditional four-accent system Complete morphological information is provided for inflected parts of speech Glosses in American English and illustrative phrases and idioms follow A brief appendix gives the declension of nouns and descriptive and pronominal adjectives

This work was completed under a research contract from the United States Office of Education

news briefs

G. & C. Merriam Company expects to appoint an assistant editor in pronunciation during the summer of 1973 This assistant editor will then undergo an extended training and orientation period and hopefully will assume primary responsibility for pronunciations in Merriam-Webster dictionaries in 1974 Candidates should have completed all courses for the Ph D and should send letters of application with the usual supporting data to H B Woolf, Editorial Director, Dictionaries, G & C Merriam Company, Springfield, Massachusetts

Canadian Broadcasting Corporation Learning Systems has produced a number of audio tapes on topics in language and linguistics Using such formats as the documentary and the interview, the tapes deal with contemporary English, cultural aspects of language and communication, language and philosophy, bilingualism, and other areas of concern Tapes range in length from 30 minutes to 1 hour and are available on either reel or cassette For a copy of the audio tape catalog with ordering information, write CBC Learning Systems, Box 500, Station "A", Toronto 116, Ontario, Canada

A Conference on Multilingual-Multicultural Education on both a national and international scale is planned for April 2-5 in San Diego under the sponsorship of the U.S Office of Education and the California State Department of Education The purpose of this conference is to illustrate the effectiveness of using a child's primary language in his instruction Presentations on means, materials, and methods will include live demonstrations, videotapes, and workshops in order to focus on meeting the learner's needs in multilingual-multicultural education Further details on the conference are available from Dr Gilbert T Martinez, Manager, California State Department of Education Bilingual-Bicultural Task Force, State Education Building, 721 Capitol Mall, Sacramento, California 95814

The University of Kentucky Foreign Language Conference will be held April 26-28 in Lexington, with scholars from throughout the United States and Canada presenting papers Featured will be sections in Classics, Comparative Literature, French, German, Hebrew, Linguistics, Medieval Studies, Portuguese and Brazilian, Romanian, Scandinavian Studies, Slavic, and Spanish, again emphasizing individualized instruction The special features of the conference will be two symposiums, one on medieval French lyric poetry and the other on Von Keyserling and Impressionism For further information, write Prof Theodore Mueller, Director, Foreign Language Conference, University of Kentucky, Lexington, Kentucky 40506

Historiographia Linguistica: International Journal for the History of Linguistics is now in the planning stage Its central objectives will be the discussion of the epistomological and methodological foundation of a historiography of linguistics and the critical presentation of particular fields of actual or potential research Inquiries about the journal and manuscripts for consideration should be addressed to the Editor, Dr E F K Koerner, Research Center for the Language Sciences, Indiana University, 516 E Sixth Street, Bloomington, Indiana 47401

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