

1959–1982

The *Linguistic*
Reporter

Volume 20

(1977-1978)

CAL CENTER
FOR APPLIED
LINGUISTICS

Volume 20

SEPT/OCT
1977

Number 1

The Linguistic REPORTER

a newsletter in applied linguistics

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

Presidential Commission on FLs Soon to be Reality

by Phylis Banish (USOE)

Last June, Congressman Simon, joined by Representatives Fascell, Panetta and Tsongas and Senator Pell, brought to the President's attention the need to strengthen and improve foreign language and area studies to meet America's obligation to implement one aspect of the 1975 Helsinki Accords. In response to this initiative, the President committed the Administration to the establishment of a Presidential Commission on Foreign Languages and Area Studies and designated the Office of Education as the lead agency in this effort.

In August, Commissioner Boyer met with Congressman Simon to review general objectives and membership of the Commission and assigned staff from his immediate office and the Bureau of International Education to plan the details of the Commission's development and operation. OE staff decided to draw from all interested agencies, groups and individuals in formulating the specifics of the Commission's implementation. Therefore, during the week of August 22, all Federal agencies on FICE list and Inter-agency Roundtable, all special interest groups (e.g., foundations, labor unions, multi-national corporations, media, Jaycees, Chambers of Commerce, banks), and all educational constituencies (elementary through post-secondary education) and relevant professional associations were invited to attend a one-hour meeting. On Friday, August 26, three one-hour meetings were held for each of the categories of groups invited. During the meetings, the initiation and background of the Commission were described; questions concerning plans, membership, operation and goals of the Commission were answered; and written suggestions concerning membership, specific

objectives to be accomplished and mode of operation of the Commission were requested by September 2.

Some basic questions were raised at all three meetings. The first dealt with the anticipated composition of the Commission. To date, a membership of 20 is considered the maximum size of the Commission and the following distribution is expected: 4 members of Congress; 2-3 government officials from the executive branch; representatives from education—elementary, secondary, and higher education institutions as well as professional associations; and representatives from business, industry and labor. In addition, attendees were requested to provide appropriate names for each of the categories, additional categories that should be covered on the Commission and names for those categories as well as a rationale both for recommending a type of category to be represented on the Commission as well as a particular individual to serve as a member. Several additional categories of membership were suggested during the meetings.

See Commission—16, Col 1

CAL SEEKS NEW DIRECTOR

Rudolph C. Troike, Director of the Center for Applied Linguistics since 1972, has announced that he will not continue in the position beyond the expiration of his second term of office on Dec 31, 1977 (see The View from the Center, p 2 of this issue, for further information). Accordingly, CAL's Board of Trustees has appointed a Search Committee to seek candidates for the directorship of the Center.

Candidate should be a skilled administrator with an advanced degree and established reputation in linguistics or a related field to provide leadership for CAL's research and service activities in the U.S. and abroad. He/she must also be articulate and imaginative, with an interest in the application of linguistic knowledge to the solution of language, education, and social problems. An understanding of fiscal planning and management and familiarity with Federal agencies is important.

The members of the Search Committee are William Turnbull (Educational Testing Service), Ilse Lehiste (Ohio State U), and Charles Ferguson (Stanford). Those interested in applying for the vacancy should write: William Turnbull, Chmn, Search Cte, CAL, 1611 N Kent St, Arlington VA 22209.

Featured Inside . . .

Book Notices	12
Conferences	4-5, 6
Index to Volume 19	7
New Journals	10
Sign-English Project	8
View from the Center	2

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The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, a newsletter for all those concerned with linguistics and its application to practical problems, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertising inquiries, and books for review should be directed to the Managing Editor, *Linguistic Reporter*, CAL, 1611 N. Kent St., Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgment is given. Subscription rates: \$6.00; \$11.00 (domestic and Canadian airmail); \$16.00 (foreign airmail).

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The View from the Center

Rudolph C. Troike: In Appreciation



The Board of Trustees of the Center sincerely regrets Rudolph Troike's decision to give up his position as Director of the Center, and would like to take this opportunity to thank him publicly for his contributions to it, to linguistics, and to our institutions concerned with language and its uses in society. During Rudy's five years in office, he has dedicated his time almost exclusively to the work of the Center. This devotion to the Center and its aims will unquestionably have a lasting effect on the field of linguistics and on society.

When he took office, the Center had lost much of its original vigor. Rudy gave new direction to its work and restored its vitality. In its meetings at the time, the Board was presented with a chart indicating the proposed priorities of the Center for the following five years. Prominent among these was the aim of bringing to bear the contributions of linguistics to improve the quality of bilingual education in this country and elsewhere. Rudy directed the Center's effort in developing a plan for the San Francisco schools to respond to the Supreme Court *Lau vs Nichols* decision, which has been accepted by the Court and the Office of Civil Rights—one of the few in the country thus far to be accepted. The problem is by no means solved. But it has been recognized and steps towards its solution are no longer simply discussed in graduate courses.

The effort in bilingual education was only one of the Center's activities in applying linguistics—only one of Rudy's major aims in coming to the Center as Director. Other activities have been reported in the *Linguistic Reporter* and will continue to be. And they are discussed in the national media, for which linguistics is becoming less exotic. Ordinary citizens of the country who had never heard of linguistics are now beginning to become aware of its contributions.

The most noteworthy accomplishment of the Center under Rudy's direction may well be its Indochinese program. With its own resources, the Center prepared for the influx of Vietnamese children in our schools after the large refugee resettlement program. Federal and local officials were caught unprepared, and turned to the Center for assistance when they realized their need. The benefits to the refugees, and to the schools, have been enormous. Here I touch on only one point of importance for our field. For the first time, thousands of teachers in classrooms came to know what linguistics might contribute to them and their students. The Center in this way became a truly national institution, among many educators a household word.

For the rest of the Center's activities, the other priorities in that chart represent International Programs, Publications, Information, and so on. I here lack space to comment adequately. Suffice it to say that activities in these areas have been as energetic as in bilingualism.

I need scarcely mention that this complex program would have been impossible without a capable and hardworking staff. But it is one of a successful administrator's marks to assemble and maintain such a staff.

Nor would it have been possible without support from foundations, notably the Ford Foundation. They have funded the programs which many consider a natural right. We still are in a situation in which federal agencies and ordinary citizens who would never expect to ring up a lawyer to ask for free legal advice think nothing of seeking free advice in language matters. Until the federal government recognizes its obligation to support such activities, the Center's contributions will remain impossible without assistance from foundations. But linguists are acquiring increasing professional status and recognition. Language problems are being identified, and solutions sought. Much of the credit for such advance is due to the work of the Center's staff and the leadership which Rudy has provided as Director. We wish him well.

Winfred P. Lehmann

Winfred P. Lehmann, Chairman
Board of Trustees

CAL • ERIC/CLL Contract Renewed

The Center for Applied Linguistics has again been awarded the contract for the ERIC Clearinghouse on Languages and Linguistics by the National Institute of Education. The Clearinghouse, which has been funded through May of 1982, will continue under the direction of Peter Eddy, with Alice Omaggio, formerly of Ohio State U, serving as the new Associate Director. Plans for the current contract year include 12 ERIC user workshops, 20 new publications in the CAL • ERIC/CLL Series on Languages and Linguistics, and the publication of a *Directory of Foreign Language Service Organizations*.

During the past year, the Clearinghouse has published a number of new products in its languages and linguistics series. Titles include: *Testing in English as a Second Language: A Selected, Annotated Bibliography*, by Marie Garcia-Zamor and David Birdsong (available from TESOL); *Spanish-English Bilingual Education in the U.S.: Current Issues, Resources, and Research Priorities*, by Manuel Ramirez et al (available from CAL, \$3.95 ea., ED 136 552); **ERIC Documents on Foreign Language Teaching and Linguistics: List Number 16*, by Peter A. Eddy and Kathleen McLane (ED 132 863); *The Magic Boxes. Children and Black English*, by Marilyn Rosenthal (available from ERIC Clearinghouse on Early Childhood Education, ED 136 553); **A Bibliography of American Doctoral Dissertations in Bilingual Education and English as a Second Language: 1968-1974*, by Nancy Jokovich (ED 136 584); *Graduate Theses and Dissertations in English as a Second Language: 1975-1976*, by Stephen Cooper (available from TESOL, ED 136 589); **Tangible Benefits of the Study of Latin. A Review of Re-*
See ERIC—6, Col 2

Fulbright-Hays Awards Still Available

The Council for International Exchange of Scholars, which administers the Fulbright-Hays awards program, is currently reviewing applications for the 1978-79 program year. The Council has waived deadline requirements in some cases and will accept additional applications for a number of positions, primarily teaching in Africa, Asia, and Eastern Europe in such fields as American literature, business and economics, science and engineering, linguistics, and teaching English as a foreign language. Applicants must be U.S. citizens with appropriate educational and professional qualifications. Fulbright-Hays awards for which the Council is still accepting applications include the following: *Cameroon/sociolinguistics*; *Fiji/linguistics and TEFL methodology*; *France/junior lectureships for recent PhDs, including stylistics of American language and American English in the context of economics, law, or management*; *Indonesia/postdoctoral research fellowship in Indonesian language and linguistics*; *Jordan (West Bank)/TEFL*; *Poland/several awards in applied linguistics/TEFL methodology or theoretical linguistics*; *Romania/senior award in theoretical linguistics and several junior lectureships in TEFL*; *Sri Lanka/TEFL materials*; *USSR/awards in theoretical linguistics,*

psycholinguistics, and advanced TEFL methodology. Further information is available from: Council for Intl Exch of Scholars, 11 Dupont Cr, Washington DC 20036.

See Fulbright-Hays—5, Col 2

linguists wanted

Note: A fee of \$20 00 is charged for each listing of positions available at institutions. Payment should accompany entry, but the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the *LR* should submit their entries to the Editor by the 1st of the month preceding the month of publication. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

Yale's Dept of Ling is seeking an *asst prof* in the area of ling theory for an *appt* to begin with the Fall 1978 semester. Teaching exp and some publications helpful. Initially a 3-yr *appt* with salary negotiable according to exp. Send recent vita, publications, and other pertinent materials to S. Insler, Acting Chmn, Dept of Ling, 318 H.G.S., Yale, New Haven CT 06520. Deadline for application. Jan 15, 1978.

U Cal-Berkeley will have an opening in the Dept of Ling for a *specialist in native langs* of N and/or Central America. Position will be at *asst prof* level, beginning Fall 1978. Preference will be given to candidates who have had field exp with a native lang(s). Send CV and (optionally) other supporting material such as papers and recommendations to Wallace Chafe, Dept of Ling, U Cal, Berkeley CA 94720.

The Eng Lang Inst at U Michigan has a possible *appt* for *Writing Coord* of the Intensive Courses in ESL. *Appt* at lecturer level. Duties: (1) to help *dvlp* a solid prog in writing at the Inst; (2) to supervise the *tching* of 6-8 *tching* *assts*, (3) to *tch* 2 writing courses per 8-wk term (*Appt* schedule is for 8 mos with possibility of additional spring and summer employment). Applicant should have suitable academic training, extensive exp in *tching* writing to non-native *spkrs* of Eng, as well as an interest in research in ESOL *tching*; some exp with "Eng for Academic Purposes" desirable. Salary competitive. Send CV and 3 *ltrs* of reference to Dir, ELI, U Michigan, Ann Arbor MI 48109.

The Amer Lang Inst at NYU is undergoing an internal restructuring and seeks an experienced *ESL Prog Dir* with strong university-level admin background. Capable of coordinating several ESL progs with varied audiences; supervising office staff, registration, advertising, and other procedures; and working with the academic *dir*. Doctorate preferred but not required. Salary negotiable. Reply by Oct 15 with detailed resume to M Saltzer, Dir, Amer Lang Inst, NYU, 2 Univ Pl, New York NY 10003.

The John F Kennedy Inst of N Amer Studies at Free U Berlin is seeking applicants for the post of *asst prof*. Area of responsibility: ling theory and its application to 2nd lang *tching* and the study of lit. Requirements: PhD, working knowledge of German, readiness to participate in interdisciplinary research, *tchr* training, and the various admin *ctes* of the Inst. Applications with appropriate documentation should be sent not later than the end of Nov to Zentralinstitut 2, John F Kennedy Inst fur Nordamerikastudien, Lansstrasse 5-9, D-1000 Berlin 33, W Germany.

news briefs

The New York State English Council is seeking manuscripts for its next monograph, dealing with the theme "Language Teaching for Linguistically Different Learners." Two kinds of articles are being sought: those dealing with theory and research (up to 100 pages in length) and those dealing with practical applications for classrooms from the preschool through the secondary school level (10-20 pages long). Send with stamped, self-addressed envelope to: Judy I. Schwartz, Ed, NYSEC Monographs, Dept of Elem & Early Childhood Ed, Queens Coll, Flushing NY 11367. . . . **The American Council on Education** has a new president. He is Jack W. Peltason, formerly chancellor of U Illinois at Urbana-Champaign. Dr. Peltason assumed his new duties Sept 1, 1977, succeeding Roger W. Heyns, ACE's president since 1972. . . . The 8th edition of *Foreign Language, Area, and other International Studies. A Bibliography of Research and Instructional Materials* has been published by the U.S. Office of Education. Compiled by Julia A. Petrov (USOE) and edited by Kathleen McLane (ERIC/CLL, CAL), this publication summarizes the results of all research activities (completed by Oct 30, 1976) carried out under Section 602 of NDEA Title VI since publication of the previous bibliography in 1972. Included are reports on surveys, conferences, linguistic studies, language teaching research, foreign area studies, and commonly as well as uncommonly taught languages. Available for \$4.92 prepaid from: ERIC Document Reproduction Service, P.O. Box 190, Arlington VA 22210. Please specify ED 136 625 when ordering. . . . On August 4, 1977, the International Association of Applied Linguistics (AILA) formed a new **Language Planning Commission**, and established the following committees: (1) Language Planning Theory, (2) Implementation and Evaluation, (3) Language Planning in Specific Societal Spheres, (4) The Socio-Political and Economic Context of Language Planning, and (5) Language Planning in Canada [special committee for 1978 only]. Persons interested in submitting papers on these topics for special sessions at the 1978 AILA meeting (see Meetings and Conferences list) should send a 500-1,000 word summary, indicating commission and committee to: Jacques D. Girard, Sec-General of the 1978 AILA Cong, U Montreal, Box 6128, Sta A, Montreal, Quebec H3C 3J7, Canada. If possible, abstracts should be submitted by Sep 30, 1977. . . . No. 4 in *Columbia U's Working Papers in Linguistics* series has now appeared. Edited by William Diver, the issue contains the following articles: "The Particle *de* in Mandarin Chinese" (Jeanne Chiang); "The Quantitative Validation of a Grammatical Hypothesis" (Wallis Reid); "The Theory" (Robert Kirsner); "Traditional Grammar vs. the French Verb" (Alan Huffman); "A Concise Grammar of Modern English" (William Diver). Available for \$2.00 prepaid from: Sylvia Friedman, Managing Ed, *CUWPL* 4, 401 Philosophy Hall, Columbia U, New York NY 10027. . . . *Cross Currents*, a bi-

meetings and conferences

- Nov 2-5 Amer Speech & Hearing Assn. Chicago IL.
 Nov 4-5 Annual Wisconsin Conf on South Asia, 6th. Madison WI. (Write: Outreach Coord, S Asian Area Cntr, 1249 Van Hise Hall, U Wisconsin, Madison WI 53706.)
 Nov 6-8 Ling Assn of Gt Britain. London, England. (Write: R.A Hudson, Dept of Ling, University Coll, Gower St, London WC1, England)
 Nov 10-12. Ling Assn of the SW, 6th. Baton Rouge LA. [See LR 20:1, p6]
 Nov 10-13. Annual Conf of the Natl Assn for the Ed of Young Children Chicago IL. (Write NAEYC 1977 Conf Info, 1834 Conn Ave, NW, Washington DC.)
 Nov 18-19. Sym on Spanish & Portuguese Bilingualism. Amherst MA. [See LR 20 1, p8]
 Nov 24-26. Amer Assn of Tchrs of German, 45th. San Francisco CA.
 Nov 24-27. Amer Council on the Tchng of FLs, 11th San Francisco CA
 Nov 24-27. Natl Council of Tchrs of Eng, 67th. New York NY
 Nov 29-Dec 3 Amer Anthropological Assn, 76th. Houston TX
 Nov 30 Sym on Mayan Langs, 2nd. Houston TX
 Nov 30-Dec 3. Conf on Amer Indian Langs, 16th. Houston TX.
 Dec 1-4. Speech Communication Assn, 63rd Washington DC.
 Dec 13-16 Acoustical Society of America, 94th. Miami Beach FL.
 Dec 17 Intl Mtg of the Assn for Lit & Ling Computing, 5th. Liege, Belgium. (Write: Louis Delatte, U Liege, Liege, Belgium.)
 Dec 17-19. Intl Phonetic Sciences Cong, Amer Assn of Phonetic Sciences, & the Academy for the Forensic Application of the Communication Sciences. Miami Beach FL (Write H Hollen, IASCP, ASB-50, U Florida, Gainesville FL 32611.)
 Dec 26-29 Mod Lang Assn, 92nd Chicago IL.
 Dec 27-30 Amer Philological Assn. St Louis MO. (Write: J.J Bateman, U Illinois, FL Bldg, Urbana IL 61801)
 Dec 28-30. Ling Society of America, 53rd. Chicago IL.
 Dec 29-30 Amer Name Society Chicago IL (Write: Kelsie B. Harder, St University Coll, Potsdam NY 13678)

1978

- Jan 4-7 Sym of the Inter-Amer Prog for Ling & Lang Tchng (PILEI), 8th Caracas, Venezuela (Write Norman A McQuown, 1126 E 59th St, Chicago IL 60637.)
 Jan 4-12. Intl Conf on Austronesian Ling, 2nd Canberra, Australia. [See LR 20 1, p8]
 Jan 9-13 Amsterdam Coll on Montague Grammar & Related Topics, 2nd. Amsterdam, The Netherlands (Write Centrale Interfaculteit, U Amsterdam, Roetersstraat 15, Amsterdam, The Netherlands)
 Jan 9-14 Cong of the Assn of Linguists & Philologists of Latin America (ALFAL), 5th. Caracas, Venezuela (Write: Juan Lope Blanch, Esteros 167, Las Aguilas, San Angel, Mexico 20, D F, Mexico.)

annual journal of language and cross-cultural communication, is soliciting manuscripts to be considered for publication during 1977-78. Past articles treated such topics as the differences between the Japanese and English spoken cultures, the use of the typewriter as an educational tool for the FL teacher, a critical

meetings and conferences

- Feb 12-17. Amer Assn for the Advancement of Science, 144th. Washington DC.
- Mar 9-11. Annual Ling Sym, 8th. Louisville KY [See LR 20:1, p6]
- Mar 17-18. Annual U Wisconsin-Milwaukee Ling Sym, 7th Milwaukee WI [See LR 20:1, p10]
- Mar 26-31. Assn for Childhood Ed Intl Charlotte NC
- March 27-1 Cong on Lang Learning Lucerne, Switzerland (Write: 1978 Cong on Lang Learning, Cong Office, c/o Eurocentres, Seestrasse 247, CH-8083 Zurich, Switzerland)
- Mar 31-Apr 2. Assn for Asian Studies, 30th. Chicago, IL.
- Apr 3-7 Intl Sym on the Use of Computers in Ling & Lit Research, 5th Birmingham, England (Write: D E Ager, CLLR, Dept of Mod Langs, U Aston in Birmingham, Gosta Green, Birmingham B4 7ET, England)
- Apr 4-9 Conv of Tchrs of Eng to Spkrs of Other Langs, 12th Mexico City, Mexico
- Apr 6-8. College Eng Assn Boston MA.
- Apr 7-9 (tentative) Stanford Child Lang Research Forum, 10th. Stanford CA (Write: Randa Mulford, Chpsn, Research Forum, Ling Dept, Stanford U, Stanford CA 94305)
- Apr 11-15. Amer Ed Research Assn. Toronto, Ont, Canada
- Apr 21-22 Pacific NW Council on FLs, 29th Portland OR. [See LR 20.1, p10]
- May 2-5. Intl Reading Assn, 23rd Houston TX.
- May 2-5. Council for Exceptional Children, 56th. Kansas City KS.
- June 7-9. Natl Assn for Foreign Student Affairs, 30th. Ames IA.
- June 12-Aug 5 LSA Ling Inst. Urbana IL. (Write: Dir, 1978 Ling Inst, Dept of Ling, 4088 FL Bldg, U Illinois, Urbana IL 61801.)
- June 13-16 Acoustical Society of America. Kingston RI
- July 28-30 LSA Summer Mtg. Urbana IL
- Aug Intl Conf on Methods in Dialectology, 3rd. (Write: H.R. Wilson, Dept of Eng, U Western Ontario, London, Ont N6A 3K7, Canada.)
- Aug 1-3. World Cong on Reading, 7th Hamburg, W Germany. (Write: Intl Reading Assn, 800 Barksdale Rd, Newark DE 19711.)
- Aug 14-20. World Cong of Sociology, 9th Uppsala, Sweden. [See LR 20:1, p10]
- Aug 21-26 Intl Cong of App Ling, 5th. Montreal, Canada. (Write Jacques D. Girard, 1978 AILA Cong, U Montreal, Box 6128, Sta A, Montreal, Que H3C 3J7, Canada.)
- Aug 28-Sept 1 Amer Psychological Assn Toronto, Ont, Canada
- Nov 14-19. Amer Anthropological Assn, 77th. Los Angeles CA.
- Nov 18-21. Amer Speech & Hearing Assn. San Francisco CA.
- Nov 23-25 Natl Council of Tchrs of Eng, 68th Kansas City MO.
- Nov 26-Dec 1 Acoustical Society of America, 95th. Honolulu HI
- Dec 28-30 Ling Society of America, 54th. Boston, MA.

evaluation of the Silent Way, and a feminist view of text materials for ESL/EFL learners. Submission requirements are available from: Cross Currents, Lang Inst of Japan, 4-14-1 Shiroyama, Odawara, 250 Japan. . . In April 1976 the Ontario Ministry of Education sponsored a conference on alternative programs for

teaching French as a second language. The proceedings of the conference are available in a special issue of *The Canadian Modern Language Review* (33:2, Nov 1976), with emphasis on evaluation of specific programs. Request copies from: *Canadian Modern Language Review*, 4 Oakmount Rd, Welland, Ont L3C 4X8, Canada. . . A call for papers (recommendations of topics and already published articles or books) has been issued for the open peer commentary Treatment section of *The Behavioral and Brain Sciences*, a new quarterly journal scheduled to begin publication in 1978. Criteria for accepting manuscripts for this section can be obtained from: Steven Harnad, Ed, *Behavioral & Brain Sciences*, P.O. Box 777, Princeton NJ 08540. Subscription information from: Cambridge U Press, 32 E 57th St, New York NY 10022. . . *Language Sciences*, published by the Research Center for Language and Semiotic Studies at Indiana U, will cease publication with the Dec 1977 issue. In the interim editorial correspondence (no manuscripts) can be sent to: The Editor, c/o M.H. Kevill, 380 Fellsway E, Malden MA 02148. Subscription and other business correspondence will be handled by: Robert Woodley, Office of Research and Grad Dvlpt, Bryan Hall 104, Indiana U, Bloomington IN 47401.

FULBRIGHT-HAYS—from page 3

Forty-five awards in linguistics and TEFL have been made for the 1977-78 program year. Recipients of these awards were: Liga Abolins (Indiana U to U Titograd), teaching Eng; Adrian Akmajian (U Arizona to Catholic U, Brazil), ling; Judith E. Boss (Nebraska U to Kabul U), Eng lang & lit; Teddi G. Bynum (Pahlavi U to U Nis, Yugoslavia), tching Eng; Nancy J. Cochrane (U Texas-Austin to Pahlavi U, Iran), tching Eng; David N. Cohen (USC to U Sri Lanka), ESL; Gilbert D. Couts (Amer U to U Skopje, Yugoslavia), tching Eng; James T. Critz (U Washington to Warsaw), theoretical ling; Kathleen L. Dahir (Georgia Southern Coll to Natl U Gabon), EFL; James E. Devlin (SUNY-Oneonta to Padagogische Hochschule, Gottingen), Eng; Nadine Dutcher (World Bank to U Timisoara, Romania), tching Eng; James L. Fidelholtz (U Maryland to Marie Curie Sklodowska U, Poland), theoretical ling; Catherine A. Fisher (U Illinois-Chicago Circle to Comenius U, Bratislava, Czechoslovakia), TEFL; William R. Gaines (Indiana U to U Chad), basic Eng skills and app ling; George Galamba (San Francisco St Community Coll to U Novi Sad, Yugoslavia), tching Eng; Philip C. Hauptman (U Ottawa to Tel Aviv U), ling and Eng; Frederick G. Hensey (U Texas-Austin to U Los Andes, Bogota), ling and TEFL; Margaret Hunter (Millard Sch Dist to U Sibiu, Romania), tching Eng; Richard S. Kayne (U Paris VIII to U Rome), contrastive ling; Edna L. Koenig (U Texas-Austin to U Cameroon), ling and curriculum dvlpt; Carl E. Lindeman (U Riyadh, Saudi Arabia to U Bujumbura, Burundi), EFL, elem to advanced levels; Carlos A. Maeztu (U San Carlos, Guatemala to U Pitesti, Romania), tching Eng; Derry L. Malsch (U Oregon to U Iceland), ling; James I. McClintock (Michigan St U to

See Fulbright-Hays—13, Col. 1

conferences, workshops, seminars

The Linguistics Department at U Colorado is sponsoring a **Symposium on Segment Organization and the Syllable**, to be held Oct 21-23, 1977. Topics to be discussed include the development of phonological rhythm; syllabization and markedness; perceptual processing in aphasia; articulatory studies of segment organization; Salish syllables; the role of the syllable in phonological development; segment duration, voicing, and the syllable; diachronic processes of segment organization; heavy syllables and stress; syllabic phonology. Write: Segment Organization Sym, Dept of Ling, U Colorado, Boulder CO 80309.

Speech Communications Research Lab, Inc. (SCRL) will be giving a short course in **Speech Science** Oct 24-28, 1977. Topics to be covered include: basic acoustic concepts, speech analysis techniques and models, vocal tract modeling, theory of vocal fold vibration, voice profiles, phonetic theory, articulatory phonetics, problems in acoustic phonetics, etc. Fee: \$650. Write: SCRL, 800A Miramonte Dr, Santa Barbara CA 93109; (805) 965-3011.

The Department of Modern Languages at U Northern Iowa is organizing a **Conference on New Methodologies in Modern Language Teaching** to be held Oct 28-29, 1977. Invited speakers: Wilga Rivers (Harvard) and Roland Schapers (Max Hueber Verlag, Munich). The conference format will provide for panel discussions as well as the reading of papers. Contact: Karl Odwarka, Conf Dir, Dept of Mod Langs, U Northern Iowa, Cedar Falls IA 50613.

Louisiana State U will host the **6th Annual Meeting of the Linguistic Association of the Southwest** Nov 10-12, 1977. Theme: Varieties of Southwest English. A special feature of this year's meeting will be a panel session on "Creole and Creolization." Information on this panel is available from: Ian Hancock, Dept of Eng, U Texas, Austin TX 78712; for details on the conference as a whole write: Garland D. Bills, Dept of Ling, U New Mexico, Albuquerque NM 87131.

A Symposium on Spanish and Portuguese Bilingualism: Linguistics, Literature, and Education will be held Nov 18-19, 1977 at U Massachusetts. In addition to special interest discussion groups on minority literature, dialects of U.S. Spanish and Portuguese, applied linguistics and bilingual education, and other related topics, 2 sessions have been scheduled for papers dealing with linguistic aspects of bilingualism and language contact and bilingual education. Write: Juan C. Zamora, Sym Dir, Dept of Spanish & Portuguese, U Massachusetts, Amherst MA 01002.

The 2nd International Conference on Austronesian Linguistics is being organized for Jan 4-12, 1978 by the Research School of Pacific Studies of Australian National U. The conference will be concerned with the

following areas: (1) the distribution, description, classification, and lexicography of Austronesian languages and implications for linguistic theory; (2) Austronesian historical linguistics and reconstruction of earlier forms of the languages; (3) implications of language study for past migrations of Austronesian peoples; (4) sociolinguistically-oriented language problems: national languages, pidgin languages, education, etc. Write: Lois Carrington, Dept of Ling, Sch of Pacific Studies, Australian Natl U, P.O. Box 4, Canberra, ACT, 2600 Australia.

U Louisville will host the **8th Annual Linguistic Symposium** March 9-11, 1978. Keynote speakers: Henry

See Conferences—10, Col. 1

ERIC—from page 3

search, by Rudolph Masciantonio; *Feature Films in Second Language Instruction*, by Hart Wegner (available from ERIC/CLL, \$2.50 ea., ED 136 585); *Projecting a Better Image: Slides and the Foreign Language Teacher*, by Alan Galt (available from ERIC/CLL, \$2.50 ea., ED 136 559); **The Role of the Bilingual Community in Mandated Bilingual Education*, by Maria Estela Brisk (ED 138 086); **Computer-Assisted and Programmed Instruction in Foreign Languages: A Selected, Annotated Bibliography*, by David Birdsong (ED 138 087); **Foreign Language Instruction and Career Preparation: A Selected, Annotated Bibliography*, by Ernest Wilkins et al (ED 138 113); *Language and Reading Comprehension*, by Stanley F. Wanat (available from CAL, \$4.95 ea.); *A Bibliography of American Doctoral Dissertations in Linguistics: 1968-1974*, by Nancy Jokovich and Sophia Behrens (available from ERIC/CLL, \$5.25 ea.); **ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17*, by Peter A. Eddy and Kathleen McLane. (Asterisked titles are available in limited quantities free of charge from the Clearinghouse [contact User Services for details].)

ERIC services include computer searches in the fields of language teaching and linguistics, in which the Clearinghouse searches the ERIC data base for journal articles and documents which include papers, research reports, bibliographies, curriculum and teaching guides, and instructional materials relevant to a particular topic. The Clearinghouse also annotates articles from 62 journals in languages, linguistics, and language teaching and learning for inclusion in the *Current Index to Journals in Education*. (Note: beginning in August 1977, University Microfilms offers reprints of many CIJE-cited articles at a cost of \$4.00 for the first reprint and \$1.00 for each additional copy; details of the service are noted in the Source Journal Index of each issue.) For further information about ERIC products and services, contact: User Services, ERIC Clearinghouse on Langs & Ling, 1611 N Kent St, Arlington VA 22209.

index to volume 19

Key to abbreviations: S-O=September-October, N=November, D=December, J=January, F=February, M=March, A=April, My=May, Je=June

Authors and Articles

McGrath, W.J., Bilingual Ed in the Northern Territory of Australia/F.4, Miner, Ken, Certifying of Native Amer Lang Competence A Report/M 3, Waggoner, Dorothy, NCES' Survey of Langs/D 5

Grants Available

African-Amer Scholars Council/Je.1, AAUW/S-O 8, Je 1, ACLS/S-O 8, Je.1, Amer Inst of Indian Studies/S-O 8, Je 2, Amer Inst of Pakistan Studies/N 9, Je 2, Amer Philosophical Society/Je 2, Amer Research Inst in Turkey/Je 2; Amer-Scandinavian Foundation/S-O 8, Je 2, Belgian Amer Foundation/S-O 8, Council for European Studies/Je 2, Council for Intl Exch of Scholars/S-O 8, Danforth Foundation/Je.2, East-West Culture Learning Inst/Je 2, U Edinburgh/N 9, Ford Foundation/Je 3; Foundation for European Lang & Ed Centres/Je 3, Fulbright-Hays/J 1, My 3, Je 2, German Academic Exch Service/Je 3, Guggenheim Foundation/S-O 8, Je 3, IREX/S-O 8, Je 3, Japan Foundation/S-O 8, Je 3, Kosciuszko Foundation/S-O 9, Je 3, Andrew Mellon Fellowships/S-O 8, Ministry of Ed: ICETEX/Je 3, NAS/S-O 9 Je:3, NDEA Title VI/J 4, NEH/S-O 9, My 8, Je 4, Natl Fellowships Fund/Je 4; NSF/S-O 9, Je.4, Newberry Library/Je 4, Permanent Conf of Ministers of Ed, Germany/Je 4, Radcliffe Inst/Je.5, Rockefeller Foundation/Je 5, Smithsonian Inst/S-O 9, Je 5, SSRC/S-O 9, Je 5, USOE/S-O 9, My 8, Je 5, Alexander von Humboldt Foundation/Je:5, Max Weirich Cntr for Advanced Jewish Studies/Je 5, Wenner-Gren Foundation/Je 5; Woodrow Wilson Intl Cntr/S-O 9, Je 8

Grants Awarded

NDEA Title VI/N 7, NSF/My.5

Applied Linguistics—General

Ling-Oriented TV Series/N 3, Peruvian Branch of SIL/M 1, Yugoslavian Inst/S-O 3

Bilingual Education

BE in Australia/F 4, BE in Chicago/My 3, Bilingual Educators Meet/A 1, California Adopts New BE Legislation/A 1, Confs Survey BE/N 3, Editorial Response/J 1, Intl BE Study Planned/My 10, NIE Conf/My 4, Peruvian Mandate/N.3; Russian Specialists/F 1

CAL Activities

Logo Contest/S-O 1

Discrimination

New York Violations/M 1, OCR & the Chicago Schs/A 3, OCR Jobs/O 8, Supreme Court Decision/S-O 1

Editorials

The Future of Eng/My 2, Lang & Public Policy Planning/F 2, Lang Rights/A 2, Of Ling & Policy Makers/N 2, Toward a Better Way to Tch Eng/D 2, Toward Competence in Govt/M 2, Warning—ESL (Traditional) May be Hazardous to Children/S-O 2, What's In a Name?/J 2

Education—General

NRC Study/S-O 3

ESL/EFL

TESOL Meets/My 1

Funding

Carter Revisions/M 1, Indochinese Refugee Ed BM/J 1, OE Progs/My 9

Languages—General

Canadian Eskimos Seek Standardized Writing System/F 7, Cornell's FALCON Prog/M 4, IIE's French Lang Tchng Asst Prog/My 8, Lang Intern Prog/J 4, NCES Survey/D 5, PRC Converts to Romanized Alphabet/S-O 3

Legislation

OCR Confirms Lau Policy/S-O 1, San Francisco Consent Decree/D 1

Linguistic Institutes

Intl Ling Inst (Tunis)/N 1, My 1, Summer Insts/My.4

Linguistic Research—General

GU Roundtable/F 1, Ling Atlas Proj/N 5

LSA

Ling Inst/D 1, Philadelphia Mtg/N 1, Treasurer Sought/My 4

Native American Languages, Education, etc

Certifying Native Amer Competence/M.3, NEH Grant/J 5

Obits

Paul Pimsleur/J 3

Phonology

Stanford Phonology Archive/J 3

Reading

NIE Funds Reading Cntr/J 3

U S -China Exchange

Applied Linguists to Visit PRC/My 1

Book Notices

Austerlitz, Robert, ed. *The Scope of Amer Ling* M:4
 Benseler, David P., ed. *ACTFL Bibliography* N:9
 Bickerton, Derek *Dynamics of a Creole System* J:9
 Birdsong, David, comp *Amer Doctoral Dissertations in FL Ed, 1965-1974* N:9
 Brasch, Ila Wales & Walter Milton Brasch *A Comprehensive Bibliography of Amer Black Eng* N:9
 Dillard, J L *All-Amer Eng* J:9
 Di Pietro, Robert J *Lang as Human Creation* M:4
 Harrison, Deborah Sears and Tom Trabasso, eds *Black Eng A Seminar* N:9
 Johnson, Dora E et al, comps *A Survey of Materials for the Study of the Uncommonly Taught Languages* S-O:12
 Li, Charles N., ed *Word Order & Word Order Change* N:9
 Ling Inst of Ireland *Report on Tchng Methods* J:11
 Nida, Eugene A *Lang Structure & Translation Essays by Eugene A Nida* J:9
 Parise, Barbara H., ed *Montague Grammar* M:4
 Redden, James E., ed *Proceedings of the 1st Yuman Langs Workshop* S-O:7
 Rivers, Wilga M *A Practical Guide to the Tchng of French* (Same notice also covers the guides for German & Spanish) S-O:7
 Roulet, Eddy F de Saussure *Cours de Ling Générale* S-O: 7
 Ruhlen, Merritt *A Guide to the Langs of the World* J:9
 Sadock, Jerrold M *Toward a Ling Theory of Speech Acts* N:9
 Shibatani, Masayoshi, ed *Japanese Generative Grammar* N:9

New Journals

The Asia Mail/N:4; *CUNYForum*/D:7; *Forum Linguisticum*/S-O:7; *The Journal of Creole Studies*/D:7; *Journal of Pragmatics*/My:12; *Ling in Lit*/S-O:9; *Mextesol Journal*/S-O:9; *NABE Journal*/S-O:9; *The Quarterly Newsletter of the Inst for Comparative Human Dvlp*/D:7

New Directories

1976-77 *Directory of Visiting Lecturers & Research Scholars*/J:9

Funding for bilingual education in California was incorrectly reported (*LR* 19 7, p 1) as being "at the 3 million dollar level." The \$3 million figure is the funding provided for AB 1329 only; under several other pieces of legislation, California provides approximately \$35 million for bilingual programs. We would like to thank Adele Martinez, California Department of Education, for correcting this error

Whatever Happened to the Sign-English Contrastive Project?

by William C. Stokoe

[Dr. Stokoe is Director, Linguistics Research Lab, Gallaudet College.]

In 1970-71, William Nemser, then at CAL, and I, then chairman of Gallaudet's Department of English, generated a proposal for contrastive linguistic study of American Sign Language (ASL) and English. Funded for 1972-74 by the National Institute of Mental Health (NS-10301-2), the project changed base when Dr. Nemser returned to contrastive study in Eastern Europe and I became the full-time director of Gallaudet's Linguistics Research Lab. Activity was almost entirely in the LRL as subcontractor to the Center until the grant period ended in 1974. This account, written 3 years later, does not recapitulate the final report but attempts a brief answer to the question posed in the title of this article.

The largest part of the final report consists of 28 papers written by those engaged in the contrastive project (see Appendix). This list is by now incomplete, as activity stemming from the project continues. As the titles indicate, a major result of the study has been the increase in knowledge about American Sign Language. Unlike contrastive studies of pairs of languages formally taught and reciprocally used in target and source roles, this study had to deal with one language only recently brought out from an "underground" status and never taught formally either to its users or to those who would learn it.

ASL has been almost exclusively the possession of persons born deaf or deafened very early in life and exposed to native signers. Few hearing persons other than children of deaf parents ever acquire it, and those who study "sign language," in the main, really learn manual signs as substitutes for English words and miss both the non-manual components of ASL and the syntactical peculiarities. English, however, has since 1817 (when the American Asylum for the Deaf was founded in Connecticut) been continually and formally taught to at least some deaf children, but a recent survey of more than 6,000 hearing impaired children and youths in school shows that the average 19-year-old has a reading level equivalent to a 4.4 grade average. Thus, in considering both languages in the pair, contrastive analysis faces an unusual situation.

During and since the period of grant activity, it has been discovered that lexical and syntactic signals in ASL are not simply different from signals with similar functions in English but employ mechanisms of expression undescribed in earlier accounts. To illustrate, one lexical item, 'unless,' composed in English, like others, of vowels and consonants, can join two clauses into a special relationship—often with some slight change in one of them:

- (1) I won't go.
- (2) He'll go.
- (3) I won't go unless he goes.

A completely familiar process in English. But in ASL, I, WON'T, GO, and HE are signs composed of certain hand configurations, acting in certain ways in certain places. UNLESS, however, uses no hands. Early in the study, an informant was recorded on videotape uttering in ASL what (3) might be a translation of. In transcription the noted word equivalent, *unless*, was described as "a sharp backward tilt of the head." Shortly thereafter, another informant did use a manual equivalent for 'unless': a double snapping up of the index finger at the brow (UNDERSTAND-UNDERSTAND in transcription). Three or four years later, Scott Liddell, working with Bellugi and Klima, provided a much more general explanation of the non-manual signal: Signers often relate a subordinate clause to a main clause by head tilt (with or without simultaneous facial and eye-direction change) that is maintained throughout the manual expression of the subordinate clause. Currently information of this kind is being included in formal courses in ASL for hearing (and some deaf) persons, with the result that learners become better equipped to understand signers and to put their own thoughts into well-formed ASL expression.

Another major result of the study was largely unforeseen. Among all the Americans who use sign language in most of their communication, there is no counterpart in behavior for one pure, categorical linguistic system, Sign, and another, English. Instead, there is a language continuum (see the Woodward papers listed in the Appendix). A signer commands varieties of signing—some are more or less like that hypothetical variety subject to nothing except rules of ASL; others are more or less like well-formed English utterances with words presented in manual substitutes; still others, are, as it were, equidistant from both sets of rules, i.e. from the grammar of ASL and English. Many communication situations, therefore, particularly those between deaf and non-deaf persons, use a pidgin incorporating both Sign and English rules but having also rules peculiarly its own (Woodward 1973b (in Appendix); Cokely and Gawlik (1974)). Researchers directly engaged in the contrastive project, and others in close touch with them, have begun to form a much clearer conception, not only of the 3 languages involved—Sign, English, and Pidgin—but also of the linguistic communities and the subcultural spaces and boundaries established by these languages (and vice versa).

Papers by Padden and Markowicz (1975, see Appendix) and by Stokoe, Bernard, and Padden (1976), although not centrally concerned with language contrasts, do shed light on the sociology of contrasting languages in contact. Even more recently Battison's dissertation (1977) makes quite clear the difference between a word of English, a sign of ASL which it mutually translates, the word's representation in fingerspelling, and finally a new sign, often both phonologically and syntactically restructured, based on the fingerspelled item but now a borrowed voca-

bulary item very much part of the language of the ASL community. Battison observes that such borrowings are used almost exclusively in deaf-to-deaf, i.e. in ASL not English, communication.

More detailed information about the contrastive project may be found, of course, in the papers listed in the Appendix, but it is appropriate to report here one sequel of the project, the first National Symposium on Sign Language Research and Teaching. Its organizer, T.J. O'Rourke, and Frederick C. Schreiber, Executive Secretary of the National Association of the Deaf, which sponsored the conference, were both participants in the CAL Conference on Sign Languages (Stokoe 1970), out of which the proposal by Nemser and myself directly arose. This symposium, held in Chicago May 30-June 3, 1977, made evident the good effect of several years of contrastive and other study of sign languages. Teachers and researchers explored mutual interests, newcomers to the language and its users were impressed with the dimensions of the field, and oldtimers were delighted with the new interest in sign languages shown by the academic, scientific community.

Two developments in the symposium point to the long range success of contrastive study, i.e. careful consideration of both source and target language in the learning situation. One was a radical departure from standard format in meetings attended by both deaf and hearing participants. Usually the presenter reads a paper while an interpreter (or sometimes the presenter) signs the spoken words, or fingerspells them, simultaneously, or the presenter signs while an interpreter reads aloud from the manuscript. In this, ASL is not very evident, because the format forces the signs to become mere surrogates for the words in the English text. At the symposium in Chicago, however, Louis J. Fant broke with precedent and presented his contribution in actual ASL, one paragraph at a time. At the conclusion of each silent paragraph, he paused to let the interpreter read from his paper. Thus both languages had full scope, the differences between the two were immediately apparent to anyone who knew both, and good style was achieved in each with neither being forced out of its natural bent by the other's demands. So successful was this innovation that several later presenters, deaf and hearing, left their manuscripts on the podium for the interpreter to read and followed Fant's example by signing in ASL.

The second development is evolutionary rather than revolutionary. Bernard Bragg, who has been demonstrating the poetic potential of ASL for several years, both alone and within the National Theater of the Deaf (see Klima and Bellugi 1975), began explaining the semantic-grammatical nature of signing but turned his lecture in Sign into a demonstration of how this language relates to, but contrasts with, direct presentation of action, mime, cinematic technique, and spoken language. In a nutshell, the exploration of how spoken language and sign language relate and contrast is just now beginning.

APPENDIX: Papers Stemming from the Sign-English Contr-

live Project

- Abbott, Clifford E (1975) "Encodedness and Sign Language." *Sign Language Studies* 7, 109-120
- Battison, Robbin M (1974) "Phonological Deletion in American Sign Language." *Sign Language Studies* 5, 1-19.
- Friedman, Lynn. (1975) "Space, Time, and Person Reference in ASL." *Language* 51, 940-961.
- Padden, Carol and Harry Markowicz. (1975) "Crossing the Cultural Boundaries into the Deaf Community." Paper presented at the Conference on Culture and Communication, held March 12-15 at Temple University.
- Stokoe, William C. (1972a) "Linguistics, Sign Language, and Total Communication." Speech presented at a Workshop on Total Communication, held July 12 at St. Francis de Sales School, Brooklyn NY.
- _____. (1972b) "Review of S.E.E./Manual, by D. Anthony." *Sign Language Studies* 2, 84-93.
- _____. (1973 a) "Bilingual Research Program." Paper presented at the 4th International Conference on Deafness, held March 18-22 in Tel Aviv.
- _____. (1973b) "Sign Syntax and Human Language Capacity." *Florida FL Reporter* 11. 1&2 (Spring/Fall), 3-6 & 52-53
- _____. (1973c) "Problems in Sign Language Research." Paper written for inclusion in I.M. Schlesinger and L. Namir (eds.), *Current Trends in Sign Language Research* The Hague, Mouton, in preparation
- _____. (1973d) "Contrastive Analysis and Sign Language." Paper written for inclusion in W. Nemser (ed.), *Current Trends in Contrastive Analysis* The Hague, Mouton, in preparation
- _____. (1974a) "Seeing Signs and Signing English." *Hearing and Speech News* 21, 32-36.
- _____. (1974b) "Gestural Signs as the First Form of Language." In R.W. Wescott (ed.), *Language Origins* Silver Spring MD, Linstok Press, Chapter 2.
- _____. (1974c) "The ins and outs of IN and OUT in Sign." Paper presented at the First Sign Language Research Symposium, held April 27th at Gallaudet College
- _____. (1974d) "Appearances, Words, and Signs." In R.W. Wescott (ed.), Chapter 3.
- _____. (1975a) "Face-to-Face Interaction Signs to Language." In A. Kendon et al (eds.), *Organization of Behavior in Face-to-Face Interaction* The Hague, Mouton, 315-337.
- _____. (1975b) "Language without Speech." In J.F. Kavanagh and J.E. Cutting (eds.), *The Role of Speech in Language* Cambridge MA, MIT Press, 207-246.
- _____. (1975c) "The View from the Lab—Two Ways to English Competence for the Deaf." *Gallaudet Today* 4 (Winter), 31ff
- _____. (1975d) "The Use of Sign Language in Teaching English." *American Annals of the Deaf* 120, 417-421.
- _____. (1975e) "Review of Peirce's Concept of Sign, by D Greenlee." *Sign Language Studies* 6, 104-108
- _____. (1976) "The Study and Use of Sign Language." *Sign Language Studies* 10, 1-36.
- Woodward, James C (1973a) "Inter-rule Implication in American Sign Language." *Sign Language Studies* 3, 47-56
- _____. (1973b) "Some Characteristics of Pidgin Sign English." *Sign Language Studies* 3, 39-46.
- _____. (1973c) "ESL Training for Teachers of the Deaf." Paper presented at the 6th Annual International Conference for Teachers of English as a Foreign Language, held January 3-6 in London, England
- _____. (1974a) "A Report on Montana-Washington Implicational Research." *Sign Language Studies* 4, 77-101
- _____. (1974b) "Implicational Variation in American Sign Language Negative Incorporation." *Sign Language Studies* 5, 20-30
- _____. (1975) "Variation in American Sign Language Syntax: Agent-Beneficiary Directionality." In R. Fasold and R.W. Shuy (eds.), *Analyzing Variation in Language*. Washington DC, Georgetown University Press, 303-311
- _____, C. Erting, and S. Oliver (1976) "Facing and

See Sign Project—11, Col 2

new journals

Amérindia: Revue d'ethnolinguistique amérindienne Published by the *Equipe de recherche associée, Centre national de la recherche scientifique*. 3 times a year Editor: Bernard Pottier. Subscription: \$10.00 per issue. All correspondence to: *Amérindia, Ethnolinguistique amérindienne, ERA-431 du C.N.R.S., 31, rue Gay-Lussac, 75005 Paris, France*

Purpose: to develop research on the native languages of the Americas Publishes ethnolinguistic studies, original texts, field work, and methodological notes as well as bibliographic materials. Articles are in French, Spanish, English, or Portuguese, with abstracts provided in all 4 as well as in German and Russian Contributions are welcome.

Folia Slavica. Published by Slavica Publishers, Inc 3 times a year. First issue: Mar 1977 Editors. Howard I. Aronson, Mark J. Elson, Charles E Gribble, Kenneth E. Naylor, Robert A Rothstein, and Ernest A. Scatton. Subscription: \$15.00 Individual; \$25 00 Institutional, \$7.50 student All correspondence to: Slavica Publishers, Inc, P.O Box 14388, Columbus OH 43214.

Fields Slavic, Baltic, and Balkan linguistics; philology, poetics, and applied linguistics Contains articles, extensive reviews, and a section of notes and comments for short contributions, remarks, and ideas. Contributions welcome

CONFERENCES—from page 6

R. Kahane (U Illinois at Urbana-Champaign, emeritus) and James W. Harris (MIT). Abstracts are welcomed on all aspects of synchronic and diachronic Romance linguistics, but papers must not have been previously published or committed for publication. Send 10 copies of one-page abstract (accompanied by 3x5 card with author's name and title of paper) to: Frank H. Nuessel, Jr., Dept of Mod Langs, U Louisville, Louisville KY 40208. Abstracts should be received by Dec 1, 1977, with final papers due Jan 15, 1978.

The 7th Annual U Wisconsin-Milwaukee Linguistics Symposium has been scheduled for Mar 17-18, 1978. Papers are invited on the theoretical or educational implications of urban dialects. Send 5 copies of untitled, one-page abstracts (accompanied by 3x5 card containing name, title of paper, affiliation, and mailing address) to: Fred Eckman, Dept of Ling, U Wisconsin-Milwaukee, Milwaukee WI 53201. Deadline for receipt of abstracts: Nov 11, 1977.

The 29th Annual Conference of the Pacific Northwest Council on Foreign Languages will be held Apr 21-22, 1978 in Portland OR. Papers are invited in all areas pertaining to foreign languages, literatures, cultures, teaching, and linguistics, and must be submitted to designated section heads by Dec 1, 1977. Sections of particular interest to linguists include Bilingual-

The application deadlines for ACLS travel grants listed in the June issue (19:9, p 1) are incorrect for applications processed through the Linguistic Society of America Linguists desiring to travel abroad on an ACLS grant should submit their applications to the LSA Secretariat by June 15 (Nov-Feb meetings), Oct 15 (Mar-June meetings), and Feb 15 (July-Oct meetings)

Bicultural Education (Elizabeth Baricevic, Humanities Div, E Oregon St Coll, La Grande OR 97850); Testing (Vincent Doyle, Coll of Ed, U Idaho, Moscow ID 83843); General and Applied Linguistics (Alex Harshe-nin, Slavonic Studies, U British Columbia, Vancouver, B.C. V6T 1W5, Canada); and Teaching Methods and Techniques (Franz Langhammer, Dept of FLs, Portland St U, Portland OR 97207). As papers must conform to a number of specific guidelines, preliminary inquiries should be submitted as soon as possible.

The sociolinguistics program of the 9th World Congress of Sociology (Aug 14-20, 1978, Uppsala, Sweden) will include an interest group on "Regional Standards of English." Those interested in participating in the meetings of this group should write: John Pride, Eng Dept, Victoria U of Wellington, Wellington, New Zealand. (Brief abstracts of proposed papers must reach Dr. Pride by Dec 1, 1977 at the latest.)

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Volume 1: *Social Science* contains articles by Joshua A. Fishman, Shirley Brice Heath, Hugh Mehan, Sarah Nieves-Squires, H. Ned Seelye, & Brian Weinstein.

Volume 2: *Linguistics* contains articles by G. Richard Tucker, Charles A. Ferguson, Gustavo Gonzalez, Evelyn R. Hatch, & Christina Bratt Paulston.

Volume 3: *Law* contains an article by Herbert Teitelbaum and Richard Hiller with an addendum by John Wabaunsee.

Volume 4: *Education* contains articles by George Blanco, Jose A. Cardenas, Joseph D. Garcia, William Hall, Byron W. Hansford, Protase Woodford, & James Cummins.

Volume 5: *Synthesis*.

Volumes 1 and 2 available now 3 and 4 available late 1977! \$7.95 each, all five, \$33.50 Address all orders (prepaid) to Publications Program, CAL, 1611 N Kent St, Arlington, VA 22209

NDEA TITLE VI AWARDS ANNOUNCED

Thirty-five contracts were negotiated by the International Studies Branch, Division of International Education, U.S. Office of Education during fiscal year 1977 in support of 24 new projects designed to improve instruction in modern foreign languages and area studies in two of the general categories authorized by Title VI, Section 602 of the National Defense Education Act—studies and surveys and specialized

materials for language studies. Total funds committed by these contracts were \$680,766. Eleven additional contracts were negotiated to supplement ongoing projects, with funds committed by these contracts totalling \$214,072.

For each new project, the following information is presented: (1) contractor, (2) principal investigator, (3) title, (4) term of contract, and (5) cost of contract.

STUDIES AND SURVEYS

Modern Language Association. Richard I. Brod. *Survey of foreign language registrations in U.S. colleges and universities, Fall 1976.* June 1, 1977-Feb 28, 1978. \$32,549.

American Council on the Teaching of Foreign Languages. C. Edward Scebold. *Survey of foreign language enrollments in public secondary schools, Fall 1976.* June 1, 1977-May 31, 1978. \$28,382.

National Association of State University and Land Grant Colleges. Fred H. Harrington. *International linkages in higher education: A feasibility study.* July 1, 1977-Feb 28, 1978. \$50,000.

Council of Chief State School Officers. Byron Hansford. *Pinehurst conference on global perspectives in education* Apr 2, 1977-May 31, 1977. \$37,000.

American Association for the Advancement of Slavic Studies Warren Eason. *A dynamic inventory of Soviet and East European studies in the United States (phase I)* June 16, 1977-June 15, 1978. \$51,175.

Center for Applied Linguistics. Rosario C. Gingras. *Conference on second language acquisition.* Sept 15, 1977-May 14, 1978. \$16,200.

Educational Testing Service. Protase E. Woodford. *Direct testing of speaking proficiency A two-day conference on theory and application* Sept 1, 1977-Aug 31, 1978. \$15,055.

U Michigan. Robbins Burling. *Machine aided instruction in aural comprehension of Indonesian.* July 1, 1977-June 30, 1978. \$22,094.

Institute of Comparative Social and Cultural Studies. Lorand B Szalay *U.S.-Persian communication and culture guide in support of language and area training (phase I)* July 1, 1977-Mar 31, 1978 \$24,735.

SPECIALIZED MATERIALS

U Michigan. Gernot L. Windfuhr. *Intermediate level textbook of Modern Persian (TIP) (phase I)* Aug 1, 1977-Mar 31, 1978. \$11,677.

U Michigan. Peter E. Hook. *Advanced Hindi structures and drills* July 1, 1977-Aug 31, 1978. \$21,381.

U California-Berkeley. George L. Hart. *A Tamil primer* July 1, 1977-Aug 31, 1978. \$34,729.

U California-Santa Barbara. Charles N. Li *A reference grammar of Mandarin Chinese (phase I).* July 1, 1977-June 30, 1978. \$39,683.

Columbia U Garı Ledyard and Chih-ping Sobelman. *A study of Chinese language structures.* Sept 1, 1977-Aug 31, 1978 \$44,496.

Stanford U. Albert E. Dien. *Utilizing of videotape*

recording for intermediate Chinese language instruction and advanced language maintenance (phase I). July 1, 1977-June 30, 1978. \$19,882

Indiana U. Charles S. Bird. *A grammar of Mandekan.* July 1, 1977-Dec 31, 1978. \$34,603.

U Washington. Ilse D. Cirtautas. *Introduction to Modern Literary Uzbek* July 1, 1977-Sept 30, 1978. \$36,538.

James Etmekjian, West Newton MA (no affiliation given). *Anthology of 19th and 20th century Western Armenian literature.* July 1, 1977-June 30, 1978. \$10,400.

Alliance College. Julia Krusz. *Development of a proficiency test in the Polish language and culture.* July 1, 1977-June 30, 1978. \$18,686.

Bryn Mawr College. Ruth L. Pearce. *Syllabi development for specialized Russian training* July 1, 1977-June 30, 1978. \$41,120.

American Council of Learned Societies. Barbara Jelavich. *History of Southeastern Europe A regional survey from 1699 to the present* Aug 1, 1977-July 31, 1978. \$38,241.

Boston U. Irwin T. Sanders. *Preparation and utilization of a comprehensive collection of periodical articles on East European peasantries-social relations.* July 1, 1977-Dec 31, 1978. \$17,243.

Woodrow Wilson International Center for Scholars. Zdenek V. David. *Scholars' guides on East Asia and Africa.* July 1, 1977-June 30, 1978. \$33,997.

U Minnesota Cartographic Laboratory. Joseph Schwartzberg. *Historical atlas of South Asia.* June 15, 1977-Oct 14, 1977. \$1,900.

SIGN PROJECT—from page 9

Hand(l)ing Variation in American Sign Language Phonology " *Sign Language Studies* 10, 43-51

R Battison, and H Markowicz (1975) "A Good Rule of Thumb: Variable Phonology in American Sign Language" In R Fasold and R W Shuy (eds), 291-302

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The Bilingual Child: Research and Analysis of Existing Educational Themes, edited by António Simões, Jr. (*Educational Psychology*) New York, Academic Press, 1976 xv, 272pp. \$16.50.

Designed to provide a focus for and indicate trends in research on bilingual children and their educational needs. Topics covered include the development of cultural attitude scales, research in cognitive mapping, the social and psychological implications of bilingual literacy, immersion programs, new trends in applied linguistics and foreign language teaching, and bilingualism and reading acquisition

Bilingualism and Bilingual Education: A Handbook for Teachers, by Teresita V. Ramos and Esperanza A. Gonzalez. Quezon City, The Philippines, Cultural Publishers, n.d. 176pp. [Address: 85 Morato, corner Roosevelt Ave, SFDM, Quezon City, The Philippines]

This handbook provides background reading for the bilingual education teacher, rather than specific how-tos on implementing a bilingual education program. The authors' premise is that by providing the teacher with exposure to a number of concepts, theories, and facts concerning bilingualism and bilingual education, he will acquire the expertise necessary to make day-to-day decisions on classroom objectives, strategies, activities, etc.

The book begins with a discussion of bilingualism in different social contexts, citing results of studies made in various parts of the world. This is followed by the presentation of relevant principles and theories of bilingualism, including a discussion of its linguistic, psychological, and sociological aspects. The focus then shifts to types of programs, with discussions of the objectives, content, organization, evaluation, and methodology proven to be most effective in such programs. A final section deals with teacher training and materials preparation.

A Sociolinguistic Approach to Bilingual Education: Experiments in the American Southwest, by Andrew D. Cohen. (*Studies in Bilingual Education*, 4.) Rowley MA, Newbury House, 1975 viii, 352pp. \$9.95

This research report on the Redwood City Immersion project concentrates on both bilingualism and the characteristics particular to the Mexican American community involved in the project. The author begins with an overview of bilingualism, a discussion of bilingual education in general, intelligibility testing, and the characteristics of Mexican Americans in the Southwest.

The book discusses pedagogical aspects of the program and describes Spanish and English forms used by the children in the study. Research techniques utilized range from psychological testing to survey research and observational techniques. Findings over a 3-year period the bilingually educated children in the Redwood City project did about as well in two languages as the monolingual Anglo children in the control group did in English alone, and the Mexican American children's attitude toward school and school attendance noticeably improved. (Note: the findings regarding the Anglo children who participated in the bilingual program are not included in this book.)

Less Commonly Taught Languages: Resources and Problems. (*CILT Reports and Papers*, 12.) London, Centre for Information on Language Teaching and Research, 1975. 71pp. £1.50

Contains the proceedings of a CILT-sponsored conference held in June 1975, a meeting which was concerned more with administrative and material problems of teaching than with the nature of languages themselves or with linguistic research. This concern is reflected in the papers presented, which deal with such topics as attracting students, problems of producing printed materials, problems in teaching less commonly taught languages caused by lack of adequate materials, practical

needs for teaching programs, and other problems involved in teaching specific languages such as Panjabi, Bulgarian, and Czech.

Language and Language Teaching: Current Research in Britain 1972-75, edited by Helen N. Lunt. London, Longman, 1976. xi, 259pp

Contains information on 763 projects in operation as of June 1975. Areas covered include language and linguistics; research into specific languages; language teaching; and educational, psychological, or sociological studies relevant to language or language teaching. Also noted are experimental development of teaching materials, especially in the less commonly taught languages or languages used for special purposes.

Teaching Foreign Languages in Great Britain—Why?, by S.R. Ingram. London, Centre for Information on Language Teaching and Research, 1976. 14 pp. 25p prepaid

This short report is an edited and revised version of an address presented during the 12th International Congress of the Federation Internationale des Professeurs de Langues Vivantes, held in Washington, D.C. in November 1975. The author examines modern language teaching in Britain since the nineteenth century, interpreting recent developments and providing a rationale for the continued existence of language teaching programs.

Perspectives on Black English, edited by J.L. Dillard. (*Contributions to the Sociology of Language*, 4.) The Hague, Mouton, 1975. 391pp. \$19.25

Provides an overview of the linguistic, historical, cultural, and psychological situation which allowed the development and retention of Black English among socioeconomically disadvantaged American Blacks. Specific topics include sociolinguistic factors in the history of American Negro dialects, black kinesics, Black English and syntactic dialectology, American linguistic geography, the acquisition of Black English by Puerto Ricans in New York City, and the influence of West African English on Black English.

A Survey of Applied Linguistics, edited by Ronald Wardhaugh and H. Douglas Brown. Ann Arbor MI, U Michigan Press, 1976 vi, 308pp. \$14.00.

An examination of the field and some of the specializations within it, commissioned by *Language Learning*. The 14 original contributions in this volume focus on such areas as language development, first and second language teaching, reading, bilingualism, dialectology, sociolinguistics, language testing, and others, as well as an introductory chapter on what applied linguistics actually entails.

An Introduction to Natural Generative Phonology, by Joan B. Hooper. New York, Academic Press, 1976. xvi, 254pp. \$18.50.

Natural generative phonology, based in part on transformational-generative theory as developed since the mid-1950s, proposes a different approach to the interaction of morphology and phonology. This approach follows automatically from the formal constraints that require all phonological and morphological rules to express transparent, surface-true generalizations. The view here is that the concrete grammars constructed in this theory have several advantages over more abstract grammars, i.e. they require less powerful devices for the expression of rules, they contain generalizations that are empirically testable, and they account for the direction of phonological change.

The author presents and explains the formal constraints against phonological abstractness and then compares the new theory to the more abstract, less constrained theory, emphasizing the empirical evidence in favor of constraints and

investigating their consequences. Examining data from a variety of languages, she focuses on the constraints on phonological rules, the prohibition of extrinsic rule order, the nature of underlying lexical representations, and the nature of relations among lexical items. Finally, she discusses substantive constraints on phonological structures and rules with an emphasis on a universal theory of syllable structure and its diachronic and synchronic implications.

Sociocultural Dimensions of Language Use, edited by Mary Sanches and Ben G. Blount (*Language, Thought, and Culture: Advances in the Study of Cognition*, 3) New York, Academic Press, 1975. xxi, 404pp \$22.50

Deals with the related problems of how language performs its noninstrumental roles and what clues in the verbal behavior or its context enable a listener to ascertain which function the language is performing, i.e. how to take what is being said. The studies in this volume are based on detailed empirical analyses of verbal behavior in actual contexts and focus on perceptual cues speakers use to categorize the speech context and on the semantic structures these cues reflect. Areas covered include the speech of children, schizophrenics, drug addicts, the Japanese theater, song, jokes, insults, courtship, and magic.


FULBRIGHT-HAYS—from page 5

U Warsaw), Amer lit & studies; **Richard L. McLain** (SUNY-Binghamton to Babes-Bolyai U, Cluj, Romania), theoretical ling; **Michael P. Menager** (Albany USD to U Pristina, Yugoslavia), tching Eng; **Deborah J. Mickens** (Seattle to Natl Chengkung U, Tainan,

China), TEFL; **Carl R. Mills** (U Cincinnati to U Tromsø), Amer Eng ling; **James R. Nattinger** (Portland St U to U Salvador & Natl Tchtr Training Insts, Argentina), TEFL methodology and app ling; **Emily R. Nutku** (U Maryland to U Silesia, Sosnowiec, Poland), app ling/TEFL; **Theodore Olsson** (Covell Coll, U Pacific to U San Carlos), EFL and Amer lit; **Richard M. Payne** (U Tunis), ling; **Elizabeth Riddle** (U Illinois to Adam Mickiewicz U, Poland), theoretical ling; **Mary K. Rippberger** (N Valley CA to U Sarajevo, Yugoslavia), tching Eng; **Blair Rudes** (SUNY-Buffalo to U Bucharest), theoretical ling; **James D. Rumford** (Hawaii Dept of Ed to Natl U, Butare, Rwanda), grammar, stylistics, and comprehension of Eng; **Phillip A.S. Sedlak** (USC to U Benin, Togo), composition, history, and structure of the Eng lang; **Margaret G. Sheil** (SUNY-Oneonta to U Bujumbura), Eng structure and methodology; **Patricia Stanley** (Washington St U to U Lodz, Poland), theoretical ling; **Richard Wanderer** (Flushing NY to Higher Sch of Pedagogy, Bydgoszcz, Poland), tching Eng; **Sandra Wenner** (USC to Cuza U, Iasi, Romania), tching Eng; **Richard Wiest** (Amer Library, Bucharest to Wroclaw Polytechnic Inst, Poland), tching Eng; **Dick L. Williams** (Lewis & Clark Coll to U Galati, Romania), tching Eng; **Leslie N. Wilson** (Florida St U to Catholic U, Quito), TEFL methodology and app ling; **Arnold M. Zwicky** (Ohio St U to U Sussex), ling.

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Language Science/Language Teaching/Language Learning



COMMISSION—from page 1

These included: media, social scientists, representatives from the courts, prominent people not representative of any particular interest group but rather of the general national interest.

A related issue that was raised was the stature of the membership: Should recommended names be only of prominent people or also of less known but equally knowledgeable individuals in the field? Some discussion ensued as to the value of forming a very prominent Commission: This would, in and of itself, contribute toward raising public consciousness of the issues under study. Were such a Commission designated, a working group would probably also have to be formed. While the Commission might concentrate on holding public meetings throughout the country and making final recommendations, the working group might spend more time examining the issues presented by the staff. On the other hand, given the limited budget currently anticipated, more than one group seems unfeasible. Since no decision has been made to date, attendants were advised to submit a range of suggested names covering both stature and expertise. Attendants were also requested to provide recommendations concerning the Commission's operation, e.g., type of working arrangement considered most appropriate.

Several attendants wondered about the potential effectiveness of a Commission lasting only six months. Since this Commission will draw largely from studies already conducted, and only fill in the data gaps where necessary, the time period should be sufficient to accomplish the intended objectives. Six months also constitutes a long enough period of time for public attention to be directed to an issue before interest wanes. At the termination of the six months the Commission will present a recommended plan of action. Whatever unresolved issues remain will be raised as items for follow-up consideration.

The primary objectives of the Commission to date are to reintroduce the instruction of foreign languages and to regain public interest in area studies. The importance of infusing such themes and subjects into the elementary and secondary school curriculum as a way of making a broader base of students aware of their international role was stressed. The need to consider the application of foreign languages to business, industry and trade was also strongly noted by attendants as well as the representatives from Congressman Simon, Tsongas and Panetta's offices. Finally, the need to consider the education of federal agency personnel sent overseas was emphasized.

The questions of timetable were raised: When was the Commission expected to be announced and begin operation? Who would staff it? How could it accomplish its charge with a budget of \$10,000?

After the submitted suggestions are compiled and reviewed, a composite package of recommended names, mode of operation and issues to be covered will be submitted to Commissioner Boyer. These will be reviewed by him with members of Congress and members of the Domestic Council at the White House. Announcement of the Commission can be expected soon.

Staff will probably be drawn from various government agencies and the budget utilized for out-of-pocket expenses of Commission members. Since the Commission will work largely from existing studies, it is not anticipated that extensive costs will be incurred. The limited amount of funds should not be considered as indicative of a lack of importance of the Commission: The Commission is expected to be notable both in composition and seriousness with which the Administration will consider its recommendations. And, it will be operating during a period when the need for (internationalizing) American education to focus more attention on global perspectives and international communication is becoming a concern at all levels.

The Linguistic Reporter

Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Volume 20

NOVEMBER
1977

Number 2

a newsletter in applied linguistics
The Linguistic
REPORTER

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

NEW PROGRAM FORMAT FOR LSA

The 52nd Annual Meeting of the Linguistic Society of America is scheduled for Dec 28-30, 1977 at the Hyatt Regency in Chicago. The program format, considerably changed this year, includes symposia, colloquia, and the presentation of 15-minute papers throughout the 3-day meeting. The Presidential Address, "Rethinking Linguistics Diachronically," will be delivered by Joseph H. Greenberg (Stanford) on Thursday afternoon, Dec 29. Beginning the evening of Dec 28 will be a 2-session Symposium on Montague Grammar, with the first session given over to introductory lectures for those not acquainted with the topic and the second to scholarly papers. Symposium participants include: Emmon Bach (U Massachusetts), Robin Cooper (U Texas-Austin), David Dowty (Ohio St U), Lauri Karttunen (U Texas-Austin), Barbara Hall Pardee (U Massachusetts), Stanley Peters (U Texas-Austin), and Richmond Thomason (U Pittsburgh).

Scheduled for the evening of Dec 29 and the morning of Dec 30 is a Symposium on Autonomous Phonology. Participants include: Raimo Anttila (UCLA), Henry A. Gleason, Jr. (U Toronto), Charles F. Hockett (Cornell), Sydney M. Lamb (Semionics Associates), David G. Lockwood (Michigan St U), J. Peter Maher (U Hamburg), Valerie Becker Makkai (U Illinois), Peter A. Reich (U Toronto), Joan Neuburger Savitt (SUNY-Albany), Sebastian Shaumyan (Yale), Edward Stankiewicz (Yale), Ralph Vanderslice (Semionics Associates), and Linda Waugh (Cornell).

In addition to the 2 symposia, 5 colloquia have been planned. These consist of 45-minute papers followed by discussion from various scholars in the field. Colloquia scheduled are: On the Distribution of Passive and Antipassive Constructions in Universal Grammar (Robert D. Van Valin, Jr., U Arizona); The Functional Determination of Phonological Rule Interactions (Gregory K. Iverson, U Wisconsin, and Gerald A. Sanders, U Minnesota); Syllable and Mora in Versification and Accent (Brent de Chene, UCLA); The Rhythmic Nature of English Word Stress (Sanford A.

Schane, U Cal-San Diego); Where Does the Sociolinguistic Variable Stop? (Beatriz Lavandera, Stanford and Johns Hopkins U). Among the discussants will be: Steven Anderson (UCLA), Robert King (U Texas-Austin), Paul Kiparsky (MIT), Charles Kisseberth (U Illinois), Andreas Koutsoudas (U Iowa), Mark Liberman (Bell Laboratories), James McCawley (U Chicago), and Michael Silverstein (U Chicago).

Regular sessions will include papers on the following topics: Phonology, Phonetics, Syntax, Sociolinguistics, The Sociology of Language/Writing Systems, Discourse Analysis, Historical Linguistics, Semantics, Indo-European, Phonological Theory, Psycholinguistics and Child Language, Typology, The History of Linguistics, and Language Contact.

ILI ONCE MORE A SUCCESS

The 2nd International Linguistic Institute was held July 4-Aug 12, 1977 at the Bourguiba Institute of Modern Languages in Tunis. More than 100 participants from 8 countries attended the Institute, which was funded primarily by the Ford Foundation, the Bureau of Educational and Cultural Affairs of the U.S. Department of State, the British Council, the Service Cultural et de Coopération of the French Embassy in Tunis, and the Ministère Français des Affaires Etrangères. As in past years, attendance at and enthusiasm for the Institute's course offerings were high, with nearly all of the participants successfully completing the course of study.

The Institute program included the following courses: Introduction to Phonetics and Phonology (David DeCamp, U Texas-Austin); Intermediate Syntax (John R. Ross, MIT); Problems of French Syntax (Gilles Fauconnier, Centre Natl de la Recherche Scientifique); Introduction to Generative Phonology (Yves Charles Morin, U Montreal); Psycholinguistics: Language Acquisition Theory (J Ronayne Cowan, U Illinois at Urbana-Champaign); Psycholinguistics (Jacques Mehler, Centre Natl de la Recherche Sci-

See ILI-3, Col. 2

Featured Inside . . .

Alberta Minority Langs Prog	3
Conferences	4, 8
Linguists Wanted	4
View from the Center	2

The article entitled "Presidential Commission on FLs Soon to be Reality," which appeared in the September/October issue, was incorrectly attributed to Phyllis Banish. The article was actually written by Dr. Janice Weinman, Office of the Commissioner, U.S. Office of Education. The Editors apologize for the error.

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The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and works to promote cooperation between linguistics and other disciplines.

The Linguistic Reporter, a newsletter for all those concerned with linguistics and its application to practical problems, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertising inquiries, and books for review should be directed to the Managing Editor, *Linguistic Reporter*, CAL, 1811 N Kent St, Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgement is given. Subscription rates: \$8.00, \$11.00 (domestic and Canadian airmail), \$16.00 (foreign airmail).

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The View from the Center:

A Time for All Things



It is remarkable how quickly five years can pass. When I was called to be Director of the Center in 1972, I made at that time a personal commitment to devote five years of my professional life to the Center, and to the cause which it represents—the application of linguistic knowledge to the betterment of human existence.

The autumn leaves are now beginning to turn for the fifth time since I came to Washington, and with them has come a profound feeling that my original commitment has been fulfilled. Consequently (though to the surprise of even some who have long known of my intention) I have chosen not to accept a reappointment for a third term. I plan to continue my association with the Center for the time being, however, and look forward to devoting my attention to matters of substantive rather than purely administrative concern.

The past five years have been among the most active and productive in the history of the Center, largely owing to the hard work and dedication of its excellent staff. Only one who has worked closely with them can know just how far and above the call of duty they have served. There is not enough space to adequately thank all of those who have contributed so much, but I should like to acknowledge that it has been a deeply rewarding pleasure to work with them and with the Center's Board of Trustees and especially its Executive Committee, in pursuit of a common goal. The Center has always represented an ideal—the belief that a better understanding of language can contribute to the solution of many social, educational, and economic problems—and it is dedication to this belief that has always distinguished those who have worked with the Center, whether on the staff or in the profession.

The Center's activities in the past five years have emphasized its commitment to strengthening the quality of bilingual education both in the U.S. and internationally, while it has continued its traditional concerns for social and educational equity in a variety of areas, as well as its function of working at the cutting edge of research, initiating work in such areas as language and legal justice and language learning in educational settings. Commitment to strengthening professional linguistic resources elsewhere has been reflected in the linguistic institutes in the Middle East and North Africa, in cooperative projects in Eastern Europe and Latin America, and in ongoing exchanges with numerous countries, including China. The Center's National Indochinese Clearinghouse and its ERIC Clearinghouse continue its founding concern with language teaching, especially English and the uncommonly taught languages, and its basic purpose of serving as a national resource center in language and linguistics. The new National Bilingual Education Clearinghouse will further extend this function.

There are and will be many more areas in which the Center can contribute by bringing to bear the understanding of language which linguistics provides, and combining this with the understanding and knowledge of other fields. While it maintains its traditional adherence to professional objectivity, which has always been an important source of its acceptance, the Center has deepened and strengthened its dedication to a philosophy of service. The spirit of this commitment is perhaps best captured by a Spanish expression, "Estamos para servir"—We are here to serve.

This year marks the twentieth anniversary of the conference which brought the Center into being. As the Center looks forward to its third decade, I am confident that the spirit and dedication which have guided it since its founding will continue to inform its work. It has been a great pleasure to be a part of this important effort, and I wish to express my deep appreciation to all—in and out of the Center—with whom I have had the opportunity to work during this time.

Rudolph C. Trolke

Alberta Program Promotes Minority Languages

by James Cummins

[Dr. Cummins is with the Centre for the Study of Mental Retardation, U Alberta.]

The terms "bilingualism" and "multiculturalism" are being invoked with increasing frequency as Canadian politicians and policy makers continue to search for the elusive formula for Canadian unity. Following the well-documented success of the St. Lambert French immersion program in Montreal, French-English bilingual programs have been instituted with the aid of Federal funds in every Canadian province. Currently, over 30,000 children are enrolled in these programs.

Federal and provincial support for the concept of a "multicultural mosaic" has also been very much in evidence. However, considerably less emphasis has been placed on preserving the accompanying linguistic mosaic. Legislation in several provinces disallows languages other than English or French to be used as instructional media. Thus, in contrast to the emphasis placed on French-English bilingual programs, bilingual programs designed to promote and maintain non-official, i.e. non-English or non-French, languages have been almost non-existent. Of all the Canadian provinces, Alberta appears to have most fully outgrown the "melting-pot" attitude towards ethnic linguistic diversity.

This is evidenced in a program announced in April 1977 in the Alberta legislature by Education Minister Julian Koziak. The program provides for any language, in addition to English, to be used for up to 50 percent of the school day to the end of grade 8 where such a bilingual program has been requested by a responsible association of parents and supported by a school board. If a linguistic group is assured of at least 100 pupils in grade 1 during the first year of operation, the curriculum branch of Alberta's Education Department will help develop curricular materials, and the provincial government will pay 80 percent of evaluation costs, as well as providing \$15,000 annually in teacher bursaries for teacher preparation and development and \$65 per participating pupil.

The new program is based on the success of a Ukrainian-English bilingual pilot project in 8 Edmonton schools. Evaluations of this project showed that children taught Ukrainian for 50 percent of the school day performed as well in all core subjects as children in regular programs.

The Alberta program is unique among Government-supported programs in North America in its recognition of the intrinsic worth of ethnic languages in promoting both the personal development of the individual and the cultural richness of the community. Unlike the majority of bilingual programs in the U.S., which are compensatory programs designed for children of limited English-speaking skills, the Alberta program is essentially an "enrichment" program designed to allow children to participate more fully in

their ethnic heritage. This is evidenced by the fact that English is the dominant language of a large majority of children enrolled in the Edmonton Ukrainian-English bilingual program, and many have no Ukrainian at home. Essentially, the Alberta program confers on ethnic languages the prestige reserved for French in the wider Canadian context.

It remains to be seen to what extent minority language groups will take advantage of the program, or, in other words, to what extent past assimilationist policies have eroded the desire of minority groups to maintain their language and culture and preserve an ethnic component to their Canadian identity.

ILI—from page 1

entifique); Social and Psychological Aspects of Bilingualism (G. Richard Tucker, McGill U and Ford Foundation, Cairo); A Survey of English Syntax (David DeCamp); Lexicography (Rached Hamzaoui, U Tunis); Elementary Syntax (Gilles Fauconnier); Discourse, Speech Acts, and Argumentation (Oswald Ducrot, Maison des Sciences de l'Homme); Introductory Stylistic Analysis (M. H. Short, U Lancaster); English for Specialized Purposes (J Ronayne Cowan); Elements of Semantics (Benoit de Cornulier, U Luminy); Sociology of Language (Claude Grignon, Maison des Sciences de l'Homme); Topics in Advanced Syntax and Semantics (John R. Ross); The Theory and Practice of Stylistics (M. H. Short); TEFL: New Trends in TEFL Methodology (Roger H. Flavel, U London); French Phonology (Yves Charles Morin); Semantics and Pragmatics (Benoit de Cornulier).

A unique feature of this year's Institute was a Colloquium on Language and Society in the Arab World, held Aug 1-6, 1977. The 1st colloquium of its kind ever held in an Arab country, topics covered included problems of diglossia and bilingualism, Arabization, Arabic and technology, linguistics in the Arab world, and teaching Arabic as a mother tongue and as a foreign language. The colloquium format provided for open and frank debate on linguistic problems in the Arab world, and is expected to serve as a model for future symposia on similar themes.

Plans call for the next International Linguistic Institute to again be held in Tunis. Details will be published in the LR as they become available.

Fulbright-Hays Lectureship in ESL

A Fulbright scholar has been requested to assist in evaluating the effectiveness of a recently implemented intensive English language program at Bethlehem U (West Bank, Jordan) and to suggest possible revisions. Some teaching will also be required. Award provides a monthly stipend of approximately \$1,825 and round-trip air travel for grantee only. Applicant must be U.S. citizen with PhD (preferably in applied linguistics) and TEFL experience at the university or college level. Application forms are available from: Linda Rhoad, Council for Intl Exch of Scholars, 11 Dupont Cr, Suite 300, Washington DC 20036.

linguists wanted

Note A fee of \$20 00 is charged for each listing of positions available at institutions. Payment should accompany entry, but the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the *LR* should submit their entries to the Editor by the 1st of the month preceding the month of publication. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

U Cal-Berkeley will have an opening in the Dept of Ling for a specialist in native langs of N and/or Central America. Position will be at asst prof level, beginning Fall 1978. Preference will be given to candidates who have had field exp with a native lang(s). Send CV and (optionally) other supporting material such as papers and recommendations to: Wallace Chafe, Dept of Ling, U Cal, Berkeley CA 94720.

The Dept of Ling at **U Alberta** expects to appoint an asst prof of ling (tenure track), beginning July 1, 1978. Requirements: Completed PhD, specialization in experimental psycholinguistics, competence in syntactic theory, strong background in experimental design and statistics, and demonstrated commitment to research and tching. Minimum salary: \$17,625. Application deadline: Dec 31, 1977. Send ltr of application, CV, and names of 3 referees to: Gary D. Prideaux, Chmn, Dept of Ling, U Alberta, Edmonton, Alberta, Canada T6G 2H1.

The Ling Prog at **U Cal-Santa Barbara** anticipates an opening at the asst prof level, beginning Sept 78. Qualifications: PhD; tching exp and evidence of outstanding tching ability; ability to tch interdisciplinary courses such as Lang & Culture (Anthro Ling) or Lang & Communication (Psycholing); excellence in research and research exp in a non-Indo-European lang family; preferably phonology and phonetics as area of specialization. Send application and 4 ltrs of recommendation to: Charles N. Li, Ling Prog, U Cal, Santa Barbara CA 93106. Deadline: Jan 1, 1978.

Iowa St U will have a temporary 1-yr appt in EFL available in Fall 1978. Duties will include tching courses in EFL and freshman composition, with the possibility of TEFL courses and admin of intensive prog. Appt will be at either the instructor or asst prof level; MA/ABD required for instructorship and PhD required for asst prof position. Overseas tching/admin exp desirable. Send application ltr and vita to: Donald R. Benson, Chmn, Dept of Eng, Iowa St U, 203 Ross Hall, Ames IA 50011.

The Div of ESL, **U Illinois at Urbana-Champaign**, is accepting applications for tching/research appts at Tehran U Lang Cntr and at the Eng Lang Cntr, Arya Mehr U, Isfahan, for the 1978-79 academic yr (beginning Sept 1, 1978). Tching internships are open to students with BA/BS degrees and are part of a UIUC Grad Prog leading to a MATESL degree. See *Linguists Wanted*—8, Col. 2.

The Institute of International Education is preparing a revision of its *English Language and Orientation Programs in the United States*, a directory of U.S. institutions offering intensive English language training programs, ESL courses, orientation programs, and special opportunities for students from abroad. Institutions offering such programs and desiring to be included in the next edition should request survey questionnaires before Dec 1, 1977 from: Joan Kertis, Div of Orientation & Enrichment Progs, IIE, 809 UN Plaza, New York NY 10017. Completed questionnaires must be returned by Dec 10, 1977.

meetings and conferences

- Dec 1-4. Speech Communication Assn, 63rd. Washington DC.
- Dec 13-16. Acoustical Society of America, 94th. Miami Beach FL.
- Dec 17. Intl Mtg of the Assn for Lit & Ling Computing, 5th. Liege, Belgium.
- Dec 17-19. Intl Phonetic Sciences Cong, Amer Assn of Phonetic Sciences, & the Academy for the Forensic Application of the Communication Sciences. Miami Beach FL.
- Dec 26-28. Mod Lang Assn, 92nd. Chicago IL.
- *Dec 27-30. Amer Assn of Tchrs of Slavic & European Langs. Chicago IL. (Write: Joe Malik, Dept of Russian, ML 340, U Arizona, Tucson AZ 85721.)
- Dec 27-30. Amer Philological Assn. St Louis MO.
- Dec 28-30. Ling Society of America, 52nd. Chicago IL.
- Dec 29-30. Amer Name Society. Chicago IL.

1978

- Jan 4-7. Sym of the Inter-Amer Prog for Ling & Lang Tching (PILEI), 8th. Caracas, Venezuela.
 - Jan 4-12. Intl Conf on Austronesian Ling, 2nd. Canberra, Australia.
 - Jan 9-13. Amsterdam Coll on Montague Grammar & Related Topics, 2nd. Amsterdam, The Netherlands.
 - Jan 9-14. Cong of the Assn of Linguists & Philologists of Latin America (ALFAL), 5th. Caracas, Venezuela.
 - Feb 12-17. Amer Assn for the Advancement of Science, 144th. Washington DC.
 - *Feb 23-25. Intl Conf on Frontiers in Lang Proficiency & Dominance Testing, 2nd. Carbondale IL. [See *LR* 20:2, p8]
 - Mar 9-11. Annual Ling Sym, 8th. Louisville KY.
 - *Mar 16-18. Conf on Eng Ed. Minneapolis MN.
 - Mar 17-18. Annual U Wisconsin-Milwaukee Ling Sym, 7th. Milwaukee WI.
 - Mar 26-31. Assn for Childhood Ed Intl. Charlotte NC.
 - Mar 27-Apr 1. Cong on Lang Learning, 13th. Lucerne, Switzerland.
 - *Mar 30-Apr 1. Central States Conf on the Tching of FLs. Chicago IL. (Write: Maurice W. Conner, Dept of FLs, U Nebraska, Omaha NE 68101.)
 - *Mar 30-Apr 1. Conf on Coll Composition & Communication. Denver CO.
 - Mar 31-Apr 2. Assn for Asian Studies, 30th. Chicago IL.
 - *Apr 1-15. Conf on Eng as an Intl Auxiliary Lang. Honolulu HI. (Write: E-W Culture Learning Inst, E-W Cntr, Honolulu HI 96848.)
 - Apr 3-7. Intl Sym on the Use of Computers in Ling & Lit Research, 5th. Birmingham, England.
 - Apr 4-9. Conv of Tchrs of Eng to Spkrs of Other Langs, 12th. Mexico City, Mexico.
 - Apr 6-8. Coll Eng Assn. Boston MA.
 - *Apr 7-8. Interdisciplinary Conf on Productivity, Novelty, & Creativity in Lang. Louisville KY. [See *LR* 20:2, p8]
 - Apr 7-9 (tentative). Stanford Child Lang Research Forum, 10th. Stanford CA.
 - Apr 11-15. Amer Ed Research Assn. Toronto, Ont, Canada.
 - *Apr 13-15. NE Conf on the Tching of FLs. New York NY. (Write: James W. Dodge, Box 623, Middlebury VT 05733.)
 - *Apr 20-22. SW Areal Lang & Ling Workshop (SWALLOW), 7th. Boulder CO. (Write: Anthony G. Lozano, Dept of Spanish & Portuguese, McKenna Hall, U Colorado, Boulder CO 80309.)
 - Apr 21-22. Pacific NW Council on FLs, 29th. Portland OR.
 - May 2-5. Intl Reading Assn, 23rd. Houston TX.
- *Indicates first listing for conf. Details on other items in the above list will be found in previous issues of the *LR* (particularly the Sept/Oct issue).

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Language Science/Language Teaching/Language Learning



conferences, workshops, seminars

The 67th Annual Convention of the National Council of Teachers of English will be held Nov 24-26, 1977 in New York City. In addition to a preconvention study group (Nov 21) on linguistics and the teaching of English, sessions of particular interest to linguists include Historical Perspectives on Language and Usage; Linguistics in the Classroom; Sex-Neutral Terms in English; American Dialect Society Presentation; What's Wrong with Students' Rights to Their Own Language; Reading Strategies Derived from the Psycholinguistic Model of the Reading Process; Double Standard/Doublepeak: The Language of Sexism; Language Diversity: Implications for the Classroom; The Language of Politics. A Conference on Language Attitudes and Composition has also been scheduled for the evening of Nov 25. For further details write: Convention Info, NCTE, 1111 Kenyon Rd, Urbana IL 61801.

The 76th Annual Meeting of the American Anthropological Association will be held Nov 29-Dec 1, 1977 in Houston TX. As in past years, the Conference on American Indian Languages and the Symposium on Mayan Languages will be held in conjunction with the meeting. Also of special interest to linguists are the following sessions: Linguistic Archeology; Sociolinguistics; Linguistic and Mathematical Models in Structural Anthropology; Linguistics; Speech Events: Toward a Comparative Framework in the Ethnography of Speaking; Culture Content in Bilingual/Bicultural Programs: Its Educational Structures, Cultural Perceptions, and Strategies for Change; South American Indian Language: Retrospect and Prospect; and Sociolinguistics and Cognition. Write: Amer Anthro Assn, 1703 New Hampshire Ave, NW, Washington DC 20009.

The Language Change Division of the Modern Language Association will hold its annual meeting Dec 29, 1977 in Chicago IL. Under the theme "Language Change and Typology," there will be 2 sessions consisting of the following papers: "Typology and the Study of Language Change" (Winfred P. Lehmann, U Texas-Austin); "Correlative Relatives: Evidence for Indo-European as an OV Language" (Susan W. Robbins, U S Dakota); "Articles from Word Order

Change" (Emily Deering Blazer, U Texas-Austin); "Nineteenth Century Typologies and the Neogrammarian Sound Law" (Kurt R. Jankowsky, Georgetown U); "Typology as an Inadequate Explanation of Language Change" (Frank Parker, Purdue); "Stress as a Determinant of Word Order Change" (Alexander Hull, Duke); "Linguistic Typology and Syntactic Change in Amharic" (Greta D. Little, U S Carolina); "Developments in German Word Order" (Mervin Barnes, U Oklahoma). Copies of some of these papers will be available for distribution before the meeting and may be obtained from: John Algeo, Dept of Eng, U Georgia, Athens GA 30602.

The 2nd International Conference on Frontiers in Language Proficiency and Dominance Testing has been scheduled for Feb 23-25, 1978 at Southern Illinois U. The conference is again being organized around the following themes: (1) Reading and Language Proficiency in First and Second Languages in Children and Adults, (2) Language Proficiency and Intelligence, and (3) Assessment of Language Dominance in Bilingual Children. Information on attendance, housing, and purchase of the 1977 conference proceedings (at a cost of \$8.00) is available from: James E. Redden, Dept of Ling, Southern Illinois U, Carbondale IL 62901.

An Interdisciplinary Conference on Productivity, Novelty, and Creativity in Language will be held April 7-8, 1978 at U Louisville. Theoretical and empirical papers on all aspects of language productivity are invited. Contact: John Robinson, ICL Prog Chmn, c/o Prog in Ling, U Louisville, Louisville KY 40208. (Note: formerly the Kentucky Interdisciplinary Conference on Linguistics.)

LINGUISTS WANTED—from page 4

search internships are open to post-MA students in TESL or a related field and with ESL tching exp. Transportation (appointees only), stipend, and benefits included. Personal interviews will be conducted at UIUC in March. There will be a summer orientation prog at UIUC for accepted applicants before leaving for Iran. Application deadline: Feb 1, 1978. Write: Dir, Div of ESL, U Illinois at Urbana-Champaign, 3070 FL Bldg, Urbana IL 61801.

The Linguistic Reporter

Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

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U S POSTAGE
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Volume 20

DECEMBER
1977

Number 3

The **Linguistic** REPORTER
a newsletter in applied linguistics

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

48th LSA Institute Set for Urbana

For the third time the University of Illinois at Urbana-Champaign will jointly sponsor the 1978 Summer Linguistic Institute with the Linguistic Society of America. The theme and focus of the 1978 Institute is: *Language Form and Language Function—A Western and Non-western Perspective*. This focus is apparent in the course offerings, workshops, symposia, and conferences, with the range of courses covering theoretical, applied, and area-specific dimensions. The concentration in the area-specific courses will be on African, South Asian, and West Asian languages and linguistics.

Plans for the 1978 Institute call for nearly 70 different courses, as well as intensive language programs in several non-western languages and forum lectures under the general heading of *Linguistics in the Seventies—Directions and Prospects*. In addition to faculty from the University of Illinois, the following visiting scholars will offer courses at the Institute: G. Ansre (U Ghana), A. Bamgbose (U Ibadan), G. Cardona (U Pennsylvania), B. Comrie (Cambridge U), W. Dingwall (U Maryland), F. Erickson (Harvard U), J. Fishman (Yeshiva U), E. Keenan (UCLA), Bh. Krishna-murti (Osmania U), R. Lees (Tel-Aviv U), J. Sadock (U Chicago), and P. Trudgill (U Reading). Among the courses which may be of particular interest to those in the field of applied linguistics are: *Approaches to Ethnography of Communication in Research for Bilingual/Bicultural Education* (Erickson); *Seminar in Social Research on Bilingual Education* (Fishman); *Seminar in Bilingual/Bicultural Education* (H. Trueba, U Illinois); *Multilingualism: An Historical Perspective* (H. Kahane, U Illinois); *Second Language Acquisition* (J. Walters, U Illinois); *Language Policy in African Education* (Bamgbose & Ansre); *Linguistic Aspects of Reading* (J R. Cowan, U of Illinois); *Theoretical Issues in Reading Comprehension* (J. Morgan & R. Kantor, U Illinois); *Theoretical Foundations of*

TESL Methodology (L. Bouton, U Illinois); *Introduction to Sociolinguistics* (Trudgill); *Introduction to the Sociology of Language* (Fishman); *Sex-related Sociolinguistic Differences* (C. Kramer, U Illinois); *Language, Culture, and Society* (J. Dougherty, U Illinois); *Seminar in Third World Englishes* (B. Kachru, U Illinois).

Additionally, an American Indian languages and linguistics component is being developed in cooperation with William Leap, Director of CAL's Indian Education Program. This will include selected courses, symposia, and workshops relevant to American Indians and scholars working with them.

For further information write: Braj B. Kachru, Dir, Ling Inst, Dept of Ling, 4088 FL Bldg, U Illinois, Urbana IL 61801.

POSITION PAPER ON B-E ISSUED

The National Council of State Supervisors of Foreign Languages (NCSSFL), an association composed of individuals designated as being responsible for foreign language education at the state level, has recently issued a policy statement on bilingual education and its interface with foreign language instruction. The paper was prepared by NCSSFL's Committee on Bilingual Education, whose members are Robert Fournier, Clara Gregory, Keneth Lester, and Homer Dyess. (With NCSSFL's kind permission, this policy statement is reprinted in its entirety below.)

Bilingual Education: A Position Paper

I. INTRODUCTION

The United States is a young democratic nation with a single dominant language spoken over a wide expanse of territory. Yet, within this nation live millions of persons whose first language is other than English. Many of these people also speak English and participate enthusiastically in two cultures. Native Americans, the only indigenous group in our country, speak a great variety of languages and participate in many different cultures. Each one of the languages spoken in the United States is rich in its own right and interacts vitally with English. The United States of America is a multilingual and multicultural society, a nation of nations, yet education in the United States has traditionally accommodated but a single

See Position Paper—6, Col 1

Featured Inside . . .

Book Notices	9
Conferences	5-6,7
Linguistic Trivia Quiz	2
Linguists Wanted	2
New Journals	7

Spanish for Native Speakers Is Focus of Upcoming Institute

An 8-week NEH-sponsored institute on "Teaching Spanish to Native Spanish Speakers" will be held June 14-Aug 18, 1978 at New Mexico State U. The Institute will focus primarily on the development of participants' abilities in the teaching of Spanish as a native language to U.S. Hispanophones (bilingual Chicanos, Puerto Ricans, Cuban-Americans, etc.). Institute activities will be directed by Guadalupe Valdés-Fallis with the assistance of Charles Tatum and Richard V. Teschner (U Texas-El Paso), and will include lectures and discussions, small group projects, panels, participant presentations, and visits to nearby university programs in Spanish for Native Speakers (SNS). Participants will also observe and take part in an actual elementary-level course for native speakers.

A total of 20 teachers in undergraduate-level SNS programs will be chosen as Institute participants. Preference will be given to persons who have demonstrated an interest in teaching SNS or who are likely to succeed in implementing, at their home schools, a course such as the one designed at the Institute. Each participant will be paid a stipend of \$2,300 to defray expenses for housing, travel, etc. Requests for applications should be sent before Mar 1, 1978 to: Guadalupe Valdés-Fallis, Dept of FLs, New Mexico St U, Las Cruces NM 88003.

linguists wanted

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The Cte on Ling of U Arizona may have 3 asst professorships (3-yr) available in Fall 1978 (Availability of positions is contingent on outside funding.) Two positions are to be filled by speakers of Native Amer langs, the 3rd requires a doctorate and tching exp. Salary dependent on exp. Send applications to Adrienne Lehrer, Ling, Math Bldg 89, U Arizona, Tucson AZ 85721

Swathmore Coll is inviting applications for a 2-yr position in anthro which will probably be available in Sept 1978. Applicants should be strongly committed to undergrad tching, as well as to participation in a joint sociology and anthro prog. Areas of specialization desired include (1) social structure; (2) prehistory and social evolution, (3) symbolic anthro, (4) anthro ling or socioling. A research focus on medical anthro is also welcome. Appt will be at the asst prof level. Send CV and 3-4 ltrs of recommendation to Steven Piker, Dept of Sociology & Anthro, Swathmore Coll, Swathmore PA 19081.

The Grad Sch of Ling at Fu Jen U is planning to expand its prog and is seeking either Chinese or Amer linguists to tch and do research in Chinese ling (Prog will eventually include PhD level courses.) Particular interest in analysis and description of the Chinese lang desired, PhD required. If interested, write: Arnold Sprenger, Dean, Grad Sch of Ling, Coll of FLs, Fu Jen U, Hsin Chuang 242, Taipei, Taiwan, Rep of China

See *Linguists Wanted*—9, Col. 2

linguistic trivia quiz

Editor's Note: The answers to the following questions will appear in the next issue of the *Linguistic Reporter*.

1. The English term "blue blood" is a calque (loan-translation). From what language was this term translated into English?
2. English and French are the languages most commonly spoken in Canada. What language is the third most commonly spoken?
3. Navajo is the Native American language with the most number of speakers in the United States. What Native American language has the second greatest number of speakers in the U.S.?
4. What language is most commonly used as an official language among independent countries of the world?
5. English is one of the official languages of the Seychelles. What is the other official language of this island republic?
6. The Republic of Singapore has four official languages. What are they?
7. What language is historically most closely related to English and is still spoken?
8. Of the following languages, which one has the greatest number of speakers?
Thai/Dutch/Korean/Greek/Telegu/Persian (Farsi)
9. Are there any languages that lack fricatives? If so, name one.
10. Are there any languages that lack liquids ("l" and "r" sounds)? If so, name one.

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Norman C. Stageberg, University of Northern Iowa

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Norman C. Stageberg, University of Northern Iowa

ISBN: 0-03-089919-2 459 pp

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Jeanne H. Herndon, University of Missouri at Kansas City

ISBN: 0-03-088675-4 320 pp

PHONOLOGY: THEORY AND ANALYSIS

Larry M. Hyman, University of Southern California

ISBN: 0-03-012141-8 268 pp



For a complimentary copy of any of these texts, please send course title and approximate enrollment to James M. Ryder,

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IIE Again to Administer Teaching Assistant Program

The Institute of International Education and the Bureau of Educational and Cultural Affairs of the Department of State invite participation in the French Language Teaching Assistant Program (FLTA) for academic year 1978/79. The program is administered in cooperation with the Office National des Universités et Ecoles Françaises in Paris.

The purposes of the program are: (1) to help U.S. institutions broaden and enrich their French teaching capabilities through the use of the native speaker—students on the American campus are offered daily encounters and interaction with a foreign language and culture from a native informant close to their own age; (2) to permit French university students in English and American studies to spend a year in the United States working in their specialty.

Role of Participating Schools: The participating U.S. institution may be a private or public school, college, or university. Each institution defines the assistantship to match its own needs. The incoming French Assistant may have classroom responsibilities including teaching of grammar, literature, or civilization classes; holding conversation groups; or assisting in language laboratories; they may direct tutorial sessions or *animate* a French house or club. Frequently their responsibilities encompass a combination of tasks. The award made by the institution

to the Assistant usually includes room, board, tuition, and fees for study and a monthly stipend.

Detailed information on this Program can be obtained from: French Lang Tching Asst Prog, Orientation & Enrichment Progs, IIE, 809 UN Plaza, New York NY 10017.

Argentine Linguistic Conference Held

The 1st Argentine Linguistic Conference, organized by the Center for Linguistic Research of National U of Cordoba, was held June 11-15, 1977. Areas discussed included the following: (1) reevaluation, change, and broadening of language and literature programs in primary, secondary, and higher education; (2) the development of linguistic curricula at the university level, (3) training bilingual teachers for frontier schools in areas bordering Brazil and Paraguay; and (4) the necessity for a dialectological survey of indigenous languages spoken in Argentina to facilitate their study and teaching. The conference closed with a presentation by Bernard Pottier (Sorbonne) on the problems and future of automatic translation and dissent and consent in modern linguistic theories.

Another conference is being planned for 1979 and papers are being invited. If interested contact: Centro de Investigaciones Ling, Escuela Superior de Lenguas, U Nacl de Cordoba, Velez Sarsfield 187, 5000 Cordoba, Argentina

news briefs

TESOL's Executive Committee has established a memorial fund to commemorate the late **Albert H. Marckwardt**, who died in August 1975 (see LR 18:2, p2 and 18:3, p4). The fund will be used to help graduate students (U.S. citizens) to attend the annual TESOL convention. Contributions should be sent to: Marckwardt Memorial Fund, c/o James E. Alatis, Exec Sec, TESOL, 455 Nevils Bldg, Georgetown U, Washington DC 20057. (Please make checks payable to TESOL.) . . . Montevideo is the site for Uruguay's new **Centro de Lingüística Aplicada**. Opened Sept 25, 1977, the Centro will be under the direction of Adolfo Elizaincín (Chmn, Ling Dept, U de la República) and Emilio G. Nuñez (Pres, Intl Eng Tchng Inst). In an inaugural address, Francisco Gomes de Matos, Director of Brazil's Center for Applied Linguistics, spoke on the educational importance of applied linguistics. For further information on the Uruguayan Center's objectives and activities write: CLA-Uruguay, General Flores 4151, Montevideo, Uruguay. . . . **A Grammar of the Balinese Language** has recently been completed and is being made available (on a limited basis) by the author. Areas covered are script, pronunciation, and general information; accident and word-formation; and the syntax of words, simple sentences, and sentences with more than one clause. Although formal publication is not expected, photocopies (inquire as to cost) can be obtained from: C. Clyde Barber, 503 King St, Aberdeen AB2 3BT, Scotland. . . . **The working papers of Mitford Mathews** (U Chicago, emeritus), a prominent American lexicographer, have been acquired by Indiana State U for use by students in its lexicography program. Expected to provide invaluable insight into the actual processes involved in tracing the meaning of words, the collection will be housed at the university's Cunningham Memorial Library. . . . **Georgetown U** has accepted a gift of \$750,000 from the government of Libya to establish the Umar Al-Mukhtar Chair of Arab Studies in the university's Center for Contemporary Arab Studies. The new chair will initially be held by Hisham Sharabi, a university historian and interpreter of Arab culture. . . . **U Exeter** has begun a series of Linguistic Studies—scholarly monographs in the field of applied linguistics. Volume 1 in the series, which appeared in 1976, is entitled *A Reader on Language Variety*. Edited by C.S. Butler and R.R.K. Hartmann, it contains 13 papers dealing with such topics as dialects, plurilingualism, urban speech, stylistics, sociolinguistics and communicative language teaching, control tower language, etc. Available for £1.00 from: Mrs. J. Mist, Publications Clerk, U Exeter, Exeter EX4 4QJ, England. . . . **A series of monographs dealing with research in American Indian linguistics** is available from Garland Publishing, Inc. Languages treated include Biloxi, Tojolabal, Diegueño, Navajo, Yavapai, Mojave, Pawnee, Wichita, Maya, and Tuscarora. Write: Garland Publishing, Inc, 545 Madison

See News Briefs—8, Col 1

ANNOUNCING . . . An Important New Publication from ERIC/CLL

A Bibliography of American Doctoral Dissertations in Linguistics: 1968-1974, compiled by Nancy Jokovich and Sophia Behrens.

1977

150 pp.

The second of a two-volume update of **A Bibliography of American Doctoral Dissertations in Linguistics: 1900-1964**, this 2264-item bibliography covers not only dissertations in linguistics, but also in such related fields as anthropology, education, languages and literature, psychology, sociology, and speech. A 14-page index includes several hundred languages and dialects as well as major linguistic topics. The bibliography saves considerable time for those who need access to current linguistic research.

Available for \$5.25 prepaid from:

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

new CAL publication

Although primarily concerned with the *application* of linguistic theory and research, the Center occasionally publishes theoretical works which it feels will make a significant contribution to the growth of the field. This concern is reflected in one of the Center's latest publications—*The Proceedings of the Texas Conference on Performatives, Presuppositions, and Implicatures*, edited by Andy Rogers, Bob Wall, and John P. Murphy.

The contributions of philosophers as well as linguists, the papers presented in this volume originated from a seminal state-of-the-art conference, held at the University of Texas, on issues related to the semantics and pragmatics of natural language. A partial listing includes: "Remarks on the Lexicography of Performative Verbs" (James D. McCawley, U Chicago); "Aspects of Linguistic Pragmatics" (Jerold M. Sadock, U Chicago); "Presupposition and Linguistic Context" (Lauri Karttunen, U Texas-Austin); "Pragmatics in Natural Logic" (George Lakoff, U California-Berkeley); "Where to Do Things with Words" (John Robert Ross, MIT); "A Classification of Illocutionary Acts" (John R. Searle, U California-Berkeley).

Copies of the above publication are available at a cost of \$9.95 prepaid from: Publications Prog, CAL, 1611 N Kent St, Arlington VA 22209.

NEW JOURNALS—from page 7

Sponsored jointly by the Linguistics Department at U Paris and by the Laboratoire d'Automatique Documentaire et Linguistique of the Centre National de la Recherche Scientifique, the primary goal of this journal is to disseminate information on the development of transformational studies on the French language. The journal will publish original studies in phonology, syntax, and semantics, as well as reports and reviews.

Maledicta: *The International Journal of Verbal Aggression* Published by Maledicta Press. 3-4 times a year First issue. Summer 1977 Editor: Reinhold Aman. Subscription, \$10.00 U.S. & Canada, \$12.00 foreign, and \$15.00 foreign airmail; libraries should add an additional \$5.00. (Note: subscription rates include membership in the International Maledicta Society) All correspondence to: Maledicta Press, 331 S Greenfield Ave, Waukesha WI 53186.

As stated in its editorial policy, this journal "will publish any material sufficiently 'offensive' to be rejected by the standard scholarly journals." Specializes in totally uncensored research and collections of verbal aggression, including curses, threats, insults, derogatory proverbs, sayings, and metaphors, racial, ethnic, religious, and other slurs, threatening and offensive gestures, etc. Interdisciplinary in scope, studies can be anthropological, linguistic, literary, onomastic, psychological, sociological, theological, and more. One-page abstracts of proposed contributions can be submitted to the editor at the above address

Studies in Language. Published by John Benjamins B.V. 3 times a year. First issue May 1977. Editor, John W.M. Verhaar. Subscription. Hfl 102 (including postage) institutional, Hfl 60 individual. Editorial correspondence to: John W.M. Verhaar, P.O. Box 2811/Jkt, Jakarta, Indonesia Subscription correspondence to: John Benjamins B.V., Amsteldijk 44, Amsterdam, The Netherlands

Continues *Foundations of Language*, which ceased publication with Volume XIV. Editorial board and policy remains the same. Areas covered include: (1) descriptive as well as formal and typological areas of linguistics; (2) linguistic theories derived from language analysis methods, (3) interdisciplinary contributions to the study of the foundations of language; (4) linguistic methodology.

conferences, workshops, seminars

The U Kentucky Foreign Language Conference will be held Apr 27-29, 1978 in Lexington KY. National in scope, this year's conference features sections on Celtic, Classical Languages, Comparative Literature, French, German, Italian, Linguistics, Luso-Brazilian, Medieval Studies, Pedagogy, Scandinavian Studies, Slavic, Spanish, and Spanish American. Special symposia on Baroque German Literature, Biblical Languages, and Velez de Guevara will comprise the remainder of the conference format. For further information write: Theodore Mueller, Dir, FL Conf, U Kentucky, Lexington KY 40506.

An Interdisciplinary Conference on the Theory of Rhetoric will be held May 5-6, 1978 at U Minnesota, Minneapolis. Invited speakers: Dell H. Hymes and Willaim Labov, both of U Pennsylvania. Anyone interested in presenting a 20-minute paper on the theory of rhetoric should submit abstracts (limited to 1 page and accompanied by a 3 x 5 card containing the title of the paper, the author's name, address, and academic affiliation) to: Martin Steinmann, Jr.,

207 Lind Hall, U Minnesota, Minneapolis MN 55455. Deadline for receipt of abstracts: Mar 3, 1978.

The 4th Annual Minnesota Regional Conference on Language and Linguistics has been scheduled for May 12-13, 1978. Papers are invited on all topics of general linguistic interest. Send 5 copies of anonymous, 1-page abstracts (accompanied by 3 x 5 card containing name, title of paper, affiliation, and mailing address) to: Kathleen Houlihan, Coord, MN Regional Conf, Dept of Ling, U Minnesota, Minneapolis MN 55455. Deadline for receipt of abstracts: Mar 1, 1978.

The 1st International Congress for the Study of Child Language, sponsored by the Language Sciences Summer Institute at International Christian U and the International Association for the Study of Child Language, will be held Aug 7-12, 1978 in Tokyo, Japan. Topics tentatively identified for discussion include: pre-speech and babbling, grammatical development, sign language acquisition, multilingualism, the acquisition of reading, phonological development, kinesics, and comparative pedolinguistics. Write: Fred C.C. Peng, Intl Christian U, 10-2, 3 Chome, Osawa, Mitaka, Tokyo, 181 Japan.

The 4th World Congress of the Fédération Internationale des Professeurs des Français (FIPF) will be held Aug 27-Sept 1, 1978 in Brussels. Theme: "Learning French: Permanent Factors and Changing Factors." In depth treatment will be provided in the following areas: (1) a critical review of current methods of teaching French throughout the world, (2) functions and contents in teaching French in its various contexts and situations, and (3) the French language as an instrument of cultural dialogue. The Congress will also consider pedagogical practices and their effect on methodology, sociocultural contexts, needs assessment, and the value of literary instruction. Write: Secrétariat Général, FIPF, 1 ave Léon-Journault, F-92310 Sevres, France.

An International Conference on the History of Linguistics will be held Aug 28-31, 1978 in Ottawa. Sessions dealing with specific periods in the history of linguistic thought, including non-Indo-European traditions, are planned, as well as meetings concerned with theories and issues in linguistic historiography. Those interested in participating in the conference and/or suggesting topics for consideration should contact: E.F.K. Koerner, Dept of Ling, U Ottawa, Ottawa, Ont K1N 6N5, Canada.

A call for papers has been issued on the topic of "Language and Sex," to be presented at the 9th World Congress of Sociology (see Meetings and Conferences list). Plans call for the presentation of 4 state-of-the-art papers at a public session, as well as an unspecified number of interest-group sessions devoted to the presentation and discussion of specialized research reports and other papers. Send abstract or suggestions for interest-group topics to: Cheri Kramer, Dept of Speech Communication, U Illinois, Urbana IL 61801.

language and cultural group.

The National Council of State Supervisors of Foreign Languages (NCSSFL) maintains that, if the United States is to remain a world leader, it must develop for its citizens the opportunities to learn to communicate adequately in many tongues and in the context of many cultures. It must provide for orderly development of native or ancestral languages for all its people. It is understood, however, that development of the official language of the nation—English—is important to all citizens.

In America we feel there exists a strong need for all segments within local communities to study the unique linguistic and cultural content of each part of the total society, each to be studied from its own perspective for its own intrinsic value. We hope that all Americans will come to recognize that cultural and linguistic diversity strengthens and enriches the total society—a society which will mature to include full participation of all its parts equally in a truly democratic spirit.

II. DEFINITION OF BILINGUAL EDUCATION

The National Council of State Supervisors of Foreign Languages defines bilingual education as an educational program in which two languages are employed in the instructional process. Bilingualism is defined as the ability of one individual to communicate in two languages.

NCSSFL recognizes the existence of several types of bilingual programs reflecting various philosophies of bilingual education. These fall within the categories of transitional, maintenance, or enrichment. It is understood that degrees of bilingual proficiencies in students will vary according to the type of program chosen by a particular group, school, or community.

NCSSFL supports maintenance bilingual education, since this type of program allows students to maintain their first-language skills while their education continues in both English and the other language. Transitional programs, on the other hand, are a bridge to English, with the first language being rapidly phased out and all instruction eventually conducted in English. Maintenance programs also are perceived to be concerned with the provision of equal opportunity and preservation of the nation's diverse linguistic and cultural resources. The Council further supports enrichment bilingual education for all Americans desirous of obtaining linguistic and cultural proficiencies in a second language, regardless of their first or home language, and the development of bilingual education programs which reflect common goals.

NCSSFL believes that the contributions of as many groups as possible within the nation should be reflected in school curricula. The Council wishes to foster intellectual and emotional acceptance of diversity to heighten American perception of each group's contributions to the fabric of the country and to provide an understanding of the multiple facets of the nation while at the same time avoiding ethnocen-

meetings and conferences

- Jan 4-7 Sym of the Inter-Amer Prog for Ling & Lang Tch-ing (PILEI), 8th. Caracas, Venezuela
- Jan 4-12. Intl Conf on Austronesian Ling, 2nd. Canberra, Australia.
- Jan 9-13 Amsterdam Coll on Montague Grammar & Related Topics, 2nd Amsterdam, The Netherlands
- Jan 9-14 Cong of the Assn of Linguists & Philologists of Latin America (ALFAL), 5th. Caracas, Venezuela
- Feb 12-17. Amer Assn for the Advancement of Science, 144th Washington DC.
- Feb 23-25. Intl Conf on Frontiers in Lang Proficiency & Dominance Testing, 2nd. Carbondale IL.
- *Mar 3-5. CA Assn of Tchrs of Eng to Spkrs of Other Langs (CATESOL), 7th San Francisco CA (Write: Penny Larson, Chpsn, Alemany Community Coll Cntr, 750 Eddy St, San Francisco CA 94109.)
- *Mar 9-11 Sym on Lang & Culture In SC Columbia SC (Write: Karl J. Helder, Dept of Anthro, U S Carolina, Columbia SC 29208.) [Deadline for abstracts: Jan 21, 1978]
- Mar 9-11. Annual Ling Sym, 8th Louisville KY.
- *Mar 11-12 Intl Ling Assn, 23rd New York NY. (Write: Marian F. Astuti, Chmn, ILA Conf Cte, 956 E 37 St, Brooklyn NY 11210.)
- Mar 16-18. Conf on Eng Ed. Minneapolis MN.
- Mar 17-18 Annual U Wisconsin-Milwaukee Ling Sym, 7th. Milwaukee WI
- Mar 26-31. Assn for Childhood Ed Intl. Charlotte NC.
- Mar 27-Apr 1. Conf on Lang Learning, 13th Lucerne, Switzerland
- Mar 30-Apr 1 Central States Conf on the Tchng of FLs Chicago IL.
- Mar 30-Apr 1 Conf on Coll Composition & Communication. Denver CO
- Mar 31-Apr 2. Assn for Asian Studies, 30th. Chicago IL.
- Apr 1-15. Conf on Eng as an Intl Auxiliary Lang. Honolulu HI.
- *Apr 2-8. Society for Applied Anthro. Merida, Yucatan, Mexico. (Write: Nancy Modiano, Inst Naci Indigenista, Ave Revolucion 1279, Mexico 20, DF, Mexico.)
- Apr 3-7. Intl Sym on the Use of Computers in Ling & Lit Research, 5th. Birmingham, England.
- Apr 4-9 Conv of Tchrs of Eng to Spkrs of Other Langs, (TESOL), 12th. Mexico City, Mexico.
- Apr 6-8. Coll Eng Assn Boston MA
- *Apr 7-9 Coll on Generative Linguists In the Old Worlds Amsterdam, The Netherlands (Write Henk van Riemsdijk, Inst for General Ling, U Amsterdam, Spuistraat 210, Amsterdam, The Netherlands)
- Apr 7-8 Interdisciplinary Conf on Productivity, Novelty, & Creativity in Lang. Louisville KY.

tricity and polarization

NCSSFL proposes acceptance of bilingual education in American education to preserve linguistic resources and to develop broader, more encompassing opportunities in an era of interdependency and instantaneous communications both in local and international communities.

III. LINGUISTIC AND CULTURAL GOALS

The linguistic and cultural goals of bilingual education are to develop bilingual and multicultural competencies which will enable students to interact effectively with members of the cultures involved.

The following eight points are integral parts of

meetings and conferences

- Apr 7-9 (tentative) Stanford Child Lang Research Forum, 10th. Stanford CA
- Apr 11-15. Amer Ed Research Assn. Toronto, Ont. Canada
- Apr 13-15. NE Conf on the Teaching of FLs New York NY.
- Apr 20-22 SW Areal Lang & Ling Workshop (SWALLOW), 7th Boulder CO
- Apr 21-22 Pacific NW Council on FLs, 29th Portland OR.
- *Apr 27-29 U Kentucky FL Conf Lexington KY [See LR 20:3, p5]
- May 2-5. Intl Reading Assn, 23rd Houston TX
- May 2-5. Council for Exceptional Children, 56th Kansas City KS.
- *May 5-6. Interdisciplinary Conf on the Theory of Rhetoric Minneapolis MN. [See LR 20:3, p5]
- *May 6-7 CA Ling Assn, 8th Northridge CA (Write: Iris Shah, Dept of Ling, CSU, Northridge, 18111 Nordhoff St, Northridge CA 91330)
- *May 7-13 Assn Intl pour la Recherche et la Diffusion des Methodes Audio-Visuelles (AIMAV), 14th Brussels, Belgium. (Write: Francisco Gomes de Matos, Inst de Idiomas Yazigi, Ave 9 de Julho, 3166 São Paulo, Brazil.)
- *May 12-13. MN Regional Conf on Lang & Ling, 4th Minneapolis MN. [See LR 20:3, p5]
- June 7-9 Natl Assn for Foreign Students Affairs, 30th. Ames IA
- June 12-Aug 5. Ling Society of America Ling Inst, 48th Urbana IL. [See LR 20:3, p5]
- June 13-16. Acoustical Society of America. Kingston RI.
- Aug 1-3. World Cong on Reading, 7th. Hamburg, W Germany.
- Aug 1-9 Intl Conf on Methods in Dialectology, 3rd London, Ont. Canada
- *Aug 7-12. Intl Cong for the Study of Child Lang, 1st Tokyo, Japan. [See LR 20:3, p5]
- Aug 14-20. World Cong of Sociology, 9th. Uppsala, Sweden.
- Aug 21-26. Intl Cong of App Ling, 5th. Montreal, Que. Canada.
- *Aug 27-Sept 1. World Cong of the Fédération Intl des Profs des Français (FIPF), 4th. Brussels, Belgium [See LR 20:3, p5]
- *Aug 28-31. Intl Conf on the History of Ling, 4th Ottawa, Ont. Canada [See LR 20:3, p5]
- *Sept 25-27 Phonetics Colloquium. Reading, England. (Write: Peter Roach, Fac of Ltrs & Social Sciences, U Reading, Whiteknights, Reading RG6 2AA, England.)

*Indicates first listing for conf. Details on other items in the above list will be found in previous issues of the LR (particularly the Sept/Oct issue)

groups to work together and capitalize upon linguistic and cultural diversity in our nation as a strength (implied here are longer sequences of foreign language education and an establishment of broader bases for study of a particular language specialty)

• provisions are made to allow all students the opportunity to develop bilingual/multicultural proficiencies to a high degree in a well-ordered program.

IV. CONCLUSION

NCSSFL supports the preservation of ethnic languages and cultures as a positive element in American education. Acceptance of this diversity as a mosaic of several contributing groups strengthens American society.

NCSSFL supports the concepts of bilingual education and the goals of equal learning opportunities for all Americans in a multicultural nation.

NCSSFL supports bilingual education as a legitimate and desirable form of education for all Americans and regards growing world interdependence a powerful indication of the need for proficient multi-lingual/multicultural individuals.

NCSSFL supports the development of dual language and culture programs as forces for diversity and enrichment in American education within which an individual has a right to retain one's cultural heritage. NCSSFL recommends greater provision in American education for linguistic and cultural proficiency for all within the wide spectrum of skills, all of which are to be viewed positively in a racially, linguistically, and culturally diverse nation.

NCSSFL recognizes the need for new educational programs, for teacher training, for new educational models in our schools, and for longer sequential programs of language education in a multicultural setting.

new journals

Cahiers de Linguistique Asie-Orientale. Published by the Ecole des Hautes Etudes en Sciences Sociales 2 per year First issue: March 1977. Editor: A Rygaloff Subscription: 45 F. All correspondence to: Cahiers de Ling Asie-Orientale, E.H.E.S.S., 54, boul Raspail, 75270 Paris, France.

Accepts articles on the phonology, syntax, and semantics of any East Oriental language, preferably of a descriptive nature. Also contains book reviews, notices, and a detailed bibliographic listing of books and articles in journals. Some of the topics covered in the first issue, which focuses exclusively on Chinese, are traditions in Chinese linguistics, relative clauses in late Archaic Chinese, and modal auxiliaries in Modern Chinese.

Linguisticae Investigationes: Revue Internationale de Linguistique Française et de Linguistique Générale Published by John Benjamins B.V 2 per year Editors: Jean-Claude Chevalier, Maurice Gross, and Christian Leclere Subscription: Hfl. 80 individual; Hfl. 120 (+postage) institutional Editorial correspondence to: Secrétariat de la revue, Lab d'Automatique Documentaire et Ling, 2 Place Jussieu, 75221 Paris 5, France. Subscription correspondence to: John Benjamins B.V., Amsteldijk 44, Amsterdam, The Netherlands

See New Journals—5, Col 1

every effective bilingual program and are not listed in any special order of importance:

• scholastic achievement in two languages is commensurate with the age, ability, and grade level of students

• bilingual education is an integral part of the school's regular program

• development of a positive self-image in students is a primary consideration

• fluency and literacy in two languages are expected

• professional staff development is included

• cross-cultural understanding is stressed

• educators in all types of language programs make efforts toward common goals that will enable all

FOREIGN SCHOLARS VISIT U.S. UNDER FULBRIGHT-HAYS

The Council for International Exchange of Scholars has announced that the following linguists (partial list only) from abroad will be affiliated with Ameri-

can institutions during 1977-78. These visiting scholars are sponsored under the Fulbright-Hays program for lecturing or advanced research in the U.S.

Name, Country, Home Inst	Host Inst, Duration of Stay	Proj in the U.S (L=Lecturing, R=Research)
AITCHISON, Jean-Margaret, U London	U Tennessee, Dept of Psych, 12/77-4/78	Psycholinguistics (L), comprehension & production of speech (R)
CAMARGO BIDERMAN, Maria T U Estaoual Paulista, Marilia, Brazil	NYU, Dept of Psych, 9/77-6/78	Portuguese dictionary for children (R)
CHUNG, Yen-Kyu Kyungpook Natl U, Taegu, Korea	SUNY-Buffalo, Dept of Ling, 9/77-6/78	Transformational generative grammar of Korean conjoined structures (R)
CONSTANTINESCU, Nicolae U Bucharest, Romania	Portland St U, Central European Studies Cntr, 9/77-6/78	Romanian language and literature (L)
CRETIU, Ioan Cornel-Liviu, Babes-Bolyai U, Cluj, Romania	U Rochester, Dept of FLs, Lits & Ling; 10/77-12/77	Romanian language and culture (L)
DE ANDRADE PERES, Jaoa M. U Lisbon, Portugal	U Hawaii, 7/77-8/77	Psycholinguistics & neurolinguistics (R)
GALLI DE PARATESI, Nora U Calabria, Cosenza, Italy	Middlebury Coll, Italian Sch, 6/77-8/77	Italian sociolinguistics and phonetics (L), Linguistics (R)
HAILU, Fulass Natl Academy of Lang, Addis Ababa, Ethiopia	U Hawaii-Manoa, Ling Dept, 6/77-2/78	Language planning and socio- economic development (R)
KASHOKI, Mubanga E Dir, Inst African Studies, U Zambia, Lusaka	U Cal-Berkeley, Dept of Anthro, 9/77-5/78	Sociolinguistics study of loan words in four Zambian languages (R)
LEWANDOWSKA, Barbara U Lodz, Poland	U Cal-Berkeley, Dept of Ling, 9/77-1/78, U Texas, Dept of Ling, 2/78-6/78	Contrastive analysis of nominaliza- tions in English & Polish (R)
PUECH, Gilbert D U Lyon II, France	UCLA, Dept of Ling; other Institutions, 9/77-12/77	Experimental phonetics, African linguistics (R)
PHILLIPOV, Vladimir U Sofia, Bulgaria	UCLA, Dept of Slavic Langs; 9/77-6/78	Bulgarian language and civilization (L)
SAJAVAARA, Kari A U Jyvaskyla, Finland	CAL, 9/77-6/78	Sociolinguistics, cross-cultural influences and interactional patterns (R)
SEULEAN, Ioan Babes-Bolyai U, Cluj, Romania	U Washington, Dept of Slavic Langs & Lits; 9/77-6/78	Romanian language and culture (L)
STEPONAVICHUS, Albert I Vilnius, USSR	Penn St U, Dept of Slavic Langs & Lit; 3/78-5/78	Old English phonology & structure of modern Lithuanian (L)
VOLTERRA, Virginia U Rome	U Cal-Berkeley, Dept of Psych, 1/77-3/77	Developmental psycholinguistics (R)
VOSSOUGH, Hossein Tchers Training Coll, Tehran	UCLA, Dept of Eng, 9/77-6/78	English as a foreign language (R)
ZUGUN-ELOZE, Petru U Iasi, Romania	UCLA, Dept of Slavic Langs, 9/77-6/78	Romanian language and civilization (L)

NEWS BRIEFS—from page 4

Ave, New York NY 10022. . . . The Cooperative College Register, a non-profit educational organization which functions as a communications link and matching service for positions and position-seekers in higher education (fields unlimited), has recently been re-established. Details on the Register's operations and fees are available from: Cooperative College Register, 621 Duke St, P.O. Box 298-A, Alexandria, VA 22314. . . . Mouton, publisher of numerous linguistic

texts and journals, is now a division of Walter de Gruyter and Company. Orders for Mouton publications should now be addressed to: Walter de Gruyter & Co, 3 Westchester Plaza, Elmsford NY 10523 or (overseas customers only) Genthiner Str 13, 1 Berlin 30, W Germany. . . . James M. Crawford (U Georgia) has won the 1977 James Mooney Award for his manuscript on the Mobilian trade language of the southeastern U.S., a *lingua franca* spoken by several Indian groups in the Mississippi Valley region during the period of French colonization.

Foundations for Teaching English as a Second Language: Theory and Method for Multicultural Education, by Muriel Saville-Troike. Englewood Cliffs NJ, Prentice-Hall, 1976. viii, 151 pp \$4.95

The author reviews recent developments in psychology, anthropology, linguistics, and language pedagogy to provide a theoretical base for a new approach to ESL—one emphasizing multicultural education, a "salad bowl," instead of a monocultural melting pot. Drawing on a wide range of ESL teaching experiences, she provides practical suggestions for meeting various situations in ESL, from an elementary, heterogeneous classroom, with students who speak 10 different languages, to an adult high school equivalency class with competency levels of nearly zero to near fluency in English. In addition, she describes strategies for teaching vocabulary, grammar, and pronunciation, as well as the four basic skills, for various age groups.

Although intended for teachers of ESL or bilingual education, the book is also useful for teachers who have students studying math or science while learning English. A comprehensive bibliography follows each chapter, and an appendix provides the text of the *Lau vs. Nichols* decision.

Language and Sex: Difference and Dominance, edited by Barrie Thorne and Nancy Henley (Series in Sociolinguistics.) Rowley MA, Newbury House, 1975. 311pp \$8.95

Includes papers by linguists, sociologists, psychologists, and educators which address the issue of language and sex from these varying perspectives. In addition to articles examining the range of questions, methods, and disciplines which converge in this area, the volume also contains a comprehensive annotated bibliography on sex differences in language, speech, and non-verbal communication.

Semantics: Theories of Meaning in Generative Grammar, by Janet Dean Fodor. (Language and Thought Series.) New York, Thomas Y. Crowell, 1977. xi, 225pp \$12.95

An informative presentation of the major proposals for handling semantics in generative grammar. Theories covered include Katz's compositional semantics, the semantic theories of Fillmore and Gruber, generative and interpretive semantics, and the extended standard theory. These theories are compared in their treatment of meaning and of the relation between syntax and semantics, and some of the empirical issues between them are discussed. A valuable supplementary text for a course in linguistic semantics.

Bilingualism in Early Childhood: Papers from a Conference on Child Language, edited by William F. Mackey and Theodore Andersson (Studies in Bilingual Education.) Rowley MA, Newbury House, 1977. x, 443pp \$11.95

Contains papers from a child language conference co-sponsored by the International Association of Applied Linguistics (AILA) and the Center for Applied Linguistics. The intent of the conference, held in Chicago in 1971, was to bring together those researchers who were actively engaged in studies dealing with child language where 2 or more languages or dialects are at issue. In general papers also focus on children between the ages of 3 and 8, paying particular attention to social setting. The book covers a wide range of topics, including theory and method, early language learning, planning preschool language learning, and policy and research.

The New Grammarian's Funeral: A Critique of Noam Chomsky's Linguistics, by Ian Robinson. London, Cambridge U Press, 1975. xiv, 189pp \$13.95

Contains arguments purporting to show the failure of transformational-generative grammar as developed by Noam Chomsky. The book is polemical in nature, and many of the arguments might be obscure to anyone not well-versed in transformational-generative grammar. The thrust of the at-

tack on Chomsky's theory appears to be aimed at TGG's apparent failure as a philosophical system rather than as an inadequate model of language description. This book may be of interest to anyone who feels that TGG has failings and that such failings cannot be overcome.

Dimensions of Bilingualism: Theory and Case Studies. (Special issue of Studies in Language Learning, Volume 1, Number 2, Spring 1976), edited by Braj B. Kachru. Champaign IL, Unit for Foreign Language Study and Research, U Illinois at Urbana-Champaign, 1976. 403pp. \$6.00.

Contains revised versions of papers presented at the conference on *Dimensions of Bilingualism: Theory and Case Study* held at the University on May 8-9, 1975. The collection of papers is eclectic, ranging all the way from a discussion of the competence-performance dichotomy as manifested in the phonology of bilinguals to a description of Graeco-Latin bilingualism in the Roman Empire. Authors whose works appear in the volume are: E. Bokamba, C-C Cheng, J. Fishman, H. Hock and R. Pandharipande, B. Kachru, H. Kahane, C. Kisseberth and M. Abasheikh, V. Makkai, J. Marchand, G. Matthews, R. Miranda, C. Osgood, M. Saltarelli, L. Zgusta, and a review article by R. Dunatov. Just about everyone interested in bilingualism ought to find something interesting to read in this volume.

Historical Linguistics, by Theodora Bynon. (Cambridge Textbooks in Linguistics.) London, Cambridge University Press, 1977. x, 301pp \$6.95

A textbook for the undergraduate student treating various aspects of historical linguistics within various theoretical frameworks. The book initially focuses on the neogrammarian model, looks at linguistic change from a structuralist (taxonomic) framework, and studies language change within a transformational-generative model. The author then deals with various aspects of language contact that have led to dialect differentiation, social motivation of language change, and bilingual contact. A final chapter discusses language and prehistory. The book illustrates problems with examples taken from a variety of languages and would make a most appropriate introduction to historical linguistics both for the undergraduate student as well as the interested layman.

Sprachgeographie und Sprachsoziologie der deutschen Mundarten in Westungarn, by Karl Manherz. Budapest, Akademiai Kiado, 1977. 282pp \$17.00

This is a lengthy study of German dialects spoken in western Hungary, treated from a rather neogrammarian view. There is extensive discussion of the phonetic characteristics of the dialects and a series of maps showing distribution of

See Book Notices—12, Col 1

LINGUISTS WANTED—from page 2

U New Hampshire is looking for a lecturer in ling (sub-specialty open) to teach undergrad and grad courses in ling and either ESL or freshman Eng 3 courses per ed semester; non-tenure track and 3-yr maximum appt. Starting salary \$12,000-\$13,000. PhD or equivalent required. Staff would prefer to conduct preliminary interviews during the upcoming LSA meeting (see Meetings and Conferences list). Send CV and references before Jan 30, 1978 to: Chmn, Search Cte on Ling, Dept of Eng, U New Hampshire, Durham NH 03824

U Guam has an opening in its Dept of Eng & App Ling for the 1977-78 Spring semester. Primary teaching assignment: audio-lingual, reading, and writing classes for students who speak Eng as a 2nd lang. Secondary teaching assignment: freshman comp. PhD or M.A. and higher ed exp. Write: Chmn, Dept of Eng & App Ling, Coll of Arts & Sciences, P.O. Box EK, U Guam, Agaña, Guam 96910.

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Language Science/Language Teaching/Language Learning



BOOK NOTICES—from page 9

certain phonetic and lexical features is provided. While this work is most useful to students of Germanic languages, it does provide extensive examples of changes that have occurred in dialects of a relatively well-known language. Students of phonology and historical linguistics ought to find a goldmine of information, since the book contains numerous examples of sound changes. The book is written in German, but the examples are fairly easy to understand.

Linguística Aplicada ao Ensino de Inglês, by Francisco Gomes de Matos. São Paulo, McGraw-Hill of Brasil, 1976. 150pp. \$5.00.

In this book the author surveys the principles of linguistics as they appear in contemporary linguistic literature and in personal communications received from linguist-authors from several countries. Topics covered include the influence of linguistics on TEFL, the occurrence of various linguistic principles in teachers' manuals from sixteen countries, and the scope and degree of the influence of linguistics on textbooks and on teacher training. Although written in Portuguese, there is enough documentation in English (1/3 of the work) to facilitate its reading by those unfamiliar with the language.

Revolution, Reaction or Reform: The 1974 Bilingual Education Act, by Susan Gilbert Schneider. New York, Las Americas [37 Union Sq W, New York NY 10003], 1976. xii, 238pp. \$12.95.

This is the first book to analyze the legislative process that produced the 1974 Bilingual Education Act. It underscores the conflicts of philosophy, personality, and politics that played a part in the path toward passage of the law. By means of interview and in-depth review of the relevant documents, Dr. Schneider provides an informative review of the historical dimensions that form the backdrop for the legislation.

Frontiers of Bilingual Education, edited by Bernard Spolsky and Robert Cooper. Rowley MA, Newbury House, 1977. 326pp. \$11.95.

Contains ten papers which examine the issue of bilingual education from a cross-disciplinary perspective, i.e., education, linguistics, psychology, philosophy, sociology, and history. The authors have been in the forefront of research and development in the field of bilingual education and provide a useful compendium of information. Also included is a chapter on evaluation of bilingual education which gives an overview of the critical concerns of such assessments.

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The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and works to promote cooperation between linguistics and other disciplines.

The Linguistic Reporter, a newsletter for all those concerned with linguistics and its application to practical problems, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertising inquiries, and books for review should be directed to the Managing Editor, Linguistic Reporter, CAL, 1611 N. Kent St., Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the LR provided acknowledgment is given. Subscription rates: \$8.00, \$11.00 (domestic and Canadian airmail).

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The Linguistic Reporter

Center for Applied Linguistics

1611 North Kent Street

Arlington, Virginia 22209

Volume 20

JANUARY
1978

Number 4

a newsletter in applied linguistics
The Linguistic
REPORTER

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

Northern California Lau Center Awarded to Bloomsbury West

The Lau General Assistance Center for Northern California was awarded to Bloomsbury West, Inc., of San Francisco, California, a non-profit organization dedicated to providing technical assistance and conducting research in language, education and civil rights. The contract for the Center was awarded on September 30, 1977 by the Office of Education, Title IV of the Civil Rights Act. Authorized level of funding for the first year of operation is \$463,048. It is expected that Bloomsbury West's Lau Center will be in operation for at least five years.

There are 9 Lau General Assistance Regional Centers serving the needs of non-English speaking students enrolled in the United States. Bloomsbury West's Center is responsible for serving 620 school districts in 48 counties in Northern California, providing technical assistance and training for school districts with students who speak languages other than English.

This marks the first time that a Lau Center will be directed by linguists. It is also the first time that a Lau Center will be directed by women.

Marina K. Burt, President of the company, has been named Executive Director of Bloomsbury West's Lau General Assistance Center, with Dr. Heidi C. Dulay, Director. Eduardo Hernández-Chávez, a Vice President of the firm, will also assume major responsibilities in carrying out the activities of the Lau Center. As of November 1977, the Center was headquartered in San Francisco.

The National Advisory Board to Bloomsbury West's Lau Center include:

James E. Alatis, Armando A. Ayala, Ricardo Cornejo, Joshua A. Fishman, Richard J. Hiller, Charles N. Li, Consuelo Nieto, Albar Peña, Yvelter Del Prado, Cecilia Preciado-Burciaga, Eglá Rangel and Cruz

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For further information, call Bloomsbury West, Inc. (415) 981-0168. For technical assistance and information, call Lau General Assistance Center (415) 981-4630.

CONFERENCE WILL DISCUSS TESOL PROGRAM STANDARDS

On 24-25 February 1978, the Center for Applied Linguistics, in cooperation with the major professional organizations involved in programs for foreign students, will hold an invitational conference, the aim of which will be to establish guidelines for minimal standards in programs for English language teaching to foreign students. The organizations which have agreed to co-sponsor the conference are Teachers of English to Speakers of Other Languages (TESOL); Association of Teachers of English as a Second Language of the National Association for Foreign Student Affairs (ATESL of NAFSA); America-Mideast Educational and Training Services, Inc. (AMIDEAST, formerly AFME); Institute of International Education (IIE); the Middle East Institute (MEI); and CAL. Participants will include, in addition to representatives from the co-sponsors, Virginia French Allen (Temple U); Russell Campbell (UCLA); J Ronayne Cowan (U Illinois); representatives from Language House/Telemedia and other private commercial teaching organizations; and government agencies.

The discussion will begin with the Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States, issued by TESOL, and the Guidelines for Intensive English Programs and the Guidelines for Semi-Intensive English Programs put out by ATESL. The conference will attempt to combine and supplement these two important documents. In cooperation with the other sponsoring organizations, CAL will coordinate and edit the results of the conference and make them available in the most economical form possible.

Support for this conference has been furnished by the Bureau of Educational and Cultural Affairs of the Department of State, Language House of Telemedia, AMIDEAST, and TESOL.

Featured Inside . . .

Book Notices	4
Conferences	4-5, 12
Linguistic Trivia Quiz	5
Linguistics for Non-Majors	6
Linguists Wanted	3

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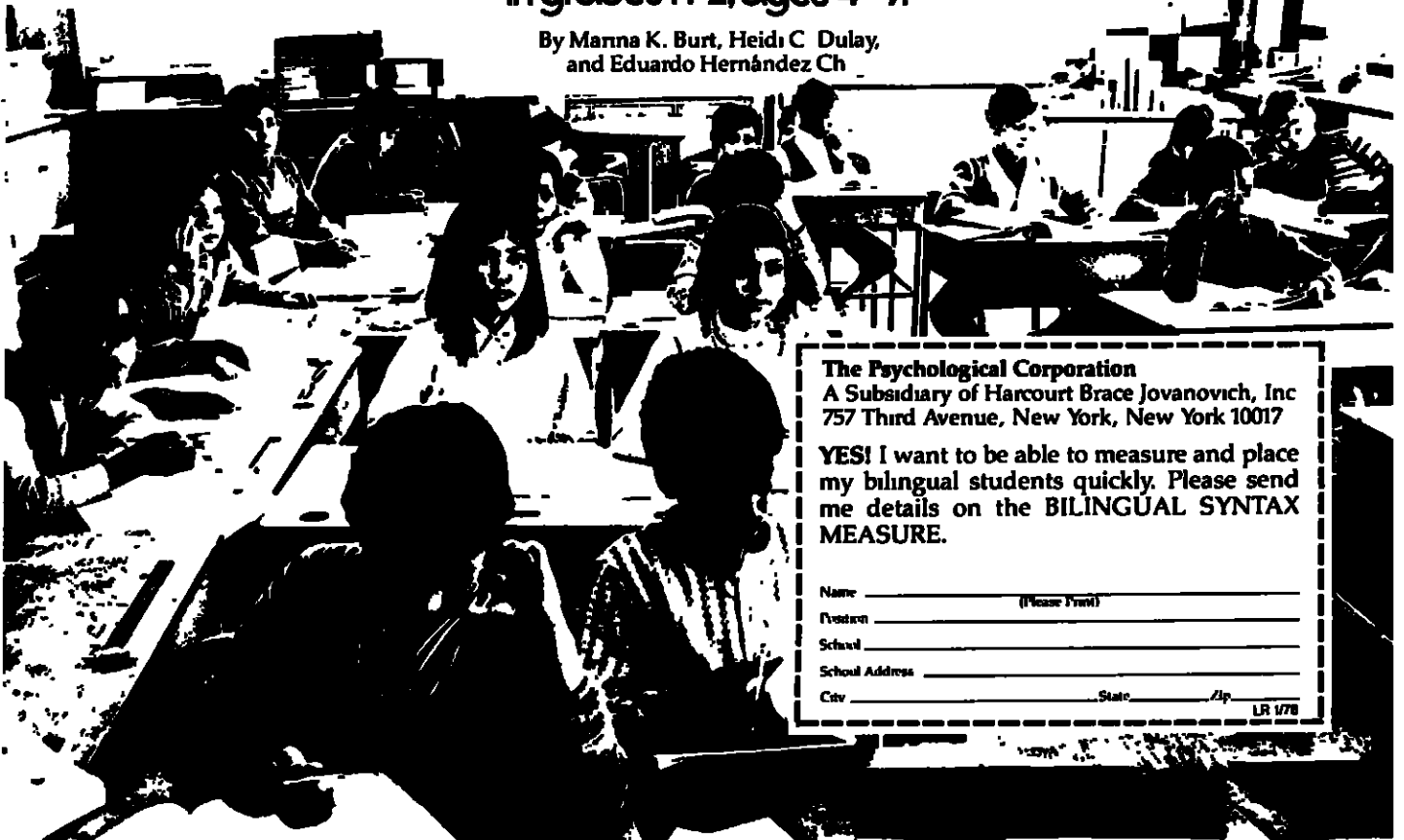
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Leading Bible Translator Honored by U.S. Linguistic Experts

Each year, America's translators gather to pay professional homage to the one person among their number whom they judge has done most towards the art of translation during the past year. The coveted Alexander Gode Medal of the American Translators Association went this year to Dr. Eugene A. Nida, executive secretary of the translations department of the American Bible Society, and a pioneer in two major linguistic developments—(1) the technique of "dynamic equivalence," where allowance is made for cultural differences between speakers of various languages, and while translation is true to the original meaning of the text, it may not be a literal translation and (2) "common language" translation of the Scriptures into the everyday language of the world's people.

Dr. Nida has been associated for more than 30 years with the translation work of the American Bible Society. He is also translation's research coordinator for the international United Bible Societies. This work has taken him to more than 75 countries, where he has conferred with translators in linguistic problems involving a record 200 different languages.

Dr. Nida participated in the inception of the new "Good News Bible." He guided it through its 16 arduous years of preparation. Since publication of this new translation less than a year ago, over five million copies have been distributed and a presentation copy

was given to President Carter at a White House ceremony in September.

Presentation of the Gode Medal to Dr. Nida was made by Dr. V. Lynn Taylor of Brigham Young U, who is chairman of the ATA honors and awards committee, at a ceremony in Pittsburgh marking the close of the Association's 18th annual convention.

The medal is named after the late Professor Alexander Gode, the founder of ATA, and a preeminent translator and lexicographer who was on the faculty of the Department of Continuing Education of New York U at the time of his death in 1970.

In expressing thanks to his fellow ATA members, Dr. Nida said that in his opinion "translators are born, not made." The most important attribute of a translator is not so much a way with words, imagination, intelligence, or other such attributes but, simply, a "true love of one's own language."

Born in Oklahoma City, Dr. Nida was educated at UCLA, USC and U Michigan, where he received the Ph.D. in Linguistics, and has received a number of honorary degrees, among them from U Münster, Germany, and Heriot-Watt U, Edinburgh, Scotland.

He is the author of numerous works on linguistics, Bible scholarship and history, and cultural anthropology, and is an ordained minister of the American Baptist Church.



linguists wanted

Note A fee of \$20.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the *LR* should submit their entries to the Editor by the 1st of the month preceding the month of publication. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

The Div of ESL, U Illinois at Urbana-Champaign, is accepting applications for teaching/research appts at Tehran U Lang Cntr and at the Eng Lang Cntr, Arya Mehr U, Isfahan, for the 1978-79 academic yr (beginning Sept 1, 1978). Teaching internships are open to students with BA/BS degrees and are part of a UIUC Grad Prog leading to a MATESL degree. Research internships are open to post-MA students in TESL or a related field and with ESL teaching exp. Transportation (appointees only), stipend, and benefits included. Personal interviews will be conducted at UIUC in March. There will be a summer orientation prog at UIUC for accepted applicants before leaving for Iran. Application deadline Feb 1, 1978. Write Dir, Div of ESL, U Illinois at Urbana-Champaign, 3070 FL Bldg, Urbana IL 61801.

The Chinese U of Hong Kong is inviting applications for a Lectureship in the Eng Lang, with opening to be available Aug 1, 1978. Applicants should have outstanding academic exp and extensive publications. Appointee will be expected to provide leadership for teaching and research progs in Eng. See *Linguists Wanted*—4, Col 2

book notices

Español para los Hispánicos: A Guide to Standard Spanish for Native Speakers, by Paulline Baker. Skokie IL, National Text-book Company, 1977. 116pp. \$4.00

A textbook addressed to the needs of Spanish-speaking students who have not received formal instruction using Spanish as medium but who wish to become fluent in the standard (formal) dialect of Spanish. The textbook contains a series of discussions contrasting local (Chicano) dialect usage with "Universal" (standard) Spanish. There are also extensive vocabulary enrichment exercises, and each of the book's 35 sections is followed by a set of written exercises.

An Introduction to Linguistics, by Bruce L. Liles. Englewood Cliffs NJ, Prentice-Hall, 1975. xiii, 336pp. \$12.50 cloth, \$7.50 paper.

An introductory textbook written for college-level students. The book assumes no previous course work in linguistics. The topics covered include the uses of language, nonverbal communication, features of verbal communication, basic sentence structure, underlying structures, relative constructions, noun clauses, infinitives and gerunds, functions and meanings of nominals, the influences of higher sentences, articulatory phonetics, distinctive features, phonological rules, language acquisition and language universals, and change and variation in language. Each chapter contains a summary, and most of the chapters also contain a set of exercises (answers not provided).

An Introduction to Romance Linguistics, by D. Lincoln Canfield and J. Cary Davis. Carbondale, Southern Illinois U Press, 1975. xxvi, 203pp. \$12.50.

Designed as a text for courses in Romance philology. Includes a glossary of technical terms found in the text. Has extensive discussion of phonetic changes in the phonology of Romance languages. There is also discussion of morphological and syntactic changes. The book not only exemplifies the various diachronic changes with examples taken from the more commonly spoken Romance languages, but there is also ample exemplification from little-known Romance languages such as Sardinian and Rhetian. The appendices include texts of comparative passages in the various languages.

Trends in Linguistics: State-of-the-Art Reports 3, The Caddoan, Iroquoian, and Siouan Languages, by Wallace L. Chafe. The Hague, Mouton, 1976. 98pp. 29 DM.

The first part of this book (to page 54) is largely identical to the author's chapter in *Current Trends in Linguistics*, Vol. 10, reviewing research in these language families, but pp. 55-82 provide a partial sketch of Caddo, the first systematic treatment of the language in any form to appear in print. The material presented shows it to be a language with a highly complex morphophonemics, for which Chafe gives a sample of elegant rules. A supplementary bibliography brings the original up to date.

Fundamental Problems in Phonetics, by J. C. Catford. Bloomington, Indiana U Press, 1977. 278pp. \$12.50.

An introduction to the sound-producing potential of Man and an outline of the parameters which may be needed for a systematic universal phonetic taxonomy. This book appears to be appropriate for use as a textbook for a basic course in general phonetics or as an advanced text for students with some basic phonetic knowledge and skills. The major divisions of the book are: the vocal organs, the aerodynamic phase, the acoustic phase, initiation, phonation, articulation (stricture types), articulation (location), vowels, co-articulation and modified articulation, sequences and segmentation, and instrumental phonetics. This book should be of interest to students of linguistics, speech, speech pathology, communications, psychology, anthropology, ethnology, and others concerned with vocal behavior.

See Book Notices—8, Col. 1

meetings and conferences

Feb 12-17. Amer Assn for the Advancement of Science, 144th. Washington DC.

*Feb 18-20. Berkeley Ling Society, 4th. Berkeley CA. (Write: Berkeley Ling Society, U Cal, Berkeley CA 94720.)

*Feb 23-26. Ann Conf of the Society for Intercultural Ed, Training & Research (SIETAR), 4th. Phoenix AZ. (Write: SIETAR, Georgetown U, Washington DC 20057)

Feb 23-25. Intl Conf on Frontiers in Lang Proficiency & Dominance Testing, 2nd. Carbondale IL.

Mar 3-5. CA Assn of Tchrs of Eng to Spkrs of Other Langs (CATESOL), 7th. San Francisco CA.

Mar 9-11. Sym on Lang & Culture in SC. Columbia SC.

Mar 9-11. Annual Ling Sym, 8th. Louisville KY

*Mar 10-11. Workshop on Maya Hieroglyphic Writing. Austin TX. [See LR 20:4, p12]

Mar 11-12. Intl Ling Assn, 23rd. New York NY

Mar 16-18. Conf on Eng Ed. Minneapolis MN.

Mar 17-18. Annual U Wisconsin-Milwaukee Ling Sym, 7th. Milwaukee WI.

Mar 26-31. Assn for Childhood Ed Intl. Charlotte NC.

Mar 27-Apr 1. Conf on Lang Learning, 13th. Lucerne, Switzerland.

Mar 30-Apr 1. Central States Conf on the Tchng of FLs. Chicago IL.

Mar 30-Apr 1. Conf on Coll Composition & Communication. Denver CO

Mar 31-Apr 2. Assn for Asian Studies, 30th. Chicago IL.

Apr 1-15. Conf on Eng as an Intl Auxillary Lang. Honolulu HI

Apr 2-8. Society for Applied Anthro. Merida, Yucatan, Mexico.

Apr 3-7. Intl Sym on the Use of Computers in Ling & Lit Research, 5th. Birmingham, England

*Apr 4-7. Intl Assn of Tchrs of Eng as a FL (IATEFL), 10th. London, England. (Write: B. Thomas, 87 Bennell's Ave, Tankerton, Whitstable, Kent, England CT5 2HR.)

Apr 4-9. Conv of Tchrs of Eng to Spkrs of Other Langs, (TESOL), 12th. Mexico City, Mexico.

Apr 6-8. Coll Eng Assn. Boston MA.

Apr 7-9. Coll on Generative Linguists in the Old Worlds. Amsterdam, The Netherlands.

Apr 7-8. Interdisciplinary Conf on Productivity, Novelty, & Creativity in Lang. Louisville KY.

Apr 7-9. Stanford Child Lang Research Forum, 10th. Stanford CA.

*Apr 10-12. Acoustics, Spch & Signal Processing Conf.

LINGUISTS WANTED—from page 3

ary: \$19,700-\$26,200. Additional benefits include housing accommodations on campus, liberal leave, travel subsidies for overseas appointees, etc. Send application, publications, and ltrs of recommendation (all marked "Professorship Application") to: Personnel Sec, Chinese U of Hong Kong, Shatin, NT, Hong Kong.

The Eng Lang Inst at U Pittsburgh will have an opening for a Testing Supervisor, beginning with the Fall 1978 term. Appt will be at the asst instructor level, and applicant must have an MA in TESOL or in ling with TESOL specialization and training in testing. Send CV to: C. B. Paulston, Dir, ELI, U Pittsburgh, Pittsburgh PA 15260.

The Dept of Ling at U Ottawa may have an opening for a specialist in app ling/TESOL. Candidate must be bilingual in French and Eng and must have a PhD or equivalent. Position is at asst or assoc prof rank; salary commensurate with exp and accomplishments. Applications, with the names of 3 referees, should be sent before Mar 1, 1978 to: Douglas C Walker, Chmn, Dept of Ling, U Ottawa, Ottawa, Ont, Canada

meetings and conferences

- Tulsa OK. (Write: R. Yarlaga, Sch of Electrical Engineering, Oklahoma St U, Stillwater OK 74074.)
- Apr 11-15. Amer Ed Research Assn. Toronto, Ont, Canada.
- Apr 13-15. NE Conf on the Tchng of FLs. New York NY.
- Apr 20-22 SW Areal Lang & Ling Workshop (SWALLOW), 7th. Boulder CO.
- Apr 21-22. Pacific NW Council on FLs, 29th. Portland OR.
- *Apr 24-28. Intl Bilingual Bicultural Ed Conf, 7th. San Juan PR. [See LR 20:4, p12]
- Apr 27-29. U Kentucky FL Conf. Lexington KY.
- May 2-5. Intl Reading Assn, 23rd. Houston TX.
- May 2-5. Council for Exceptional Children, 56th Kansas City KS.
- May 5-6. Interdisciplinary Conf on the Theory of Rhetoric. Minneapolis MN.
- May 6-7 CA Ling Assn, 8th. Northridge CA
- May 7-13. Assn Intl pour la Recherche et la Diffusion des Methodes Audio-Visuelles (AIMAV), 11th. Brussels, Belgium. [See LR 20:4, p12]
- May 12-13. MN Regional Conf on Lang & Ling, 4th. Minneapolis MN.
- June 7-9 Natl Assn for Foreign Students Affairs, 30th. Ames IA.
- June 12-Aug 5. Ling Society of America Ling Inst, 48th. Urbana IL.
- June 13-16. Acoustical Society of America. Kingston RI.
- *June 13-Aug 8. Indiana U Summer Slavic Workshop, 28th Bloomington IN. [See LR 20:4, p0]
- *July 28-31. LSA Summer Mtg, 39th. Urbana IL.
- Aug 1-3. World Cong on Reading, 7th. Hamburg, W Germany.
- Aug 1-9. Intl Conf on Methods in Dialectology, 3rd. London, Ont, Canada
- Aug 7-12 Intl Cong for the Study of Child Lang, 1st. Tokyo, Japan.
- Aug 14-20. World Cong of Sociology, 9th. Uppsala, Sweden.
- Aug 21-26. Intl Cong of App Ling, 5th. Montreal, Que, Canada.
- Aug 27-Sept 1 World Cong of the Fédération Intl des Profs des Français (FIFP), 4th. Brussels, Belgium
- Aug 28-31. Intl Conf on the History of Ling, 4th. Ottawa, Ont, Canada.
- Sept 25-27. Phonetics Colloquium. Reading, England.
- *Indicates first listing for conf. Details on other items in the above list will be found in previous issues of the LR (particularly the Sept/Oct issue).

K1N 6N5. (Availability subject to budgetary approval.)

U Calgary may have an opening for an asst prof of ling, beginning July 1, 1978 Requirements: PhD in ling, specialization in TESL or Algonquian, and interest in tching introductory and intermediate courses in phonology and syntax. Send CV and (optionally) other supporting material to: E.-D. Cook, Head, Dept of Ling, U Calgary, Calgary, Alb, Canada T2N 1N4. (Availability subject to budgetary constraints.)

The Dept of Ling at Brown U has announced the availability of a full-time position for an asst prof or instructor in ling, beginning as of the 1978-79 academic yr. Candidates must possess a PhD in ling and have demonstrated competence in historical ling or theoretical semantics, with substantial additional exp in theoretical phonology or syntax. Preference will be given to candidates with developed competence in tching or research published in monitored journals. Initial appt will be for a 3-yr period. Application deadline: Feb 1, 1978. Send ltr and CV to: James J. Wrenn, Acting Chmn, Dept of Ling, Box E, Brown U, Providence RI 02912.

The Dept of Eng at Birzeit U will have several vacancies in

TEFL and ling for Summer 1978 and for the 1978-79 academic yr Needed now are two (2) MA's or ABD's in TEFL, preferably with a knowledge of Arabic and exp abroad, and one (1) PhD in ling, also preferably with knowledge of Arabic. Air fare and relocation allowance provided in addition to regular salary. Write Hanan Mikhail-Ashrawi, Chpsn, Dept of Eng, Fac of Arts, Birzeit U, P.O Box 14, West Bank via Israel.

The Dept of Ling at U Mass/Amherst has a possible opening (Fall 1978) for a theoretical linguist with major research and tching commitment in either historical ling, a lang area outside of the Romance and Germanic, or psycholing. Rank and salary negotiable Application deadline Mar 1, 1978. Send CV, 3 ltrs of recommendation, and papers or publications to: Alan S Prince, Recruitment Officer, U Mass, S Coll, Amherst MA 01003.

The Dept of Ling at UCLA has 2 openings (1) Asst prof of ling (tenure track), beginning July 1, 1978. Qualifications: ability to tch Nguni (Zulu, Swazi, Xhosa) and Sotho langs and to tch African lit in translation, familiarity with a wide variety of African literary forms, and a full grasp of the historical and socio-political factors in the evolution of African lit. (2) Asst prof of ling, 1-yr appt, beginning July 1, 1978. Qualifications: PhD in ling, ability to tch elementary and advanced Yoruba and Bambara, and courses in general ling Send CV and ltrs of recommendation to: Peter Ladefoged, Chair, Ling Dept, UCLA, Los Angeles CA 90024. Deadline. Mar 1, 1978

Syracuse U will need an asst prof of Indic langs (Hindi) and ling, beginning Fall 1978 (1-yr renewable contract/tenure track). Requirements PhD in Indic langs or ling with speciality in Indic langs, near native fluency in 1 or more dialects of India, and evidence of potential for scholarly productivity Appointee will tch and do research in Indic langs and lit and in ling (preferably socio- or psycholing). Prior tching exp desirable. Contact William C. Ritchie, Chmn, Search Cte, Ling, 414 Hall of Langs, Syracuse U, Syracuse NY 13210. Application deadline: Feb 15, 1978

linguistic trivia quiz

- Switzerland has four official languages. Italian, German, and French are three of those languages. Name the fourth.
- Belgium has three official languages. French and Flemish are two of those languages. Name the third.
- Peru has two official languages. Spanish is one; name the other.
- Vowel-harmony is a characteristic of many languages. Which language with vowel-harmony has the greatest number of speakers?
- What indigenous language spoken in sub-Saharan Africa has the greatest number of speakers?
- The following are native names for languages that English-speakers call by other names. Identify the languages:
 - Inuit
 - Euskara
 - Cymraeg
 - Shqiperi
- There was once a language called Norn spoken in what is now Scotland. What other languages was Norn related to?
- There was once a language called Sabir spoken in ports around the Mediterranean Sea. What was the origin of such a language?
- Where is Feroese spoken?
- Was Arabic ever spoken (as a native language) in Western Europe?

See Trivia Quiz—7, Col. 2

LINGUISTICS FOR NON-MAJORS

by Timothy Shopen, Center for Applied Linguistics and Australian National University

There is a good deal known about language that has philosophical and social import and deserves to be a part of general education. An understanding of language can be useful in a number of professions besides linguistics, and should be part of everyone's view of people and society. It is, therefore, important that linguists, in teaching those not preparing to become professional linguists, recognize these facts, and avoid the narrow technical approach which in the past has alienated so many students, and prevented even majors from seeing the wider implications of the field. I am convinced that we are dealing ultimately not just with matters of pedagogy, but with the kind of linguistic theory that is important to various audiences.

The following discussion addresses five inter-related and overlapping questions that seem to me to have special relevance. I have oversimplified the distinction between majors and non-majors in a number of instances, but I hope I have touched on some of the deeper issues.

1 *A philosophical vs. a professional introduction to linguistics.* At its best, the profession of linguistics is characterized by a commitment to linguistics as a science and as a part of the humanities: people define their professional work within a common universe of discourse. A professional introduction to linguistics is one which, for better or for worse, prepares people to be professional linguists, and is no doubt the easiest one for a professional linguist to teach. A philosophical introduction to linguistics would be one where questions are cast in respect not only to standards within linguistics, but to larger intellectual and social concerns: one would focus on those inquiries in linguistics that can lead to a better understanding of the human condition, the scientific process, the individual and society, child development, the mind of man, racism, cultural prejudice and fear, and so forth. By definition, a philosophical approach would be the ideal one for general education, but regrettably few linguists have the breadth of background to present it, or are willing to take the time from their research to make the effort. Academic professionalism affords few rewards to the cross-disciplinary interpreter as over against the technical specialist. I think it is an open question to what extent the philosophical approach can be compatible with the exigencies of professional linguistics even at its best. A philosophical approach will help anyone be a better specialist up to a point, but it can reasonably be argued that for most mortals with limited energy, there is a point of diminishing returns where a choice must be made. The problem is compounded by the negative aspects of professionalism in academia. Non-majors are sometimes viewed as an annoyance that take linguists away from their "real work." For students the academic disciplines can look something like exclusive guilds.

2. *Research vs. teaching* There is an essential interplay between pedagogy and scholarship. Pedagogy has to do with helping others to understand one's subject matter. At least some pedagogical effort contributes to good scholarship, but there is a problem of time and energy. Professional rewards go much more to research and publication than to teaching. All this makes a problem for teaching to majors, let alone non-majors.

3. *Observation vs. formalism.* One of the most common complaints from non-majors is that linguistics courses have too much formalism. No formalism is worth much unless it facilitates generalizations about interesting observations and aids in making correct predictions about new data. Linguistics deserves to be called a science because of the amount of good work that has gone beyond the bounds of mere taxonomy, and because there is something of a universal theory of language for evaluating competing analyses of the same data. But there is little known about language that is truly axiomatic in the way that it is in physics, for example. Teaching formalism in linguistics as if it were axiomatic is dishonest. Teachers or textbooks that do not convey a sense of the interplay between data and theory do their students a disservice, be they majors or non-majors.

There is an essential difference between majors and non-majors which is relevant at this point. The former need to know how to justify the formal aspects of an analysis; the latter need to know only in principle what that means. Majors should be acquainted with the formal properties of rival theories that might bear on the solution of a given technical problem. There is less interest for the non-specialist to compare rival theories in any comprehensive way, if at all. Few things, in fact, can be more confusing to someone without considerable technical background in the subject.

It is not only because of limitations on time that a non-specialist will be less interested in formalism than a specialist: the primary concern is with the broader philosophical and social implications in what is known about language or in questions to which only tentative answers can be offered. It will follow that focus will fall on the substantive generalizations that are emerging in the study of language, and there will be relatively little concern for justifying the particular form of generalizations. It is, for example, an interesting fact that all languages have relative clauses, and information questions, but no language allows a normal information question based on a noun phrase in a relative clause, e.g. "What is he the man who did?" For specialists, the main interest arises in examining the implications of this fact for a universal theory of language; for non-specialists, this fact can be of interest as illustrating a probable basic limitation in human neurological organization. Specialists need to know and remember the various products of linguistic research as much as they need to understand the process by which they are ob-

tained. For non-specialists, a detailed knowledge of products is an encumbrance. What they need is a general understanding of the process as it relates to an understanding of language and human nature.

4. *Teachers vs. students.* The study of language offers one of the best opportunities for beginning students to participate in the scientific process, and this because the primary data are so accessible. In an important respect, students can have as much access to the truth as the instructor.

An observation from a student can be worth just as much as one from the instructor, and even beginning students can be quite good at testing hypotheses. One of the best ways for students to gain a sense of the interplay between data and theory is to have some experience at doing their own analysis of observations on their own language. It gives an insight not only into the scientific process as manifested in linguistics, but creates an appreciation of the task accomplished by every child that masters the language of its community.

A related matter is the willingness of instructors to discuss questions to which they do not know the answers. It is important for students to realize that there are extremely significant questions for which we do not at present have ready answers, and that scientific knowledge is never a matter of absolute fact or ultimate truth, but rather a series of successive approximations resulting from the interaction of data and theory.

5. *Language vs linguistics* It is noteworthy that several institutions are now calling their general introductory course "Introduction to Language" rather than "Introduction to Linguistics." The difference in nomenclature is revealing. For one thing it is consonant with the emphasis on substantive statements about language as opposed to formalism. However, there can be no such thing as a good course on the nature of language without a certain amount of linguistics as well. Another reason for the different title is that formal theories of language have been too narrow to encompass all the questions about language of interest to non-specialists and people in other fields.

There appears to be a need for a curriculum in linguistics whose aim is a contribution to general education and the professional education of people who will not become linguists, but who will nevertheless make use of the understanding of language in their professional work (speech pathologists, philosophers, literature specialists, teachers of languages and teachers of all other kinds, anthropologists, sociologists, psychologists, biologists, translators, people learning foreign languages, lawyers, etc.). Introductory courses are primary, but more than that is needed. Such a curriculum should not be altogether separate from the one for specialists. Non-majors going beyond the introductory level can gain some benefit from courses taken by majors; on the other hand, linguistics majors need to take some courses where the primary emphasis is on the philosophical and social relevance of what is being learned about lan-

guage. For one thing, if they become linguists, they ought to be ready to teach such courses themselves.

I have addressed myself here primarily to linguists who teach in colleges and universities and to students preparing to do the same; however, I think that the study of language is important for elementary and secondary school as well. Thus, professional linguists are not the only teachers of linguistics, and there are questions of pedagogy for teaching situations outside universities that I have not begun to touch. Elementary and secondary school teachers are trained in universities, however, and linguists have an opportunity and a responsibility to do some teaching relevant to their needs and possibilities.

A natural concern for self-preservation will give increasing impetus in the profession to the idea of linguistics for non-majors. But there are more than economic reasons why it will be good for linguists to give some of their creative energies to that direction. While there are ways in which broader pedagogical goals will conflict with goals of research just in terms of time and energy, I am convinced that greater concern for the wider social import of linguistic research will lead ultimately to better linguistic theory.

TRIVIA QUIZ—from page 5

Answers to last month's Quiz:

1 "Blue blood" is a loan-translation from the Spanish "sangre azul"

2 According to the 1971 Canadian Census, 59% of the population in Canada had English as its mother-tongue, while 28% claimed French German and Italian was claimed by 3% each. It would seem that with continuing immigration Italian can now claim to be the language with the third greatest number of speakers in Canada

3. Yupik (a member of the Eskimo-Aleut family) is estimated to have around 14,500 speakers. This language is spoken in Western Alaska. Within the contiguous 48 states, Dakota appears to be the Native American language with the second greatest number of speakers. Lakota is estimated to have 10 to 15,000 speakers, while Choctaw is said to have around 12,000. The term "Dakota" sometimes refers to a group of Siouan languages which includes Lakota, at other times it refers to Santee (which is estimated to have 4,000 speakers). Choctaw has 12,000 speakers (if Chickasaw is included in the estimate as a dialect of Choctaw). Thus, it would appear that within the 50 states, Yupik is the Native American language with the second greatest number of speakers, followed by Lakota, then Choctaw. While the relative ranking can be disputed, all would agree that Navajo is the Native American language with the greatest number of speakers—80,000

4. English is the language that is most commonly used as an official language, claiming official language status in some 36 countries. French is the official language in some 26 countries

5. The Seychelles uses both French and English as official languages.

6. The four official languages of the Republic of Singapore are. English, Chinese, Malay, and Tamil

7. The language that is historically the closest to English is Frisian, spoken in parts of the Netherlands and West Germany.

8. Telegu with 50 million speakers has, by far, more speakers than Korean (45,000,000) Thai (30,000,000), Dutch (13,000,000), Greek (10,000,000), or Farsi (25,000,000). Telegu is a Dravidian language spoken in India

9. Hawaiian is reputed to be a language that lacks fricatives.

10. Menominee appears to lack liquids.

ERIC CUTS PRICES ON COMPUTER SEARCHES

During the past year the ERIC Clearinghouse on Languages and Linguistics has run many tailor-made computer searches of the ERIC data base for researchers and educators in foreign languages and linguistics. The usual charge for this service is \$26. However, the Clearinghouse maintains a file of some of these searches, and copies of printouts are now available to the public at a cost of \$10. Printouts in-

clude full résumés of the documents. If you are interested in ordering any of the searches described below, mail your request along with prepayment to: Computer Search Service, ERIC/CLL, CAL, 1611 N Kent St, Arlington VA 22209. Checks should be made payable to the ERIC Clearinghouse on Languages and Linguistics. Please be sure to indicate the search number when ordering.

- (#137) *Articulation and Foreign Language Study.* Articles and documents dealing with solutions to the problem of articulation both within and between the high school and college contexts. (Nov, 1976; 39 items.)
- (#192a) *Methods of Teaching Listening Comprehension.* Documents offer a variety of ways to teach and test listening comprehension in a second language. (Jan, 1977; 47 items.)
- (#251) *Second Language Learning in Two-Year Colleges.* Foreign language programs in community and junior colleges discussed in terms of curriculum planning, implementation, and evaluation. (Apr, 1977; 43 items.)
- (#297) *Enlivening the Language Laboratory.* Suggestions for creative use of the language laboratory in second language instruction. (June, 1977; 18 items.)
- (#309c) *Audiovisual Aids in ESL.* Suggestions for using various media to enrich the English-as-a-second-language classroom. (June, 1977; 30 items.)
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- proaches to the analysis of errors among learners of English as a second language. (Sept, 1977; 73 items.)
- (#369) *Individualized Foreign Language Instruction at the College Level.* A wide variety of innovative programs are described. (Oct, 1977; 56 items.)
- (#379) *Games in the Foreign Language Classroom.* 156 sources of games for second language learners of all levels. (Oct, 1977; 156 items.)
- (#392) *Language-Teaching Materials from the Peace Corps, Defense Language Institute, and Foreign Service Institute.* Materials relating to teaching and learning of foreign languages from three government agencies. (Nov, 1977; 180 items.)
- (#401a) *Innovative Methods in Teaching Foreign Languages.* Materials describe several methodological approaches, including suggestology, CAI, programmed instruction, self-instructional programs, The Silent Way, and other curricular innovations. (Dec, 1977; 153 items.)
- (#401b) *"Grouping in Foreign Language Instruction.* Articles and documents focus on group dynamics, the sociological aspects of grouping, group identity and similar topics. (Dec, 1977; 58 items.)

BOOK NOTICES—from page 4

Variation and Change in Language: Essays by William Bright Selected and Introduced by Anwar S. Dil. (*Language Science and National Development Series, 10*) Stanford CA, Stanford U Press, 1976. xiv, 283pp \$10.95.

The 18 essays in this volume are divided into 3 sections: Ethnolinguistics and sociolinguistics, South Asian languages, and North American Indian languages. Topics discussed include language and culture, linguistic unrelatedness, reduction rules in Fox kinship, social dialect and language history, sociolinguistic variation and language change, and areal features in North American Indian languages.

Translation: Applications and Research, edited by Richard W. Brislin. New York, Gardner Press, 1976 vi, 312pp \$14.50. [Distributed by: Halsted Press, 605 3rd Ave, New York NY 10016.]

An interdisciplinary collection of papers on various aspects of translation theory and practice which emphasize the great range of skills that a translator must have. Topics covered include analysis and evaluation of translation theories, interpretation as a psychological approach to translation, translation and sign language, simultaneous interpretation, linguistic and cultural implications of bible translation, etc

A Grammar of Spoken Brazilian Portuguese, by Earl W. Thomas. Nashville TN, Vanderbilt U Press, 1974. xi, 179pp. \$6.95.

A textbook introduction to the spoken language of east central Brazil. The author claims that presentation of grammatical structures is in the order learned by Brazilian children. Contains 29 lessons which focus on grammatical structures (extensive discussion of these in English). Each lesson also contains a vocabulary list as well as a set of exercises giving practice in the grammatical structures presented in the lesson. No reading texts or dialogues are provided.

Bilingual Schooling in the United States: A Sourcebook for Educational Personnel, by Francesco Cordasco. New York, McGraw-Hill, 1976 xxviii, 387pp. \$16.50

A sourcebook for training the educational personnel needed in bilingual education. Primarily an anthology of basic articles in the following areas: historical backgrounds of bilingual education (in the U.S.); definitions of bilingual education; linguistic perspectives, and programs, practices, and staff development. Some of the authors represented are: J. Fishman, F. Cordasco, W. Mackey, R. Kjolseth, B. Gaarder, M. Saville-Troile, D. Hymes, S. Phillips, and G. Zamora. There are two appendices treating court decisions relevant to bilingual education and a programmatic description of some bilingual education projects. While most of the articles have appeared elsewhere, this appears to be the first time that they are gathered together under one cover. There is an extensive bibliography provided. This book will be of interest to both in-service and pre-service bilingual education teachers.

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Edited by SINCLAIR ROGERS, Sheffield Polytechnic

These twenty-one papers relate language acquisition to the child's broader social, cognitive, and perceptual development. Contributors include David McNeill, Lois Bloom, A. R. Luna, Eric H. Lenneberg, and Basil B. Bernstein.

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Language and Education

ANDREW WILKINSON, University of Exeter

Part I of this task-oriented book considers the nature of communication, aspects and functions of language, the relation of language to thought, language and learning, and the development of language. Part II provides numerous selections from leaders in the field, including Chomsky, Jakobson, Sapir, and Halliday. (*Oxford Studies in Education*)

1977 256 pp., 10 photos, figs. paper \$3 50

The Foundations of Language

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ANDREW WILKINSON

In line with the increasing awareness of the role of language in learning, this book considers both language itself and its educational implications. Particular emphasis is given to the relation of language to cognitive development and to the problems of learning to read. (*Oxford Studies in Education*)

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Halliday: System and Function in Language

Selected papers edited by GUNTHER KRESS, University of East Anglia

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The National Association for Bilingual Education has announced that its **7th International Bilingual Bicultural Education Conference** will be held Apr 24-28, 1978 in San Juan PR. The conference format will provide for pre-convention workshops as well as the presentation of papers on such topics as parent involvement, use of materials, effective methodology, research, curriculum development/adaptation, evaluation, staff development, legislation, international

studies, teacher preparation, bilingual special education, bilingual vocational education, and other related areas. For further information write: Maria M. Swanson, Pres, Natl Assn for Bilingual Ed, 500 S Dwyer Ave, Arlington Heights IL 60005.

The **11th Colloquium of the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structuro-Globales (AIMAV)** will be held May 7-13, 1978 in Brussels, Belgium. Organized by the Belgian and Brazilian AIMAV branches, in conjunction with Sao Paulo's Instituto de Idiomas Yáziqi, the theme of this year's colloquium is "Creativity and Learning Dynamics." Within this context, the objectives of the colloquium are: (1) to define the theoretical and practical aspects of creativity and, if possible, to provide a general definition and (2) to elaborate an operational method designed for teaching modern languages which would aim at using creativity on the teacher as well as the learner level. Address all correspondence to: General Secretariat, AIMAV, U Ghent, Fac of Ltrs & Phil, Blandijnberg 2, B-9000 Ghent, Belgium.

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The Linguistic Reporter

Center for Applied Linguistics
1611 North Kent Street
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Volume 20

FEBRUARY
1978

Number 5

a newsletter in applied linguistics
The Linguistic
REPORTER

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

BILINGUAL EDUCATION WILL BE FOCUS OF '78 GU ROUND TABLE

The 1978 Georgetown U Round Table on Languages and Linguistics will take place Mar 15-18, 1978 in Washington DC. The sessions and papers of GURT 1978 will address various aspects involving the meeting's theme — "International Dimensions of Bilingual Education." Many of the world's foremost experts on bilingualism and bilingual education have been invited to participate in this year's Round Table, and a preliminary program includes the following speakers and topics.

Towards an adequate theory of bilingual education for Africa (Adebisi Afolayan); Preschool biliteracy (Theodore Andersson); The use of indigenous languages in education in Africa (Gilbert Ansre); The significance of TESOL (Charles H. Blatchford); Spanish-American English (J. Donald Bowen); Language research and L₂ pedagogy (Marina Burt); International comparisons of foreign language learning in the IEA project (John B. Carroll); Research methodology in bilingual education (Robert Cooper); Creole and standard (Dennis R. Craig); Use of the notions of culture and ethnicity in the bilingual classroom (Robert J. Di Pietro). The dying dialect and the role of the schools: East Sutherland Gaelic and Pennsylvania Dutch (Nancy C. Dorian); Cognitive issues in bilingual education (Heidi Dulay); Bilingual and bicultural education: The role of the scholar (Noel Epstein); Literacy in multilingual nations (Charles Ferguson); Bilingual education and ethnicity (Joshua A. Fishman); Bilingualism in retrospect—a personal view (Einar Haugen); Bilingual education in the United States (Shirley Brice Heath); Beyond local norms: Regional standards for bilingual education (Eduardo Hernandez-Chavez); The form and function of code-mixing in India (Braj Kachru); Linguistics and preparation of bilingual materials (Robert Lado); Some cognitive and social consequences of being bilingual (Wallace Lambert); Bilingualism in Mexico (Yolanda Lastra de Suarez); American Indian English (William Leap); Types of bilingual communities (E. Glyn Lewis); Linguistics and second language learning (E. Glyn

Lewis); Policies and practice in Federal Title VII bilingual education programs (John Molina); Theoretical perspectives of bilingual education (Christina Bratt Paulston); Multilingualism in Paraguay (Joan Rubin); Bilingual education and the Native American (Muriel Saville-Troike); Bilingual education in the context of multicultural education (Sarita Schotta); Bilingualism and language variety (Roger W. Shuy); Bilingual education in the Philippines (Bonifacio P. Sibayan); Multilingualism in the USSR (Brian Silver); Bilingual education in the United States (Bernard Spolsky); Implications of Canadian-French immersion for general second language education (H. H. Stern); Bilingual education for the English-speaking population (Merrill Swain); Bilingual education and the Spanish-speaking population (Maria Medina Swanson); Dialect mapping (Alan Thomas); Role of evaluation in bilingual education (C. Richard Tucker

See GURT—5, Col. 2

2nd Language Acquisition and FL Teaching Focus of Conference

The U.S. Office of Education (USOE) has awarded a grant to the Center for Applied Linguistics to hold a Conference on Second Language Acquisition and Foreign Language Teaching. This will be an invitational conference which will meet Mar 10-11, 1978 in Silver Spring MD. The main purpose of the conference is to establish a dialog between researchers in second language acquisition and foreign language methodologists. It is anticipated that research in second language has progressed to the point where the incorporation of findings from that field will effect a significant change in current foreign language methodologies.

Stephen Krashen (USC) and John Schumann (UCLA) will each present a summary of research findings and the ways that current foreign language methodology may be changed to incorporate such findings. Among the discussants invited to the conference are Herbert Seliger (Queens Coll, CUNY); Kari Sajavaara (Jyväskylä U, Finland); Earl Stevick (For Service Inst); Albert Valdman (Indiana U); and Muriel Saville-Troike (Georgetown U).

The papers presented and a summary of the conference discussions will be available for distribution during the summer of 1978. For further information on the conference contact: Rosario C. Gingras, Dir, Bilingual-Bicultural Ed Prog, CAL, 1611 N Kent St, Arlington VA 22209.

Featured Inside . . .

CAL • ERIC/CLL Bibliography	6
Conferences	4, 5
Linguistic Trivia Quiz Answers	4
Linguistics in Finland	3
Linguists Wanted	2

Linguists wanted

Note: A fee of \$20 00 is charged for each listing of positions available at institutions. Payment should accompany entry, but the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the *LR* should submit their entries to the Editor by the 1st of the month preceding the month of publication. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

The Ling Dept at San Diego St U will probably have a full-time temporary position for 1 yr (renewable for a 2nd yr). Specialty: open, but dept is well staffed in phonology, syntax, historical ling, socioling, and psycholing. Applicants with strong TESL training preferred. Teaching ability in general range of undergrad and grad courses is essential. PhD required. Salary: \$15,624-\$17,136 for academic yr employment. Most serious consideration will be given to applications received before Mar 15, 1978. Send CV to: Glendon F. Drake, Chmn, Ling Dept, San Diego St. U, San Diego CA 92182.

The For Service Inst (Dept of State) is accepting expressions of interest in supervising linguist positions in its lang training progs. From time to time as vacancies occur there may be the possibility of appts. Starting salary range: \$15,000-\$18,000. Qualifications: U.S. citizenship, knowledge in depth of ling; good command of at least 1 FL; native or near-native command of spoken and written Eng, lang tching or other cross-cultural training exp; supervisory exp; extended residence in a FL area with direct contacts among host-country nationals. Duties will be partly managerial, partly app ling, app learning theory, and cross-cultural communication. Send resumes and ltr responsive to the qualification requirements listed above to James R. Frith, Dean, Sch of Lang Studies, FSI, Dept of State, Washington DC 20520.

The ESL Section, Dept of Eng, UCLA expects to offer 3 temporary professional positions in its overseas proj at Ain Shams U in Cairo, Egypt. Two-yr appts (1978-1980) are anticipated. Requirements: (1) PhD with specialization in socio-psycholing; (2) MA with specialization in materials devlp and

Eng for Special Purposes; (3) MA with specialization in testing. Interested persons qualified to tch general courses in an ESL/FL prog and meet the above specialization requirements should send ltr of interest and CV to: J. Donald Bowen, Dept of Eng (ESL), UCLA, Los Angeles CA 90024.

EFL tchers for Ferdowsi U in Mashhad, Iran needed, starting Aug 1978. MS level; overseas exp preferred. Teaching couples especially desired. Competitive salaries include housing allowance, roundtrip airfare, and 6 wks vacation. Predominantly Amer EFL faculty. Contact: Ferdowsi Proj, Georgetown U, Washington DC 20057, (202) 625-3213. Interviews available at the TESOL meeting (see Meetings and Conferences list, p5) or at GU in Apr 1978.

The Eng Dept at Wayne St U has an opening for a linguist trained in discourse analysis and stylistics, with interest in applying theoretical knowledge to the analysis of Eng and who has a tching or research background in reading and/or writing. Send application ltr, vita, dossier, and writing sample to Edward Sharples, Eng Dept, Wayne St U, Detroit MI 48202.

U Ottawa is inviting applications for the position of Dir of its Centre for 2nd Lang Learning. Candidates should have a PhD in a field related to 2nd lang learning and have a sound knowledge of lang didactics, lang tcher training, and research procedure, since the dir is expected to give leadership in those fields as well as assuming responsibility for the admin of the Centre. Appt will be at a rank dependent on qualifications and exp and is effective on or before July 1, 1978. Candidates should be fluent in both Eng and French. Please send applications or suggestions for suitable candidates to Marcel Hamelin, Dean, Faculty of Arts, U Ottawa, Ont, Canada K1N 6N5.

Iowa St U has an immediate vacancy for an asst or assoc prof. Position is 12 mo, tenure track appt to admin and tch in an established intensive Eng lang and orientation prog for non-native speakers preparing to enter undergrad or grad progs at Iowa St and other US institutions; to initiate and direct research in TESOL, occasionally to tch ling/TESOL/EFL courses in the Eng Dept. Requirements: PhD, EFL tching exp, and established research direction in a relevant area. Preferred: Admin exp in an EFL prog, overseas tching or admin. See *Linguists Wanted*—4, Col. 1.

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The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, a newsletter for all those concerned with linguistics and its application to practical problems, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertising inquiries, and books for review should be directed to the Managing Editor, *Linguistic Reporter*, CAL, 1811 N Kent St, Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or repro-

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LINGUISTICS IN FINLAND

by Kari Sajavaara*

The teaching of and research on language in Finland is overshadowed by a long philological tradition, similar to that in many other European countries, and most scholars of international standing in the field have been philologists. Philological postgraduate training was, and in many cases still is, the only kind of training available in university departments. This is an obvious result of a vicious circle: no other kind of training can be given because there are no teachers, and there are no teachers because there is no way to train them. Training abroad, particularly in the U.S. but also in Britain, has helped to a degree, but the narrowness of the job market in Finland and some other factors have produced several well-known examples of a Finnish linguistics brain-drain. The situation is rapidly changing, however, and there are more and more university teachers in the country who are aware of the non-sufficiency of an entirely philological curriculum and who make an effort to bring in more up-to-date information.

In Finland there is only one department of linguistics (the number of universities with facilities where a department of linguistics could be established is seven). It was established at the University of Helsinki a decade ago, but most of the time—even today—the chair has been vacant, which has prevented the establishment of a consistent policy for the department. With the only chair, the University of Helsinki is the only university which has the right to give higher degrees in linguistics (so far the number has been very small). Most other universities have only one teacher, a junior lecturer who is responsible for teaching introductory courses in linguistics. Practically no applied linguistics is taught, with the exception of a few language departments which offer a selection of applied courses. There are two associate professors of language didactics attached to teacher training departments in faculties of education (at Helsinki and Jyväskylä); their teaching focuses almost entirely on teaching methodology. A varying amount of linguistics is included in the syllabi of language departments. Phonetics has had a relatively strong position: the University of Helsinki has had a chair for several decades, the University of Turku for a number of years, and the Universities of Jyväskylä and Oulu have associate professorships with department-like conglomerations of teaching staff around them. Departments of phonetics have, in many cases, been ac-

*Dr. Sajavaara is Associate Professor of English at U Jyväskylä, Finland, and is currently spending a year as an ACLS American Studies Fellow at CAL doing research on cross-cultural communication and problems of second language acquisition. He has his PhD from U Helsinki. He is director of U Jyväskylä's Finnish-English Contrastive project and co-editor of the project's report series, *Jyväskylä Contrastive Studies*. He also directs a research program which studies the influence of English and English language culture on modern Finnish. Dr. Sajavaara is President of the Finnish Association of Applied Linguistics (AFinLA).

tive in the dissemination of information about linguistics.

At present, Finnish universities are undergoing the process of a degree reform, which was expected to be completed by 1978 but now it seems that the earliest the new degrees can be offered is 1979. As far as linguistics is concerned, all language students (70-80 percent of them become language teachers) will have to have an extensive introductory course in linguistics; in addition, they will be offered various options of specialized courses. This will gradually shift the emphasis from philology to linguistics, but the transition period will necessarily be quite long considering the shortage of trained teachers. The teaching of linguistics as a discipline on its own right will not be extended.

As a new channel to bring information and to boost exchange of opinion on linguistic topics, the University of Jyväskylä held the first Finnish Summer School of Linguistics in June 1977. This intensive one-week course gathered 80 university staff members and postgraduate students. The main topic was linguistics in the training of language teachers. The school will be continued during the first full week in June in future years. The organizers are working to have American linguists among members of the teaching staff in the future. (For further information, write to: Maija Manninen, Dept of Eng. U Jyväskylä, Jyväskylä, Finland.)

So far, the most active work for the promotion of linguistics in Finland has been undertaken outside the regular university programs. The Finnish Association of Applied Linguistics (AFinLA) was established a decade ago to promote interest in applied linguistics and to raise the linguistic competence of language teachers. The Association has some 250 members. It has published 18 volumes of papers and monographs, mainly in Finnish, on applied topics and basic problems of linguistics. The Association is also a sponsor of a series of linguistic textbooks in Finnish; four volumes have been published so far. Every fall, the Association organizes a conference of applied linguistics around a major theme; the organizers make an effort to have one foreign speaker every time. Once a year the Association arranges a specialist seminar on an acute language problem. The last two dealt with the universities' degree reform and linguistics and with language policies in Finland. (For information, write to: AFinLA, Dept of Eng. U Jyväskylä, Jyväskylä, Finland.)

The Finnish Linguistic Association was established in 1977; now it has about 150 members. It organizes monthly meetings with papers on linguistic topics and specialist seminars. It is planning a monograph series of its own, while the major channel for linguistic papers will be the *Nordic Journal of Linguistics* (formerly the *Norwegian Journal of Linguistics*), which will be published from 1978 by the new Nordic Association of Linguistics (established in 1976). The Finnish Linguistic Association and AFinLA are working in close collaboration. (For further information, contact The Finnish Ling Assn, Kaisa Hakkinen, Fen-

See Finland—5, Col. 2.

conferences, workshops, seminars

U Florida, in cooperation with the Society for the Interdisciplinary Study of the Mind—Alfred P. Sloan Foundation, will present a **National Interdisciplinary Symposium on Language, Mind, and Brain**, to be held Apr 6-9, 1978 in Gainesville FL. The major aims of the symposium will be to critically assess current methodology and research on language from the perspectives of other disciplines and to examine the prospects of interdisciplinary research through the Interdisciplinary Language Institute. Areas to be covered include linguistics, philosophy, computer science, and psychology and neuroscience. Write: Thomas W. Simon, Dept of Philosophy, Rm 253, ASB, U Florida, Gainesville FL 32611.

The Department of Slavic Languages and Literatures at Indiana U is now accepting applications for its **1978 Summer Slavic Workshop**, to be held on the Bloomington campus June 13-Aug 8. The 8-week workshop offers intensive Russian language instruction on all levels from 1st through 6th year, with a total of 14 different course programs available, including inter-level and review courses. As part of the workshop curriculum, an upper-level Russian Certificate Program is offered—a specialized language training program for both advanced students and college instructors or high school teachers interested in bringing their control of all aspects of the language as close to native fluency as possible. The program aims at supplementing regular college courses by providing diversified formal instruction in Russian beyond the point now available at most American col-

LINGUISTS WANTED—from page 2

exp Available June 1, 1978. Send ltr of application and vita to: Donald R. Benson, Chmn, Dept of Eng, Iowa St U, Ames IA 50011.

SUNY-Buffalo has an opening for an **asst prof of ling** for Fall 1978. Qualifications: PhD required; tchng and research in ling with specialization in psycholing in undergrad and grad progs; student advisement, direct student research; participation in deptmental and univ governance; evidence of research productivity in psycholing; tchng exp. Tchng load is 2 courses. Application deadline: Mar 15, 1978. Write David G Hays, Chmn, Search Cte, Dept of Ling, SUNY-Buffalo, 106 Spaulding Quad, Buffalo NY 14221

The Dept of Eng at Birzeit U will have several vacancies in TEFL and ling for Summer 1978 and for the 1978-79 academic yr. Needed now are two (2) MA's or ABD's in TEFL, preferably with a knowledge of Arabic and exp abroad, and one (1) PhD in ling, also preferably with knowledge of Arabic. Air fare and relocation allowance provided in addition to regular salary. Write Hanan Mikhail-Ashrawi, Chpsn, Dept of Eng, Fac of Arts, Birzeit U, P.O. Box 14, West Bank via Israel

The Dept of Ling at U Mass/Amherst has a possible opening (Fall 1978) for a theoretical linguist with major research and tchng commitment in either historical ling, a lang area outside of the Romance and Germanic, or psycholing. Rank and salary negotiable. Application deadline: Mar 1, 1978. Send CV, 3 ltrs of recommendation, and papers or publications to: Alan S. Prince, Recruitment Officer, U Mass, S Coll, Amherst MA 01003.

leges and universities. Also available this year will be a beginning course in Bulgarian. Enrollment in the workshop is restricted and admission is by special application only, with placement in all courses above the 1st-year level determined by examination. Tuition: \$36.00 per credit hour. For further details or for application forms write: Dir, Slavic Workshop, Ballantine Hall 502, Indiana U, Bloomington IN 47401.

The Dublin Institute for Advanced Studies will hold a **Summer School in Celtic Studies** July 3-21, 1978. Intended primarily for foreign students and scholars, course offerings will include Modern Irish (elementary and advanced), Old Irish (elementary and advanced), Irish Literature, the Historical Development of the Irish Language, Breton, and Welsh (elementary and advanced). For further information write: Sec, Summer Sch of Celtic Studies, Dublin Inst for Advanced Studies, 10 Burlington Rd, Dublin 4, Ireland.

A **2nd Language Research Forum**, sponsored by USC and UCLA, will be held Oct 8-9, 1978 in Los Angeles. The purpose of the conference is to present research in adult and child second language acquisition and related first language issues. Abstracts are invited for papers dealing with such topics as bilingualism, classroom research, measurement, affective variables, aptitude, input-intake, discourse, neurolinguistics, and language universals. Send abstracts (limited to 300 words or less) in 6 copies (3 with name, 3 without) to: 2nd Lang Research Forum, Amer Lang Inst, USC, Los Angeles CA 90007. Deadline for receipt of abstracts: Mar 15, 1978.

linguistic trivia quiz

Answers to last month's Quiz.

1. The four official languages of Switzerland are French, German, Italian, and Rumantsch (a Romance language).
2. The three official languages of Belgium are French, Flemish (Dutch), and German.
3. The two official languages of Peru are Spanish and Quechua.
4. The language with vowel-harmony that has the greatest number of speakers is Turkish, with 35,000,000 speakers.
5. The indigenous language spoken in sub-Saharan Africa with the greatest number of speakers is Hausa. This language is spoken by more than 20,000,000 people.
6. The English names for the following native names of languages are: a. Inuit—Eskimo; b. Euskara—Basque; c. Cymraeg—Welsh; d. Shqipëri—Albanian.
7. Norn is the name of a dialect of Norse (a Scandinavian language) that was formerly spoken in Scotland.
8. Sabir was a pidgin that was based on Western Romance dialects. The term "saber" is probably from either Spanish or Portuguese "saber," meaning "to know."
9. Feroese (a Scandinavian language) is spoken in the Feroe Islands.
10. Arabic was spoken as a native language in what is now Portugal and Spain, as well as in Sicily.

meetings and conferences

- Mar 3-5. CA Assn of Tchrs of Eng to Spkrs of Other Langs (CATESOL), 7th. San Francisco CA.
 Mar 9-11. Sym on Lang & Culture in SC. Columbia SC.
 Mar 9-11. Annual Ling Sym, 8th. Louisville KY.
 Mar 10-11. Workshop on Maya Hieroglyphic Writing. Austin TX.
 Mar 11-12. Intl Ling Assn, 23rd New York NY.
 *Mar 15-18 Georgetown U Round Table on Langs & Ling. Washington DC [See LR 20:5, p1]
 Mar 16-18. Conf on Eng Ed. Minneapolis MN.
 Mar 17-18. Annual U Wisconsin-Milwaukee Ling Sym, 7th Milwaukee WI.
 Mar 26-31. Assn for Childhood Ed Int. Charlotte NC
 Mar 27-Apr 1. Conf on Lang Learning, 13th. Lucerne, Switzerland.
 Mar 30-Apr 1. Central States Conf on the Tching of FLs. Chicago IL.
 Mar 30-Apr 1. Conf on Coll Composition & Communication. Denver CO.
 Mar 31-Apr 2. Assn for Asian Studies, 30th Chicago IL.
 Apr 1-15. Conf on Eng as an Intl Auxillary Lang Honolulu HI
 Apr 2-8. Society for Applied Anthro. Merida, Yucatan, Mexico.
 Apr 3-7. Intl Sym on the Use of Computers in Ling & Lit Research, 5th. Birmingham, England.
 Apr 4-7. Intl Assn of Tchrs of Eng as a FL (IATEFL), 10th. London, England.
 Apr 4-9. Conv of Tchrs of Eng to Spkrs of Other Langs, (TESOL), 12th Mexico City, Mexico.
 Apr 6-8. Coll Eng Assn. Boston MA.
 *Apr 6-9 Natl Interdisciplinary Sym on Lang, Mind & Brain Gainesville FL. [See LR 20:5, p4]
 Apr 7-8. Interdisciplinary Conf on Productivity, Novelty, & Creativity in Lang. Louisville KY.
 *Apr 7-8. SE Conf on Ling Knoxville TN. (Write Reza Ordoubadian, Box 275, Middle TN St U, Murfreesboro TN 37132.)
 Apr 7-9 Coll on Generative Linguists in the Old Worlds. Amsterdam, The Netherlands.
 Apr 7-9 Stanford Child Lang Research Forum, 10th. Stanford CA.
 Apr 10-12 Acoustics, Spch & Signal Processing Conf. Tulsa OK
 Apr 11-15 Amer Ed Research Assn. Toronto, Ont, Canada.
 *Apr 13-14. Chicago Ling Society, 14th Chicago IL.
 *Apr 13-15. Parasession on the Lexicon. Chicago IL.
 Apr 13-15 NE Conf on the Tching of FLs. New York NY
 Apr 20-22. SW Areal Lang & Ling Workshop (SWAL-LOW), 7th. Boulder CO.
 Apr 21-22 Pacific NW Council on FLs, 29th Portland OR.
 Apr 24-28. Intl Bilingual Bicultural Ed Conf, 7th. San Juan PR.
 Apr 27-29 U Kentucky FL Conf. Lexington KY
 May 2-5. Intl Reading Assn, 23rd Houston TX
 May 2-5. Council for Exceptional Children, 56th. Kansas City KS.
 May 5-6. Interdisciplinary Conf on the Theory of Rhetoric Minneapolis MN.
 May 6-7. CA Ling Assn, 8th. Northridge CA
 May 7-13. Assn Intl pour la Recherche et la Diffusion des Methodes Audio-Visuelles (AIMAV), 11th Brussels, Belgium.

*Indicates first listing for conf. Details on other items in the above list will be found in previous issues of the LR (particularly the Sept/Oct issue).

FINLAND—from page 3

nicum, U Turku, Turku, Finland; the Nordic Assn of Ling, Stig Eliasson, Dept of Ling, U Uppsala, Uppsala, Sweden; and the *Nordic Journal of Linguistics*, Inst of Ling, Boks 1012, Blindern, Oslo 3, Norway.)

A regular event in Finland is an annual linguistic conference which is arranged by the language departments of each one of the seven universities in succession. The conference was introduced as a conference on syntax and semantics six years ago to call attention to syntactic and semantic problems in Finnish. More recently, the area has been widened to cover all areas of linguistics with the exception of phonetics, which is the topic of another annual conference moving from university to university.

Most of the research on language is carried out by individuals in and outside university departments. Only a fraction of the research deals with purely theoretical or general linguistic problems. A number of fairly extensive research programs are being sponsored by the Academy of Finland; these include research on changes occurring in present-day Finnish, the influence of English and English language culture on modern Finnish, problems of text and discourse analysis, the contrastive analysis of Finnish and English, and the analysis and comparison of errors made by Finnish- and Swedish-speaking Finns when speaking English. The results of these research programs are published by the programs or the institutes where the programs are located. (For information, write, for example, to AFinLA at the address given above.)

GURT—from page 1

and Gary Cziko); Federal, state, and local policies as they affect programmatic activities: A closer look at comprehensive planning (Jose Vazquez).

Preregistration fee for GURT 1978 is \$30 (\$15 for students). On-site registration will be \$40 (\$20 for students). For further information contact: James E. Alatis, Chmn, GURT 1978, Georgetown U, Washington DC 20057.

U Washington has received a grant from the Ford Foundation to provide travel support for a limited number of scholars to participate in the Sociolinguistics Program of the 9th World Congress of Sociology (see Meetings and Conferences list, p0). The rules and forms for requesting such funds are now ready for distribution. Individuals who will be participating actively in the conference (by chairing a session, giving a paper, acting as a scheduled discussant, etc) have the best chance of obtaining travel assistance. Further information is available from Jonathan Pool, Dept of Poli Sci, DO-30, U Washington, Seattle WA 98195. Note the deadline for submission of abstracts for papers to be presented as part of the Sociolinguistics Program is Feb 28, 1978 (sent to AIS/ISA Montreal) For complete information contact: Sec, AIS/ISA, CP 719, Succursale A, Montreal, Quebec, Canada H3C 2V2

CAL • ERIC/CLL Selected Bibliography: Psycholinguistics & Second Language Learning

[The following bibliography on language teaching and learning was compiled by Alice Omaggio, Associate Director, ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL). (See *The Linguistic Reporter*, June 1974 and February 1975 for ERIC bibliographies on TESOL and bilingualism, and language teaching and learning.) All entries have been processed into the ERIC system and appeared in *Resources in Education (RIE)* issues January 1970 through November 1977.]

The entries in this bibliography have been divided into four categories: documents dealing primarily with cognitive processing, learner systems (pidgins, interlanguage), first and second language acquisition (similarities and contrasts), and personality and language learning. In order to provide the reader with as concise information as possible, annotations are included only when titles are not self-explanatory. Items have been arranged in order according to ED number.

These documents may be read in their entirety from microfiche at any ERIC library collection or ordered from the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. A list of ERIC collection locations is available from ERIC/CLL, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

When ordering from EDRS, include ED number and specify microfiche (MF)—a 4 x 6 inch card of film containing up to 96 pages of text and requiring a microfiche reader—or hard copy (HC), which is a xerox copy of the original document. Unless otherwise indicated, documents cost \$0.96 in microfiche and \$1.97 in hard copy.

Cognitive Processing

ED 139 256 Chu-Chang, Mae and Donald J. Loritz. *Even Chinese Ideographs Are Phonologically Encoded in Short-Term Memory* 1976 (Speech.) 27 pp MF-\$0.96; HC-\$2.36

ED 135 233 Neufeld, Gerald G. *Language Learning Ability in Adults: A Study on the Acquisition of Prosodic and Articulatory Features. Working Papers on Bilingualism, No. 12.* Toronto: Ontario Institute for Studies in Education (OISE), 1977. 17 pp.

ED 129 075 Wode, Henning. *Developmental Sequences in Naturalistic L2 Acquisition. Working Papers on Bilingualism, No. 11.* Toronto: OISE, 1976. 32 pp. MF-\$0.96, HC-\$2.36.

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the Cognitive Network. Working Papers in Bilingualism, No. 2. Toronto: OISE, 1974. 54 pp MF-\$0.96; HC-\$3.80

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ED 061 810 Gilles, W.H. *Cultural Contrasts in English-French Bilingual Instruction in the Early Grades* 1971. (Speech.) 29 pp MF-\$0.96, HC-\$2.36

ED 060 745. Christian, Chester C., Jr. *Differential Response to Language Stimuli before Age 3: A Case Study* 1971 (Speech) 14 pp

ED 080 714. Holley, Freda M. *The Mental Lexicon Vocabulary Acquisition as a Problem of Linguistics and of Human Memory.* 1972. (Speech.) 11 pp.

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See ERIC—8, Col 1

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ERIC—from page 8

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ED 058 772 Kaneda, Michikazu *Some Transformational Effects on Recoding English Sentences.* Hiroshima, Japan. Hiroshima University, 1972. 16 pp.

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First and Second Language Acquisition

ED 130 494. Frith, May B. *A Comparison of First and Second Language Learning* 1975. 11 pp

ED 123 932. Bergman, Coral *Louise, Hildegard, and Mary. A Comparative Study in Infant Bilingualism.* 1975. 59 pp. MF-\$0.96; HC-\$3.80.

ED 109 924. Snow, Catherine E. *Semantic Primacy in First and Second Language Acquisition.* (Preliminary results from a longitudinal study of English-speaking children and adults learning Dutch in natural situations.) Amsterdam: Institute for General Linguistics, 1975. 21 pp.

ED 104 173 Kunkle, John F. *An Assessment of the Attempt*

to Build Second Language Methodologies on Two Current Theories of First Language Acquisition. Madison: University of Wisconsin, 1972 133 pp. MF-\$0.96, HC-\$7.76.

ED 062 901. Wipf, Joseph A. *An Investigation of the Effect of Maturation on Imitative Ability in Second Language Learning: A Psycho-Linguistic Study An Investigation of Elementary School Students' Ability to Imitate Selected Sound Features of German.* Columbus. Ohio State University, 1972. 165 pp. MF-\$0.96; HC-\$9.21

ED 054 654 Ravem, Roar *The Development of Wh-Questions in First and Second Language Learners* Colchester, England. Essex University, 1970. 26pp. MF-\$0.96; HC-\$2.36.

ED 049 466. Riegel, Klaus F. *Psychological Studies in Bilingual Performances and Cross-Linguistic Differences Final Report* Ann Arbor University of Michigan, 1971. 50 pp. MF-\$0.96; HC-\$2.36.

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ED 129 105 Thogmartin, Clyde *Age, Musical Talent, and Certain Psycholinguistic Abilities in Relation to Achievement in a FLES Course in Chinese.* Ames: Iowa State University of Science and Technology, 1974. 10 pp.

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ED 031 701. Spolsky, Bernard. *Attitudinal Aspects of Second Language Learning.* 1969. (Speech.) 27 pp. MF-\$0.96; HC-\$2.36.

The Linguistic Reporter

Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Volume 20

MARCH
1978

Number 6

a newsletter in applied linguistics
The Linguistic
REPORTER

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

TUCKER ACCEPTS CAL DIRECTORSHIP

The Board of Trustees of the Center for Applied Linguistics is pleased to announce the appointment of G. Richard Tucker, distinguished researcher and psycholinguist, to the post of Director of the Center. Dr. Tucker, currently Professor of Psycholinguistics at McGill U and a Ford Foundation consultant in the Middle East, will assume office Sept 1, 1978. Dr. Tucker becomes CAL's fourth director, following Charles A. Ferguson (1959-1966), John Lotz (1967-1971), and Rudolph C. Troike (1972-1977).

Dr. Tucker earned his undergraduate degree in 1964, graduating magna cum laude from Williams College (Williamstown MA). He subsequently undertook graduate study at McGill U in Montreal, receiving his PhD in Psycholinguistics in 1967. Well-known for his work in language learning and language policy, Dr. Tucker co-directed the acclaimed longitudinal evaluation of the "St. Lambert Experiment," an innovative bilingual education program in Quebec; served as a Ford Foundation Project Specialist at the English Language Centers of the American Universities in Beirut and Cairo and in the Philippines; and helped plan education programs in Haiti. He has also participated in numerous CAL activities, including chairing the

Ford Foundation-supported International Conference on the Methodology of Sociolinguistic Surveys, held May 19-21, in Montreal, and contributing a major paper to and participating in the 1976-77 symposia generated under CAL's Carnegie-supported "Cross-Disciplinary Perspectives in Bilingual Education" project. Currently, Dr. Tucker is providing assistance to a Ford Foundation survey of language use and literacy in the Sudan and to Children's Educational Television on the development of a "Sesame Street"

See Tucker—3, Col. 1

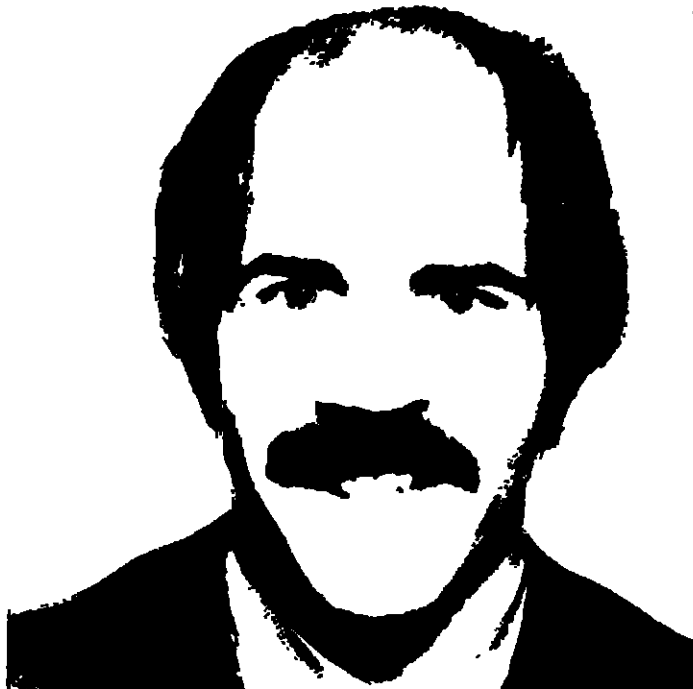
12TH ANNUAL TESOL MEETING TO CONVENE IN MEXICO CITY

The 12th Annual Convention of Teachers of English to Speakers of Other Languages (TESOL) will be held Apr 4-9, 1978 at the Sheraton Maria Isabel in Mexico City. Hosted locally by MEXTESOL, the convention will be chaired by Charles H. Blatchford (U Hawaii). The convention format will provide for a diverse array of workshops, colloquia, minicourses, and demonstrations, as well as the traditional presentation of papers, breakfast seminars, plenary sessions, and special interest group sessions.

Plenary sessions will focus on a variety of themes, including: "The developing art of TESOL: Theory and practice" (H. Douglas Brown and Ruth Crymes); "Three options for language teaching" (Caleb Gattegno, on The Silent Way; Gabriel Racle, on Suggestopaedia; and Harris Winitz on "Optimized Habit Reinforcement"); "ESL and U.S. foreign policy" (Harold B. Allen); "A linguistic model for learning and living in the new age of the person" (Charles A. Curran); "Notional-functional (N-F) syllabuses: 1978" (Mary Finochiarro, William Rutherford, and Russell Campbell); "Bilingual education in Mexico, the United States, and Canada" (John Molina and others).

Diversity is also evident in the colloquia, which focus on classroom-centered research, acquisition/

See TESOL—4, Col. 1



Featured Inside . . .

Book Notices	5
Conferences	4-5, 6
Linguistic Trivia Quiz	2

PILEI GETS NEW EXECUTIVE COMMITTEE

The Interamerican Program in Linguistics and Language Teaching (PILEI) elected a new Executive Committee during its 7th Symposium, held Jan 4-8, 1978 in Caracas. Members of the new committee are: F. Gomes de Matos, Chairman (Dir, Inst de Idiomas Yázigí, Cntro de Ling Aplicada); R. Cerrón-Palomino, Executive Secretary (Dir, Cntr for App Ling Research, U Nacl Mayor de San Marcos); Marla Teresa Rojas (U Cntral de Venezuela); Norman McQuown (U Chicago); Beatriz R. Lavandera (Stanford U); Xavier Albó (Dir, CIPCA); Nelson Rossi (Federal U of Bahia).

As defined at the Symposium, the new committee will have 3 "top priority" objectives: (1) the establishment and functioning of information and communication services; (2) the organization and offering of other Interamerican Linguistic Institutes (four have been held thus far); (3) the organization of symposia (8 have taken place to date).

Further information on PILEI's plans and activities for 1978-1980 can be obtained from: Rodolfo Cerrón-Palomino, Dir, Cntr for App Ling Research, U Nacl Mayor de San Marcos, Ave Arequipa 2960, Lima, Peru or PILEI, Ave 9 de julho, 3188, São Paulo, SP 01406, Brazil.



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Fulbright-Hays Awards Still Available

The Council for International Exchange of Scholars has announced that several Fulbright-Hays awards for university teaching and advanced research abroad for the 1978-79 period are still available. The following awards are of particular interest to linguists

•CAMEROON: Sociolinguistics and American English from a sociohistorical perspective. PhD and conversational French required. U Yaounde. 9/78-6/79. (LR).

•FIJI: Linguistics and TEFL methodology for language teachers, language teaching, research on South Pacific languages. 9 mos. beginning 1/78 or later. (MH).

•GABON: English comprehension and usage, American literature and civilization, Afro-American literature. Fluent French required. U Gabon. 9/78-6/79. (LR)

•POLAND: Applied linguistics/TEFL methodology courses for advanced students and seminars for those preparing master's theses. U Poznan or U Sosnowicz. Theoretical linguistics lectures and seminars in field or specialization; supervision of master's theses. U Warsaw, Lodz, Lublin, or Poznan. 9/78-6/79. (GBL)

•ROMANIA: Theoretical linguistics/phonology, syntax, and semantics applied to English, psycholinguistics or sociolinguistics. U Bucharest or U Cluj. 9/78-6/79. (GBL)

While the regular period of submission of applications is 12-18 months in advance of a grant period, in the interest of filling these above positions, applications are simply requested as soon as possible. Inquiries and requests for application forms may be directed to the program officers (indicated by initials) for the country of greatest interest. Program officers are: Linda Rhoad, Marguerite Hulbert, and Georgene B. Lovecky. Write: Council for Intl Exch of Scholars, 11 Dupont Cr, Suite 300, Washington DC 20036.

linguistic trivia quiz

Editor's Note: the answers to the following quiz will appear in the next issue of The Linguistic Reporter.

English is a language that is marked as having extensive borrowings from numerous other languages. The following English lexical items have been borrowed from other languages. Name the source (donor) languages.

1. SCUTTLE
2. BUTTE
3. ZENITH
4. GALA
5. LUNCH
6. CAUCUS
7. WALRUS
8. ORANGE
9. INTRANSIGENT
10. EMBARRASS

TUCKER—from page 1

series in Arabic for broadcast in the Middle East.

Dr. Tucker's professional interests reflect a wide range of topics in the field of applied linguistics, including psycholinguistics, bilingualism, bilingual education, sociolinguistics, second language acquisition, and others. A partial listing of his publications, by category, follows. A complete list is available from the Editor, Rosario Gingras, upon request.

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news briefs

The Linguistic Agency of Trier (LAUT) is reproducing prepublished papers in various areas of theoretical and applied linguistics. Available at a modest cost, papers include: "Problems and Mysteries in the Study of Human Languages," by N. Chomsky; "Pragmatic Mappings," by J. Oller; "A Taxonomy of Illocutionary Acts," by J. Searle; "Language Type and Word Order," by T. Vannemann; "Predicate Raising and Dative in French and Sundry Languages," by P. Seuren; "On the Adequacy of Natural Languages: The Development of Tense," by W. Labov; "Linguistic Versus Psycholinguistic Models in Foreign Language Teaching to Adult Students," by L. Engels; "Fundamentals of Bilingual Schooling," by H. Kloss; "Error Analysis and Pedagogical Ordering," by A. Valdman. For a complete list of the more than 70 papers currently available write: LAUT, U Trier, D-5500 Trier, W Germany. . . . UCLA has established a new doctoral program in Applied Linguistics. The program, administered jointly by the Department of Linguistics and the ESL Section of the Department of English, will probably offer specialization in 4 different areas: language education, language analysis, psycholinguistics and language acquisition, and sociolinguistics and language use. Further information is available from: Clifford H. Prator, Chmn, Interdepartmental Prog in App Ling, 3306 Rolfe Hall, UCLA, Los Angeles CA 90024. . . . The Basque Studies Program of U Nevada will be conducting its 4th Basque Studies Summer Session Abroad this year in the Basque country of France and Spain. Courses will include Basque linguistics, history, and anthropology, as well as intensive instruction in the Basque language. As these summer programs are offered only once every 3 years, early reservations are advised. Address inquiries to: Basque Studies Prog, U Nevada Library, Reno NV 89557.

TESOL—from page 1

use of Spanish/English as first/second languages, research and testing methods in evaluating second language proficiency, and English for Special Purposes (ESP). ESL predominates in the 10 Special Interest Group (SIG) sessions, with such themes as Teaching English Abroad, EFL for Foreign Students in English-Speaking Countries, ESL in Elementary Schools, ESL in Secondary Schools, ESL in Higher Education, ESL in Bilingual Education, ESL in Adult Education, Standard English as a Second Dialect, and Applied Linguistics.

A sampling of the workshops and minicourses includes such topics as ESL adult literacy, applied linguistics for the classroom teacher, TESOL and language variation, research designs and statistics for second language research, and teaching reading to ESL students in the elementary school. Of special interest are the language minicourses exemplifying dif-

meetings and conferences

- Apr 1-15. Conf on Eng as an Intl Auxillary Lang. Honolulu HI
- Apr 2-8. Society for Applied Anthro. Merida, Yucatan, Mexico.
- Apr 3-7. Intl Sym on the Use of Computers in Ling & Lit Research, 5th. Birmingham, England.
- Apr 4-7. Intl Assn of Tchrs of Eng as a FL (IATEFL), 10th. London, England
- Apr 4-9. Conv of Tchrs of Eng to Spkers of Other Langs (TESOL), 12th. Mexico City, Mexico. [See LR 20:6, p1]
- Apr 6-8. Coll Eng Assn Boston MA.
- Apr 6-9. Natl Interdisciplinary Sym on Lang, Mind & Brain. Gainesville FL
- Apr 7-8. Interdisciplinary Conf on Productivity, Novelty, & Creativity in Lang. Louisville KY.
- Apr 7-8. SE Conf on Ling. Knoxville TN.
- Apr 7-9. Coll on Generative Linguists in the Old Worlds. Amsterdam, The Netherlands.
- Apr 7-9. Stanford Child Lang Research Forum, 10th Stanford CA.
- Apr 10-12. Acoustics, Spch & Signal Processing Conf. Tulsa OK.
- Apr 11-15 Amer Ed Research Assn. Toronto, Ont, Canada.
- Apr 13-15. NE Conf on the Tchng of FLs. New York NY.
- Apr 13-14. Chicago Ling Society, 14th. Chicago IL
- Apr 14-15. Parasession on the Lexicon Chicago IL
- *Apr 17-19 Natl Conf on Chicano & Latino Discourse Behavior. Princeton NJ. [See LR 20:6, p6]
- *Apr 17-21 Regional Sem on Recent Dvlpts in Ling Research Relevant to Lang Tchng in SE Asia, 13th. Singapore. [See LR 20:6, p6]
- Apr 20-22. SW Areal Lang & Ling Workshop (SWALLOW), 7th. Boulder CO
- Apr 21-22 Pacific NW Council on FLs, 29th. Portland OR.
- Apr 24-28. Intl Bilingual Bicultural Ed Conf, 7th. San Juan PR.
- Apr 27-29. U Kentucky FL Conf. Lexington KY
- May 2-5. Intl Reading Assn, 23rd. Houston TX.
- May 2-5. Council for Exceptional Children, 56th. Kansas City KS.
- May 5-6. Interdisciplinary Conf on the Theory of Rhetoric. Minneapolis MN.
- May 6-7. CA Ling Assn, 8th. Northridge CA.
- May 7-13. Assn Intl pour la Recherche et la Diffusion des Methodes Audio-Visuelles (AIMAV), 11th Brussels, Belgium.
- *May 8-10. Native Amer Bilingual Ed Conf. Denver CO. [See LR 20:6, p8]

ferent foreign language teaching methods—Introductory French will be taught using Counseling-Learning/Community Language Learning and (in a separate course) Suggestopaedia, Introductory German will be taught using Optimized Habit Reinforcement, and (again in separate courses) Introductory Spanish will be taught by The Silent Way as well as by Counseling-Learning/Community Language Learning

Papers presented will range in topic from the self-explanatory "The development of a measure of communicative competence" (Jose Galvan and Russell Campbell) to the mysterious "Green English" (Donald A. Maxwell, Jr.). Other papers with intriguing titles include "Future Shock" (Marilyn Martin),

meetings and conferences

- May 12-13. MN Regional Conf on Lang & Ling, 4th. Minneapolis MN
- May 16-19. Acoustical Society of America. Kingston RI. [Date changed]
- June 7-9 Natl Assn for Foreign Students Affairs, 30th. Ames IA
- June 12-Aug 5. Ling Society of America Ling Inst, 48th. Urbana IL.
- June 13-Aug 8. Indiana U Summer Slavic Workshop, 28th. Bloomington IN
- *June 27-29. Hokan Workshop San Diego CA. (Write: Carol E. Slater, Dept of Ling, C-008, U Cal-San Diego, La Jolla CA 92093.)
- *July 3-21. Summer Sch in Celtic Studies Dublin, Ireland. [See LR 20.5, p4]
- *July 27. Coll on Romance Ling Urbana IL. (Write: Dieter Wanner, Coll on Romance Ling, Dept of Spanish, Italian & Portuguese, U Illinois, 4080 FL Bldg, Urbana IL 61801.) [Deadline for receipt of abstracts. May 1, 1978]
- July 28-31. LSA Summer Mtg, 39th Urbana IL
- Aug 1-3 World Cong on Reading, 7th. Hamburg, W Germany
- Aug 1-9 Intl Conf on Methods in Dialectology, 3rd. London, Ont, Canada
- Aug 7-12. Intl Cong for the Study of Child Lang, 1st. Tokyo, Japan
- *Aug 9-13. LACUS Forum, 5th Amherst NY. (Write: Adam Makkai, POB 101, Lake Bluff IL 60044.)
- Aug 14-20. World Cong of Sociology, 9th. Uppsala, Sweden
- Aug 21-26. Intl Cong of App Ling, 5th. Montreal, Que, Canada.
- Aug 27-Sept 1. World Cong of the Fédération Intl des Profs de Français (FIPF), 4th Brussels, Belgium.
- Aug 28-31. Intl Conf on the History of Ling, 4th. Ottawa, Ont, Canada.
- Sept 25-27 Phonetics Colloquium. Reading, England.
- *Sept 29-30. Boston U Conf on Lang Dvlp, 3rd. Boston MA [See LR 20.6, p8]
- *Oct 7-9 Lang Research Forum, 2nd Los Angeles CA. [See LR 20.5, p4]
- *Oct 12-14. Annual European Studies Conf, 3rd. Omaha NE. (Write: Elvira Garcia, Dept of FLs, U Nebraska, Omaha NE 68101.) [Deadline for receipt of abstracts. May 1, 1978]
- *Dec 15-17 Sem on Lexicography Exeter, England [See LR 20.6, p8]
- *Indicates first listing for conf. Details on other items in the above list will be found in previous issues of the LR (particularly the Sept/Oct issue).

"Joke-telling as a tool in ESL" (Susan Trachtenberg), "Parallel and jigsaw listening" (Gillian Sturtridge), and "When you're outnumbered 100 to 1" (Betty Taska) Broad topic areas include second language acquisition, testing language proficiency, second language teaching methodology, and ESL curriculum development. Anyone interested in applied linguistics, the teaching of English as a second or foreign language, bilingual education, or language learning in general should find at least one or more papers and/or sessions of special interest

Registration forms and further information may be obtained from: TESOL, 455 Nevils Bldg, Georgetown U, Washington DC 20057.

book notices

Bilingual Schooling and the Survival of Spanish in the United States, by A Bruce Gaarder. (*Studies in Bilingual Education*) Rowley MA, Newbury House, 1977. vii, 238pp. \$9.95

This series of essays concerning bilingual education has two prevailing themes: (1) bilingual schooling and the role of the Spanish language in the U.S., and the education of non-English mother tongue children; (2) the possibility of a flowering of Hispanic culture in the U.S. Eleven of the essays are written in English; four are in Spanish. The range of topics is broad—from school organization to relationships with the community.

Culture and Communication: The Logic by Which Symbols Are Connected, An Introduction to the Use of Structuralist Analysis in Social Anthropology, by Edmund Leach. (*Themes in the Social Sciences.*) New York, Cambridge U Press, 1976. 105pp. \$9.95; \$3.95 paper

Aimed at the anthropology student who is attempting to unravel the complexities of structuralist analysis. Much of the usefulness of structuralist methods is currently lost, as students have difficulty interpreting the writings of Levi-Strauss and others. Leach sets out to clarify the nature of these techniques by relating them to our everyday experiences

While *Culture and Communication* will be most appreciated by the reader with some previous knowledge of ethnography, such knowledge is not really necessary. The majority of examples are drawn from the Bible, reinforcing Leach's contention that the ethnography which we know best is that of our own culture. For those interested in interpreting culture through its symbolic structures, this clearly written book should be of value.

Bilingual Schools for a Bicultural Community: Miami's Adaptation to the Cuban Refugees, by William Francis Mackey and Von Niede Beebe (*Studies in Bilingual Education*) Rowley MA, Newbury House, 1977. xiv, 223pp \$10.95.

This book deals with the Miami experience in bilingual education. It provides a structured account of the evolution of the programs in the public schools from the perspective of teachers, administrators, educators, academics, parents, and students, and is based on lengthy personal interviews, on-site visits, and an extensive analysis of all relevant documents.

Teaching Spanish to the Spanish-Speaking: Theory and Practice, edited by Guadalupe Valdes Fallis and Rudolfo Garcia-Moya (*Papers in Southwestern English Series, 2*) San Antonio, Trinity U, 1976. vii, 198pp \$3.50

Contains a series of original articles addressing the problems of teaching Spanish to Spanish-speakers in the U.S. Particular emphasis is given to the role of local dialects of Spanish within the classroom. The articles are clustered around the following themes: rationale for the teaching of Spanish to the Spanish-speaking, linguistic description of dialects, methods and techniques, evaluation. Among researchers represented in this anthology are T Terrel, N Garcia, D Cardenas, S. Elizondo, A. Lozano, R Mines, R Sanchez, and C. Stansfield. The book should be of particular interest both to teachers of Spanish to the Spanish-speaking and to linguists interested in Spanish dialectology

Bilingual Education: An International Sociological Perspective, by Joshua A. Fishman. Rowley MA, Newbury House, 1976. xiii, 208pp \$6.95

Presents bilingual education as an enrichment experience for all students, rather than a compensatory program for language minorities or a group maintenance opportunity for other ethnic groups. The author has compiled data from various nations throughout the world directed toward teachers, teacher-trainees, administrators, educational specialists, and educationally concerned laypersons. It also includes an article by E Glyn Lewis on "Bilingualism and Bilingual Education: The Ancient World to the Renaissance." A consolidated bibliography has been appended

Linguists wanted

Note: A fee of \$20.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the *LR* should submit their entries to the Editor by the 1st of the month preceding the month of publication. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

U Northern Iowa has a possible asst profship available in TEFL/Ling, starting with the 1978-79 academic yr. Duties: tch undergrad/grad courses in TEFL, structure of Eng, probs of Eng grammar, lang, and culture, supervise practicing TEFL students. Requirements: PhD, emphasis in TEFL or app ling. Position will begin in Aug 1978. Send applications to: J. C. Robbins, Head, Dept of Eng Lang and Lit, 115 Baker Hall, U Northern Iowa, Cedar Falls IA 50613. Deadline: Mar 13, 1978.

U Illinois at Urbana-Champaign is continuing its search for a Dir of the Div of ESL. The position will be tenured, either at the prof or assoc prof rank, and will start with the Fall 1978 semester. Salary negotiable. PhD required. Candidate should have leadership qualities, should have attained some prestige with research within ESL or related fields, and should be aware of new dvlpmts in such subfields as app ling, ed psych, testing, and area studies. Previous applicants need not re-apply. Deadline for receipt of new applications is Mar 30, 1978. Applications should be addressed to Henry Kahane, Div of ESL, U Illinois at Urbana-Champaign, Urbana IL 61801.

The Dept of Mod Langs/Cntr for Lang Studies at Florida Intl U has an opening for an asst or assoc prof of app ling, beginning Fall 1978. Specialization in Spanish-French, Spanish-ESOL, or Spanish-Portuguese. Interest in bilingualism, Latin America, lang tching curriculum, and/or prog dvlpmt desirable. PhD in ling, exp in rank, and publications required. Salary: \$15,000-\$17,000. This is a visiting position which may become tenure-earning pending funding approval. Apply by Apr 1, 1978 to: Frances M. Aid, Dept of Mod Langs, Florida Intl U, Miami FL 33199.

The Eng Lang Cntr of Arya Mehr U of Tech, Isfahan, Iran is accepting applications for positions as Instructor in its Eng for Science and Tech prog. The positions are open to tchers with an MA in TEFL or related field and tching exp. Application deadline: May 1, 1978. Send resume and request for application materials to Gregory J. Strick, Dir, Eng Lang Cntr, Arya Mehr U of Tech, P. O. Box 69-34, Isfahan, Iran.

The Chinese U of Hong Kong is inviting applications for a Readership in the Eng Lang, with opening to be available Aug 1, 1978. Applicants should have outstanding academic exp and extensive publications. Appointee will be expected to provide leadership for tching and research progs in Eng. Salary: \$19,700-\$26,200. Additional benefits include housing accommodations on campus, liberal leave, travel subsidies for overseas appointees, etc. Send application, publications, and ltrs of recommendation (all marked "Professorship Application") to: Personnel Sec, Chinese U of Hong Kong, Shatin, NT, Hong Kong.

Iowa St U has an immediate vacancy for an asst or assoc prof. Position is 12 mo, tenure tract appt to admin and tch in an established intensive Eng lang and orientation prog for non-native speakers preparing to enter undergrad or grad progs at Iowa St and other US institutions; to initiate and direct research in TESOL; occasionally to tch ling/TESOL/EFL courses in the Eng Dept. Requirements: PhD, EFL tching exp, and established research direction in a relevant area. Pre-

ferred Admin exp in an EFL prog; overseas tching or admin exp. Available June 1, 1978. Send ltr of application and vita to: Donald R. Benson, Chmn, Dept of Eng, Iowa St U, Ames IA 50011.

The Ling Dept at Cal St U, Fresno has a full-time temporary position open for 1 yr with possibility of renewal for 2nd yr. Specialty: Chinese (Mandarin), general ling, and/or tching Eng as a 1st or 2nd lang. Salary dependent on academic preparation and professional exp. Teaching load: 12 semester units. Send CV and references before Apr 15, 1978 to: P. J. Mistry, Chmn, Dept of Ling, CSU-Fresno, Fresno CA 93740.

U New Hampshire will have a tenure-track position available as of Fall 1978 for candidate with tching exp (especially in ESL) and PhD or equivalent. Preference will be given to candidates who can tch phonetics and phonology, syntax and semantic theory, app ling (TESL), Eng grammar, problems in tching high sch Eng, intro to ling, and grad seminars on similar topics. Closing date: Apr 7, 1978. All applicants for previous advanced non-tenure Lectureship will be considered. Send dossier to: Chmn of Search Cte on Ling, Dept of Eng, U New Hampshire, Durham NH 03824.

The Dept of Ling at USC will have a 1-yr position in socioling or psycholing open beginning Fall 1978. For further information contact: Chmn, Dept of Ling, USC, Los Angeles CA 90007.

conferences, workshops, seminars

The Regional Language Centre (RELC) of the Southeast Asian Ministers of Education Organization (SEAMEO) will convene its 13th Regional Seminar on Recent Developments in Linguistic Research Relevant to Language Teaching in Southeast Asia Apr 17-21, 1978 at the RELC center in Singapore. Seminar objectives are: (1) to review recent developments in linguistic research and to explore the implications for language education in SEAMEO countries; (2) to identify those immediate and future linguistic and language education research needs common to SEAMEO member countries as well as those that are unique to each country; (3) to discuss the problems of conducting linguistic and language education research in the multilingual-multicultural societies of Southeast Asia; (4) to create an awareness among those interested in language-related research of the need for further and more extensive research to facilitate language learning in Southeast Asia. Write: Tai Yu-Lin, Dir, SEAMEO Regional Lang Cntr, 30 Orange Grove Rd, Singapore 10, Rep of Singapore.

The National Conference on Chicano and Latino Discourse Behavior will be held Apr 17-19, 1978 at Educational Testing Service, Princeton NJ. Sessions will focus on (1) general linguistic, sociolinguistic, and psychological aspects of Latino discourse; (2) Spanish-English code-switching; (3) bilingual discourse in educational settings; (4) Latino discourse in health-care settings; and (5) ethnographic and cognitive analysis of Latino discourse. For further information write: Richard Duran, Ed Testing Service, Princeton NJ 08540.

The Native American Bilingual Education Conference (NABEC) will hold its 1978 meetings May 8-10 in Denver. See Conferences—8, col 1

Language Learning from Oxford

New Orientations in the Teaching of English

PETER STREVENS, Wolfson College, University of Cambridge

Stevens surveys the present state and future directions of English language teaching, including English for "Special Purposes," teacher training, and use of the language laboratory. He offers a new model for the language learning/teaching process

1978 196 pp. \$9.50

Notional Syllabuses

A Taxonomy and Its Relevance to Foreign Language Curriculum Development
D. A. WILKINS, University of Reading

This is the first study available in the United States on what is fast becoming a major trend in Europe. In the midst of current debate on the need for a new, communication-oriented approach to language teaching, it presents innovative and much-acclaimed concepts in syllabus design.

1977 100 pp. \$5.00

Children and Language

Readings in Early Language and Socialization
Edited by **SINCLAIR ROGERS**, Sheffield Polytechnic

These twenty-one papers relate language acquisition to the child's broader social, cognitive, and perceptual development. Contributors include David McNeill, Lois Bloom, A. R. Luna, Eric H. Lenneberg, and Basil B. Bernstein.

1975 356 pp. \$11.00

Language and Education

ANDREW WILKINSON, University of Exeter

Part I of this task-oriented book considers theoretical aspects of language, while Part II provides numerous selections from leaders in the field, including Chomsky, Jakobson, Sapir, and Halliday. (*Oxford Studies in Education*)

1977 256 pp., 10 photos, figs. \$3.50

The Edinburgh Course in Applied Linguistics

Edited by **J.P.B. ALLEN**, **S. PIT CORDER**, and **ALAN DAVIES**

- | | | |
|--------------------------------------|---------|---------|
| 1. Readings for Applied Linguistics | | |
| 1973 | 294 pp. | \$9.00 |
| 2. Papers in Applied Linguistics | | |
| 1975 | 448 pp. | \$17.00 |
| 3. Techniques in Applied Linguistics | | |
| 1974 | 384 pp. | \$13.95 |
| 4. Testing and Experimental Methods | | |
| 1977 | 244 pp. | \$13.25 |

Jazz Chants

CAROLYN GRAHAM, American Language Institute, New York University

Demonstrated in workshops acclaimed from Miami to Montreal, Mexico to Australia, *Jazz Chants* sets everyday situational English to jazz rhythms, to teach conversational American English. It is ideal for reinforcing specific language structures and intonation patterns. *Jazz Chants* is also of special interest to speech therapists for use in aphasia therapy and stuttering. The text and cassette are designed for class or individual use.

April 1978 text. \$3.50 cassette. \$5.95
Special Offer: book and cassette package: \$7.50

Oxford Picture Dictionary of American English

Three Editions: Monolingual English
English/Spanish English/French

E. C. PARNWELL

Now, for the first time, there is a dictionary that teaches vocabulary contextually. Featuring over 2,000 words in situations, with full-color illustrations, the *Oxford Picture Dictionary* is designed for learners of all ages and levels.

1978 \$3.50 ea.

Focus on Composition

ANN RAIMES, Hunter College, The City University of New York

"I applaud and admire this text because it does what composition texts should have been doing for years. It teaches controlled composition, not just controlled writing. . ."—James J. Kohn, San Francisco State University

Designed for adults at the intermediate level, this innovative course combines syntactic and rhetorical exercises in a single text. It offers composition topics of real student interest and stimulates discussion of the students' own writing.

March 1978 256 pp. 20 illus. \$5.95

Halliday: System and Function in Language

Selected papers edited by **GUNTHER KRESS**, University of East Anglia

Fourteen of Halliday's most important papers are presented for the first time in a single book. Part I offers general writings on system and function; Part II, essays on more technical aspects of his theory; Part III, descriptions of languages and their applications to sociology, stylistics and language teaching.

1977 272 pp. \$11.00

Prices and publication dates are subject to change



200 Madison Avenue, New York, New York 10016

CONFERENCES—from page 6

ver CO. At least 5,000 participants are expected for the meetings, where symposia, panel discussions, and special addresses dealing with topics ranging from "The role of the elders in Indian education" to "New avenues for funding Indian bilingual projects" will be presented. NABEC was formed in 1973 to provide a forum where Native American educators, language specialists, and community personnel could exchange ideas and information on all aspects of school- and home-related Native American language maintenance efforts. For more information on the meetings contact: Buddine Steward, Amer Indian Higher Ed Consortium, 1625 High St, Denver CO 80217.

The 3rd Annual Boston U Conference on Language Development will be held Sept 29-30, 1978. Papers in the areas of first and second language acquisition, disorders of language, sign language, and the development of reading and written language will be considered for presentation at the conference. Deadline for submission of abstracts is June 15, 1978. For further information write: Lang Dvlpt Conf, Box F, Boston U, Boston MA 02215.

The British Association of Applied Linguistics will sponsor a **Seminar on Lexicography**, to be held Dec

15-17, 1978 at U Exeter. The aims of the seminar are (1) to explore the relevance of linguistics to dictionary-making and (2) to review problems and practices currently involved with lexicography. Areas to be discussed include grammatical and lexical theory, dictionaries for general and technical use, monolingual vs. bilingual lexicography, computational data processing, and discourse and contrastive analysis. Participation will be limited. Write: R.R.K. Hartmann, Lang Centre, U Exeter, Queen's Bldg, Queen's Dr, Exeter EX4 4QH, England.

A call for papers has been issued for a **Balkan Linguistics Section**, which will be held as part of the Dec 1978 meeting of the American Association of Teachers of Slavic and East European Languages (AATSEEL). Send abstracts by May 15, 1978 to: Ernest Scatton, Dept of Slavic Langs & Lits, HU-254, SUNY-Albany, 1400 Washington Ave, Albany NY 12222.

Dr Paul Chapin has been promoted to Deputy Division Director for Behavioral and Neural Sciences of the National Science Foundation. He will retain the position of Program Director for Linguistics. Assisting Dr. Chapin is Dr. Young-Key Kim-Renaud, who will be the Assistant Program Director for Linguistics. Dr. Kim-Renaud holds a PhD degree in Linguistics from U Hawaii

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The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, a newsletter for all those concerned with linguistics and its application to practical problems, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertising inquiries, and books for review should be directed to the Managing Editor, *Linguistic Reporter*, CAL, 1611 N Kent St, Arlington VA 22209. Communications concerning subscriptions should be directed to the

Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgement is given. Subscription rates \$6.00, \$11.00 (domestic and Canadian airmail), \$18.00 (foreign airmail).

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The Linguistic Reporter

Center for Applied Linguistics

1611 North Kent Street

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WASHINGTON, D C

PERMIT NO 41429

The *a newsletter in applied linguistics*
Linguistic
REPORTER

Published by the Center for Applied Linguistics, 1811 North Kent Street, Arlington, Virginia 22209

National Clearinghouse for Bilingual Education Starts Operations

The National Clearinghouse for Bilingual Education (NCBE) recently opened its offices in Arlington, Virginia. As authorized by Congress under PL 93-380 (amended, 1974), the National Institute of Education in cooperation with the Office of Bilingual Education awarded a three-year contract for Clearinghouse operation to InterAmerica Research Associates, with the Center for Applied Linguistics as subcontractor, to provide technical assistance.

The main goal of the Clearinghouse is "to promote and enhance the quality of bilingual education by serving as the principal national information center designed to collect, analyze, and disseminate information to meet the needs of the bilingual education community." The initial year's funding is approximately \$300,000. During its first year, the Clearinghouse will provide the following services and products:

- direct communication with the bilingual education field by a toll-free WATS line (800 336-4560).
- limited, no-cost, on-line bibliographic searches when requested through the Title VII Center Network.
- on-site sessions at Title VII Network Centers to orient center personnel on how to effectively use the Clearinghouse.
- a "Human Resources File in Bilingual Education," which will list individuals who are available to provide consultant services in the area of bilingual education. (Anyone interested in being included in the file should contact the Clearinghouse for more information.)
- a *Resource Guide in Bilingual Education*.
- a national newsletter devoted to the bilingual education community.
- a "Conceptual Design" for the Clearinghouse which will outline the Clearinghouse's long-term goals and directions.

Among other products that the Clearinghouse plans on providing during the first year are a minimum of ten "Information Analysis Products" (IAPs) that will address key issues in bilingual education.

Joel Gómez is the Clearinghouse Director; Rudolph Troike is the Deputy Director. Other Clearinghouse staff include: Maria Gomez (Administrative Specialist), Minerva Gorena (Information Specialist), Evelyn Vigil (Editor), Barbara Yates (Librarian), Gloria Zuazua (Information Products Coordinator), and Annette Yangwan Jackson (Research Assistant).

The Advisory Panel for the Clearinghouse is composed of Bok-Lim C. Kim (U Illinois at Urbana-Champaign), Teresa M. Chen (San Francisco St U), Gilman Hébert (Massachusetts Dept of Ed), Agnes D. Holm (Rock Point Community Sch), Ernest Pérez

See Clearinghouse—6, Col. 1

NABE TO CONVENE IN SAN JUAN

The National Association for Bilingual Education will meet at the Condado Beach-La Concha Convention Center in San Juan, Puerto Rico April 24-28 for its 7th annual conference. There will be four keynote speakers, as well as eighteen major session speakers. Keynote addresses will be given by Carlos Chardon (Sec of Ed of Puerto Rico), Joshua Fishman (Yeshiva U), Leonard Olquin (CSU, Long Beach), and Lloyd Elm (Office of Indian Ed, DHEW). Among the 18 major session speakers that had been confirmed by March 15 were María Urquides, Juan Aragón, María Ramírez, Ricardo Alegría, James Alatis, Serafina Colombani, Herbert Teitelbaum, Richard Hiller, H. Ned Seelye, Ed de Avila, Noel Epstein, and Wallace Lambert.

The Conference, jointly sponsored by the Puerto Rico Department of Education, the University of Puerto Rico, and NABE, is expected to attract between three and four thousand participants from the United States, Canada, Latin America, and Europe. The conference will offer a most varied program, including intensive workshops and over 200 concurrent sessions. Publishers and curriculum development and dissemination projects will exhibit educational materials and conduct material demonstrations.

Pre-registration fees (prior to April 10) will be \$25 for NABE members and \$30 for non-members. On-site fees will be \$40. For further information write: NABE Conf Registrar, 500 S Dwyer Ave, Arlington IL 60005.

Featured Inside . . .

Conferences	6
China Visit	4-5
ERIC Accessions	3
Linguistic Trivia Quiz	2
Linguists Wanted	2

NATIONAL FL WEEK OBSERVED

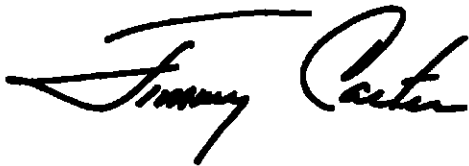
The week of March 12-17 was observed as National Foreign Language Week in the United States. The second week before Easter Sunday has become the traditional period of observance of this week, and the statement (reprinted below) by President Carter recognizing the importance of its observation underscores presidential concern for foreign languages in this country, first expressed in the establishment of a Presidential Commission on Foreign Languages (see LR 20: 1, p1).

National Foreign Language Week, 1978

National Foreign Language Week underscores the importance of person-to-person communication in today's interdependent world. Distances to once-remote countries have contracted, and the world has become a neighborhood of nations. We must be able to talk with our neighbors.

As President, and previously as Governor, I have seen firsthand the importance of language in the performance of my duties. My wife Rosalynn has also found that her efforts to achieve a better command of Spanish have served her well both here and abroad. As a result of such experiences, I have an especially high regard for the value and importance of proficiency in foreign languages.

I extend my best wishes to all who are engaged in teaching or studying foreign languages. I share with you an increasing concern for the progress of foreign language and international studies in this country. I hope you will encourage their further development and improvement. I am convinced that your endeavors in this respect can strengthen the foundation of peaceful cooperation throughout the world.



linguists wanted

Note: A fee of \$20.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the LR should submit their entries to the Editor by the 1st of the month preceding the month of publication. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The LR reserves the right to edit all position descriptions.

U Missouri-Columbia needs an Asst Dir for its new EFL Prog and an Instructor (appropriate dept). Requirements: MA in App Ling, TEFL, or equivalent; 3 yrs exp in an intensive Eng prog. Admin exp highly desirable. Responsibilities: 1/2 time tching, 1/2 time supervision of curriculum, testing, with 3-6 Tching Assis. Prog will begin Aug 23, 1978, candidate must be available between June 1 and July 15. Deadline for applications: May 15, 1978. Continuation or expansion

of prog depends on success during 1st yr. Salary (11-mo contract). \$12,650+ depending on credentials. Dossier (vita, transcripts, 3 ltrs, etc) to Melvin G. Blase, Dir, Ctr for Intl Progs & Studies, 101 Gentry Hall, U Missouri, Columbia MO 65201.

Southern Illinois U at Carbondale may have a position in EFL/LING open for 1978-79. Position would be at the asst prof or instructor level (visiting) PhD desirable; ABD acceptable. Duties: tch basic EFL/ESL and ling courses in degree progs that offer BA and MA in Ling and MA in EFL. Courses include psycho-ling, 2nd lang acquisition, EFL/ESL methods, general ling, and other EFL/ESL-related topics. Send current resume, ltrs of recommendation, and transcripts by Apr 15, 1978 to Patricia Carrell, Chpsn, Dept of Ling, Southern Illinois U, Carbondale IL 62901

The Ling Dept at CSU, Fresno has a full-time temporary position for the Fall 1978 semester, with possibility of renewal for another semester. Specialty: app ling such as tching ESL, Eng courses for foreign students, and general ling. Salary: placement on the salary schedule ranges from the instructor to prof level and is dependent upon candidate's academic preparation and professional performance. Tching load is 12 semester units. Send CV and references before May 8, 1978 to P. J. Mistry, Chmn, Dept of Ling, CSU, Fresno CA 93740

linguistic trivia quiz

Each of the following words is derived from the name of a city. Name the city associated with each word.

1. MILLENERY
2. MUSLIN
3. BAYONET
4. SHERRY
5. PORT(WINE)
6. BALONEY
7. DENIM
8. DAMASK
9. CALICO
10. ANGORA

Answers to the March quiz. Editor's Note: the etymologies for the following words are taken from the *American Heritage Dictionary of the English Language*

1. SCUTTLE (as a verb meaning "to cut a hole in a ship's hull") from Old French 'escoutille,' which in turn comes from Old Spanish 'escotilla,' diminutive of 'escote' (meaning "seam"), which in turn is probably from Gothic 'skaut' (meaning "seam, hem").
2. BUTTE from French 'butte' ("knoll, hillock")
3. ZENITH from French 'cenith,' which in turn comes from Old Spanish 'zenit,' which was borrowed from Arabic 'samt ar-ra's' ["road (over) the head"].
4. GALA from Italian, in turn from Spanish which borrowed the term from Old French 'gale,' which ultimately may have been borrowed from Frankish 'wala.'
5. LUNCH. attributed to Spanish 'lonja' ("slice")
6. CAUCUS: from an earlier form, 'corcas,' which appears to be of Algonquian origin.
7. WALRUS from Dutch, which in turn borrowed the word from some Scandinavian language.
8. ORANGE: from Old French 'orange,' which comes from Arabic 'nārang,' which was borrowed from Persian 'narang,' ultimately from Sanskrit 'nāraṅga.'
9. INTRANSIGENT from French, which borrowed the term from Spanish 'los intransigentes,' "the uncompromising ones" (name of a party of extreme republicans).
10. EMBARRASS: from French 'embarrasser,' which was borrowed from Spanish 'embarazar,' which was borrowed from Italian 'imbarazzare,' which is a modification of the Italian 'imbarare' ("to put in bars")

RECENT ERIC ACCESSIONS IN PRAGMATICS

by Ceil Kovac

[Ms. Kovac is a doctoral candidate in Sociolinguistics at Georgetown U and a member of the ERIC staff.]

In the November 1974 issue of the *Linguistic Reporter*, Peg Griffin examined concerns that have led linguists into pragmatics. One such concern involves three kinds of additional abilities of the native speaker of a language that should be accounted for: (1) knowledge not only of the form of sentences, but also of the appropriate use for them; (2) knowledge of the "relation among certain sets of sentences which are formally, syntactically, and semantically quite distinct"; and (3) understanding of conversations whose outcome is not predicted by syntax or semantics, but nevertheless seems regularized and predictable. She states that the object of linguistic investigation "is not the sentence, but the utterance of the sentence in a particular well-defined set of contexts (16:9, p 2)." The *Proceedings of the Texas Conference on Performatives, Presuppositions, and Implicatures*, a recent CAL publication and ERIC accession (ED 140 617; MF-\$96, HC-\$10.55), includes research along these lines. In particular, Robin Lakoff's paper in that volume ("What You Can Do with Words: Politeness, Pragmatics, and Performatives") explores pragmatic phenomena that autonomous syntax does not deal with in an entirely satisfactory manner. She considers why several ways of communicating approximately the same thing are available to speakers, and focuses on three issues: (1) the existence of rules of politeness; (2) linguistic and non-linguistic ways of being polite and an approach to linguistic rules as sub-cases of more far-reaching human behavioral rules; and (3) the ordering of pragmatic rules, ordering similar to that found with phonological or syntactic rules. With the examples she draws from tag-formation, Lakoff explains that, though a syntactic explanation may account for how a given process works, it is often unable to provide the reason why speakers use a given process. She claims that the tags in the sentences such as

- (1) That's John's magazine, isn't it?
- (2) Take the garbage out, won't you?

"have the effect of hedging—protecting a speaker from the consequences of his speech acts," but that this protective function could not be discovered simply through recourse to syntax.

John Oller addresses the issue of the inadequacy of the transformational approach to language as well in his paper entitled "Linguistics and the Pragmatics of Communication" (ED 041 292; MF-\$96, HC-\$1.97). In his view, this inadequacy stems from an essentially incorrect understanding of the nature of language as a "self-contained system, the communicative use of which is only incidental . . . a self-sufficient formal calculus, the informative use of which is derivative and subsidiary." Oller's concern is with the application of pragmatic principles, and he discusses four deductions that he finds follow logically from

the incorrect premise about the nature of language: (1) the rejection of the psychological principles of association and generalization in favor of innate ideas, (2) the conclusion that deep structure is not related in any knowable way to the perceived world, (3) the conclusion that a theory of competence—in the form of a transformational grammar based on an "ideal" speaker-hearer—is the best foundation for an understanding of the language performance of real people, and (4) the view that linguistic theory is not able to suggest a sound basis for language teaching. It is his view that a pragmatic theory of language, one that explores the relationship between linguistic forms and situational settings, could indeed be feasibly applied to language teaching.

Other practical applications of pragmatics are discussed by Peg Griffin in her paper "Reading and Pragmatics: Symbiosis," to be found in a recent ERIC accession, *Linguistic Theory: What Can It Say about Reading* (ED 138 925; MF-\$96, HC-\$10.55), a collection

See ERIC—6, Col 1

MARIO PEI DEAD AT 77

Mario Pei, 77, noted writer and teacher of philology, died of a heart attack on March 2 in Montclair NJ.

Dr. Pei taught at Columbia University for nearly 34 years, beginning in 1937 until his retirement in 1970. Although he is known in academic circles for his research in romance philology, he became well-known to the general public for making technical information in linguistics and philology understandable to the non-specialist. Among Dr. Pei's most popular books are *The Story of Language*, *The Story of the English Language*, *Language for Everybody*, *What It Is and How to Master It*, *A Dictionary of Linguistics*, and *How to Learn Language and What Languages to Learn*. Among the technical books that Dr. Pei wrote, the best known are *Glossary of Linguistic Terminology*, *Dictionary of Foreign Terms* (with Salvatore Ramondino), *A Comparative Practical Grammar of French, Spanish and Italian*, *Language Today: A Survey of Current Linguistic Thought*, and his last book, *The Story of Latin and the Romance Languages*.

Dr. Pei saw a special need for a universal language, and he wrote *One Language for the World*, in 1958, in support of this need. He preferred an artificial language such as Esperanto, since such a language would avoid the many problems that a natural language such as English has—problems such as morphological and orthographic irregularities.

Born in Rome, Italy, Dr. Pei came to the U.S. as a boy. He received a bachelor's degree from City College of New York and a doctorate from Columbia U. He was a member of the Modern Language Association, the International Linguistics Association, and the American Society of Geolinguistics, as well as of many other scholarly organizations.

He is survived by his wife, Pearl Glover Pei

U.S. Applied Linguistics Delegation to the Peoples Republic of China: A Report

by Timothy Light

[Dr. Light is with the Dept of Oriental Studies, U Arizona.]

Repudiation of the excesses of the 'Gang of Four' and reinstatement of high standards in schools, universities, and research institutions were the constant themes of the Autumn (1977) visit of the U.S. Applied Linguistics Delegation to China. For linguists, the revivification of linguistic research and teaching remained a happy point of the visit.

The delegation traveled to nine cities, from Chang Chun and Jilin north of Korea to Gweilin and Canton in the south. Seven universities were visited, along with four normal colleges, eight primary and high schools, and many institutes for teaching and research in language. The group was privileged to travel with linguists' and to have fruitful visits with leading linguists, directors of language teaching programs, and language teachers. Although the visit was largely a working trip, the group was able to visit some of the most famous scenic and historical sights in China.

The foci of the Delegation were: English- and Chinese-language-teaching, linguistic research, and changes in Standard Chinese since the founding of the Peoples Republic. The delegation was composed of twelve members, including six Chinese language teachers, three specialists in English as a foreign language, a China anthropologist, a State Department representative (a former teacher of Chinese), and a staff member of the sponsoring group, the Committee on Scholarly Communication with the Peoples Republic of China.²

Political changes and education In October of 1976, the 'Gang of Four' (Chairman Mao's widow, Chiang Ch'ing, and three associates) and their followers were removed from power. The 'Gang' was identified with excessive attention to political consciousness and corresponding neglect of academic rigor and scholarship. Research and teaching in subjects not directly relevant to the 'Gang's' notions of national needs and development were discouraged. The programs summarized under the slogan 'open door schooling' were designed to remedy China's historical problem of academic aloofness and ignorance of the world of working people, and to enable members of classes other than intellectual, bureaucratic, and party elites to take advantage of educational resources. However, in many places 'open door schooling' was perverted to encouragement of anti-intellectualism, the persecution of academics, and a drastic lowering of standards. With political power now in the hands of leaders who see the value of a highly educated populace, the educational system is being rebuilt. University entrance exams—which had been abandoned—have been reinstated and were being planned for administration in December 1977. With university entrance again requiring a stiff examination, promotion within the schools is again no longer automatic. Expectations of pupils and assignments given to them have stiffened. Fundamental textbooks are again being prepared through

the Ministry of Education for national use. The administration of schools has been returned to educators, and those who perpetrated the greatest excesses have been assigned to re-education.

In language-related subjects, several changes are noticeable. Schools everywhere lay heavy stress on calligraphy, and exhibitions of the students' best work are to be found in most schools. Training in the writing of lucid, accurate prose has become a high priority of the entire educational system, and writing assignments are accordingly heavy. Foreign-language study has also become a major priority. It is intended that education in a foreign language will begin for all pupils in mid-primary school as soon as there are available teachers. Foreign-language programs in high schools, universities, and specialized foreign-language institutes (where interpreters, foreign-language guides, and language teachers are trained) are being strengthened. Chinese educators inform visitors with a note of mixed shame and anger that standards in all these areas were allowed to fall to a disgraceful level during the early 'seventies. Indeed, we were told that students' handwriting, written diction, and grammar were so below grade level that compositions simply could not be shown to visitors because they did not represent the intended and achievable standard. Furthermore, we were told that, at least in some areas, students who had supposedly had several years of foreign-language training in secondary school reached universities and foreign-language institutes actually in need of beginning courses in their languages of specialty.

The reforms that are now underway are being pursued with the spirited vigor and high expectation of early results which have characterized so many of the outstanding achievements of China in the past three decades. This writer, at least, could not help being awed (and in some respects envious) at China's obvious ability to reform an educational system that had slid.

Reinstatement of linguistic research and teaching. The Delegation was privileged to spend a long afternoon with Professors Lü Shu-xiang (Director) and Li Rong of the Academy of Science Institute of Linguistics. We were also treated to conversations with Peking University Professors Wang Li, Yuan Jia-hua, and Zhu De-xi (who was a member of the PRC Linguistics Delegation to the U.S. in 1973). The message from these conversations was both a somber and happy one. Because of the political problems just outlined, very little linguistic work was done during the ten years prior to 1976. Almost no work was published in linguistics, and teaching programs in universities were so diluted that China stopped producing new generations of linguists to carry on the superb research of the 'fifties and 'sixties. Even textbooks in linguistics and such related subjects as Old Chinese and language history were not reprinted so that teaching materials with which to train new generations were unavailable. Subsequent to the fall of the 'Gang of Four,' departments of Chinese (where most linguistics is taught) have replanned curricula

for linguistics specialists. No institution has as yet had time to put a full curriculum into effect, but, as an example, the proposed curriculum for the Linguistics/Language specialty in the Chinese Department of Dan University (Shanghai) contains the following courses: *Modern Chinese*, *Old Chinese*, *Theory of Language* (=General Linguistics), *Written Language Reform*, *Dialect Research*, *History of Chinese Language*, *History of Chinese Linguistics*, *Composition*, *Topics in Linguistics*, and *Foreign Linguistics*. (This curriculum is based on the current three-year university course. It is open to expansion if and when the four-year course is reinstated.)

Extensive research projects have not yet gotten underway, but many are in the planning stage, including several dialect surveys and studies and major projects on the grammar and phonology of Old Chinese, and linguists are participating in major lexicographic work. To date, there are no fully published new works in linguistics, but the Peking Language Institute has published for domestic use an excellent collection of articles on linguistics as applied to the teaching of Chinese, *Yuyan jiaoxue yu yanjiu* (*Language pedagogy and research*), and the Institute of Linguistics has announced resumption of the journal *Zhongguo Yuwen* (*Chinese Language*), beginning in April 1978. Once the problems of setting up courses and preparing textbooks for them have been solved, one can expect substantial production of linguistic research from China, once again.

Language change and reform. A four-week trip does not provide sufficient opportunity for systematic observation of language change. However, a few observations are worth noting. There are only modest differences between the syntax of ordinary standard conversational Chinese (Putonghua) in the Peoples Republic and comparable language in Chinese-speaking communities outside the PRC. In written and formal (or organizational) spoken Chinese, there is a notable increase of frequency of causative constructions, *bei* 'passives,' and various types of verb joinings, to take some examples. The most remarkable changes, however, come in vocabulary. Many terms have fallen into disuse. New terms have been introduced, and the semantic ranges of many terms have changed drastically. It appears that for the native speaker of Chinese returning to China after a long period abroad, these lexical changes are the most striking and the ones that sometimes impede communication.

Nevertheless, despite the real character of these changes (and despite our need to bring our textbooks up to date with current Chinese), these changes should not be misconstrued as total or all-pervasive in a manner that would imply language change operating according to different principles in China. As with all other human speakers, Chinese speakers have command over multiple registers of speech. Style and vocabulary and, to a lesser extent, syntax change according to situation and respondent. Joos' 'five clocks' keep five times just as much in China as in British railroad stations. To take the simplest example, the terms *Xiansheng* 'Mr., sir, husband' and *Taitai* 'Mrs., wife' have been replaced by *tongzhi*

'comrade' for address, and *airen* 'spouse' for third person reference to a married person of either sex. However, *Xiansheng* continues to be used as a term of respect in academic communities, with foreigners, and in reference to respected third parties. Less used, *taitai* is still used for third person reference as in *nei wei lao taitai* 'that old woman' or in addressing an unknown elderly female on the street. *Airen* 'spouse' is used largely in the cities and among the more educated, and rural people (the vast majority of China's population) are reported to avoid the term because of the embarrassing connotation of its earlier meaning 'lover.'

As a general principle, it may be said that in China radical language change obtains in proportion to the proximity of the speakers to organizational centers. Vocabulary change is most evident in formal and organizational contexts. It is least evident in casual conversations. Change is more evident among individuals whose roles constantly place them in or near organizational contexts, and less so among those whose roles place them at the periphery of the organizational mainline.

China's massive efforts in language reform involve three areas: (1) simplification of Chinese characters; (2) universalization of Putonghua (Standard Chinese); (3) the spread of the Pinyin alphabetic writing system for Chinese. China's extraordinary successes in literacy education via the 'simplified' characters and basic command of Putonghua via immersion in the school system have been recorded elsewhere [see the *Report of the U S Linguistics Delegation to the Peoples Republic of China*, W. Lehmann (Ed.). University of Texas Press, 1975]. This delegation had opportunity to observe variation in ability to use Putonghua in different areas and to hear a variety of accounts of the extent to which Putonghua has become the standard dialect franca in various areas. It would seem right to conclude that the Putonghua campaign has been very largely effective, but that in areas where there are more than one competing language or dialect, there is perceived need to continue pressure to learn and use the National Language.

Pinyin has gained wide acceptance as a supplement to, and a sound gloss for, Chinese characters. The Committee on Written Language Reform believes that in a few decades it will be possible to conduct primary and junior high school education in Pinyin and not introduce characters until high school. The prospect of a partial or full replacement of characters with Pinyin remains a highly controversial issue in China today. One suspects that it will remain controversial for some time to come, for it is not an issue on which reason dictates a clear answer. As one linguist has said, 'It's very hard for some people to take a stand on it. Eliminating characters would have the instant advantage of making it possible for children to master their whole writing system in a very short time. But we might lose a great deal culturally and in national unity. We simply don't know. It certainly has advantages, and it may have disadvantages.'

See *China*—8, Col 1

CLEARINGHOUSE—from page 1

(Texas Ed Agency), Edward Costa (Rhode Island St Dept of Ed), Arnhilda Quevedo (Florida St Dept of Ed), Alfredo Castañeda (Stanford U), Luis G. Valerio (U Southern Colorado), Rubén Gallegos (Edinburg ISD) and Carmen Pérez (SUNY-Albany).

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ERIC! ERIC! ERIC!

Available from ERIC/CLL: *A Bibliography of American Doctoral Dissertations in Linguistics, 1968-1974*. Nancy Jokovich and Sophia Behrens. This 2264-item bibliography not only covers dissertations in linguistics, but also such related fields as anthropology, education, languages and literature, psychology, sociology, and speech. The Index includes several hundred languages and dialects as well as all major linguistic topics 153 pp \$5.25, prepaid.

The Magic Boxes: Children and Black English. Marilyn Rosenthal. This study deals with the sociolinguistic awareness of the differences between black English and standard English in very young children (ages three through five). It explores their identification of ethnic, social, and racial characteristics of others on the basis of speech variables and their judgments about themselves as well as others on this same basis. 78 pp. \$3.80, prepaid.

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ERIC—from page 3

of ten articles addressing the respective roles of syntax, phonology, sociolinguistics, pragmatics, and the ethnography of speaking in reading instruction. For the purposes of a discussion of pragmatics and reading, pragmatics is defined as involving "facts about the world existing independent of language structure per se but facts that are needed to encode and interpret language on any occasion of its use." The symbiotic relationship between pragmatics and reading is based on the idea that while reading, provides the reader with new information and facts about the world, part of successful reading depends upon knowledge about the world, including knowledge as to how language is used. She outlines four ways in which language in context can be problematic for middle-range readers, and provides suggestions for solving these problems, including adjusting the diagnostic technique involving comprehension questions, using materials that provide visual input to support verbal input and help students practice pick-

meetings and conferences

- May 2-5 Intl Reading Assn, 23rd. Houston TX
May 2-5. Council for Exceptional Children, 56th. Kansas City KS
May 5-8. Interdisciplinary Conf on the Theory of Rhetoric Minneapolis MN.
May 6-7. CA Ling Assn, 8th. Northridge CA.
May 7-13. Assn Intl pour la Recherche et la Diffusion des Methodes Audio-Visuelles (AIMAV), 11th. Brussels, Belgium.
May 8-10. Native Amer Bilingual Ed Conf. Denver CO.
May 12-13. MN Regional Conf on Lang & Ling, 4th. Minneapolis MN.
May 16-19. Acoustical
*May 20. Washington Area Conf on Bilingual Ed, 3rd. Washington DC. (Write Marisa Labozzetta, Div of Bilingual Ed, Gordon Jr HS, 35th & T Sts, NW, Washington DC 20007)
June 7-9. Natl Assn for Foreign Student Affairs, 30th Ames IA
June 12-Aug 5 Ling Society of America Ling Inst, 48th. Urbana IL.
June 13-Aug 8. Indiana U Summer Slavic Workshop, 28th. Bloomington IN
June 27-29 Hokan Workshop San Diego CA
July 3-21. Summer Sch in Celtic Studies. Dublin, Ireland
July 27 Coll on Romance Ling. Urbana IL.
July 28-31. LSA Summer Mtg, 39th Urbana IL
*July 29-Aug 5 World Cong of Esperanto, 63rd. Varna, Bulgaria (Write Universala Esperanto-Asocio, Nieuwe Binnenweg 176, NL-3015 BJ Rotterdam, The Netherlands)
Aug 1-3 World Cong on Reading, 7th. Hamburg, W Germany
Aug 1-9 Intl Conf on Methods in Dialectology, 3rd London, Ont, Canada
Aug 7-12 Intl Cong for the Study of Child Lang, 1st. Tokyo, Japan.
Aug 9-13. LACUS Forum, 5th Amherst NY.
Aug 14-20. World Cong of Sociology, 9th. Uppsala, Sweden
*Aug 17-20 Natl Assn for the Ed of Young Children New York NY (Write: 1978 Ann Conf, NAEYC, 1834 Connecticut Ave, NW, Washington DC 20009)
Aug 21-26 Intl Cong of App Ling, 5th Montreal, Que, Canada.
Aug 27-Sept 1 World Cong of the Fédération Intl des Profs de Française (FIPF), 4th Brussels, Belgium.
Aug 28-31 Intl Conf on the History of Ling, 4th Ottawa, Ont, Canada.
Sept 25-27 Phonetics Coll Reading, England.
Sept 29-30. Boston U Conf on Lang Dvlp, 3rd. Boston MA
Oct 7-9. Lang Research Forum, 2nd, Los Angeles CA.
Oct 12-14. Annual European Studies Conf, 3rd Omaha NE.
Dec 15-17. Sem on Lexicography. Exeter, England.

*Indicates first listing for conf. Details on other items in the above list will be found in previous issues of the LR (particularly the Sept/Oct issue).

ing up clues, and looking at actual language usage.

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New Orientations in the Teaching of English

PETER STREVENS, Wolfson College, University of Cambridge

Strevens surveys the present state and future directions of English language teaching, including English for "Special Purposes," teacher training, and use of the language laboratory. He offers a new model for the language learning/teaching process.

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Edited by J.P.B. ALLEN, S. PIT CORDER, and ALAN DAVIES

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Personal reflections. The visit left me with a strong sense of the benefits that could be reaped by both nations if cooperation in language-related work were undertaken between China and the United States. Student and teacher exchanges would certainly aid both countries to raise standards in their teaching of the other's language. The opportunity for natives of each country to research and prepare text and media-based teaching materials in the other country is also a clear need. Cultural differences in teaching methods provide an obvious ground for mutual learning. The Chinese have achieved noted successes with traditional memory work that we ignore at our peril. American testing and contextual teaching research might be of use in China. Detailed surveys of the effects of language change and language reform in China would be terribly important for our understanding of planned and unplanned language change, while research here and elsewhere on the perception of different systems of writing may be of use to the Chinese in determining the extent to which Pinyin should eventually replace characters.

Finally, it is not unsuitable to record in print the writer's appreciation for the unparalleled graciousness of our Chinese hosts. All possible facilities were

made available to us for meeting linguists and educators and for observing language teaching and language use. It was indeed the privilege of a lifetime to be on such a trip.

Footnotes

¹The Delegation was privileged to have as accompanying hosts. Lu Bi-song (Head, First Department, Peking Language Institute and member of PRC Linguistics Delegation to the U.S. in 1974); Li Shun-Xing (Ministry of Education, former teacher of syntax, and member of PRC Linguistics Delegation to the U.S. in 1974), Li He (Lecturer in English, Peking Foreign Language Institute).

²The members of the Delegation were George Beasley (Chief of China Programs, Bureau of Educational and Cultural Affairs, Department of State), Alexander DeAngelis (Secretary of the Committee on Scholarly Communication with the PRC); James Dew (Department of Far Eastern Languages, University of Michigan), Albert Dien (Department of Asian Languages, Stanford University); Susan Ervin-Tripp (Department of Psychology, University of California at Berkeley); Morton Fried (Department of Anthropology, Columbia University); Timothy Light (Department of Oriental Studies, University of Arizona), John Jamieson (Chairman of the Delegation, Department of Oriental Languages, University of California at Berkeley); John McCoy (Department of Modern Languages and Linguistics, Cornell University); Jerry Norman (Vice Chairman of the Delegation, Department of Asian Languages, University of Washington), Earl Rand (Department of English, University of California at Los Angeles); Stephen Wang (Department of Asian Languages, University of Minnesota).

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The *Linguistic Reporter*, a newsletter for all those concerned with linguistics and its application to practical problems, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertising inquiries, and books for review should be directed to the Managing Editor, *Linguistic Reporter*, CAL, 1611 N. Kent St., Arlington VA 22209. Communications concerning subscriptions should be directed to the

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The Linguistic Reporter

Center for Applied Linguistics

1611 North Kent Street

Arlington, Virginia 22209

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Volume 20

MAY
1978

Number 8

The *Linguistic* REPORTER

a newsletter in applied linguistics

Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

Applied Linguistics Association Formed

The American Association for Applied Linguistics (AAAL) is a new organization formed Nov 25, 1977 at a meeting held in San Francisco in conjunction with the annual meeting of the American Council on the Teaching of Foreign Languages. The AAAL consists of scholars interested in and actively contributing to the field of applied linguistics which, for the purposes of the Association, is defined as "a multidisciplinary approach to language problems and issues." Candidates for membership in the organization are expected to demonstrate that they are involved in productive activity which applies linguistic, psycholinguistic, or sociolinguistic knowledge to other areas such as education, speech pathology, language acquisition, reading, language planning, bilingualism, lexicography, translation, literary analysis, testing, rhetoric, or sound transmission.

Officers for 1978 are Wilga M. Rivers, President (Harvard); Roger W. Shuy, Vice President (Georgetown U and CAL); Bernard Spolsky, Secretary-Treasurer (U New Mexico). Executive Committee members are: Charles Ferguson (Stanford); Albert Valdman (Indiana U); Betty Robinett (U Minnesota); and John Hammer (CAL, *ex officio*).

AAAL plans are currently to work closely with groups of similar interest, particularly to hold its meetings in conjunction with related associations; to affiliate with the International Association of Applied Linguistics (AILA); and, under the auspices of a Publications Committee chaired by Albert Valdman, the possible publication of a yearbook of articles by members.

Applications for membership, which should include a brief resume and other details of the candidate's activity in the field of applied linguistics, should be addressed to: AAAL Membership Office, 1611 N Kent St, 10th Fl, Arlington VA 22209. After consideration by the Executive Committee, qualified candidates will be notified of acceptance, at which time the year-

ly dues of \$10.00 should be sent to the Membership Office. (Dues should not be sent in advance of acceptance.) Correspondence on matters other than membership and dues may be addressed to: Sec-Treasurer, AAAL, Dept of Ling, U New Mexico, Albuquerque NM 87131.

See Association—3, Col. 2

FL College-Level Enrollments Study

A preliminary report on the Modern Language Association's 1977-78 Survey of Foreign Language Enrollments at U.S. Colleges and Universities was recently released. From the data, it would appear that college-level enrollments in foreign language courses have recovered slightly from their steady, decade-long decline. Statistically, the number of enrollments went from 610,422 in 1974 to 606,161 in 1977, representing a decline of 0.7%. However, in the same period, total student enrollment at 2- and 4-year institutions went from 10,230,000 to 11,360,000 (preliminary figures reported by the National Center for Education Statistics), representing an approximate 11% increase. Hence, the proportion of students enrolled in foreign language courses, when viewed in light of the in-

See Study—12, Col. 1

Featured Inside . . .

Book Notices	9
ERIC Bibliography	6-7
Linguistic Trivia Quiz	10
Meetings and Conferences	7, 8-9

A Special Course/Workshop on Language in Professional Contexts will be held June 12-Aug 5, 1978 as part of the LSA Linguistic Institute. To be directed by Charles Ferguson (Stanford U) and Shirley Brice Heath (U Pennsylvania), the course will provide an overview of research on language use as related to communication problems in professional contexts. Recent trends in linguistic research (pragmatics, sociolinguistics, discourse analysis) are increasingly relevant to communication problems in American society. Also, there is greater public awareness of communication problems and more focused effort to deal with them. This course will bring together professionals who are coping with specific problems (from fields such as law, social work, and medicine) and linguists who need to learn about the problems. It is hoped that interaction between the two groups will lead to new kinds of language research and exploration of the possibilities for using current research findings in the resolution of language problems. Topics covered will include the language of legal guidelines, advertising, and instructions to juries. For further information contact: Donna Christian, CAL, 1611 N Kent St, Arlington VA 22209 or Marjorie S. Olson, Admin Sec, 1978 Ling Inst, 3150 FL Bldg, U Illinois, Urbana IL 61801.

LANGUAGE USAGE IN ISTANBUL

A large-scale study on variation in language usage among speakers in the metropolitan Istanbul area is currently nearing completion. Directed by Dr. Richard Murphy, the study is being supported by the Research Center at Boğaziçi U, Istanbul, Turkey. All of the subjects in the study are either bilingual or multilingual, speaking Arabic, Armenian, French, Greek, Italian, or Ladino in addition to Turkish.

The central data-gathering instrument in the study is a 12-page questionnaire eliciting information concerning the personal, education, and linguistic background of each respondent. Information on the languages each subject speaks and the relative proficiency in each is a salient part of the data being sought. Each subject is also asked to indicate which language or languages he would use in 53 different situations which vary according to person spoken to, place of conversation, and topic. If more than one language is used in a given situation, the subject is requested to specify which, if any, he feels is dominant.

The questionnaire items have been pretested, and the variables carefully selected for their current, local validity. Approximately 650 completed questionnaires are now being analyzed using an SPSS computer program. Further information on the study is available upon request.

linguists wanted

Note. A fee of \$20.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the *LR* should submit their entries to the Editor by the 1st of the month preceding the month of publication. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions

Aphasiologist. U Puerto Rico anticipates openings for 4 full-time research assts in a 5-yr study of aphasia among bilingual adults, beginning July 1978. Requirements: MA in Ling, Psych, or Communicative Disorders; good oral command of Spanish and Eng; exp in working with aphasics. Starting salary: \$12,000 plus fringe benefits (12-mo). Send vita to Nicolás Linares, Dept de Trastornos Comunicologicos, U Puerto Rico, GPO Box 5067, San Juan PR 00936

U New Mexico will have an opening for a specialist in the Navajo lang, beginning Aug 1978. Appt will be at either the instructor (MA required) or asst prof (PhD preferred) level. Preference will be given to native speakers of Navajo. Primary duties: tch Navajo lang courses. Send ltr of application, CV, and supporting materials by June 15, 1978 to Chpsn, Search Cte for Navajo, Dept of Modern and Classical Langs, U New Mexico, Albuquerque NM 87131

The Dept of Germanics at Princeton is inviting applications for a senior position (assoc or full prof) in ling and philology, to begin Sept 1, 1979. Applicant should be qualified to tch

grad courses on the history and structure of the German lang (as well as Gothic, Old Saxon, and Old High German), and to initiate a prog in Scandinavian langs and ltrs. Requirements: PhD; wide tching exp and evidence of outstanding tching ability; demonstrated excellence as a scholar. Send vita and bibliography to: Theodore Ziolkowski, Chmn, Dept of Germanics, 230 E Pyne Bldg, Princeton U, Princeton NJ 08540.

U Western Australia-Perth needs a Lecturer in Socioling in its Dept of Anthro. Appt is initially for a 2-yr period, with possibility of renewal. Candidates should possess a higher degree and formal training and research exp in both socioling and social anthro. Previous tching exp and research publications also desirable. Appointee will be required to participate in the general tching prog of the Dept, especially to promote the tching of socioling, as well as conduct and supervise independent field research. (Details of the tching and research activities may be obtained from R. M. Berndt, Head of the Dept.) Salary range: \$A14,984-19,684 per yr; round-trip travel allowances for appointee and dependent family. Applications must be submitted in duplicate and must state full personal particulars, qualifications, and exp. Candidates should send applications to: Staffing Officer, U Western Australia, Nedlands, Western Australia, 6009. Deadline, May 27, 1978. (Candidates should also request 3 referees to write immediately to the Staffing Officer.)

See *Linguists Wanted*—10, Col. 1

ESP Given Major Consideration At Recent APEI Seminar in Iran

The 8th Annual APEI (Association of Professors of English in Iran) Seminar was held Mar 16-19, 1978, at Ferdowsi U, Mashad, Iran. Plenary themes were Applied Linguistics, Literature, and Language Planning. Invited speakers for the Applied Linguistics section were David Harris (Georgetown U), on the history of foreign language testing; Keith Morrow (U Reading), on communicative testing based on the context of the situation; Jeris Strain (Moza English Language Consultants), on the revision of Iran's high school graduation examination in English.

One of the main topics discussed in the Applied Linguistics group papers, colloquia, and workshops was English for Special Purposes (ESP). Emerging from the discussions was a polarization of views regarding the place and role of ESP in Iranian institutions. Whereas general acceptance of ESP was reflected at the Regional ESP Conference, cosponsored by APEI, the British Council, and Isfahan U in November 1977, a number of reservations have now surfaced. In Iran, opponents of ESP tend to represent English-medium institutions such as Pahlavi U, Jondi Shapour U, and the Abadan Institute of Technology. Proponents, on the other hand, represent institutions which emphasize English mainly as a library skill and research tool (Tabriz U and Arya Mehr U of Technology being examples of such institutions). Two significant controversies voiced at the seminar were whether "General English" is needed or even exists, and the charge that ESP may contribute to an esoteric overspecialization among English teachers, e.g. teaching English for Chemistry students, English for Biology students, English for History students, etc.

Information on the Proceedings of the 8th Seminar or previous seminars is available from: APEI, P.O. Box 13-1205, Tehran, Iran.

ON THE NEED FOR CONSENSUS TRANSLATION

by L. Leann Parker

[Ms. Parker is a Research Associate on the CAL staff.]

Increased emphasis on the language rights and needs of American linguistic minorities is becoming a more prevalent phenomenon. Passage of the 1975 Voting Rights Act and, among others, the enactment of Public Law 94-311,* underscore the need for translation of public documents into languages other than English. Perhaps appearing to be a relatively straight-forward task, translation of public documents presents a host of extremely complex and sensitive problems.

Population surveys are an interesting case in point, since legislation and funding of federal services for minority language populations depend on statistics gathered from these surveys. The Congressionally-mandated Survey of Income and Education (SIE) (see LR 19:3), conducted in 1976, is an excellent example of the kinds of problems in translation in this area. The SIE—the largest house-to-house survey of its kind—was designed to gather national estimates on needs for federal services in such areas as health, employment, education, services for the handicapped, and bilingual education. To assist interviewers in the field, it was decided that the questionnaire and related documents should be translated into the language of the largest U.S. minority language group—Spanish. Although there are numerous similarities of culture and language across this group, it is far from homogeneous. Various contributing factors have produced subgroups with distinct cultural characteristics and varieties of the Spanish language. In preparing the translation, it was necessary to address this sociolinguistic and cultural diversity because of the broad implications of the survey.

As with any population survey, in order to gather the fullest and most accurate data possible, interviewers must be able to communicate clearly with respondents in the variety of Spanish (or any language) the respondents speak and understand. The respondents' cooperation in the interview rests heavily on their acceptance of the interviewers, how they interpret the interviewers' letters of introduction, and their attitudes toward official surveys. Therefore, it was critical that the survey questionnaire and related written materials facilitate the data collection process as much as possible.

Toward this end, CAL (under contract to NCES [see LR 18:5]) developed a rather innovative approach to translation called "consensus translation." CAL assembled a team of four experienced translators who were trained in linguistics, sensitive to the sociolinguistic factors involved, and who were native speakers of the three most commonly used varieties of U.S. Spanish: Mexican American, Cuban, and Puerto Rican. A bilingual team coordinator and others assisted.

*P.L. 94-311 mandates the use of Spanish on all survey instruments used by the federal government among populations speaking that language

As a starting point, the documents were initially translated into Spanish by one of the translators. Without seeing the English version, the other translators then independently translated the documents back into English, which allowed them to become familiar with the types of questions and format, to check the variety of Spanish, and to analyze cultural considerations. Comparing their English versions and their perceptions of the initial Spanish translation, the team worked closely and intensively to reach consensus on such things as conventions, standardization of Spanish, desired degree of formality or informality of the Spanish, and specific vocabulary (or best translation) for particular items—especially American idioms. In the final Spanish version, alternative terms appropriate for the different Spanish speaking communities as well as accepted translations of certain items and use of English (for terms more common in English, like "laid off") were offered so interviewers could select the one most appropriate for the community they were working in.

Aside from illustrating interesting cultural and language differences among the varieties of U.S. Spanish, the consensus translation process demonstrated a potential model for all large scale surveys involving Spanish speaking groups and possibly other similar language minority populations. This effort also brought to light the need for: (a) specialized glossaries in different languages to facilitate the standardization of terms and assist translators; (b) additional research on the different varieties of U.S. minority languages so that translators will have a sounder knowledge base from which to work; (c) guidelines for the initial construction of survey questions and for translation of survey documents; (d) field testing translations of survey instruments (note, the Bureau of the Census has done some field testing of the Spanish translation of the 1980 forms); (e) special training for bilingual interviewers; and (f) English questionnaires designed to be translated so that translation problems due to awkward or ambiguous English or coding procedures can be avoided.

No translation of any survey questionnaire or official document can be expected to apply to every group situation; yet, efforts to make a flexible translation by addressing the sociolinguistic variation within a language group will help to achieve broader applicability. More importantly, such efforts can improve the validity and reliability of the data or the reader's comprehension of the document. The consensus translation approach is a step toward achieving these goals.

ASSOCIATION—from page 1

The AAAL plans to hold its next annual meeting December 28, 1978 in conjunction with the meeting of the Linguistic Society of America. Further details on the meeting can be obtained from: Betty Robinett, Chpsn, Prog Cte, 1978 AAAL Ann Mtg, Dept of Ling, U Minnesota, Minneapolis MN 55455.

CAL • ERIC/CLL Selected Bibliography: Sociolinguistics and Language Research

The following bibliography on sociolinguistics and language research was compiled by Ceil Kovac, research associate, ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL). [See *The Linguistic Reporter*, 20:5 (February 1978), for an ERIC bibliography on psycholinguistics and second language learning.] All entries have been processed into the ERIC system and appear in *Resources in Education* (RIE).

A search of the ERIC system for studies indexed under the term sociolinguistics yielded 1431 documents, while 3213 documents were indexed under the term language research. The search was then limited to those documents combining the two terms as major descriptions. Journal articles were excluded as well as those documents not available through the ERIC system.

The entries in this bibliography have been divided into eight categories: general sociolinguistic studies, studies in macro-sociolinguistics, studies in micro-sociolinguistics, social dialects, sociolinguistics and language acquisition, sociolinguistics and education, sociolinguistic methodology, and sociolinguistics and sociology. Items are arranged according to ED number within each category.

These documents may be read in their entirety from microfiche at any ERIC library collection or ordered from the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. A list of ERIC collection locations is available from ERIC/CLL, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

When ordering from EDRS, include ED number and specify microfiche (MF)—a 4 x 6 inch card of film containing up to 96 pages of text and requiring a microfiche reader—or hard copy (HC), which is a xerox copy of the original document. Unless otherwise indicated, documents cost \$0.96 in microfiche and \$1.97 in hard copy, including postage.

General Studies

- ED 010 690. Broz, James J., Jr *Trends and Implications of Current Research in Dialectology* 29 pp. MF-\$0.96, HC-\$2.36
- ED 019 657. Blom, Jan-Petter and John J. Gumperz *Some Social Determinants of Verbal Behavior Working Paper Number 4* Berkeley University of California, 1968. 41 pp. MF-\$0.96, HC-\$2.36.
- ED 020 502. Pride, J B *Notes on Current Developments in the Study of Language in Culture and Society* London Committee on Research and Development in Modern Languages. 80 pp MF-\$0.96, HC-\$5.08.
- ED 025 775. Hayes, Alfred S. and Joan Yis *Language Research in Progress: Report No 7, January 1969; a Cross-Referenced List of Documented Language Research Projects Current April 1968-November 1968* Washington, D C Center for Applied Linguistics (CAL), 1969. 45 pp MF-\$0.96; HC-\$2.36
- ED 045 647. Garvey, Catherine and Thelma Baldwin. *Studies in Convergent Communication 1. Analysis of Verbal Interaction*. Baltimore Johns Hopkins University, 1970. 84 pp. MF-\$0.96; HC-\$5.08
- ED 045 991. Greenberg, Joseph H, et al *Linguistics in the*

1970s (Pre-publication edition of papers delivered at a briefing at the Smithsonian Institution) Washington, D C. CAL, 1970. 78 pp. MF-\$0.96, HC unavailable.

- ED 130 500. *Sociolinguistics. A Crossdisciplinary Perspective*. Arlington, Va.: CAL, 1971. 157 pp. MF-\$0.96, HC-\$9.21

Macro-sociolinguistics

- ED 071 471. Mintz, Sidney W. *Comments on the Socio-Historical Background to Pidginization and Creolization*. 1969. (Speech.) 32 pp MF-\$0.96; HC-\$2.36
- ED 071 502. Neustupny, Jiri V. *Toward a Model of Linguistic Distance*. Clayton, Victoria (Australia): Monash University, 1971. 18 pp
- ED 080 000. Greenman, Joseph G. *The Language Situation in Israel as Related to Sociolinguistics* 1972. 63 pp. MF-\$0.96; HC-\$3.80
- ED 104 170. Ohannessian, Sirarp. *Language Surveys in Developing Nations Papers and Reports on Sociolinguistic Surveys*. Arlington, Va · CAL, 1975. 227 pp MF-\$0.96; HC unavailable.

Micro-sociolinguistics

- ED 042 374. Benson, Morton *English Loanwords in Russian*. American Association of Teachers of Slavic and East European Languages, 1959. 20 pp. MF-\$0.96, HC unavailable
- ED 101 576. *Multilingual Contacts in Brussels*. Brussels. Universite Libre de Bruxelles, 1974. 43 pp. MF-\$0.96; HC-\$2.36
- ED 111 208. Jacobson, Rodolfo *Research in Southwestern English and the Sociolinguistic Perspective. Thoughts and Suggestions from a Newcomer to Texas Papers in Southwest English 1. Research Techniques and Prospects*. 1975. 16 pp MF-\$0.96; HC unavailable.
- ED 127 810. Jones, Robert B. and Eleanor H Jordan. *Discourse Analysis of Japanese and Thai Part I: Thai Discourse* Washington, D.C.: Institute of International Studies, 1976. 184 pp. MF-\$0.96, HC-\$10.55
- ED 130 540. Waters, Betty-Lou *Subject Matter Clues to the Sex of the Writers of Descriptive Themes* 1976. (Speech) 9 pp.
- ED 140 378. Lukens, Janet G. *Ethnocentric Speech Its Nature and Implications* 1976. (Speech.) 29 pp. MF-\$0.96; HC-\$2.36.
- ED 142 090. Menzel, Peter and Mary Tyler. *When Do Ladies Talk like Ladies?* 1977 (Speech.) 13 pp.
- ED 142 091. Tyler, Mary *Why Ladies Don't Swear*. 1977. (Speech.) 17 pp
- ED 142 092. Tyler, Mary *Why Sex-Based Language Differences Are Elusive*. 1976 (Speech) 18 pp.
- ED 145 726. Dirksen, Carolyn *A Sociocultural Comparison of the Use of Directives by Adolescent Females* 1977 18 pp.

Social Dialects

- ED 026 130. Stolz, Walter and Garland Bills. *An Investigation of the Standard-Nonstandard Dimension of Central Texan English* Austin University of Texas, 1968. 51 pp. MF-\$0.96, HC-\$3.80
- ED 027 514. Labov, William. *Contraction, Deletion, and Inherent Variability of the English Copula* 1968 (Speech) 69 pp MF-\$0.96; HC-\$3.80.
- ED 028 423. Labov, William, et al. *A Study of the Non-Standard English of Negro and Puerto Rican Speakers in New York City Volume I Phonological and Grammatical Analysis*. New York Columbia University, 1968 397 pp MF-\$0.96, HC-\$20.52.
- ED 056 034. Pfaff, Carol *Historical and Structural Aspects of Sociolinguistic Variation The Copula in Black English*. Inglewood, Calif.. Southwest Regional Educational Lab, 1971 45 pp MF-\$0.96, HC-\$2.36.
- ED 097 807. Dumas, Bethany K *Suggestions for Investigating*

- Tennessee English A Sociolinguistic Approach to Dialect Study* 1974 (Speech.) 10 pp
ED 116 330. Rodriguez del Pino, Salvador, ed. *Proceedings of the National Exploratory Conference on Chicano Sociolinguistics (Las Cruces, New Mexico, November 6-8, 1974).* National Council for Chicano Sociolinguistic Research; ERIC Clearinghouse on Rural Education and Small Schools, 1976. 284 pp MF-\$0.96, HC-\$16 02.
ED 144 372. Aguirre, Adaiberto, Jr. *Language in the Chicano Community. A Sociolinguistic Consideration.* 1977 (Speech) 19 pp.

Sociolinguistics and Language Acquisition

- ED 047 302.** Gumperz, John J *Studies in the Acquisition of Communicative Competence Final Report* Berkeley. University of California, 1970. 14 pp
ED 056 822. Sobin, Linda *Noun Plural Marker Deletion in the Speech of Black Children.* Austin: University of Texas, 1971. 59 pp. MF-\$0.96, HC-\$3.80.
ED 142 975. McClure, Erica F. *Aspects of Code-Switching in the Discourse of Bilingual Mexican-American Children. Technical Report No. 44.* Cambridge, Mass Bolt, Beranek and Newman; Urbana. University of Illinois, 1977. 38 pp MF-\$0.96, HC-\$2.36.

Sociolinguistics and Education

- ED 080 253.** Ornstein, Jacob *Some Findings of Sociolinguistic Research on Mexican-American College Age Bilinguals.* 1973 (Speech.) 28 pp. MF-\$0.96; HC unavailable from EDRS.
ED 089 856. Schachter, Frances, et al *Everyday Preschool Interpersonal Speech Usage. Methodological, Developmental, and Sociolinguistic Studies.* New York: Bank Street

- College of Education, 1973. 113 pp MF-\$0 96, HC-\$6 42
ED 098 570. Chiu, Rosaline K. *Looking into the Characteristics of Spoken and Written English: A Report on the On-Going Applied Linguistic Projects of the Research Division, Directorate of Studies, Staff Development Branch, Public Service Commission of Canada.* 1973. (Speech.) 24 pp.
ED 140 348. Criper, Clive and Alan Davies *Research on Spoken Language in the Primary School: A Report to the Scottish Education Department.* University of Edinburgh, 1974. 71 pp. MF-\$0.96, HC unavailable

Sociolinguistic Methodology

- ED 111 005.** Berdan, Robert. *The Use of Linguistically Determined Groups in Sociolinguistic Research. Professional Paper 26* Los Alamitos, Calif.: Southwest Regional Laboratory for Educational Research and Development, 1973. 21 pp.
ED 138 082. Skopek, Lucienne, et al. *Methods for Cataloging, Storing, and Retrieving Large Volumes of Tape-Recorded Conversations. Working Papers in Sociolinguistics, No. 32* Austin. Southwest Educational Development Lab, 1976. 26 pp. MF-\$0.96; HC-\$2.36.

Sociolinguistics and Sociology

- ED 029 293.** Grimshaw, Allen D. *Language as Obstacle and as Data in Sociological Research Vol 23, No. 2.* New York. Committee on Sociolinguistics, Social Science Research Council, 1969. 5 pp.
ED 123 885. Erasmie, Thord. *Language Development and Social Influence.* Dissertation. Linkoping University (Sweden), Department of Education, 1975. 313 pp. MF-\$0.96; HC unavailable.

conferences, workshops, seminars

The 6th Biennial International Colloquium on Verbal Communication is scheduled to meet June 12-16, 1978 in Berndorf, Austria. Under the themes of "Communication between Groups" and "Rhetoric of Minority Groups," papers will deal with such topics as male/female communication, Black/White communication, and communication between religious groups and the established church, between ethnic groups, and between the dominant culture and foreign resident populations. For further information write: John Deethardt, Div of Spch Communication, Texas Tech U, Lubbock TX 79409.

A Conference on English in Non-Native Contexts will be held June 30-July 1, 1978 in the context of the 1978 LSA Linguistic Institute. The conference will primarily focus on English as a non-native (second or foreign) language in Africa, Asia, and the Philippines, and will be divided into several topic-oriented sessions with special reference to non-native varieties of English including, for example: (1) Historical perspective and present status of English; (2) Form and function of varieties within varieties; (3) The processes of nativization of Englishes; (4) Influence of English on native languages and literatures; (5) English for special purposes in non-native contexts; (6) The impact of American English: sources and manifestations; (7) The new English literatures; (8) Directions and prospects for research on English in non-native contexts. Write: Braj B. Kachru, Div of App Ling, U Illinois, 4088 FL Bldg, Urbana IL 61801.

A Conference on South Asian Languages and Linguistics will be held July 14-16, 1978 in conjunction with the LSA Linguistic Institute. The conference format will provide for sections, panels, and addresses by invited speakers oriented toward specific topics, including South Asia as a linguistic area, South Asian grammatical traditions, language in South Asian culture and society, South Asian languages and linguistics in the West, directions and prospects in South Asian linguistics, and South Asian language pedagogy. There will also be sections dealing with traditional areas of linguistics, such as phonology and syntax/semantics. For further information contact: Hans Henrich Hock, Dept of Ling, U Illinois, 4088 FL Bldg, Urbana IL 61801.

The 1978 Annual Meeting of the Association for Computational Linguistics will take the form of a 2nd "Theoretical Issues in Natural Language Processing," and will be held July 25-27 at U Illinois, Urbana-Champaign. Jointly sponsored by ACL and the Special Interest Group on Artificial Intelligence of the Association for Computing Machinery (pending confirmation by ACM), the conference will immediately precede the Summer Meeting of the Linguistic Society of America and will be held in the context of the Summer Linguistic Institute. TINLAP-2 aims to bring together for mutual benefit researchers in computational linguistics, artificial intelligence, cognitive science, linguistics, psychology, and philosophy. It
See Conferences—10, Col. 1

phasis I have suggested is appropriate on substantive statements about language as opposed to the justification of the formalism being used to make generalizations. I suspect this is one of the reasons for the name. Note again, however, that it can only be a matter of pedagogical emphasis here: there can be no such thing as a good course on the nature of language without a lot of linguistics as well. Perhaps another reason for the title "Introduction to Language" is that formal theories of language have been too narrow to encompass all the interesting questions about language a layman would like to ask. The courses have sometimes been creative attempts to extend the theory of language.

There appears to be a need for a curriculum in linguistics, the primary aim of which is a contribution to general education and to the professional education of people who won't become linguists, but who will nevertheless make use of the understanding of language in their professional work (speech pathologists, philosophers, literature specialists, teachers of languages and teachers of all other kinds, anthropologists, sociologists, psychologists, biologists, translators, people learning foreign languages, lawyers, etc.). Introductory courses are primary, but more than that is needed. I wouldn't want to think of such a curriculum as being altogether separate from the one for specialists. Non-majors going beyond the introductory level can gain some benefit from courses taken by majors; on the other hand, linguistics majors need to take some courses where the primary emphasis is on the philosophical and social relevance of what is being learned about language. For one thing, if they become linguists, they ought to be ready to teach such courses themselves.

I have addressed myself here primarily to linguists who teach in colleges and universities and to students preparing to do the same; however, I think that the study of language is important for primary and secondary school as well. Thus, professional linguists are not the only teachers of linguistics, and there are questions of pedagogy for teaching situations outside universities that I have not begun to touch. Primary and secondary school teachers are trained in universities, however, and linguists have an opportunity and a responsibility to do some teaching relevant to their needs and possibilities.

A natural concern for self-preservation will give increasing impetus in the profession to the idea of linguistics for non-majors. But there are more than economic reasons why it will be good for linguists to give some of their creative energies in that direction. While there are ways in which broader pedagogical goals will conflict with goals of scientific excellence just in terms of time and energy, I am convinced that greater concern for the wider social import of linguistic research will lead to better linguistic theory.

References

Blacking, J. *Process and Product in Human Society* Johannesburg, Witwatersrand University Press, 1969.
 Chomsky, N. "The Function of the University in a Time of

meetings and conferences

June 7-9. Natl Assn for Foreign Student Affairs, 30th. Ames IA.
 June 12-Aug 5. Ling Society of America Ling Inst, 48th. Urbana IL.
 *June 12-16. Biennial Intl Coll on Verbal Communication, 6th. Berndorf, Austria. [See LR 20:8, p 7]
 June 13-Aug 8. Indiana U Summer Slavic Workshop, 28th. Bloomington IN.
 *June 25-Aug 5. Sym on Pragmatics. Urbana IL. (Write: Georgia M. Green, Dept of Ling, U Illinois, Urbana IL 61801.)
 June 27-29. Hokan Workshop. San Diego CA.
 *June 28-30. Conf on Semiotics. Urbana IL. (Write: Irmengard Rauch, Dept of Germanic Langs, U Illinois, Urbana IL 61801.)
 *June 30-July 1 Conf on Eng in Non-Native Contexts. Urbana IL. [See LR 20:8, p 7]
 July 3-21. Summer Sch in Celtic Studies. Dublin, Ireland.
 *July 6-7. Sym on Lang Policies in African Ed. Urbana IL. (Write: Eyamba Bokamba, Dept of Ling, U Illinois, Urbana IL 61801.)
 *July 14-16. Conf on S Asian Langs & Ling. Urbana IL. [See LR 20:8, p 7]
 *July 22 Sym on the Evolution of Human Communication Systems. Urbana IL. (Write: William Orr Dingwall, Prog in Ling, U Maryland, College Park MD 20742.)
 *July 25-27. Theoretical Issues in Natural Lang Processing (Assn for Comp Ling), 2nd. Urbana IL. [See LR 20:8, p 7]
 *July 26-27. Workshop on Andean Ling. Urbana IL. (Write: Peter Cole, Dept of Ling, U Illinois, Urbana IL 61801.)
 *July 27. Amer Dialect Society. Urbana IL. (Write: Dennis Baron, Dept of Eng. U Illinois, Urbana IL 61801.)
 *July 27. Dictionary Society of N America. Urbana IL. (Write: L. Zgusta, Dept of Ling, U Illinois, Urbana IL 61801.)
 July 27. Coll on Romance Ling. Urbana IL.
 July 28-30. LSA Summer Mtg, 39th. Urbana IL.
 July 29-Aug 5. World Cong of Esperanto, 83rd. Varna, Bulgaria.
 Aug 1-3. World Cong on Reading, 7th. Hamburg, W Germany.
 Aug 1-9 Intl Conf on Methods in Dialectology, 3rd. London, Ont, Canada.
 Aug 7-12. Intl Cong for the Study of Child Lang, 1st Tokyo, Japan.
 Aug 9-13. LACUS Forum, 5th. Amherst NY.
 *Aug 13-18. Stanford Inst for Applied Intercultural Communication, 3rd. Stanford CA. [See LR 20:8, p 10]
 Aug 14-20. World Cong of Sociology, 9th. Uppsala, Sweden.
 Aug 17-20. Natl Assn for the Ed of Young Children. New York NY.
 *Aug 19-22. App Ling Assn of Australia, 3rd. Queensland, Australia. [See LR 20:8, p 10]
 Aug 21-28. Intl Cong of App Ling, 5th. Montreal, Que, Canada.
 Aug 27-Sept 1. World Cong of the Fédération Intl des Profs de Français (FIPF), 4th. Brussels, Belgium.
 Aug 28-31. Intl Conf on the History of Ling, 4th. Ottawa, Ont, Canada.
 Aug 28-Sept 1. Amer Psych Assn. Toronto, Ont, Canada.

Crisis" In *For Reasons of State* (Vintage Books V-895). New York, Vintage Books, 1973, pp. 298-317.
 Freire, P. *Pedagogy of the Oppressed*. New York, Herder and Herder, 1968.
 Fromkin, V and R. Rodman. *An Introduction to Language* New York, Holt, Rinehart and Winston, 1974
 Kuhn, T. S. *The Structure of Scientific Revolutions*. Chicago, University of Chicago Press, 1962. Revised and enlarged

meetings and conferences

- *Sept 20-22. European Ling Society. Paris, France. (Write: P. Valentin, Centre Universitaire, Grand Palais, 75008 Paris, France.)
- Sept 25-27. Phonetics Coll. Reading, England.
- Sept 29-30. Boston U Conf on Lang Dvlpmt, 3rd. Boston MA.
- *Oct 6-8 Semiotic Society of America, 3rd. Providence RI.
- Oct 7-9 Lang Research Forum, 2nd. Los Angeles CA.
- Oct 12-14. Ann European Studies Conf, 3rd. Omaha NE.
- *Oct 15-19. Natl Sym on Sign Lang Research & Tchng, 2nd. Coronado CA. [See LR 20:8, p 2]
- *Oct 20-21. Ann Conf on Muskogean Langs & Ling, 1st. Norman OK. (Write: James Crawford, Dept of Anthro, U Georgia, Athens GA 30602.)
- *Oct 20-21. Mid-America Ling Conf. Norman OK. (Write: Ralph Cooley, Dept of Communication, U Oklahoma, Norman OK 73019.) [Deadline for abstracts: Aug 31, 1978]
- *Oct 26-28. Ling Assn of the SW & Rocky Mountain Mod Lang Assn. Phoenix AZ. (Write: Don Nilsen, Eng Dept, Arizona St U, Tempe AZ 85281.)
- *Oct 27-28. Conf on Sentence Combining & the Tchng of Writing. Oxford OH. (Write: M. Morenberg, Dept of Eng, Miami U, Oxford OH 45056.)
- *Oct 29-31. Interdisciplinary Conf on Yiddish & E European Jewish Studies. New York NY. (Write: N. Utevsy, YIVO Inst for Jewish Research, 1048 5th Ave, New York NY 10028.)
- *Nov 1-4. African Studies Assn, 21st. (Write: Patricia Romero, Prog Dir, Dept of History, Johns Hopkins U, Baltimore MD 21218.)
- *Nov 2-4. Coll on New Ways of Analyzing Variation in Eng (N-WAVE), 7th, and Amer Dialect Society. Washington DC. [See LR 20:8, p 10]
- *Nov 2-5. Speech Communication Assn. Chicago IL.
- *Nov 9-11. SE Conf on Ling. Atlanta GA. (Write: Reza Ordoubadian, P.O. Box 275, Middle TN St U, Murfreesboro TN 37132.)
- *Nov 10-12 NE Ling Society, 9th. New York NY. (Write Alan M. Stevens, Ling Prog, CUNY Grad Ctr, 33 W 42nd St, New York NY 10036.)
- Nov 14-19. Amer Anthro Assn, 77th Los Angeles CA
- Nov 18-21. Amer Speech & Hearing Assn. San Francisco CA.
- Nov 23-25. Natl Council of Tchrs of Eng. 68th Kansas City MO.
- *Nov 23-25. Amer Council on the Tchng of FLs, 12th. Chicago IL.
- *Nov 23-25. Amer Assn of Tchrs of French Chicago IL.
- Nov 26-Dec 1. Acoustical Society of America, 95th. Honolulu HI.
- Dec 15-17. Sem on Lexicography. Exeter, England.
- *Dec 27-28. Amer Philological Assn & Archeological Inst of America. Vancouver, BC, Canada.
- *Dec 27-30. Mod Lang Assn, 93rd. New York NY.
- *Dec 28-30 Amer Assn of Tchrs of Spanish & Portuguese San Diego CA.
- Dec 28-30. Ling Society of America, 53rd. Boston MA.

*Indicates first listing for conf. Details on other items in the above list will be found in previous issues of the LR.

book notice

Genie: A Psycholinguistic Study of a Modern-Day "Wild Child," by Susan Curtiss. New York, Academic Press, 1978 xvi, 288pp. \$17.50 (cloth).

The author reports on her linguistic research carried out through studying and working with the now-famous Genie—an abused child who knew little about the world in any respect. Through indepth psycholinguistic and neurolinguistic research, Curtiss attempts to answer such questions as Is there a critical period for language acquisition? If so, what kind of language development is possible beyond the critical period? Are language acquisition and language lateralization inter-related? Will language be lateralized if acquired after puberty?

Part One of the book provides a case history and background material on Genie's personality and language behavior and recounts much of the personal interaction between the author and the girl. Part Two details Genie's linguistic development and overall language abilities by describing Genie's phonological development, the extent of her receptive knowledge of syntax, morphology, and semantics, and her linguistic development in comparison with the language acquisition of other children. Part Three presents a full description of the neurolinguistic work carried out on Genie and discusses the implications of this aspect of the case.

The book should be of significant interest to linguists, neuroscientists, psychologists, and others concerned with mentally handicapped or disturbed individuals.

NSF—from page 10

puter Studies in Formal Linguistics, Fromkin, Victoria A. (UCLA), Language Acquisition beyond the Critical Age; Gleason, Jean and Esther E. Grief (Boston U), Acquisition of Communicative Competence; Goldin-Meacon, Susan J. (U Chicago), Creation of a Language-Like System by Deaf Children; Hyman, Larry (USC), Linguistic Survey, History, and Typology of the Languages of the Grassfields Bantu Region of Cameroon; Kuno, Susumu (Harvard), Discourse Grammar; Labov, William (U Pennsylvania), Research on Linguistic Change in Progress; Ladefoged, Peter and Victoria A. Fromkin (UCLA), Research on Linguistic Phonetics; Lane, Harlan (Northeastern U), Perception and Structure of a Visual Language; Martin, Samuel E. (Yale), Comparative Linguistic Study of Japanese and Korean; Mattina, Anthony (U Montana), Colville Dictionary; Oden, Gregg C. (U Wisconsin-Madison), Semantic Constraints in Language Processing; Osgood, Charles E. (U Illinois-Urbana), Atlas of Affective Meaning; Prince, Alan and Elizabeth Selkirk (U Massachusetts-Amherst), Investigations into Hierarchical Phonology; Reed, David S. (U Colorado), Analyzing Wichita Phonological Details; Rounds, William C. (U Michigan), Computational Complexity of Grammar and Recognition Problems in Natural Language; Ryan, Ellen E. (U Notre Dame), Metalinguistic Development and Reading Acquisition; Steele, Susan M. (U Arizona), Linguistic Studies of Luiseno; Stevens, Kenneth and Lise Menn (MIT), The Function of Phonological Modification in Parental Speech to Children. Phonological Extension of "Studies in the Acquisition of Communicative Competence"; Thompson, Laurence C. (U Hawaii-Manoa), Salish Indian Linguistics; Woodward, James C. (Gallaudet Coll), Universality and Uniqueness in Sign Languages: Providence Island Sign Language; Zwicky, Arnold M. and Geoffrey K. Pullum (Ohio St U), Phonology-Free Syntax. *Conference and Symposium Grants*. Bell, Alan and Joan E. Hooper (U Colorado), Symposium on Segment Organization and the Syllable; Bender, Byron W. (U Hawaii-Manoa), Symposium on Korean Linguistics; Dinnsen, Daniel A. (Indiana U), Conference on the Differentiation of Current Phonological Theories, Werner, Oswald (WSF Associates), Planning Grant for a Center for the Study of Native American Languages. *Doctoral Dissertation Grants*: Bloom, Lois (Teachers Coll), Fromkin, Victoria A. (UCLA); Macneilage, Peter F. (U Texas-Austin); Silverstein, Michael (U Chicago).

edition, 1970.

Morgan, J. L. *Presupposition and the Representation of Meaning. Prolegomena*. Unpublished doctoral dissertation, University of Chicago, 1973

O'Neil, W. "Forward." In N. R. Cattell, *The New English Grammar* (MIT 138). Cambridge, Mass., MIT Press, 1966.

Polanyi, M. *The Tacit Dimension*. Garden City, New York, Doubleday and Co., 1966.

CONFERENCES—from page 7

will follow the general format of the first TINLAP Workshop. Address inquiries to: David L. Waltz, Co-ordinated Science Lab, U Illinois, Urbana IL 61801.

Stanford U will hold its 3rd Annual Institute for Applied Intercultural Communication August 13-18, 1978. Seminar themes include foundations for communicating across cultures, improving communications in U.S. intergroup relations, transcultural sensitization in cross-cultural relations, class perspectives on cross-cultural relations, and conflict resolution and sex as culture. Institute participants will also be given the opportunity of attending 1 professional workshop; topics of particular interest to linguists include bilingual education, teaching ESL, and multicultural education. Fee: \$295 (including room and board). Contact: Clifford Clarke, Dir, SIAIC, P.O. Box A-D, Stanford CA 94305.

The Applied Linguistics Association of Australia will hold its 3rd Congress August 19-22, 1978 at U Queensland. Plenary papers will be given by U. Eco (U Bologna), speaking on the topic of "Linguistics and Semiology," and M.A.K. Halliday (U Sydney). The Congress format will provide for papers, workshops, and panel discussions dealing with testing, interpreting, and language teaching. For further information write: ALAA Congress, c/o M. Brandle, Inst of Mod Langs, U Queensland, St Lucia 4067, Australia.

The 7th Colloquium on New Ways of Analyzing Variation (N-WAVE VII) will be held Nov 2-4, 1978 at Georgetown U. To be held this year in conjunction with the annual meeting of the American Dialect Society, the colloquium's theme is "Roles and Varieties of Language." Papers on regional and other aspects of variation are now being invited. Abstracts should be submitted in the following format: 8 copies, 8 1/2" x 11," without name but accompanied by a 3" x 5" card providing name and address. Send by Sept 15, 1978 to: N-Wave Prog Cte, Dept of Ling, Georgetown U, Washington DC 20057.

The 4th International Conference on Historical Linguistics has been scheduled for Mar 26-30, 1979 at Stanford U. If interest warrants, sessions on one or more of the following topics will be presented: typology, universals, and historical reconstruction; the relevance of language acquisition and language loss to the theory of language change; sociolinguistics and historical linguistics. Abstracts for 20-minute papers are now being solicited. Send 5 copies of 300-word abstracts (with brief bibliography) by Sept 10, 1978 to: Elizabeth C. Traugott, Chpsn, ICHL IV, Dept of Ling, Stanford U, Stanford CA 94305.

LINGUISTS WANTED—from page 2

Kean Coll needs an Instructor in Eng to tch grad and undergrad courses in Ling and ESL MA in ESL and enrollment in doctoral prog plus background in ling and tching exp in ESL required Position will start Sept 1978 Send resume to. N Brilliant, Eng Dept, Kean Coll, Morris Ave, Union NJ 07083

NSF GRANTS IN LINGUISTICS

The following is a list of linguistic research projects, conferences, and doctoral dissertation research which received funding from the National Science Foundation during fiscal 1977 (Oct 1, 1976-Sept 30, 1977). Entries are arranged according to investigator(s), institution, and project title, with separate sections for recipients of grants for conferences or symposia and for doctoral dissertation research (advisors only listed, not students). Total support for 1977 was \$1,839,400, including \$165,300 in joint funds from programs other than the Linguistics Program.

Research Grants: Abramson, Arthur S., Paul Mermelstein, and Patrick Nye (Haskins Labs, Inc), Perceptual Evaluation of Articulatory Gestures in Speech; Akmalien, Adrian (U Arizona), The Auxillary in Universal Grammar; Allen, George (U N Carolina at Chapel Hill), Development of Phonological Rhythm in Children's Speech; Anderson, John (Yale), Memory for, and Processing of, Linguistic Material; Bates, Elizabeth and Inge Bretherton (U Colorado), Prerequisites to Language: An Epigenetic Approach to Communication in Infancy, Bellugi, Ursula and Edward S. Klima (Salk Inst for Biological Studies), Formational Constraints on Language in a Visual Mode, Brown, Roger W. (Harvard), Later Preschool Stages in the Development of a First Language; Cardona, George (U Pennsylvania), The Origins of Linguistic Science Panini's Sanskrit Grammar; Carmack, Robert M., Lyte Campbell, and Kenneth Brown (SUNY-Albany), A Conjunctive Approach to the Rise of Early States; Catford, John C. (U Michigan), Phonetics of Caucasian Languages; Clark, Eve V. (Stanford U), Strategies in Language Acquisition; Culicover, Peter W. and Kenneth N. Wexler (U Cal-Irvine), Acquisition Constraints on Theory of Language Structure; Davis, Philip W. (Rice), Textual Documentation of a North American Indian Language: Bella Coola, Deese, James (U Virginia), Cognitive Factors in the Spontaneous Production of Speech; Ferguson, Charles A. and Dorothy A. Huntington (Stanford U), Cross-Linguistic Studies in the Acquisition of Phonology; Ferguson, Charles A. and Joseph H. Greenberg (Stanford U), Language Universals Archiving Project, Friedman, Joyce E. (U Michigan), Com-

See NSF—9, Col. 2

Linguistic trivia quiz

Answers to the April quiz. Editor's Note: the etymologies for the following words are taken from the American Heritage Dictionary of the English Language.

1. MILLINERY based on *Milaner*, native of Milan, importer of goods, such as women's finery, from MILAN.
2. MUSLIN from French *mousseline*, from Italian *musolina*, "cloth of Mosul," from Arabic *mūšīn*, originally made in *Al-Mawšīl*, MOSUL
3. BAYONET from French *baïonette*, first manufactured at BAYONNE, France.
4. SHERRY, earlier *sherris*, "wine of Jerez," from Xeres ([šeres]), older form of JEREZ, Spain.
5. PORT (WINE): short for O PORTO (wine), after OPORTO (name of the Portuguese city)
6. BALONEY: from BOLOGNA, (city of BOLOGNA, Italy).
7. DENIM, from French (*serge*) *de Nîmes*, *serge* of NÎMES, city in southern France
8. DAMASK: Middle English *damask* (cloth), from Medieval Latin (pannus de) *Damasco*, "(cloth of) Damascus," from Latin DAMASCUS.
9. CALICO: named after the city of CALICUT (now Kozhikode), India.
10. ANGORA: named after the city of ANGORA, now ANKARA, Turkey.

New Orientations in the Teaching of English

PETER STREVS, Wolfson College, University of Cambridge

Stevens surveys the present state and future directions of English language teaching, including English for "Special Purposes," teacher training, and use of the language laboratory. He offers a new model for the language learning/teaching process.

1978 196 pp \$9.50

A Practical Guide to the Teaching of English

As a Second or Foreign Language

WILGA M. RIVERS, Harvard University, and MARY S. TEMPERLEY

Designed for future teachers of English as a second or foreign language, this book presents the latest methodology and emphasizes natural learning of both spoken and written English.

1978 416 pp. paper \$8.00

Notional Syllabuses

A Taxonomy and Its Relevance to Foreign Language Curriculum Development

D. A. WILKINS, University of Reading

This is the first study available in the United States on what is fast becoming a major trend in Europe. In the midst of current debate on the need for a new, communication-oriented approach to language teaching, it presents innovative and much-acclaimed concepts in syllabus design

1977 100 pp. \$5.00

Language and Education

ANDREW WILKINSON, University of Exeter

Part I of this task-oriented book considers theoretical aspects of language, while Part II provides numerous selections from leaders in the field, including Chomsky, Jakobson, Sapir, and Halliday. (*Oxford Studies in Education*)

1977 256 pp.; 10 photos, figs. \$3.50

The Edinburgh Course in Applied Linguistics

Edited by J.P.B. ALLEN, S. PIT CORDER, and ALAN DAVIES

- | | | |
|--------------------------------------|---------|---------|
| 1. Readings for Applied Linguistics | | |
| 1973 | 294 pp. | \$9.00 |
| 2. Papers in Applied Linguistics | | |
| 1975 | 448 pp. | \$17.00 |
| 3. Techniques in Applied Linguistics | | |
| 1974 | 384 pp. | \$13.95 |
| 4. Testing and Experimental Methods | | |
| 1977 | 244 pp. | \$13.25 |

Jazz Chants

CAROLYN GRAHAM, American Language Institute, New York University

Demonstrated in workshops acclaimed from Miami to Montreal, Mexico to Australia, *Jazz Chants* sets everyday situational English to jazz rhythms, to teach conversational American English. It is ideal for reinforcing specific language structures and intonation patterns. *Jazz Chants* is also of special interest to speech therapists for use in aphasia therapy and stuttering. The text and cassette are designed for class or individual use.

1978 text. \$3.50 cassette. \$5.95

Special Offer: book and cassette package: \$7.50

Oxford Picture Dictionary of American English

Three Editions: Monolingual English English/Spanish English/French

E. C. PARNWELL

Now, for the first time, there is a dictionary that teaches vocabulary contextually. Featuring over 2,000 words in situations, with full-color illustrations, the *Oxford Picture Dictionary* is designed for learners of all ages and levels.

1978 \$3.50 ea.

Focus on Composition

ANN RAIMES, Hunter College, The City University of New York

"I applaud and admire this text because it does what composition texts should have been doing for years: it teaches controlled composition, not just controlled writing..." —James J. Kohn, San Francisco State University

Designed for adults at the intermediate level, this innovative course combines syntactic and rhetorical exercises in a single text. It offers composition topics of real student interest and stimulates discussion of the students' own writing.

1978 256 pp. 20 illus. \$5.95

Halliday: System and Function in Language

Selected papers edited by GUNTHER KRESS, University of East Anglia

Fourteen of Halliday's most important papers are presented for the first time in a single book. Part I offers general writings on system and function; Part II, essays on more technical aspects of his theory; Part III, descriptions of languages and their applications to sociology, stylistics and language teaching.

1977 272 pp. \$11.00

Prices are subject to change



200 Madison Avenue, New York, New York 10016

STUDY—from page 1

crease in total enrollment, shows a decline of better than 11.7%. The only languages showing an increase in enrollment were Italian (1.5%), Spanish (4.8%),

and Classical Greek (2.6%). The preliminary results of the survey are reported in full in the following table.*

*Reprinted from *MLA Newsletter*, 10:1 (Spring 1978), p. 2

COLLEGE ENROLLMENTS IN FOREIGN LANGUAGES, 1974-77 SAMPLE OF 1,630 TWO- AND FOUR-YEAR INSTITUTIONS

Language	1974	Enrollment	1977	% Change: Total 1972-74	% Change: Sample 1974-77
French	166,880		162,852	-13.6	- 2.5
German	97,281		88,148	-14.1	- 9.4
Italian	19,720		20,019	- 0.9	+ 1.5
Russian	19,857		17,584	-10.7	-11.4
Spanish	235,451		246,796	- 0.7	+ 4.8
Latin	16,569		16,199	+ 3.2	- 2.2
Ancient Greek	15,907		16,315	+16.5	+ 2.6
Other Languages	38,757		38,448	+ 7.7	- 0.8
All Languages	610,422		606,161	- 6.2	- 0.7

*Total 1974 response group = 2,313 institutions.

1978 NABE ELECTION RESULTS

New officers for the National Association for Bilingual Education, installed at the recent NABE Convention in San Juan, are as follows:

President, 1978-79: Juan Solis (Natl Ctr for Bilingual Curriculum Dvlpt, Dallas TX)
 President-elect: Carmen Perez (SUNY-Albany)
 Vice-President: Henry Oyama (Bilingual & Intl Studies, Pima Community Coll, Tucson AZ)
 Secretary: John Correiro (Dissemination & Assessment Ctr for Bilingual Ed, Cambridge MA)
 Treasurer: Ramon Santiago (Bilingual/ESL Ctr, Title VII, Lancaster-Lebanon Unit 12, New Holland PA)

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(Indian Education); R. Anthony Robson
(International Activities); Stephen R.
Cahir (Research, on leave)

*Dr. Tucker will assume the Directorship & Presidency
of the Center on September 1, 1978, at which time
Mr. Hammer will resume the role of Deputy Director
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The Center for Applied Linguistics, established
in 1959 through a grant from the Ford Founda-
tion, is an independent, non-profit professional
organization dedicated to the application of the
findings of linguistic science to the solution of
educational and social problems. The Center
carries out policy studies, research and develop-
ment, and works to promote cooperation be-
tween linguistics and other disciplines.

The *Linguistic Reporter*, a newsletter for all those
concerned with linguistics and its application to
practical problems, is published 9 times a year.
Subscriptions are entered on an academic year
basis only, with each new volume beginning in
September and concluding in June of the fol-
lowing year. Editorial communications, adverti-
sing inquiries, and books for review should be
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Volume 20

JUNE
1978

Number 9

a newsletter in applied linguistics
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Guide to Grants and Fellowships in Language and Linguistics: No. 2

Editor's Note: Of necessity, this Guide has been limited to organizations offering significant financial support. In general, institutions making less than 50 awards annually have not been included in this listing. Additional copies of the Guide are available at a cost of \$1.50 from: Publications Div., CAL, 1611 N Kent St., Arlington VA 22209

African-American Scholars Council. Field Research Grants. Emphasis is on research designed to lead to the solution of specific development problems, including education of women. Research must be task-oriented so that it makes a contribution to African development and can be utilized by African governments. PhD or ABD required. Applicants must show that need for research exists, that the proposal contributes to the solution of the problems identified, that they are capable of making a specific contribution, and that the requested resources are only those necessary to carry out the project. **Conference Participation Grants.** Provides travel and subsistence funds for scholars participating in international conferences on topics related to African development. Applicant must provide information on the purposes and proceedings of the conference and indicate the nature and significance of his participation, as well as detailing the relevance of the conference to African development. **Professional Exchange Grants.** For the establishment of joint projects between Africans and Americans. Proposals must outline the nature of the project, provide evidence of support from collaborating institutions, and provide complete resumes for project personnel. Application forms for the above programs are available from: Prog Officer, African-Amer Scholars Council, Inc., 1001 Connecticut Ave., NW, Suite 1119, Washington DC 20036

American Association of University Women Educational Foundation. American Dissertation and Postdoctoral Research Fellowships. Fields unrestricted. Support will not be provided for research equipment, assistants, etc.; subsidizing publication costs; travel to professional meetings, conferences, or seminars, tuition for additional course work; repayment of loans or other personal obligations, or for projects of less than 12 months. Applicants must be U.S. citizens or permanent residents who intend to pursue their professional careers in the United States. Pre-doctoral candidates must have completed all course work and qualifying exams for the PhD by Jan 2, 1979; postdoctoral applicants must hold a PhD at the time of application. Stipends range from \$3,500-\$6,000, with a maximum stipend of \$9,000 for postdoctoral fellowships. Deadline: Dec 15 (Note: a similar program is available for foreign scholars.) Write: Ed Foundation Progs Office, AAUW, 2401 Virginia Ave., NW, Washington DC 20037

American Council of Learned Societies. Fellowships. Available to scholars wishing to engage in research in a number of fields, including philology, languages, and linguistics. Maximum stipend is \$13,500 for projects of from 6 to 12 months duration. Deadline: Sept 30. **Study Fellowships.** For younger scholars, these fellowships are designed to allow recipients to broaden their knowledge through study in disciplines other than their present specialization which normally employ a

different methodology. Grants will not be made for basic research purposes. Maximum stipend \$12,000. Duration: 6-12 months. Deadline: Nov 15. **Research Fellowships for Recent Recipients of the PhD.** Provides support for a minimum of 1 semester of uninterrupted full-time research. Program is limited to scholars who received their degrees within the 2 years prior to the competition year. Maximum award is \$7,000. Deadline: Dec 1. **Grants-in-Aid.** To be used exclusively to advance specific programs of research in progress by contributing to the scholar's essential personal expenses, including personal travel and maintenance away from home, research or clerical assistance, and reproduction or purchase of materials. Stipends will not exceed \$3,000. Deadline: Jan 15. **Grants-in-Aid for Recent Recipients of the PhD.** Provides support for scholars engaged in the preparation of dissertation research for publication or, in special cases, other work leading to a first substantial publication. PhD must have been conferred no earlier than July 1, 1976. (Beginning scholars must not only have met all requirements for the doctorate, but the degree must have been officially conferred by the granting institution prior to the competition deadline.) Grant should be used within 1 year after acceptance and may be used only to support research and travel expenses incurred away from home, with a maximum of one month's subsistence, and for the purchase of essential materials or services. Maximum stipend \$1,500. Deadline: Sept 30. **Travel Grants for Humanists to International Meetings Abroad.** Grants are for scholars who will participate in international congresses and research conferences held outside the U.S., Canada, and Mexico. Social scientists and legal scholars are eligible only if they specialize in the history or philosophy of their disciplines and if the meeting they wish to attend is so oriented. Meetings must be truly international in sponsorship or participation. Very few grants are offered for travel to annual or biennial meetings, and travel to meetings dealing with pedagogy or for the purposes of presenting papers dealing with this subject will not be supported. Also, support will not be extended for travel to congresses which are to receive major funding from other sources. Only persons who are to read papers or have a major, official role in the meeting will be eligible for an award. Applicants are warned that grants may require the use of U.S.-flag carriers, and that funds will be paid only after the meeting and on receipt of travel documentation and substantive reports. In requesting forms from ACLS, applicants should state name, dates, place, and sponsorship of the meeting, as well as the nature of their scholarly interests and proposed role in the meeting. Deadline: July 1 for Nov-Feb meetings; Nov 1 for Mar-June meetings; Mar 1 for July-Oct meetings. Scholars do not have to wait for confirmation of active participation before applying, although awards will be conditional upon such confirmation. **Mellon Fellowships for Chinese Studies.** Funded by the Andrew W. Mellon Foundation, these postdoctoral awards provide opportunities for scholars trained in the area of historical or contemporary Chinese studies to maintain and improve their research and teaching skills. Awards are made for further specialization in the field of previous training, for the acquisition of new methodological skills or new or improved disciplinary training in the social

sciences and the humanities, and for advanced language study. Emphasis is placed on advanced study to enhance scholarly research capability, and recognition is given to the particular needs of scholars whose normal places of work are at a distance from major centers of Chinese studies. The program is open to American and Canadian scholars who hold a PhD at the time of application. Maximum award, \$15,000. Grants may take the form of *fellowships for advanced study and research at major university centers of Chinese studies*, requiring prior consultation by an applicant with the center at which he or she wants to be associated and a minimum tenure of 1 semester or 2 quarters, or *fellowships for advanced language study and research*, given primarily for the improvement of language skills in Japanese or Modern or Classical Chinese. Recipients of the latter fellowships will be encouraged to affiliate with a language teaching center in East Asia for a minimum of 6 months. Deadline: Dec 1. *Grants for Research in East European Studies*. A limited number of postdoctoral grants are available to U.S. or Canadian scholars for research in the humanities or social sciences relating to the cultures and populations of Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia, East Germany since 1945, and modern Greece. (Applications dealing with Finland and the Baltic States are acceptable only if relevant to non-Soviet Eastern Europe.) Comparative studies are particularly encouraged. The program provides for both small grants (to cover the cost of research-related domestic or foreign travel, research assistance, and short-term maintenance) and larger grants (\$10,000 maximum) for at least 6 months of uninterrupted research. Grants ranging from \$2,000-\$5,000 are sometimes provided to defray some of the costs of conferences held in the U.S. and Canada for the advancement of research in East European studies. Deadline: Dec 1. In requesting forms for the above programs, the applicant should state age, highest academic degree held and date received, citizenship or permanent residence, academic or other position, field of specialization, proposed topic of research or study, duration of support, and name of program under which application is contemplated. With the exception of the Travel Grant program, application should be made under *one program only*. General inquiries and requests for application forms should be addressed to: Office of Fellowships & Grants, ACLS, 345 E 48th St, New York 10017

American Institute of Indian Studies. Advanced Language Training Program in India. For training in an Indian language, these fellowships are open to U.S. students with a minimum of 2 years of previous language study. *Senior Research Fellowships*. Awarded to postdoctoral scholars engaged in teaching or research at a U.S. college or university. Fellows are required to formally affiliate with a university in India during tenure (3-12 months). *Faculty Training Fellowships*. Tenable for 1 year, these awards are for advanced study in India by scholars who, while not specialists on India, wish to gain the expertise necessary to introduce Indian materials into their current teaching curriculum. *Junior Fellowships*. For graduate students who have completed all PhD requirements except for the writing of the dissertation. Address inquiries on all the above programs to: Amer Inst of Indian Studies, Foster Hall, U Chicago, 1130 E 59th St, Chicago IL 60637. Deadline: Oct.

American Institute of Pakistan Studies. Fellowships Available in a number of areas (predoctoral research, professional development, library service, and postdoctoral study), awards are made available to scholars and advanced graduate students engaged in research on Pakistan in all fields of the humanities and social sciences. Comparative research on Pakistan and other Muslim countries is especially encouraged. Deadline: Jan 1. Write: Dir, Amer Inst of Pakistan Studies, 138 Tolentine Hall, Villanova U, Villanova PA 19085.

American Philosophical Society. Research Grants Fields unrestricted. Doctoral degree required. Awards range from \$300 to \$2,000 and are to be used for such research costs as collection of materials; preparation of photographs, microfilms, and other records; purchase of supplies; and other incidental expenses of research. Applications must be submitted

8 weeks in advance of the 1st Fridays in Feb, April, June, Oct, and Dec. Inquiries to: Cte on Research, Amer Philosophical Society, 104 S 5th St, Philadelphia PA 19106. *Phillips Fund Grants* Limited in number, these grants provide support for research in American Indian anthropological linguistics and ethnohistory (but not psycholinguistics or for preparation of teaching materials). Awards average \$500-\$800 and are generally intended for younger scholars, especially graduate students. Deadline: Mar. Write to the Librarian at the above address.

American Research Institute in Turkey. Fellowships For research and study, to be undertaken in Turkey, in all fields of the humanities and social sciences. Awards range from \$500 to \$5,000 and cover travel and maintenance allowance. Duration, not more than 12 months. Request applications from: Amer Research Inst in Turkey, The University Museum, 33rd and Spruce Sts, Philadelphia PA 19104. Deadline: Nov 15.

American-Scandinavian Foundation. Under a number of programs, the Foundation provides fellowships (and grants for short-term study) for research in any areas related to the Scandinavian countries. Open to Americans with a bachelor's degree and a working knowledge of the language of the country in which research will be undertaken. Awards range from \$500 to \$5,000 for a maximum of 1 year. Deadline: Nov 1. *George C Marshall Fellowships for Study in Denmark.* The Foundation administers this program, which provides support for study (fields unrestricted) to be undertaken in Denmark. Awards carry a maximum stipend of \$5,000 and are for a 3-12 month period. Deadline: Nov 1. Request applications in early Fall from: Exch Div, Amer-Scandinavian Foundation, 127 E 73rd St, New York NY 10021

Council for European Studies. Pre-dissertation Training Fellowships. Pending funding, this program allows graduate students to spend up to 3 months in Europe studying in their chosen fields prior to writing their dissertations. Awards are for an average of \$1,000. Applicants must have finished a minimum of 1 year of graduate study at a U.S. university in the social sciences or related disciplines. Deadline: Feb 1. Write: Dir, Training Prog, Council for European Studies, 156 Mervis Hall, U Pittsburgh, Pittsburgh PA 15260.

Council for International Exchange of Scholars. Fulbright-Hays Awards for University Lecturing and Postdoctoral Research Abroad Administered in cooperation with the Directorate of Educational and Cultural Affairs, U.S. International Communication Agency, these awards are open to U.S. citizens with college or university teaching experience (for lectureships) and doctorate (for research and for most lectureships). Support under the program generally consists of maintenance allowance for grantee and family, roundtrip travel for grantee and sometimes one dependent, and other allowances as offered by the host country. Deadline: June 1 for American Republics, Australia, and New Zealand; July 1 for Africa, Asia, and Europe. *Advanced Research Fellowships in India* Offered by the Indo-U.S. Subcommittee on Education and Culture; fields unrestricted. Long- and short-term grants are available to U.S. citizens for postdoctoral or equivalent level scholarly and professional research in India. Applications are encouraged in any field involving collaboration with Indian colleagues and from scholars or professionals who have not specialized in the area and who have limited or no experience with India. Deadline: Nov 15. Application forms for the above programs are available from: Council for Intl Exch of Scholars, 11 Dupont Cr, NW, Suite 300, Washington DC 20036.

Danforth Foundation. Danforth Graduate Fellowships. For support of work leading to a PhD (fields unrestricted, but likely to be part of an undergraduate liberal arts curriculum) at an accredited U.S. college or university. Fellowships are intended for applicants committed to careers in college and university teaching. Amount of award varies, depending on marital status. Candidates must be *nominated* by faculty members at their own institution who have been appointed to serve as liaison officers for that institution. Complete details on the nomination procedure will be available in Sept from: Danforth

Graduate Fellowship Prog, Danforth Foundation, 222 S Central Ave, St Louis MO 63105.

East-West Culture Learning Institute, East-West Center. Graduate Study Awards For graduate work at U Hawaii, participants in the program also spend an average of 5-10 hours per week involved in Institute research programs. Deadline. Dec 1, 1978 for academic year 1979-80. **Joint-Doctoral Research Internships** In cooperation with degree-granting institutions, these internships allow advanced doctoral candidates whose dissertation topics fall within the scope of the Institute's activities to conduct 1-2 years of research at the Center and in the field. Suggested deadline: Mar 1, 1979 for 1979-80 academic year awards. **Research Internships** For up to 1 year of full-time participation in an Institute project involving such activities as gathering research materials, analyzing data, writing a paper, or developing audio-visual materials. Deadline. July 1, 1978 for awards beginning Oct 1, 1978. **Fellowships** Limited in number, these awards allow advanced scholars to conduct research and develop programs within the Institute's main project areas. Selection for all awards is based on relevance of applicant's background/interests to Institute programs. Information and application materials are available from. East-West Culture Learning Inst, East-West Cntr, 1777 East-West Rd, Honolulu HI 96848

Ford Foundation. Education and Research Grants Supports experimental, demonstration, and developmental programs to improve the quality and accessibility of education at all levels as well as research (with particular emphasis on the social sciences). Applications are accepted from individuals as well as institutions and should be submitted in the form of a proposal outlining project objectives and methodology, the qualifications of the investigator(s) involved, and a detailed estimated budget. Further information is available from Ford Foundation, 320 E 43rd St, New York NY 10017

Foundation for European Language and Educational Centres. Intensive Language Courses in English, French, German, Spanish, and Italian Program provides scholarships for the study of foreign languages. Recipients will be required to attend one of the Foundation's language courses and must have at least 1 year of professional work experience and upper intermediate-advanced level competence in the language to be studied. Write: Eurocentre Students' Grants Dept, Foundation for European Lang & Ed Centres, Seestrasse 247, Zurich CH-8038, Switzerland

German Academic Exchange Service. DAAD Grants for Study and Research in Germany Program provides scholarships for foreign students for graduate, doctoral, or postdoctoral studies (fields unrestricted) at a German college or university. Fellowships for short-term study are also available. Fluency in German and at least a bachelor's degree (PhD for fellowships) is required. Deadline: Any time between May 1 and Nov 1 for scholarships, Nov 1 for fellowships. Request application forms from: Inst of Intl Ed, 809 UN Plaza, New York NY 10017.

John Simon Guggenheim Memorial Foundation. Fellowships Grants are normally for 1 year but not less than 6 months. U.S. or Canadian citizenship or permanent residence required (separate fellowships for citizens or residents of other countries and territories of the Western Hemisphere and the Philippines are available through a related program). Amount of award varies according to need, resources, and scope of study. Deadline Oct 1. Write: John Simon Guggenheim Memorial Foundation, Fellowships Prog, 90 Park Ave, New York NY 10016.

Institute of International Education. Grants for Graduate Study Abroad under the Mutual Educational Exchange Program (Fulbright-Hays) and grants offered by foreign governments, universities, and private donors. Awards provide support for full-time research (maintenance and travel), partial or full maintenance only; or travel expenses to supplement other grants which do not cover transportation costs. Applicants must be U.S. citizens, must possess a bachelor's degree or its equivalent, and must have at least a working knowledge of the

language of the country in which study will be undertaken. Deadline. Nov 1. Applications and brochures describing each type of award are available either from campus Fulbright Program Advisors or from Inst of Intl Ed, 809 UN Plaza, New York NY 10017.

International Research and Exchanges Board. Summer Exchange of Language Teachers with the Soviet Union Under this program designed to improve the teaching of Russian in U.S. schools and universities, participants will attend an 8-week summer session at Moscow State University. Requirements: 4 years of college-level Russian or the equivalent and a minimum of 2 years of teaching Russian at the college or secondary school level. Deadline. Dec 1. **Fellowships for Preparatory Study in the U.S. and Canada.** Supports essential linguistic preparation and area training for graduate students planning to undertake research or study relating to contemporary Eastern Europe or the Soviet Union. It is expected that recipients of these fellowships will apply to the appropriate IREX exchange program the following year. Full fellowships provide tuition, language training allowance, travel expenses, and a stipend. Partial fellowships provide an allowance for language training only. Tenure. 3-12 months. Deadline Nov 1. **Exchange of Senior Scholars in the Social Sciences and Humanities between ACLS and the Soviet Academy of Sciences.** For research lasting from 2-9 months. Deadline. Nov 1. **Exchange of Senior Scholars in All Fields with the Ministry of Higher and Specialized Secondary Education of the USSR** Provides support for 3-6 months of research in universities and other institutions under the Ministry. Deadline Nov 1. **Exchange of Graduate Students and Young Faculty in All Fields with the Ministry of Higher and Specialized Education of the USSR** For research at Soviet universities for periods of from 1 semester to a full academic year, with a 4-week intensive Russian language program. Program is open to both graduate students needing to complete their dissertation only and to postgraduate scholars. Deadline: Nov 1. **Programs with Eastern Europe.** For research in Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Duration of research is expected to be at least a semester but no more than a full academic year. Deadline: Nov 1. **Special Grants for Collaborative Activities and New Exchanges.** Support is provided for such projects as bilateral and multinational symposia, collaborative and parallel research, joint publications, exchanges of data, comparative surveys, etc., as well as brief visits necessary in planning these projects. Funding for these grants is severely limited, never in excess of \$10,000, and support will not be provided for projects of more than 1 year in duration or for individual study, research, or attendance at scheduled scholarly meetings or conferences. Deadlines are on a quarterly basis—Sept 30, Dec 31, Mar 31, and May 31 respectively—with decisions announced approximately 1 month after the deadlines. **Travel Grants for Senior Scholars in the Social Sciences and Humanities** Purpose of the program is to facilitate communication between prominent American scholars in the social sciences and the humanities and their colleagues in the countries with which IREX conducts exchanges, as well as in Albania and Mongolia. Preference will normally be given to scholars outside the field of Soviet and East European studies. Applicants must have received a formal invitation from an appropriate institution in a participating country, and support will be for round-trip economy air transportation only. Intended for short visits of perhaps less than 2 months duration, not for individual research. Applications should be submitted to the Executive Director of IREX, indicating the general purpose of the proposed visit and including a copy of the formal invitation to the scholar, other relevant correspondence, and a CV. As with the previous program, requests will be considered on a quarterly basis. Address all correspondence to: IREX, 110 E 59th St, New York NY 10022

Japan Foundation. Professional Fellowships. Applications are accepted from established scholars either specializing in Japanese studies or desiring to increase their professional competence in the Japanese field. Support may also be given to translators from Japanese into English. U.S. citizenship or permanent residency required. Fellowships are of both long

(4-12 months) or short (2-3 months) duration. Applications should contain a statement of specific goals for the project, proposed period of residence in Japan, and methodology to be used to obtain project objectives. Deadline: Dec 1. *Dissertation Fellowships*. Designed to allow doctoral candidates in American universities in the social sciences, the humanities, and other professional fields to carry out dissertation research related in substantial part to Japan or U.S.-Japan relations. Fellowships are tenable only in Japan for periods ranging from 3 to 14 months and are usually not renewable. Deadline: Dec 1. Write: Japan Foundation, Suite 430, Watergate Office Bldg, 600 New Hampshire Ave, NW, Washington DC 20037

Kosciuszko Foundation. Scholarships and fellowships for Americans of Polish descent in support of graduate study in any field or for other Americans in Polish studies, assistance for research and publication of scholarly texts on topics pertaining to Polish history and culture; exchange scholarships for study in Poland. Preference is given to students at the graduate level, and applicants for exchange scholarships must have at least an MA and a working knowledge of the Polish language. The Foundation, in cooperation with Alliance Coll, also offers undergraduate students of Polish background the opportunity to spend their junior or senior year studying at Jagiellonian U in Cracow. Participants in the program will pursue a course of study concentrating on Polish language, literature, history, and culture. The program is open to U.S. and Canadian citizens and provides tuition and room plus stipend, but does not support travel to and from Poland. Deadline: Jan 15. Write: Kosciuszko Foundation, Scholarship Dept, 15 E 65th St, New York NY 10021

Ministry of Education: ICETEX. Cross-Cultural Exchange Program Offers graduate study fellowships in linguistics, dialectology, and Hispanic American literature, tenable at the Inst Caro y Cuervo in Bogota. Bachelor's and fluency in Spanish required. Supports travel as well as tuition, room and board, and other expenses. For application information write: Ministry of Ed, ICETEX, Aptdo Aéreo 5735, Bogota, D.E., Colombia

National Academy of Sciences. Exchanges with USSR and Eastern European Academies (for visits to take place during the 1979-80 academic year). Applicants must be U.S. citizens with a doctoral degree or its equivalent in various areas of the sciences, including the social or behavioral sciences. Awards are for research visits (long-term visits of 5-12 months duration are particularly encouraged) to the USSR, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, or Yugoslavia. All necessary expenses will be met by NAS and the foreign academy, including reimbursement for salary lost (up to a predetermined maximum) and expenses for accompanying family members (on visits of 5 or more months). Deadline for requesting applications: Nov 3. Deadline for receipt of completed applications: Nov 17. Request application forms from: NAS, Commission on Intl Relations, USSR/EE, 2101 Constitution Ave, Washington DC 20418

National Endowment for the Humanities. General Research Program Supports a wide range of scholarship in the humanities, including basic research of long- and mid-term duration, research and development of new materials and methods in the area of state, local, and regional history; and archaeological activities. Deadlines: Sept 1 and Mar 1. **Research Materials Program. Research Tools.** Supports the preparation of essential reference works such as atlases, bibliographies, dictionaries, encyclopedias, linguistic grammars, concordances, catalogs, and guides. Deadline: Oct 1. **Editing.** Designed to make the works and papers of significant authors or historical figures available to the scholar and general reader in authoritative, newly-annotated texts. Deadline: June 1. **Research Collections Program** Helps develop collections (through making overseas materials available in the U.S. by the use of microfilming or the collection of data through oral history techniques); supports projects to improve or develop innovative processing and collection techniques; and provides grants to catalog, inventory, or otherwise obtain bibliographic control of significant research collections. Deadline: July 1. **Program Development.** Makes available to

the general public annotated translations of works that contribute to an understanding of the history and intellectual achievements of other cultures. Also supports a limited number of conferences and workshops for scholarly communication of a state-of-the-art or an assessment of innovative needs nature. Deadlines: Oct 1 and Jan 1. **Research Translation Program.** Projects for translation of texts from any discipline relevant to scholarship in the humanities are eligible. Preference will be given to translation of primary sources from pre-modern periods, but outstanding secondary works of particular historical or cultural importance will also be considered. Translations from all languages are eligible, but emphasis is on those from Chinese and from the major Islamic languages, such as Arabic, Persian, and Turkish. **Publications Program.** Supports the publication costs of NEH-supported research. Deadlines: June 1 and Nov 15. Further information and application instructions for the above are available from the Div of Research Grants, Mail Stop 350. **Fellowships for Independent Study and Research.** Provides support for 6-12 months of full-time research in the humanities. Stipends range from a maximum of \$10,000 (6-months) to a maximum of \$20,000 (12-months), and are designed primarily to replace salary lost during tenure. Deadline: June 1. **Fellowships in Residence for College Teachers.** Open to teachers in undergraduate and 2-year colleges who would like to increase their own knowledge of the subjects they teach. Fellowships will be held in residence at designated universities throughout the country. Under the program, the Fellow participates in a seminar directed by a distinguished scholar and undertakes a personal program of study and research (of his own choosing). Fellowships carry a maximum stipend of \$14,500 for the academic year plus a travel allowance of \$500. Seminar directors and locations are usually announced in August. Deadline: Nov. **Summer Stipends.** Carrying an award of \$2,500, these stipends are for 2 months of full-time study and research. Applicants affiliated with a college or university must be nominated by the president, dean, or other designated officer of the institution at which they are employed. Deadline: Oct. **Summer Seminars for College Teachers. Summer Seminar Participants.** Seminars to be offered are usually announced in December. Applicants must have at least 3 years of teaching experience at the junior college or college level. Stipend: \$2,000 plus travel allowance of \$400 if necessary. Deadline: Mar 15. **Summer Seminar Directors.** Scholars interested in directing a seminar are invited to submit proposals. Deadline: June 15. The above programs fall within the scope of the Div of Fellowships. **Youthgrants in the Humanities.** Supports projects developed and conducted totally by young people in their teens or twenties. Consideration will be given only to projects which (1) clearly relate to the humanities, (2) have a specific purpose, a clearly designed scope, and a carefully designed plan of work; an identifiable end product; and a high potential for helping individuals develop their critical faculties and their understanding of humanistic knowledge, and (3) are initiated, developed, and executed entirely by young people (although teachers and other scholars may serve as consultants or advisors). Some typical areas of support include the design or execution of an education program; humanistic research or study of a specific problem; or other activities aimed at applying humanistic knowledge or disseminating it through film, exhibitions, and other media. Grants range from under \$2,500 for individual projects up to \$10,000 for group projects. Deadlines: Nov 15 and Apr 15. A brochure describing the program in detail is available from Youthgrants in the Humanities, Mail Stop 103. **Special Youth Projects.** Program is designed to provide out-of-classroom opportunities for young people to acquire and develop interest, knowledge, and skills in the humanities. Projects eligible for support include the development of research materials and activities involving substantial numbers of participants. It is expected that projects will be carried out after school, on weekends, or during the summer. Deadlines: Oct 15 and Mar 17. Write: Office of Youth Progs, Mail Stop 103. **Challenge Grants** Intended to help humanistic institutions improve their financial stability by stimulating new or increased support from the public. Aid is limited to specific projects which have a de-

lined scope, duration, and result and which relate to priority areas recommended by the National Council on the Humanities Institutions or individuals receiving these grants must be able to provide 3 dollars in non-Federal funding to match every Federal dollar provided. Deadline: Dec 15. Inquiries should be sent to NEH Challenge Grants, Mail Stop 800, NEH, 806 15th St. NW, Washington DC 20506

National Fellowships Fund. Middle East and Africa Field Research Fellowship Program for Black Americans Applicants must be at the predoctoral level and do not need to be specialists in the Middle East or Africa at the time of application. Research is expected to last approximately 12 months. Deadline: Jan 5. **Graduate Fellowships for Black Americans** Fields include the humanities and basic social sciences. Qualifications are as follows: (1) U.S. citizenship; (2) career in higher education planned; (3) enrolled or planning to attend a U.S. graduate school. Full-time study is also a prerequisite. Awards are for 1 year but may be renewed annually for an additional 3 years. Deadline: Jan 5. Request application forms from: Natl Fellowships Fund, 795 Peachtree St. NW, Suite 484, Atlanta GA 30308

National Institute of Mental Health. Research Grants Support is provided for linguistic research projects, especially psycholinguistics. Grants are for *basic* research lasting up to 7 years. A limited number of small grants (\$5,000 or less) are also available to support preliminary research investigations and may be used to test new methods or techniques, analyze data previously collected, or to conduct pilot studies. Deadlines for research grants: Mar 1 (June-July), July 1 (Nov), Nov 1 (Mar). Review periods for small grants vary (the Mental Health Small Grants Committee meets 5 times a year), and approximately 5 months should be allowed from submission of an application to the desired starting date of the grant. Application for projects to start in June, July, or Aug, however, must be received by Jan 15. Applications for both grants must be submitted on official NIMH (NIH-398) forms. Requests should be directed to: Grant & Contracts Management Branch, NIMH, 5600 Fishers Ln, Rockville MD 20852.

National Science Foundation. Linguistics has been recognized as a separate discipline at NSF since October 1975. Awards are made both for research projects and in support of doctoral dissertation research. Proposals for research projects are reviewed 3 times a year (Fall, Winter, and Spring), and should be submitted at least 6 months prior to the start of the project. Research ideas may be explored informally before submission of an actual proposal by writing: Paul G. Chapin, Prog Dir for Ling, NSF, Washington DC 20550 (Note: although NSF offers a variety of other grants, virtually all support for linguistics comes from the above programs.)

Newberry Library. Fellowships for Individual Research. (One of the areas supported is early philology and linguistics.) Tenable for in-residence research at the Library PhD or ABD required. Awards are for 1-3 months with support limited to \$500 per month. Deadlines: Mar 15 and Nov 1. **NEH Fellowships.** Again, for work in residence with the Library's collection. For established scholars, these awards are for 6-11 months duration and range up to a maximum of \$18,000 (includes housing subsidies for Fellow and dependents). Deadline: Feb 1. Inquiries to: Cte on Awards, The Newberry Library, 60 W Walton St, Chicago IL 60610.

Permanent Conference of Ministers of Education of the States in the Federal Republic of Germany. Foreign Language Assistant Exchange Scheme. Provides teachers and college level students of German the opportunity to serve as foreign language teaching assistants in secondary schools in Germany. Duration 1 year. Deadline: Feb 1 (provided candidate is eligible for a Fulbright travel grant). Inquiries to: Ed Exch Service, Nassestrasse 8, 53 Bonn, Federal Republic of Germany.

Radcliffe College. Institute for Independent Study. Fellowships (1979-80 tenure) Postdoctoral fellowship program for professional women to pursue independent projects. Appli-

cants must have received their doctorates before June 30, 1977, or, if in non-academic fields, must have equivalent professional experience. The 1-year appointments require residence in the Boston area during tenure. The purpose of the program is to allow scholars to pursue independent research projects as members of an interdisciplinary community of scholars. Deadline: Oct 15. Application forms are available from: Inst for Independent Study, Fellowship Prog, 3 James St, Cambridge MA 02138

Rockefeller Foundation. Humanities Fellowships Projects considered for funding under this program must be designed to illuminate and assess the values of contemporary civilization, and those of an interdisciplinary nature are especially encouraged. Awards will not be made for completion of graduate or professional study or for writing poetry or fiction. The following areas of research have been identified as appropriate for these awards: (1) ideas and concepts in contemporary culture; (2) the humanities in an international context; (3) science, life sciences, technology, and society in the context of humanistic values, (4) the humanities and the professions, values and moral choices; (5) the humanities and a changing society; (6) the humanities and the media; and (7) humanistic perspectives on human rights in the contemporary world. Maximum stipend: \$20,000. Deadline: Oct 1. Detailed information on application procedures is available from: Rockefeller Foundation Humanities Fellowships, The Rockefeller Foundation, 1133 Ave of the Americas, New York NY 10036.

Smithsonian Institution. Foreign Currency Program (PL 480). Financed entirely with currency of the participating countries, support is available for research in a number of areas, including linguistics. (Research of an interdisciplinary nature is also encouraged.) Awards range from \$10,000 to \$50,000. Duration: usually less than a year (renewable). Applications are acceptable from U.S. universities, museums, and other institutions of higher learning and must be in the form of a proposal which provides the following: (1) summary of the project, (2) a methodological as well as theoretical description of the proposed research, (3) vita and list of publications for the project's principal investigator, and (4) itemized budget [may not include cost of construction for any permanent buildings]. Detailed information on proposal format and other requirements is available from: Foreign Currency Prog, Office of Fellowships and Grants, L'Enfant Plaza, Amtrack Bldg, Suite 3300, Smithsonian Inst, Washington DC 20560.

Social Science Research Council. Fellowships for International Doctoral Research (1979-80 tenure). Applicants must be graduate students in the social sciences or humanities who will have completed all requirements for the PhD except the dissertation by the time the fellowship begins. The doctoral dissertation research supported by these fellowships must be carried out in Africa, Asia, Latin America and the Caribbean, the Near and Middle East, or Western Europe. Deadline: Nov 1. **Postdoctoral Grants for Research on Foreign Areas (1979-80 tenure)** This program is designed to support either research in one country, comparative research between countries in a specific area, or comparative research between several areas. Awards are for research on or in Africa, China, Japan, Korea, Latin America and the Caribbean, the Near and Middle East, South Asia, or Southeast Asia. In addition, there are special programs for research on the economy of China and for collaborative research on Korea or on Latin America. Deadline: Dec 1. Application information on both programs will be available in Aug from: Social Science Research Council, 605 3rd Ave, New York NY 10016. Note: the above programs are jointly sponsored by the SSRC and the American Council of Learned Societies

U.S. Office of Education. Foreign Language and Area Studies Fellowships (NDEA Title VI) This program provides opportunities for training (on the graduate level) in the less commonly taught foreign languages or in related social and cultural area studies. Average support per award is \$5,400. Applications are accepted from institutions of higher education in the form of proposals describing their language and

CONTINUED from page 6

supervising the project and submitting a brief evaluative report on the research upon its completion. Also available under the program are a limited number of nonrenewable Richard Carley Hunt Memorial Post-Doctoral Fellowships, carrying a maximum stipend of \$4,000, to aid completion of specific studies or preparation of field materials by younger scholars. Application should be in the form of a letter supplying a brief description of the proposed project and the estimated starting date for the research. Write Wenner-Gren Foundation for Anthro Research, Inc, 14 E 71 St, New York NY 10021

Woodrow Wilson International Center for Scholars. Fellowships. The Center's fellowship program is organized in terms of 2 broadly defined divisions and 4 programs. The Divi-

sion of Historical and Cultural Studies focuses on research in all fields generally considered to be part of the humanities and the liberal and creative arts, while the Division of Social and Political Studies is designed to accommodate proposals in the fields of government and international relations, jurisprudence, sociology, economics, anthropology, psychology, and other related disciplines. Program-wise, The Keenan Institute for Advanced Russian Studies and the Latin American Program support advanced research on the USSR and on Latin America and the Caribbean. Two additional programs support international security studies and environmental studies. Support is for in-residence research and writing of from 4 months to 1 year in duration. Applicants must be at the postdoctoral level or its equivalent. Deadline: Oct 1. For information and application forms contact: Woodrow Wilson Intl Cntr for Scholars, Smithsonian Inst Bldg, Rm 321, Washington DC 20560.

The Linguistic Reporter

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