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Funds for Assessing Language Proficiency Announced

Researchers interested in issues concerning the language proficiency assessment of children in bilingual programs will have an opportunity to apply for funds to support small research projects during the next two years. Under a contract recently awarded to InterAmerica Research Associates, the National Institute of Education (NIE) will make approximately \$150,000 a year available to support an estimated six to ten fundamental research studies per year.

Proposals for support are solicited on any one of four major topics (or a combination thereof):

- The relation of cognitive abilities and proficiency in a first and second language.
- The relation between setting and proficiency in a first and second language.
- Competence in bilingual classroom communication.
- Methods for assessing proficiency in a first and second language.

Applications are encouraged from researchers in a broad variety of disciplines bearing on issues in language proficiency, proficiency assessment, bilingualism, and classroom practices. Project directors will be asked to cooperate with a second component of the overall project concerned with training teachers in improved language proficiency assessment by sharing research findings and/or participating in the training.

Proposals will be funded on a competitive basis, and will be reviewed by a panel of specialists in the field. Individuals as well as organizations (both non-profit and profit-making) are eligible for support. It is anticipated that project budgets will generally not exceed \$30,000, and could be as little as several thousand dollars, depending on the nature of the research. Length of research could be up to two years, though shorter term projects are encouraged (there will be a similar solicitation next year). *Deadline for receipt of proposals is not yet definite, but is tentatively set for Oct 5, 1979.* Projects will be selected within 15 days after the close of ap-

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CAL Receives Ford Support

Citing the "unique role" the Center has played as "intermediary between linguistics scholars—whose research produces new knowledge about language—and educators, employers, and policy makers—who put that knowledge to use in school, jobs, and government programs," the Ford Foundation Letter (August 1, 1979) announced the Foundation's continuing support of the work of the Center with a grant of \$600,000 to be used for operating expenses over the next two years and for planning new ventures which will help the Center achieve financial independence.

The Foundation, which helped establish the Center in 1959, has provided 7.7 million dollars of support for the Center's national and international programs. Calling the Center a "language catalyst," the Letter cited the Center's contributions in improving the methodology of teaching foreign and native languages and in assisting schools both in the U.S. and abroad in devising language programs for linguistic minorities.

U.S. Experts Visit the PRC

In response to a request by the Ministry of Education of the People's Republic of China (PRC), a team of specialists appointed by the Directorate for Educational and Cultural Affairs of the International Communication Agency (ICA) visited the PRC to survey diverse aspects of English teaching and training. The team—composed of J. Ronayne Cowan (U. Illinois-Urbana-Champaign), Richard L. Light (SUNY-Albany), B. Ellen Mathews (ICA), and G. Richard Tucker (CAL)—was directed to place particular emphasis on teaching and training at the tertiary level. The team spent 19 days in China and visited 21 educational institutions in five cities. They conducted numerous discussions with staff from various sections of the Ministry of Education in Beijing, as well as with staff from provincial bureaus of higher education. In addition, team members had the opportunity to talk with British Council specialists, Canadian government-supplied short term experts, and numerous other "foreign experts." We will include a report summarizing the highlights of the team's observations in the next issue of the *LR*.

Walter P. McIntosh, Treasurer and Controller of the Center since 1966 and Associate Treasurer of the Linguistic Society of America, died on July 12 after a long illness. Although he suffered a great deal the last few months, he maintained his marvelous sense of humor and was an inspiration to all of us. He will be sorely missed. Memorial contributions can be made to the American Cancer Society, the Vienna Rescue Squad, Vienna VA, or the Oakton United Methodist Church, 2951 Chain Bridge Rd, Oakton VA.

Foreign Languages Study in the U.S.—Hope for the Future

[The following article is excerpted from a series of remarks made at a press conference on June 16, 1979 by Peter A. Eddy, Director of Foreign Language Education at CAL. Eddy helped in the design of the survey questions and has worked with Survey Research Center staff in analyzing the results.]

While most Americans cannot speak any language but English, half of them wish they could. Even though 70% have never studied a language in school, 45% want to study a foreign language in the future. 75% believe that languages should be taught in elementary school; 40% believe they should be required.

These are the findings of a telephone survey conducted by the Michigan Survey Research Center in conjunction with the President's Commission on Foreign Languages and International Studies and analyzed by the Center for Applied Linguistics. The survey contacted a nationally representative sample of 962 respondents to discover Americans' attitudes toward and their experiences with foreign languages. The survey gathered information in five areas:

- Language spoken in the home during childhood
- The experience of Americans in learning foreign languages
- The current use of foreign languages by Americans
- American attitudes toward the value of knowing a foreign language
- Opinions about foreign language requirements at all levels of education

The survey found that English was the language of the home for 9 out of 10 Americans during their childhood. Only 6% reported that they had grown up speaking another language, even some of the time.

40% of the respondents claimed to be "familiar" with one or more languages other than English, although only 30% had studied a foreign language in school. Spanish was most often cited, with French and German a few percentage points lower. A very small percentage were familiar with Latin, and less than 1.5% of the population were familiar with Arabic, Chinese, Japanese, or Russian (combined).

Familiarity with a language does not necessarily mean that a person can actually use that language. Only 60% of those claiming some familiarity with another language answered that they could read, write, or speak the foreign language in question. Fewer than one out of every four Americans is able to speak, read, or write any language but English.

Only 8% of the respondents had studied a foreign language for four years or more in school; the majority have studied a foreign language for two years or less. The survey did discover a small group of Americans who take language study seriously, however; of those who have studied languages at all, 15% have continued their study for five years or more.

While only one third of those surveyed actually studied a foreign language in school, slightly over 45% showed a desire to study a foreign language in the future. Over 20% said they wanted to learn two

See Foreign Languages—11, Col 2

NAFSA Establishes Task Force On International Science Education

[Robert B. Kaplan (Department of Linguistics, U Southern California) contributed this report on the NAFSA Task Force]

The National Association for Foreign Student Affairs has established a Task Force to study the problem of faculty involvement in various aspects of international education, particularly science education (with science here interpreted broadly to include not only the "hard sciences" and engineering, but the social sciences as well). The Task Force has identified some dozen broad issues and has posed some two dozen questions stemming from those issues. The questions include such matters as: (1) the relevance of developed-country (e.g. U.S.) education and training to developing-country needs; (2) the existence of strategies which will permit developing-country scientists to enter developed-country education and then re-enter developing-country work forces; (3) the contribution of developing-country scientists to developed-country education; (4) the professional future of developing-country scientists trained in developed-countries, and the impact of curricular modification on the institution which allows it, the academic discipline which encourages it, the developed-country scientist who engages in it, and the developing-country scientist who receives it.

Subsidiary to these questions are more immediate problems of language proficiency and academic ability and the development and use of measurement instruments to determine both. It is fairly clear that the U.S. is becoming (if it has not already become) the education broker for the developing world. This situation in turn raises questions which have foreign policy implications. Does the U.S. consciously aspire to such a role? And more basically, even if the U.S. does not aspire to such a role, can the process still be reversed?

Clearly, no small group of individuals can provide answers to all of these complex issues. The role of the Task Force, therefore, cannot be operational; rather, it must be advisory. The Task Force may serve to make NAFSA a pivotal body from which to promote collegial discussion of these issues and questions within the broader academic community. What seems to be needed is some organization or group of organizations which can collectively design mechanisms to study the issues, identify the resources to support those mechanisms, and find avenues to implement the results of the studies. Some actions are already being taken; for example, the American Association for the Advancement of Science (AAAS) is presently circulating a draft brochure intended for distribution to science faculties of American universities, and other organizations have expressed concern about the educational experience of foreign graduate students from the Third World.

Ultimately, however, the problem cannot be resolved by large centralized organizations, whether they be broadly based (like AAAS) or narrowly disciplinary; rather, the problems are going to have to be addressed on the campus level. The training of a scientist involves much more than the courses he takes; it also involves human contact with other scientists, the ability to "live"

See NAFSA—7, Col 2

On the Death of Kenneth W. Mildenberger

by James E. Alatis

[Dr. Alatis is Dean of the School of Languages and Linguistics at Georgetown U.]

Kenneth W. Mildenberger, a great leader in foreign language education, died of cancer on March 22 in Huntington NY. He was 57 years old. The field of languages and linguistics has lost a great friend. Dr. Mildenberger was, with his friend and mentor, William Riley Parker, one of the chief architects of the Modern Language Association's Foreign Language Program. That program, begun with the help of Rockefeller Foundation grants (1952-1958), became one of the permanent functions of the MLA. It was aimed at improving the effectiveness of the teaching of all modern foreign languages at all levels of education, in keeping with the needs of American society.

Dr. Mildenberger came to Washington with Dr. Parker in 1958-59 shortly after the passage of the National Defense Education Act to set up the administrative machinery for implementing that Act. He served first as Assistant Chief (1958-1959) and later as Chief of the Language Development Section, Financial Aid Branch, Division of Higher Education, United States Office of Education, Department of Health, Education, and Welfare (1959-1961). He had professional responsibility for administering the Language Development Program (Title VI) of the National Defense Education Act of 1958, involving contract programs in the field of modern languages for institutes for school teachers, university centers for critical languages and related area studies, National Defense language fellowships, research, and studies.

After seven years of government service, Dr. Mildenberger returned to the Modern Language Association, where he served as Deputy Executive Secretary and Treasurer until 1974 and was in "semi-retirement" when he died.

Dr. Mildenberger was a friend to Georgetown University, having served as a member of the Advisory Council of the School of Languages and Linguistics. He had spoken at at least two of the annual Georgetown Round Tables on Languages and Linguistics. At such meetings he often referred to himself as a "language watcher" and constantly challenged linguists and language teachers regarding their opportunity and responsibility to apply for government funding in the furtherance of foreign language studies and linguistics.

Dr. Mildenberger was one of the members of the Steering Committee which organized the Michigan Conference held in Ann Arbor in the summer of 1957 at which the concept of a Center for Applied Linguistics was first introduced and was one of the participants of that conference. When the Center for Applied Linguistics was established, he served first as a consultant to the Advisory Committee and later as a member of the Board of Trustees (1969-74), a member of the Center for Applied Linguistics Board Executive Committee (1971-74), Chairman of the Center for Applied Linguistics Nominating Committee (1971-74), and member of its Committee on Administration (1972-74).

Dr. Mildenberger wrote many articles dealing with the status of the teaching of modern foreign languages, was instrumental in the establishment of the American Council on the Teaching of Foreign Languages, and was Editor of *Foreign Language Annals* (1967-68). He was elected Honorary Life Member of the American Association of Teachers of French and Honorary Life Member of the Modern Language Association. He had received a citation from the American Association of Teachers of Spanish and Portuguese in 1961, a Superior Service Award from the United States Department of Health, Education, and Welfare in 1962, an Honorary Doctor of Laws from Middlebury College in 1963, an Alumnus of the Year from Queens College in 1965, and a Distinguished Service Award of the New York State Association of Foreign Language Teachers in 1973; he was honored by the Northeast Conference on the Teaching of Foreign Languages at its annual meeting in 1977 with an Award for Outstanding Service and Leadership.

There is not a single person in the field of foreign language and linguistics who has not been touched directly or indirectly by Dr. Mildenberger's life and his good work. We shall miss him. In honor of his memory, the proceedings of the most recent Georgetown Language Round Table will be dedicated to him.

Library of Congress Planning Romanization of Cataloging Records

The Library of Congress officially plans to expand the scope of its romanized cataloging program, adding Amharic, Armenian, Burmese, Georgian, Greek, Ottoman Turkish, and Thai to the full romanization category. The decision is based on communications the Library has received from libraries and other interested organizations in response to a request for comments last fall. The inclusion of the above-mentioned languages in the Library's romanization plans follows recent decisions to provide fully romanized cataloging for the South Asian and Cyrillic language groups. It should be noted that although Burmese is one of these languages, no cataloging at the Library of Congress will actually take place pending the resolution of a problem with the romanized table.

The effect of this move will be to advance the Library's goal of providing the broadest possible scope for its automated system, based on the firm conviction that adequate bibliographic control of information will become increasingly difficult if comprehensive, machine-readable data files are not available. The Library, however, is still firmly committed to a long-range policy of inputting machine-readable bibliographic records in a combination of nonroman and roman characters, in line with the present manual approach.

The Library does not intend to romanize its monographic records in Chinese, Japanese, and Korean. Based on the comments received concerning romanized cataloging of Arabic, Hebrew, Persian, and Yiddish materials, the Library will not include these languages in its romanization program either.

On the Reform of the Arabic Writing System

[Yousef Mahmoud received his PhD in Sociolinguistics from Georgetown University this year. The following article is abstracted from his dissertation, "The Arabic Writing System and the Sociolinguistics of Orthographic Reform."]

Arabs' concern over the adequacy of their writing system resulted from the frustration some educators have experienced in transmitting the Arabic language accurately to learners. Over the last three decades, these educators were becoming convinced that the prodigious efforts they were exerting in filling the terminological gaps, simplifying the structure of the language, and arabizing school subjects were being constantly thwarted by a defective script.

The main grievance Arabs have leveled against their orthography is the absence of vowel diacritics from most written and printed Arabic texts. Educated Arabic speakers routinely omit these vowel signs essentially for one reason: since in Arabic these vowels mark all the morphological and most of the syntactic functions, placing them accurately on the consonantal morphemes presupposes that the writer has an active command of Arabic grammar—a competence only a few possess.

While it is an acceptable, indeed a prestigious, practice to omit short vowels¹ as one writes, most readers, even the experts among them, sometimes find it hard to accurately understand an Arabic text without a great deal of alertness and concentration. Much of the reader's effort is expended in hunting for contextual clues and redundancies that could help him supply the missing vowels. This process usually requires the very grammatical knowledge the writer can afford not to master, but the reader cannot do without. Because of the tradition of printing Arabic without vowels,² the writer is not accountable for any built-in ambiguities or vagaries his writing may lend itself to. The onus of deciphering what was written or printed falls upon the reader.

As for children and the newly-literates, they are usually incapable of reading anything that is not specifically designed for them, i.e. fully-vocalized, such as street signs and newspaper articles. This accounts in part for the intense use of radio and television in the Arab world for the dissemination of public and didactic information.

It is important to note that despite their de-facto plausibility, many of these grievances stem more from impressionistic evidence than empirical research.

While there is a consensus that any modernization of the Arabic language would be meaningless without a reform of Arabic orthography, there is no agreement as to the extent of the reform and the principles and foundations ('usūl) it must respect for it to be acceptable. Over three hundred reforms reached the Egyptian Language Academy between 1938 and 1968. Although none of them, including the Academy's final recommendation, was adopted, the sharp debates these reform proposals engendered revealed the intimate and complex bonds that tie a people to their writing system, however deficient it may appear to be.

Two major forces have militated against the adoption or the enactment of any planned change of Arabic or-

thography. The first is the reverence with which the Arabic language and its script are treated. Most Arabs, educated and uneducated alike, perceive their language as an eternal, unchanging carrier of a glorious written tradition (the most illustrious representation of which is the Qur' ān) a language for whose mastery one should dedicate a lifetime. The writing system, as a consequence, is looked upon as the faithful preserver of a timeless heritage. Therefore, any attempt to change its graphemic make-up or aesthetic appearance is regarded as a violation of an institution which has been for centuries an object of artistic excellence rather than an instrument of communication.

The second major force is the reluctance of the elite in the Arabic orthographic community to endorse any change that spells a shift in their fortunes. Poets, writers, professors, religious scholars, and other gatekeepers of written tradition have looked upon orthographic reform not only as a challenge to their established and hard-won habits and skills, but also as an inevitable decrease in their power and prestige.

Although orthography planners inside and outside the Arab world are increasingly becoming aware of the crucial relevance of these sociolinguistic forces, there seems to be little progress in devising tactics and strategies to adequately address them. "Besides being affected by the attitudes of the community, the success of orthography depends on the skill of the orthography planner to convince and influence the community and its leaders."³ This skill presupposes that the planner, after extensive fact-finding and empirical research, is himself convinced that the alternative he is offering is not only demonstrably better than the traditional one, but that it preserves the values that attend it.

NOTES

¹Presenting an educated Arab with a fully vowelled text is regarded as an imputation of ignorance of the rules of syntax and conjugation. Fully vowelled texts are often associated with the beginner and the newly-literate rather than the expert, hence the superiority complex the educated have towards vowel symbols.

²Most printers regard the printing of diacritics as an unnecessary and taxing burden that demands special equipment and expert labor.

³Valter Tauli, "Speech and Spelling." In Joshua A. Fishman, ed., *Advances in the Creation and Revision of Writing Systems* The Hague, Mouton, 1977, pp 26-27.

Pinyin or Wade-Giles?

The Library of Congress is considering changing its system of romanizing the catalog information on Chinese-language publications from the Wade-Giles system to the Pinyin system. Some of the reasons for the contemplated change are: the Pinyin system is widely used by news services, networks, and magazines; the documents issued by the PRC are in Pinyin, and the National Library of Peking uses it in its catalog cards; Pinyin is used in teaching and presenting Chinese sounds for the non-specialist; and it is used by the *Journal of Asian Studies* and the British Library. The Library seeks comments from those who use Chinese-language materials as early as possible, since it must make a decision before Jan 1980. Write: Library of Congress, Washington DC 20540

The Linguistics Institute of Ireland: A Profile

[Editor's Note: The following report was contributed by I O'Deirg, Librarian/Information Officer at the Institute. The LR is grateful to Mr. O'Deirg for his contribution.]

The Linguistics Institute of Ireland/Institiúid Teangeolaíochta Éireann, or ITE (eeteh) as it is usually called, was founded in 1972 by the Minister for Education to carry out and promote research in the field of applied linguistics, with special reference to the Irish language. It also carries out research on the learning and teaching of modern languages in general, and maintains an information service and specialized library for teachers and applied linguists.

Current research activities include the following:

- **Sociolinguistic Projects:** These consist of a study of the growth and influence of Irish-medium schools in the Dublin area (the All-Irish schools project) and a study on knowledge and use of Irish and attitudes to it among teachers and students, based on data collected by the Committee on Language Attitudes Research.

- **Linguistic and Psycholinguistic Projects:** The error analysis project, now nearing completion, is based on a random sample of 200 Leaving Certificate examination papers in Irish by candidates submitted in 1975. The first part of the report dealing with errors in the use of verbs is now available. Other parts will follow.

Work in psycholinguistics is mainly in the field of test

design and development for modern language oral testing. An oral test in Irish for standard VI pupils (11-12 years) in primary schools was developed and carried out with the aid of the Department of Education inspectorate during the summer of 1978. Results when analyzed will be used to establish norms for objective assessment of oral Irish. A test for standard IV (9-10 years) in primary schools is at present being developed.

In 1977, experimental work on French oral tests for Leaving Certificate students was completed, and a draft test was provided.

- **Diffusion of Information:** One of the key functions of ITE is to provide information on current developments in applied linguistics and language learning and teaching. While this is done formally by the library and information services, equally important are the lectures and seminars held from time to time on topics such as syllabus definition for modern languages, improving teacher proficiency, etc. Dissemination activities also include publication of an Annual Report and a journal, *Teangeolas*, which appears semi-annually. A list of publications is available from: The Secretary, ITE, 31 Fitzwilliam Pl, Dublin 2, Ireland.

Finally, ITE houses the Secretariat of the Irish Association for Applied Linguistics, which is affiliated with AILA.

CORPUS: 1,058,888 words! Word Frequencies of Spoken American English

by Hartvig Dahl, M.D., Clinical Behavior Research Unit
Downstate Medical Center

From the Introduction:

"The word frequencies in this book were produced by computer programs from carefully keypunched transcripts which were prepared from tape recordings of 15 randomly selected sessions from each of 15 separate psychoanalytic cases, including one psychoanalytically oriented therapy case. The speakers included both patients and psychoanalysts from eight different American cities. There were seven female and eight male patients with an average age in their late twenties, and one female and 13 male psychoanalysts. These 30 sample

speakers used 17,871 different words (types) to produce a total of 1,058,888 words (tokens) in the 225 sessions....

"In addition to the raw frequency in the total sample, the statistics include the number of speakers who used a word, the rate per million words, and three statistics developed by Carroll (1970): dispersion, usage coefficient, and standard frequency index."

[Text processed 1969-1977.]

Word Frequencies of Spoken American English

by Hartvig Dahl, M.D., approx. xv + 343 pp., 11" x 8.5",
A VERBATIM Book, 1979. ISBN No.: 0-930454-07-3.

\$50.00 (U.S.) postpaid

Available only from **VERBATIM**
Box 668LR, Essex, CT 06426, U.S.A.

Opportunities for Linguists in the Field of Computers

by Alexis Mazzocco

[Editor's Note: In our attempt to discover non-academic employment possibilities for linguistic majors, we asked Alexis Mazzocco, formerly with the ERIC Clearinghouse on Languages and Linguistics at CAL and now with the National Clearinghouse for Bilingual Education, to interview Thelma Litsas Litsas, a PhD candidate in Linguistics at Georgetown U, is currently employed as an instructor by Sperry UNIVAC, a manufacturer of large- and small-scale computers. Litsas works in the Federal Systems division, which is concerned with the sale of computers to the Federal government, especially defense agencies. Although the commercial division at Sperry UNIVAC also employs instructors, Federal Systems has the largest education department, employing 17 instructors. Ms Litsas conducts intensive lecture/workshop courses on hardware and software to clients, both locally and nationally.

She agreed to talk with us about her job and how linguistics can play a role in the field of computers.]

Q: How many of your instructors have a language background?

A: Many, and one besides myself is a linguist. Apparently language people do well in computers, because it's all regular patterns, and logical sequence of events.

Q: Are there areas in the computer field where linguistics play a role?

A: Many. Unfortunately, many linguists lack computer knowledge, or simply fear technology. I encourage anyone, in any field, to learn at least one programming language, not necessarily to program, but to communicate with the programmer.

Q: What companies should linguists approach?

A: A phonologist should look to companies like Texas Instruments or Bell Telephone Systems, because these companies are involved in the area of voice recognition or voice analysis, or the reverse, speech synthesis. A morphologist should look to the government and the area of standardization: standardization of acronyms (there's an Acronym Committee in the Pentagon), and standardization in other areas, such as programming languages (ANSI, the American National Standards Institute).

In semantics, work is going on in the area of Artificial Intelligence and message deciphering, involving the question of how much semantics can be stored in memory and how to eliminate redundancy. Companies like TRW are involved in "message recognition," whereby a machine identifies topics in order to channel a message to the right department. And, of course, information storage and retrieval, such as the ERIC database—I can see a linguist working on index terms, which has to do with vocabulary and semantics, after all. Syntax is important in the area of machine translation, although that has dropped off a bit.

A sociolinguist should consider the area of man-machine communication, which involves actually writing the programming languages. Another area of interest is the study of the impact of "computerese" on modern language.

The problem with all of these is that people don't always know that linguists exist! So it's up to the linguist to find these opportunities.

Q: Does your linguistic background help you make the concepts of computer language clearer to people?

A: Yes. I make a lot of analogies; for example, I talk about the syntax of COBOL. Another example: a programming language has been defined as "a set of characters and rules for combining them." Doesn't that sound like something you've heard before?!

our readers react

Mortimer Graves sent along the following "Questions Which I Shall Ask the Presidential Commission's Report on Foreign Languages," which should be of interest to our readers. We encourage others to send their comments, which we will forward to the President's Commission.

1. Does it PROMOTE better presentation of English in the lower schools, including not only inculcation of the standard literary dialect in which our Constitution and Laws are written and public discussion is carried on (without which the student is condemned to second-class citizenship) but also a linguistic knowledge of how English really works (not to be confused with that mythology which so frequently passes for "English Grammar")? One who knows how his native language really works is already half way towards learning another language.

2. Does it PROMOTE a comprehension of the foreign language communication world in which the students in our classrooms will live? This will be an age of immediate and world-wide communication of both spectacle and sound in a multitude of languages, any one or more of which ANY student may want to USE at some level of skill in his post-classroom career.

3. Does it PROMOTE pre-college a guided experience in learning and using an additional language with the kind of learning materials likely to be available in the 1980's and 1990's to avoid dependence on later classrooms which will, of course, never be logistically available when the need arises.

4. Does it DISABUSE Americans of the common notion that there is something slightly peculiar, if not downright discreditable, in wanting to learn Albanian, Chinese, Yoruba, or Telugu, by insisting on a serious national need? The American who limits his foreign language accomplishment to another Indo-European tongue

See Our Readers React—8, Col 2

FUNDS—from page 1

plications. InterAmerica Research Associates will administer the funding, monitor, and coordinate the projects, and provide liaison between researchers and NIE.

Copies of the formal solicitations containing information on topics, proposal format, reporting requirements, contractual arrangements, and deadlines may be obtained by writing: Charlene Rivera, Lang Assessment Proj Coord, InterAmerica Research Associates, 1500 Wilson Blvd, Suite 800, Arlington VA 22209; (703) 522-0870.

• **Sylvia Scribner Joins CAL.** Sylvia Scribner, formerly Associate Director of the Program on Teaching and Learning at the National Institute of Education (NIE), has joined the Center staff to continue her research in the field of literacy under a grant from the Ford Foundation. Before joining NIE, Scribner was a Senior Research Associate at Rockefeller U, where she headed a five-year program of research on the cognitive consequences of literacy in an indigenous West African writing system. Her research at CAL will combine ethnographic and psychological approaches to studying literacy activities in industry and labor organizations. Scribner is co-author of *Culture and Thought*, and an editor of *Mind in Society*, a new collection of writings by the Soviet psychologist Vygotsky.

Science and Engineering English at Colorado School of Mines

[*Editor's Note. The following article was contributed by Don I Dickinson, who directs the program described below. Additional information can be obtained by writing to Prof Dickinson at CSM Intensive Course in Eng. Colorado Sch of Mines. Golden CO 80401 The LR welcomes information on similar programs*]

Colorado School of Mines (CSM) has offered an Intensive Course in English for Foreign Engineering and Science Students for over 30 years. CSM has a relatively high percentage of foreign students—approximately 10 percent of the 2,700 enrollment—inasmuch as the emphasis of the university is on mineral resource engineering, and countries throughout the world are eagerly developing their mineral resources. CSM has always had an international student body since it was founded shortly after Colorado became a state just over 100 years ago, but the "energy crisis" and urgency of countries to develop their economies, especially since 1973, has greatly expanded the attendance of international students at the school. American and international graduates of the mineral engineering institution are found throughout the world; for example, when President McBride and a delegation of CSM administrators were invited to visit the People's Republic of China last October, they had the pleasant opportunity of meeting CSM graduates from the 1930's.

Although foreign students are expected to come to CSM with a high level of academic and English competency, they can take the CSM Summer Intensive Course in the type of English they will be using in their technical studies, by and to acquire academic and cultural orientation. Summer Intensive Courses are geared to CSM (or other universities which students may attend in the fall) by the following practical means:

- early instruction in all necessary study skills. Full use of language laboratory for proficiency in speaking and listening.
- conversational development through classroom instruction, post-class interaction.

See Colorado—8, Col 1

Journal of the Atlantic Provinces Linguistic Association/Revue de l'Association de Linguistique des Provinces Atlantiques. Published by the Atlantic Provinces Linguistic Association. Annually First issue Dec 1978 Editors George Patterson (Vol. 1) and W Terrence Gordon (Vol 2) Subscription available free to members of the Association and at \$5 00 per copy to non-members and institutions, back volumes are available for \$1 25 each from A.M. Kinloch, Dept of Eng, U New Brunswick, Fredericton, NB, Canada. Subscription correspondence to John Barnstead, Sec-Treasurer, APLA/RALPA, Dept of Russian, Dalhousie U, Halifax, NS, Canada B3H 4H6 Editorial correspondence to: George Patterson, Dept of Mod Langs, Mt St Vincent U, Halifax, NS, Canada B3M 2J6

This journal will contain contributions submitted by Association members only The main objective of the Atlantic Provinces Linguistic Association is to promote the study of languages and linguistics in Atlantic Canada, and membership is open to all persons and institutions interested in furthering this objective Accepting reviews as well as articles, the journal's languages are both English and French. Contributions are welcome (conformation to the LSA style sheet required)

Language Sciences: An Interdisciplinary Forum. Published by the Language Sciences Summer Institute at International Christian U. Every 6 months First issue. Mar 1979. Editor Fred C C Peng. Subscription: \$33.00 individual, \$65.00 institutional. Editorial correspondence to Fred C C Peng, Intl Christian U, 10-2, 3 Chome, Osawa, Mitaka, Tokyo, 181, Japan Book reviews to Masanori Higa, Language Sciences, Inst of Mod Langs & Culture, U Tsukuba, Ibaraki, 300-31, Japan

Formerly published by the Research Center for Language and Semiotic Studies at Indiana U, this journal has been considerably expanded and intends to serve as an interdisciplinary forum for studies in sociolinguistics, psycholinguistics, neurolinguistics, child language, and general linguistics The journal invites all types of papers, book reviews, and reports on research projects and conferences which will contribute to "the study of language across disciplines" All subscriptions must be prepaid; back issues of the original publication are also available (send inquiry).

NAFSA—from page 2

in an active science center (at least from time to time), and the opportunity to stay in contact with the broader scientific community. These objectives imply long-term contact between the student-scientist and his mentor, with the active support of both the institution and the discipline.

As the Task Force attempts to deal with these issues over the next 15-18 months, it will need the support and cooperation of a variety of other organizations. Contact has already been established with some disciplinary organizations and agencies in the sciences, but much more is needed. Ideas, suggestions, specific problems, literally anything that may seem pertinent, should be sent in care of: TF/FIP, NAFSA, 1860 19th St, NW, Washington DC 20009. Subsequent activities will be announced as they are developed, and broad participation will be invited.

book notices

Essays on Form and Interpretation, by Noam Chomsky (*Studies in Linguistic Analysis*) New York, Elsevier North-Holland, 1977 216 pp \$12.95 cloth

The collection of essays in this volume represents further developments in Chomsky's thinking on the so-called "extended standard theory" (EST). Three of the four papers included are based on lectures he has delivered to various audiences, and all four have appeared elsewhere in print. They have been revised only slightly from the original versions (dating from 1971 through 1976), so that the later essays show modifications of certain positions maintained in earlier ones. As Chomsky points out in his introduction, the papers are selections of ongoing work, in further refining of the theory, while his *Reflections on Language* (Pantheon, 1975) considers some of the more basic issues about his approach to the study of language in general. The introduction, however, does provide a brief characterization of his approach, with a guide to how these essays fit into the development of the theory.

Chomsky deals primarily with higher level syntax and logical form in the essays presented here, discussing transformational derivation and mapping to logical forms. The trace theory of movement rules also is introduced and developed in the course of the papers. The essays included are (dates of original appearance are shown in parentheses): "Questions of Form and Interpretation" (1975), "On the Nature of Language" (1976), "Conditions on Transformations" (1971), and "Conditions on Rules of Grammar" (1976). The lengthy introduction which accompanies them not only gives background on the papers in the volume, but

COLORADO—from page 7

- cultural orientation through reading, discussions, and interaction with local American families who have organized an International Host Families' Program.

- readings drawn from representative science and engineering textbooks and journals.

- compositions and short technical reports on subjects in the students' fields. (All CSM students are required to take technical report writing for credit, unless they are excused from the course by examinations.)

- daily films on a variety of science, technology, and cultural subjects, including history of mining in Colorado and the West. An excellent basis for combining orientation with opportunity for note-taking, vocabulary building, discussion, paragraph composition, and dictation based on the films.

- lectures from professor-specialists in various degree options at CSM—to familiarize students with the options and to give practice in note-taking and asking questions of the academic professors who will soon be teaching the students during their academic programs.

- frequent field trips to industrial and engineering operations, as well as to mining and historical sites in the Colorado Rockies.

While there are levels in the 6-hour-per-day, 11-week program, and a special half-time Advanced Course in Engineering English is available, students admitted to the Intensive Course are expected to enter with a level of English proficiency high enough to enable them to be fully prepared for academic work by completion of the course.

also clarifies some of the conventions and assumptions of the theory presented

Linguistic Perspectives on Black English, by Philip Luelsdorff Nurnberg, W Germany, Verlag Hans Carl, 1975. 220 pp. DM 48.00

This volume, intended for theoretical and applied linguists, sociologists, and language teachers, contains eight contributions to the study of Black English covering topics ranging from language acquisition, historical linguistics, and synchronic studies of phonology and syntax to bibliography, sociolinguistics, and second dialect teaching and testing, especially that of composition and reading and the place of Black English in a Black studies curriculum. Discussions of each paper are included, as are a sample contrastive analysis of Standard and Black English and a comprehensive, critical, annotated bibliography of publications on and in Black English.

See Book Notices—12, Col 1

OUR READERS REACT—from page 8

expressing only a little different variant of his Judeo-Christian culture has not expanded either his linguistic or his cultural sophistication by very much.

5. Does it ENCOURAGE wasting college classroom time on teaching elementary language (any language)? Since every five-year-old child in the world learns a new language from scratch and without a classroom, the process does not require or provide subject-matter of college calibre.

6. Does it RECOGNIZE the fact that our need for foreign language skills cannot be met by the few who happen to have begun learning them in school and college classrooms, for the simple reason that at classroom age no one can predict what specific languages the student may want to USE in his post-classroom career? Completing the implementation of the Language Learning Industry and bringing up generations equipped to use it are much more important than multiplying introductory courses in "not usually taught" languages in formal education.

7. Does it EXPLORE the possibility of providing facilities for the USE of the newly acquired language skills? Proficiency comes from use, not from instruction. We might, for example, consider creating mechanisms for exploiting in the national interest the content of the tens of millions of items in a hundred languages now, as the result of Library of Congress and other libraries' accession programs, gorging our library shelves and almost unused.

8. Does it RECOMMEND an adequate scheme of general availability for language learning materials? Printed and recorded materials produced on the initiative of the Commission and with public funds ought not to be entrusted for distribution to the clumsy and costly delivery system of our commercial publishing industry, which was not designed primarily to get them into the hands of the people who need them. They might be deposited freely in all libraries that promise to service them, or sold through G.P.O., or at least declared in the public domain and not subject to copyright. If we can afford to teach Americans youths "Squads Right" and the *Manual of Arms*—or their modern equivalents—we can certainly afford to teach them how to learn Chinese or Hausa if and when the need arises.

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news briefs

• For the past six years, the New Zealand Council for Educational Research has been conducting a **socio-linguistic survey of language use in Maori communities and households**, modeling its work on that of Joshua Fishman's study of "bilingualism in the barrio," but with a larger sample (about 6500 households in 250 towns, cities, and localities throughout the North Island). The census phase of the work is completed, and work now is progressing on a basic word list for Maori language curriculum projects in bilingual education. Further information can be obtained by writing: Richard A. Benton, Head, Maori Unit, New Zealand Council for Ed Research, Ed House, 178-182 Willis St, Wellington 1, New Zealand

• A study on the **Linguistic Features of Scientific and Technical English as a Basis for the Analysis of PLATO-Computer-Assisted Experimental Mini-Units in Reading Comprehension for Non-Native Speakers** is being conducted by Betty Wallace Robinett (U Minnesota) under a grant from Control Data Education Company. The purpose of the project is to collect all available information about the linguistic characteristics of scientific and technical English and study texts in these areas in order to facilitate the communication of scientific and technical information in English to non-native speakers. Although specialized vocabulary will be identified, syntactic features and "sub-technical" vocabulary which is used in many scientific disciplines will be emphasized. Some experimental units for teaching reading comprehension of English scientific materials will be developed using the data collected.

• A catalog of serials contained in the **Wason Collection on China and the Chinese** (housed at Cornell U Library) is now available from the Center for Chinese Research Materials. Containing 4200 titles, the catalog is divided into three sections—Chinese, Japanese, and Western-language serials—all arranged alphabetically (Chinese entries are transcribed in romanized form using the modified Wade-Giles system, in Japanese using the Hepburn system, and

in Korean using the McCune-Reischauer system). An index of Chinese titles by radical and stroke-counts is also provided. The Wason Collection, which now consists of over 235,000 volumes—books, manuscripts, periodicals, and newspapers—is an outgrowth of the collection of William Wason, an electrical engineer who became fascinated with China following a visit there in 1903. Although originally limited to volumes on China written in Western languages, the collection has expanded to include Chinese, Japanese, and other non-Western language materials. Some of the English-language journals included in the collection may be the only copies in existence. For further information contact: Ping-Kuen Yu, Dir, Assn of Research Libraries, Cntr for Chinese Research Materials, 1527 New Hampshire Ave, NW, Washington DC 20036

• *Innovations in Linguistics* is a new journal series scheduled to appear this fall. Edited by Daniel A. Dinnsen, the series intends (1) to stimulate the development of courses that address specific problems in other disciplines where there may be some benefit from linguistic theory, methodology, or findings, (2) to promote faculty development in these new teaching areas, and (3) to vitalize more conventional courses through the exchange of new data-based problems in phonology, syntax, and historical change. Contributions are now being solicited. Contact: Daniel A. Dinnsen, Ed, *Innovations in Ling*, Dept of Ling, Indiana U, Bloomington IN 47405.

• A **Workshop on Multilingualism in Ghana** was held at U Ghana, Legon, on Apr 17-19, 1979, under the auspices of the Institute of African Studies and the Language Centre of Ghana. Participants from U Ghana and the Ghana Institute of Linguistics surveyed the status of research and knowledge in the field and discussed the practical and theoretical problems that have proved most pressing. A report on the workshop can be obtained by writing: M E Kropp Dakubu, Inst of African Studies, U Ghana, Legon, Accra, Ghana.

MEETINGS & CONFERENCES—from page 11

Jan 3-Feb 12 Inst of the Interamer Prog in Ling & Lang Tchng (PILEI), 5th. Campinas, Brazil. (Write F. Gomes de Matos, PILEI, Av 9 de julho 3166, Sao Paulo, S P 01406, Brazil)

Jan 6-8 Intl Conf on So Asian Langs & Ling, 2nd Hyderabad, India (Write B Krishnamurti, Head, Dept of Ling, Osmania U, Hyderabad 500007 A P, India)

Feb 1-2 Intl Interdisciplinary UAP-USC Conf on Piagetian Theory & the Helping Professions Los Angeles CA (Write Piaget Conf Cte, University Affiliated Prog, Childrens Hospital of LA, P O. Box 54700, Los Angeles CA 90054)

Feb 28-Mar 2 LA 2nd Lang Research Forum, 3rd Los Angeles CA [See LR 22.1, p14]

Mar 4-9 Conv of Tchrs of Eng to Spkers of Other Langs (TESOL), 14th San Francisco CA

Mar 20-22 Session on Lang & Feminist Pedagogy at the New England Mod Lang Assn Conv Albany NY (Write F Frank, Ling, SUNY, Albany NY 12222)

Mar 26-28. Ling Assn of Gt Britain Birmingham, England.

Mar 28-Apr 3 Intl Sym on Computers in Literary & Ling Research, 6th. Cambridge, England (Write John L Dawson, Literary & Ling Computing Centre, Sidgwick Site, Cambridge CB3 9DA, Eng.and)

Apr 8-11 Intl Cong on Langs & FL Instruction in Europe Hamburg, W Germany. (Write Fachverband Moderne Fremdsprachen, Hedwigstrasse 4, D-8000 Munich, W Germany)

May 18-23. Intl Conf on Communication, 30th Acapulco, Mexico. (Write Intl Communication Assn, Balcones

Research Cntr, 10,100 Burnet Rd, Austin TX 78758.)

May 20-24. Natl Assn for For Student Affairs (NAFSA) & Assn of Tchrs of ESL St Louis MO. [See LR 22:1, p14]

June 5-8 Conf on Baltic Studies, 7th Washington DC [See LR 22.1, p14]

June 16-Aug 8. LSA Ling Inst. Albuquerque NM

June 29-July 2. Intl Phonology Mtg, 4th. Vienna, Austria [See LR 22 1, p14]

Aug 1-3 LSA Summer Mtg. Albuquerque NM

Aug 4-8 Intl Cong of the Intl Assn of Tchrs of German Nurnberg, W Germany (Write H Bruckner, Postfach 201009, D-8000 Munich 12, W Germany) [Theme: The Teacher-Pupil Relation]

Aug 20-27. Intl Finno-Ugric Cong, 5th Turku, Finland. (Write Cong Secretariat, Fennicum, Hennkinkatu 3, 20500 Turku 50, Finland)

Nov 22-24 Amer Council on the Tchng of FLs (ACTFL) Boston MA

Dec 3-7 Amer Anthro Assn, 79th Washington DC

Dec 28-30 Ling Society of America (LSA), 55th San Antonio TX.

1981

Apr 6-10 Intl Conf on Historical Ling, 5th Galway, Ireland (Write Anders Ahlqvist, 5 ICHL, University Coll, Galway, Ireland) [Deadline for abstracts Aug 1, 1980]

Aug 9-15 Assn Intle de Ling App (AILA), 6th Lund, Sweden (Write AILA World Cong 1981, U Lund, Fack, S-221 01 Lund, Sweden)

Aug 27-Sept 8. Federation Intl de Prof de Langues Vivantes (FIPLV). Phoenix AZ. (Write Peter Horwath, Dept of FLs, Arizona St U, Tempe AZ 85281)

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The Linguistic REPORTER

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Landmark Decision Affects Black English Speakers

by Walt Wolfram

[Dr. Wolfram is a member of the Center's senior staff and is a recognized authority in the field of black English.]

National attention has been drawn in recent months to the suit brought against the Ann Arbor School District Board by 11 Black children attending Martin Luther King Junior Elementary School. Judge Joiner's landmark decision in this case is worth reporting on and including for those interested in the application of linguistics. The decision requires the formulation of a plan for aiding the teachers of the plaintiff children at King School to identify children speaking "black English" and to use that knowledge in teaching students how to read standard English. The apparent impact of sociolinguistic research on Judge Joiner's decision is indeed significant.

Two conclusions in the ruling draw heavily from sociolinguistic research. First of all, the descriptive research on varieties such as vernacular black English has apparently convinced the court that this is a rule-governed and systematic variety, a viable dialect in the home community rather than an unworthy, incomplete approximation of standard English. The wealth of descriptions on this variety, including those done by CAL personnel in neighboring Detroit, has apparently been instrumental in guiding the judge to the following determination:

The language of black English has been shown to be a distinct, definable version of English, different from standard English of the school and the general world of communications. It has definite language patterns, syntax, grammar and history.

Those linguists who testified in this case are to be applauded for their effectiveness in communicating this premise about language variation.

The other conclusion from sociolinguistics concerns teachers' attitudes. The treatment of the children's language variety as an inferior system by insensitive teachers can potentially affect a range of educational processes. Although language is not necessarily the only factor influencing the teaching of basic educational skills, it nonetheless must be recognized as a potential consideration. Thus, the following was concluded:

... the evidence also suggests that an additional cause of failure to learn to read is the barrier caused by the failure of teachers to take into account the "black English" home language of the children in trying to help them switch to reading standard English.

The extent of interference from the language dif-

ference in reading is, of course, an issue still not firmly decided by research, but at least attention has been drawn to this potential factor.

As is to be expected, the testimony of linguists tended to become more diverse when addressing the question of appropriate educational action. Linguistics may offer knowledge about different varieties of a language, but it does not offer a pedagogical method, and this seemed apparent in the opinion and order.

While Judge Joiner's ruling in this case may have decided a basic issue in terms of equal educational opportunity, there are a number of new issues and implica-

See Black English—6, Col 1

CHINA VISIT

In response to a request by the Ministry of Education of the People's Republic of China (PRC), The Directorate for Educational and Cultural Affairs of the International Communication Agency (ICA) appointed a team of specialists to visit the PRC to survey diverse aspects of English teaching and teacher training. The team (J. Ronayne Cowan, Illinois; Richard L. Light, SUNY-Albany; B. Ellen Mathews, ICA; G. Richard Tucker, CAL) was directed to place particular emphasis on teaching and training at the tertiary level. The following is a brief report on the team's findings. A fuller version will appear in the December issue of the *TESOL Quarterly*.

The team arrived in Beijing on May 14, 1979. During the next 19 days, team members visited 21 educational institutions in five cities and conducted numerous discussions with staff from various sections of the Ministry of Education in Beijing, as well as with staff from provincial Bureaus of Higher Education. In addition, team members had the opportunity to talk with British Council specialists, Canadian government-supplied short term experts, and numerous other "foreign experts."

Our delegation observed an impressive commitment to the teaching of English in the PRC designed to lead to improved access to Western science and technology. We noted that the conditions under which English teaching programs are being developed in China are similar to those in many developing countries, but that the large population, the immense size of the country, and the disruption to all levels of higher education caused by the cultural revolution pose additional problems. We caution the reader that obvious limitations were imposed by the brevity of our visit and by the selection of educational institutions which we visited.

Foreign language teaching, and English language
See China—5, Col 1

La Jolla Conference on Cognitive Science

by Paul Stern

[Mr. Stern is a PhD candidate in the Department of Socio-linguistics at Georgetown U.]

The La Jolla Conference on Cognitive Science, held Aug 13-16 at U California-San Diego, also marked the formation of the Cognitive Science Society, which is dedicated to understanding the human mind. The conference brought together 600 participants from various disciplines—philosophy, linguistics, anthropology, artificial intelligence, psychology, biology, sociology, and pedagogy—to hear presentations in such areas as education, neurology, human development, natural language processing, belief systems, discourse, categorization, memory, knowledge representation, and intention. Many of these papers will appear in the 1980 issues of *Cognitive Science*.

Some of the highlights: Herbert Simon (Carnegie Mellon U) discussed cognitive science and a new approach to artificial phenomena which seeks to understand intelligence independent of its mechanisms. Among his claims were the adaptability of symbol systems, the lack of much parallelism in cognitive processing (it is, instead, serial), and the observations that cognitive adaptability (learning) is an easier form of self-organization than being provided with sophisticated

expert knowledge and that "best" strategies are relative to the specific task, i.e. cognitive science optimizes only locally, hence the system is not an optimum one but only a sufficient one.

Phillip Johnson-Laird (U Sussex) discussed the roles of mental models in cognition and the issues involved. For example, he discussed how one can learn about one's theoretical beliefs by trying to write a computer program to reflect them, and how children learn rules of inference without their parents teaching them. On the nature of mental representations, he showed the need for both propositional representations and visual images.

Donald Norman (U Cal-San Diego) identified twelve issues for cognitive science after presenting a model of cognition which required an emotional component to account for phenomena. In addition to the "popular four," i.e. language, thought, perception, and memory, he presented his "neglected eight," i.e. belief systems, consciousness, development, emotion, interaction, learning, performance, and skill.

Next year's conference will be held in New Haven. For more information contact: Donald A. Norman, Cnr for Human Info Processing, C-009, U Cal-San Diego, La Jolla CA 92093.

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LSA AND AAAL TO MEET IN LOS ANGELES

The 54th Annual Meeting of Linguistic Society of America (LSA) and the 2nd Annual Meeting of the American Association for Applied Linguistics (AAAL) will be held in Los Angeles this year. LSA's meeting will run from Dec 27-29; AAAL will meet on Dec 27. The Presidential Address will be delivered by William Labov (U Pennsylvania), 1979 LSA President, on Dec 28 at 4:45 p.m. Labov will speak on "Resolving the Neo-Grammarian Controversy." Eugene A. Nida (American Bible Society) will deliver the Plenary Address on "Languages Are for Communicating" for AAAL Dec 27 at 8:30 p.m.

Among the sessions of papers are ones devoted to sociolinguistics, syntax, phonology, morphology/history of linguistics, psycholinguistics, phonetics, historical and Indo-European linguistics, sign language and psycholinguistics, syntax and semantics, American Indian linguistics, semantics, discourse analysis, language acquisition, and historical linguistics. Some of the more intriguing titles: "Stranded to" (Arnold M. Zwicky, OSU); "In Defense of Tense" (Wayne E. Harbert, Cornell); "The Language of Accidental Death and Dismemberment: A Case of Forensic Linguistics" (Andrew Schiller, U Illinois-Chicago Circle); "Toward a Theory of Conversational Style: The Machine-Gun Question" (Deborah Tannen, Georgetown); "It Sounds Like Some Kind of 'R': Why?" (I.D. Condux and Geoffrey S. Nathan, U Hawaii); "Paronomasia: Linguistic Evidence from Puns" (Linnea M. Langerquist, UCLA); "Tolkien and the Elvish Languages" (Thomas S. Donahue, San Diego St).

Two symposia are also planned. *Exceptional Language and Linguistic Theory*, which meets Dec 27 from 7:30-11:00 p.m., will be introduced by Victoria A. Fromkin (UCLA). Papers for this symposium include: "Language in Senile Dementia" (Lorraine Obler, Boston U & Boston VA Med Cntr); "Dissolution of Language in Aphasia: Evidence for Linguistic Theory" (Sheila Blumstein, Brown U & Boston VA Med Cntr); "Pidgin-Creole Studies and Linguistic Change" (Gillian Sankoff, U Pennsylvania); "Language Death and Linguistic Theory" (Nancy Dorian, Bryn Mawr Coll); "Child Language as a Source of Constraints for Linguistic Theory" (Lise Menn, Boston U & Boston VA Med Cntr); "Second Language Learning and Linguistic Theory"

The LR was saddened to hear of the death of Ruth Crymes, President of TESOL. She was a passenger on Western Airlines Flight #605 from Los Angeles to Mexico City which crashed on October 31. Dr. Crymes was en route to the MEXTESOL Convention in Oaxaca at the time of her death.

(Deborah Keller-Cohen, U Michigan). Comments will be made by William Labov (U Pennsylvania), Jean Berko Gleason (Boston U), and James McCawley (U Chicago).

The second symposium—*The Relationship Between Pidginization, Creolization for Second Language Acquisition*—will be held from 8:00-11:00 p.m. on Dec 28, and will be introduced by Roger Andersen (UCLA). Papers for this session include: "Simplified Input and Second Language Acquisition" (Evelyn Hatch, UCLA)

See LSA—3, Col 2

CHINA EXCHANGE: The Educational Perspective

Vice President Mondale's trip to China in August yielded an agreement on cultural exchange which implements the educational memorandum of agreement signed by then-HEW Secretary Califano earlier this year. The new agreement adds provisions for exchange activities in culture, art, broadcasting, literature, sports, social sciences, and translation/publication. The agreement, signed by Mondale and Vice Premier Deng Xianoping, grew out of a desire to develop friendly relations and to strengthen cultural cooperation between the U.S. and the PRC.

The section of the accord dealing with education includes the following:

1. The two sides agree to implement the items listed in the Memorandum of Educational Exchange between the U.S. Department of Health, Education, and Welfare and the Ministry of Education of the People's Republic of China for 1979-1980. The Califano agreement calls for eleven specific activities, including:

- two symposia for language specialists and educators in the field of teaching Chinese and English as foreign languages
- a seminar in China for key American local educational leaders focusing on Chinese education, history, and culture
- visits to China for American primary and secondary teachers to expand their knowledge of China and enable them to develop new instructional materials
- summer language training for American teachers of Chinese
- a visit by Chinese technical and vocational educators to learn of developments in the U.S. in technical and vocational education
- an exchange of educational researchers to explore possibilities for joint research

See China—12, Col 2

• The Center is sorry to announce the resignation of Sam Akkad as Treasurer. Mr. Akkad will be taking a position in an Arabian Gulf country. We wish him well.

We are pleased to announce the appointment of our new Chief Accountant, Ms. Waltraud Heilscher. Ms. Heilscher has had extensive experience with non-profit organizations, including FLOC (For Love of Children).

• Professors Chen Xin (Nanjing Teachers College) and Zhu Zhizhong (Shanghai Teachers U), who supervise the training of middle school (junior high and high school) English language and literature teachers at their respective institutions, recently visited a number of American universities and educational programs in the U.S. Their two-month visit, which was funded by the International Communication Agency, was arranged by CAL, with Allene Grognet as Project Advisor and Mary Ann Zima as Project Director.

The professors attended the TESOL Summer Institute at UCLA and were then escorted by Ms. Zima on a three-week study tour of English language and teacher training programs across the U.S. They visited San Francisco State U, U San Francisco, the Chinatown Resources Development Center (also in San Francisco), the EST Clear-

inghouse Teacher Training Institute (held at Oregon State U), Linn-Benton Community College (near Corvallis OR), U Minnesota, the 916 Voc-Tech School in White Bear Lake MN, U Pittsburgh, SUNY Buffalo, SUNY Albany, the Albany Adult Learning Center, Columbia U Teachers College, Caleb Gattegno's Educational Solutions, Inc., and finally stopped in Washington DC for visits at CAL, TESOL/Georgetown U, and the International Communication Agency. At these institutions, the scholars had an opportunity to discuss English language methodology, materials, curriculum, and teacher training with their American colleagues.

Northeast Conference on the Teaching of Foreign Languages

27th Annual Meeting

OUR PROFESSION PRESENT STATUS AND FUTURE DIRECTIONS

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The **Linguistic**
REPORTER

a newsletter in applied linguistics

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LSA and TESOL To Meet Together This Summer

The 50th Linguistic Institute of the Linguistic Society of America and the 2nd TESOL Summer Institute will be held June 16-Aug 8, 1980 at U New Mexico in Albuquerque. The theme for the combined institutes is: Linguistics in New World Context: Language in Society and Education. This theme—with an areal focus on English, Spanish, and Native American languages and a topical focus on sociocultural and educational issues in the study of language—will complement and integrate traditionally prominent programs in general linguistics and TESOL. This is LSA's golden jubilee institute and marks the first time that either institute has been held in the Rocky Mountain area.

Among the institutes' regular course offerings are: Introduction to Linguistics for Native Americans, Phonological Analysis, Spanish Phonology, Language in Society, Bilingual Education: History and Theory, Language Testing, Introduction to Psycholinguistics, Navajo Linguistics, North American Indian Languages, Linguistic Field Methods, Linguistic Models of Social Structure, Introduction to Linguistics, History of Linguistics, Teaching of Reading, Teaching ESL, Writing Systems for Native American Languages, Quechua Linguistics, Language as Science in Bilingual Education, Teaching Spanish to the Native Speaker, Teaching English to Indian Children, Linguistic Models of the Reading Process, Problems in Romance Reconstruction, Language Disorders in Children, Topics in Syntax, Spanish in the U.S., Sociology of Bilingual Education, Research Methods in Applied Linguistics, Social and Psychological Aspects of Bilingualism, Phonology of Cliticization and Casual Speech, The Extended Standard Theory, The Lexicon in Grammar, Typological Studies in Syntax and Morphology, Pragmatics and Semantics, Afixal Derivation in Historical Perspective, Neurolinguistics of Bilingualism, Teaching College Language Skills, Pragmatics and Intelligence, The Syllabus in Language Teaching, Structure of Spoken Scientific English, Second Language Acquisition, Research on Classroom Language Acquisition and Use, Statistics for Linguistics, Linguistic Variation, Pidgin and Creole Languages, Language and Ethnicity, Sociolinguistic Variation in New World Spanish, Psycholinguistics of Child Bilingualism, Cross-Linguistic Study of Language Acquisition, Semantics and Cognition, Introduction to Mathematical Linguistics, Automata and Formal Grammars, Modeling and Data Bases in Linguistics, Linguistic Categories in Cognition, Language in the Classroom, Pragmatics and Literary Discourse, and Language Planning, Language Spread, and Language Change.

Some of the special programs and activities to be held in conjunction with the institutes include a NEH Summer

Seminar on Bilingualism: Social and Individual Aspects (see p4 of this issue), a Spanish Institute for Bilingual Teachers and Teachers Aides (contact: Thomasina Hannum, Dept of Mod & Classical Langs, U New Mexico, Albuquerque NM 87131), the 8th Annual Summer Institute of Linguistics for Native Americans (write: Tim Analia, SILNA-1980, 2813 Rio Grande, NW, Albuquerque NM 87107), and a number of special conferences and symposia (marked with a double asterisk in this issue's Meetings & Conferences list).

Tuition for the institutes is expected to be \$156.00 for New Mexico residents, \$468.00 for all others. LSA, with support from the Ford Foundation, provides partial scholarships on a competitive basis to students who have not completed their professional training. Most awards will cover tuition and provide a limited additional amount toward some portion of travel or subsistence. Applicants must be registered full-time (minimum of two courses for credit) as students at the institutes for the full eight weeks. All applications for financial aid are due by Feb 11, 1980 (write: LSA Secretariat, FELLOWSHIPS, 1611 N Kent St, Arlington VA 22209). For application forms write: 1980 Insts, Dept of Ling, U New Mexico, Albuquerque NM 87131.

All courses of the 1980 Institutes are a part of the regular U New Mexico Summer Session. For application information write: Office of Admissions & Records, U New Mexico, Albuquerque NM 87131.

EST: The 1980 Institute

Joining the LSA and TESOL Summer Institutes this year will be the 1980 EST Institute, co-sponsored by the Center for Applied Linguistics and Oregon State U. The theme of this summer's Institute, to be held the last four weeks of the combined institute, is "Major Trends in ESP." Courses in English for Science and Technology, Vocational ESL, English for Business and Economics, and English for Academic Purposes will be featured.

John Lackstrom (Utah St U) will once more serve as Academic Coordinator for the Institute. Faculty includes Louis Trimble (U Washington), Jo Ann Crandall (CAL), Ann Johns (San Diego St U), Stephen Hanchey (San Francisco), and Karl Drobnic (Oregon St U).

The Institute will run from July 14 to Aug 8. Meals and lodging will be available through U New Mexico. A graduate credit option will be provided by UNM Continuing Education, local host of the Institute. Tuition is \$700.00. Further information may be obtained from: Karl Drobnic, Dir, EST Clearinghouse, ELI AdS 100, Oregon St U, Corvallis OR 97331.

RUTH CRYMES: IN MEMORIAM

by James E. Alatis

mind the ability to take everything in stride, the quiet

MEETINGS & CONFERENCES—from page 9

- (Write: Alan Hudson-Edwards, Dept of Ling, U New Mexico, Albuquerque NM 87131.)
- ** July 29-31 Amer Conf on Lang & Lit Albuquerque NM. (Write: Ellen Spolsky, Dept of Eng, U New Mexico, Albuquerque NM 87131)
 - * Aug 1-3. LSA Summer Mtg Albuquerque NM.
 - ** Aug 4-5. Andean Ling Workshop, 4th. Albuquerque NM (Write: Garland D Bills, Dept of Ling, U New Mexico, Albuquerque NM 87131.)
 - Aug 4-8. Intl Cong of the Intl Assn of Tchrs of German Nurnberg, W Germany.
 - * Aug 11-13 Amer Assn of Tchrs of Spanish & Portuguese, 62nd San Juan PR.
 - * Aug 11-15 Amer Forum of the Ling Assn of Canada & the U.S (LACUS), 7th Houston TX. (Write: Valeria Becker Makkai, P O B 101, Lake Bluff IL 60044)
 - * Aug 16-23. Intl Summer Sch in App Ling & Dictionary-Making Exeter, England. [See LR 22:4, p9]

- Aug 19-23 Intl Conf on the Tchng of Eng, 3rd Sydney, Australia
- Aug 20-27. Intl Finno-Ugric Cong, 5th Turku, Finland
- * Aug 23-25 Australian Ling Society, 12th Clayton, Vic, Australia (Write: Prof Hammerstrom, Dept of Ling, Monash U, Wellington Rd, Clayton, Vic, Australia) [Deadline for abstracts. May 31, 1980]
- * Sept 8-10. Nilo-Saharan Ling Coll, 1st Leiden, The Netherlands. (Write: Thilo C Schadeberg, Postbus 9507, 2300 RA Leiden, The Netherlands or M L Bender, Dept of Anthro, Southern Illinois U, Carbondale IL 62901.)
- Sept 17-30. Biennial Conf of the Society for Caribbean Ling, 3rd Willemstad, Curacao
- Sept 29-Oct 4 Intl Conf on Computational Ling (COLING). Tokyo, Japan.
- * Oct 15-17. Delaware Sym on Lang Studies, 2nd Newark DE. (Write: R. Di Pietro, Chair, Dept of Langs & Lit, U Delaware, Newark DE 19711) [Theme: Linguistics in the Professions (e.g. Law, Politics, Advertising, Medicine) Abstract deadline. Feb 15, 1980]

LINGUISTS WANTED—from page 10

academic training and work exp from a broad range of disciplines related to the speech sciences (e.g., speech and hearing science, ling, engineering, anatomy, physiology, physics) are encouraged to apply. Applications, including resume and names of 3 references, should be sent to: Laurence B Leonard, Search Cte Chair, Audiology & Speech Sciences, Heavilon Hall, Purdue, W Lafayette IN 47907.

The Psych Dept at Northeastern U is looking for an asst or assoc prof (2.3R or 2.2R). Qualifications: PhD in ling or psycholing with exp in research and tching ling and

psycholing; fluency in Amer Sign Lang (ASL). Salary negotiable. Responsibilities: tch grad and undergrad courses in ling and psycholing, including phonetics, neuroling, and ASL ling; conduct research and grad training in psycholing and ASL. Send resumes to Marc Origman, Acting Chair, 234 NI, Northeastern U, 360 Huntington Ave, Boston MA 02115.

Senior Lexicographer wanted in the New York area to head up lexical aspect of machine translation proj in various langs. Send resumes to: Personnel Dir, Logos Dvlp Corp, 2 Low Ave, Middletown NY 10940

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Bilingual Education Is Focus of Upcoming GU Roundtable

"Current Issues in Bilingual Education" is the theme of the 31st Annual Georgetown University Round Table on Languages and Linguistics, to be held Mar 19-22. Discussion will focus on three major areas: Bilingual Assessment, Research Directions within the Context of Bilingual Education, and Cross-cultural Communication.

Featured this year are a series of Discussion Panels and a Pre-Conference Workshop. The Workshop, to be held on Mar 19, will be devoted to "Oral Interview Testing." Chaired by James Frith (Sch of Lang Studies, Foreign Service Inst), it will include participants from FSI, the Defense Language Institute, other governmental agencies, and the Educational Testing Service, and will be held as one of the Interagency Round Tables on Languages which meet monthly in Washington.

The first of the panel discussions will be held on the afternoon of Mar 20 and will feature two sessions: "The Monolingual Child Is Underprivileged! A Discussion for Principals and Teachers in Genuinely Bilingual Schools: Do We Need an Association," chaired by Dorothy Goodman (Intl Sch, Washington DC) and Joshua Fishman (Yeshiva U), and "Bilingualism as a Factor in Translation and Interpretation," chaired by Margareta Bowen (Div of Interpretation & Translation, Georgetown) and Jean Delisle (Ecole de traducteurs et d'interprètes, U Ottawa).

The second panel will meet the morning of Mar 21 and will discuss "Current State Level Trends in the Assessment of Language Minority Students." The participants will all be Directors of State Departments of Bilingual Education. They are: Ramiro Reyes (CA); Gabriel Valdez (FL), Maria Medina Swanson (IL), Ernest Mazzone (MA), Carmen Perez (NY), and Ernesto Perez (TX).

Featured speakers for the Evening Sessions are: (Mar 20): Josué González (Dir, Office of Bilingual Ed, USOE), who will speak on "Current Issues in Bilingual Education," and Joshua Fishman, who will discuss "Bilingual Education under Ethnic Community Auspices in the United States"; (Mar 21): Robert Lado (Georgetown), Irma Hanson, and Tim D'Emilio (Spanish Ed Dvlpt Cntr, Washington DC), on "The SED Center Preschool Reading Project Phase I"; Steve Krashen (USC) on "First and Second Language Acquisition in a Bilingual Context," and Marina Burt and Heidi Dulay (Bloomsbury West) on "Relative Proficiency of Limited English-proficient Students."

Additional speakers, with their topics, are listed below by session:

• **Bilingual Assessment** (Mar 21, a.m.) is chaired by Marina Burt and Heidi Dulay. Speakers: John Oller (U New Mexico), "A Language Factor Deeper than Speech: More Data and Theory for Bilingual Assessment"; Star-

rett Dalton (Riverside USD), "The Relationship between 'Home Language Use' and Student Language Proficiency"; Harvey Rosenbaum (SWRL), "The Entry/Exit Project: A Status Report."

• **Research Directions within the Context of Bilingual Education** (Mar 21, p.m.), chaired by G. Richard Tucker (CAL), will include the following speakers: Courtney

See Georgetown—7, Col 2

UPDATE:

The President's Commission

Since the publication of *Strength Through Wisdom: A Critique of U.S. Capability*, issued in Nov 1979 as the final report of the President's Commission on Foreign Language and International Studies, a number of initiatives have been taken by various groups in these fields to ensure that the momentum achieved by the Commission is not lost. For instance, the *ADFL Bulletin* (Nov 1979) notes that the Joint National Committee for Languages (JNCL)* is making progress toward the establishment of a liaison office in Washington which will be designed "to monitor and seek support for legislative proposals contained in the recommendations of the President's Commission . . . to work with governmental and nongovernmental agencies in building a broad base of support for language study, and to ensure representation of language interests in the development of programs in international studies." Until that office is established, an interim liaison officer is working out of office space provided by Georgetown U. JNCL hopes to have a permanent liaison officer by Summer 1980.

ACTFL also reports in *Foreign Language Annals* (Oct 1979) of its plans to establish an "Alert Network" which would reach out from the foreign language education community to broaden an understanding of the foreign language and international study needs at the local, state, and national levels. This network, which is designed to support JNCL's liaison office, has begun to function with a *Bulletin* (the first was dated Jan 3, 1980)

* The JNCL is an informal consortium of 10 organizations including the American Associations of Teachers of French (AATF), German (AATG), Italian (AATI), Spanish and Portuguese (AATSP), and Slavic and East European Languages (AATSEEL), as well as the American Council on the Teaching of Foreign Languages (ACTFL), the Association of Departments of Foreign Languages (ADFL), the National Association for Bilingual Education (NABE), the National Federation of Modern Language Teachers' Association (NFMLTA), and Teachers of English to Speakers of Other Languages (TESOL).

See Commission—11, Col 2

Language Training. Published by the LTC (Language Tuition Centre) Professional Language Services. Quarterly. First issue: Summer 1979. Editor: Adrian Pilbeam. Subscription: £ 1.00 (UK) or £ 1.50 (overseas) per issue. All correspondence to: PLS Newsletter, LTC Professional Lang Services, 26-32 Oxford St, London W1A 4DY, England.

This quarterly newsletter focuses on language training within industry, with each issue devoted to a particular topic to be covered in a series of general articles and illustrative case studies. Although intended primarily for training managers and other executives with responsibility for language training within companies and similar organizations, it would also be of interest to language teachers, curriculum designers, and administrators. The majority of articles are concerned with English.

The first two issues focus on conducting a language audit (analyzing language needs, assessing staff capabilities, and specifying training to close the gap between present and desired linguistic performance). The next two issues will deal with company language training programs, examining the options available to organizations (large and small) who wish to make their language training more systematic.

Readers are invited to submit descriptions of language programs in operation, problems, or solutions. Future topics include evaluation of training, language training for

immigrants, methodology and approach, autonomous learning and self-access systems, materials review, criteria for selecting teachers and language courses, and language training for technology transfer and turnkey projects.

Journal of African Languages and Linguistics. Published by Foris Publications for the Department of African Linguistics at U Leiden. 2 per year. First issue: Apr 1979. Editor: Paul Newman. Subscription: \$15.00 individual, \$25.00 institutional. Editorial correspondence to: Paul Newman, JALL, Postbus 9507, 2300 RA Leiden, The Netherlands. Subscription correspondence to: Foris Publications, P.O. Box 509, 3300 AM Dordrecht, The Netherlands. [Distributed in the U.S. by: Humanities Press, Atlantic Highlands NJ 07716.]

JALL is a broad-based, international journal in the African language field whose aim is to serve as an open forum for the exchange of information and ideas among linguists dealing with African languages. In addition to articles, a considerable part of each issue is devoted to book reviews, new publications, research reports, comments and rejoinders, conference announcements, and other items of general interest. The first issue contains articles on vowel length in Proto-Bantu, a reanalysis of tonal downstep, underlying cross-height vowel harmony in Nen, tonal structure in Ngemba, and medial consonants in Proto-Ijo, as well as a list of recent publications in African linguistics.

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TESOL: The 14th Annual Convention

H. Douglas Brown, TESOL President, presided over the 14th Annual Conference of Teachers of English to Speakers of Other Languages (TESOL) meeting at the Hilton Hotel in San Francisco CA, March 4-9. The Conference, dedicated to former President Ruth Crymes who died tragically in an airplane crash on October 31, opened with an address by Bernard E. Kelley, Director, Office of Refugee Affairs, HEW, on "The Refugee Program: Organizing for the Long Haul."

Plenary session speakers include: Mayuri Sukwiat (U Hawaii), "TESOL and Training Non-Native Speaking Teachers"; Virginia French Allen (Temple U) and others, "TESOL and Articulation between Teacher Training Institutions and Public Education"; Charles A. Ferguson (Stanford) and Shirley Brice Heath (U Pennsylvania), "TESOL and Language in American Life"; James Alatis (Georgetown and Exec Sec. TESOL) and others, "TESOL and Other Professional Organizations"; Henry G. Widdowson (U London), "TESOL and English for Special Purposes"; and Evelyn Hatch (UCLA), "TESOL and Second Language Acquisition."

The first two days of Intensive Study Sessions (workshops, colloquia, and mini-courses) focus on testing, research, teacher training, literacy, curriculum development, materials preparation, special considerations for language/cultural groups, methodologies and approaches (silent way, total physical response, computer-assisted instruction), and English for special purposes—including a session on English as an auxiliary language for the learning disabled/handicapped.

The 12 planned colloquia include sessions on vocational ESL, TESOL and sociolinguistics, oral proficiency testing, ESL in the People's Republic of China, and ESOL in Native American bilingual programs. The 10 mini-courses offer topics such as applied linguistics for the classroom teacher, communicative language learning, and the English spelling system.

Over 100 papers and demonstrations reflect the TESOL special interest areas of ESL in elementary and secondary schools, ESL in adult education, ESL in higher education, ESL in bilingual education/standard English as a second dialect, EFL for foreign students in English speaking countries, teaching English abroad, and applied linguistics.

This year's convention offers a number of special sessions: Certification in the U.S. (Schools and Universities Committees); Employment Issues and Job Insecurity (WATESOL); Legislation and TESOL (Socio-Political Concerns Committee); Research—The State of the Art;

See TESOL—6, Col 2

English Language Teaching And Refugees

by Allene Guss Grognet

[Ms Grognet is Director, Native & English Language Education Program and Director, National Indochinese Clearinghouse & Technical Assistance Center at CAL]

One of the most critical problems facing the world today is that of forced migration. In almost every part of the globe—Vietnam, Cambodia, Laos, Afghanistan, Iran, Ethiopia, Rhodesia, the Soviet Union, Chile, Haiti—people are forced to flee to other countries for asylum. History may well look back and call the 1980s the decade of the refugee. To all these forced migrations, questions of language and cultural reorientation are central. They are crucial for refugees who must settle in a foreign country because they cannot return to their homelands.

Today, over 300,000 refugees from Indochina are living in the United States. They come speaking Vietnamese or Khmer or Laotian or Hmong or Cantonese or Teochiu, and to function in American society, they must quickly learn to speak English. A recent HEW study estimates that about 66% cannot use the English language for survival and minimum employment needs. Given these facts, we—the professionals in the TESOL field—have to look at how we can best meet the needs of those refugees from Indochina who are already here, and of the 14,000 per month that will be continually arriving.

For almost five years, a number of professional teachers of English to speakers of other languages have worked with Indochinese students in general adult education programs, and in special projects under the national Indochinese Refugee Assistance Program, or voluntary and state social service agency sponsorship. In addition, CAL's National Indochinese Clearinghouse and Technical Assistance Center (NICTAC) has prepared materials to help both the teacher and the student, and keeps in close touch with teaching programs throughout the country via its toll-free WATS number (800-336-3040) and many in-service, on-site teacher training workshops.

Because of CAL's unique involvement in Indochinese resettlement issues, I was asked to be part of a team to assess the language and orientation needs of refugees in the camps in Thailand. Funded by the Ford Foundation, and conducted under the sponsorship of World Education, the team also consisted of Seth Spaulding, U Pittsburgh; James Lehman, New Transcentury Foundation; David Ford and Supote Prasertsri, Ford Foundation consultants; and Charung Saengchantr and Walapa Wongchalard, Thai Ministry of Education. We visited four of

See Refugees—9, Col 1

NIE FUNDS CENTER FOR BILINGUAL RESEARCH

The National Institute of Education (NIE) recently established a National Center for Bilingual Research, located at the Southwest Regional Laboratory for Educational Research and Development (SWRL) in Los Alamitos CA.

The Center, which is the first major federally funded institution devoted to research in teaching and learning in bilingual settings, has a 5 year, \$5.7 million funding base which allows NIE and the Center to have a more flexible working relationship, with more direct participation of NIE, than an ordinary contract would have. Three areas of research will be undertaken by the new Center: (1) language acquisition; (2) language functioning (the language use of bilingual individuals and communities and the effect of dual language skill upon communication, thinking, and learning); and (3) bilingual schooling (instructional strategies and policies for meeting the needs of people with non-English backgrounds.)

The purpose of this Center is to provide a direct basis for improving bilingual classroom procedures and materials, for informing legislators and policy makers faced with questions of equity for linguistic minorities, and for providing opportunities for members of bilingual communities to participate in research which seeks to benefit their communities. Recently, SWRL held a planning meeting to which it invited a number of scholars in the fields of bilingual education and language acquisition and use to help set research agendas for the next 5 years.

The new Director of the Center is Cándido de León, co-founder and former president of Hostos Community College in New York City; Associate Director is Victor Rodríguez, formerly a staff member at SWRL.

linguists wanted

Note A fee of \$35.00 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 Managing 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.

Temple U. Anticipated position—asst profship in communication competency areas search reopened. PhD required with exp in tching lang enrichment skills. Responsibilities include tching in the Eng Lang Enrichment Cntr at Temple, supervising tching assts in ELECT, and dvping research in lang enrichment, as well as tching in other areas in speech and app ling. Salary negotiable depending on qualifications. Application deadline extended to Mar 31, 1980. Contact: Caroline Drummond, Rhetoric & Com-

munication Div, Speech Dept, Temple U, 13th & Columbia Ave, Philadelphia PA 19122.

The Grad Sch of Ed at U Pennsylvania has a new position at the asst prof level (tenure track), beginning Fall 1980. Candidates must have a strong background in 2nd lang acquisition combined with professional training and exp in ESL methodology. PhD required. Send CV to: Nessa Wolfson, Dr, Ed Ling/ESL, Grad Sch of Ed, U Pennsylvania, 3700 Walnut St, Philadelphia PA 19104.

The Sch of Lang & Communication at Hampshire Coll is seeking a linguist to fill a 1-year position, with possible extension, beginning Sept 1980. Applicants should have the following qualifications: strong training in contemporary ling theory, a demonstrated substantial interest in applying ling theory in a closely allied area, preferably one or more of the following: child lang, discourse analysis, neuroling, sign lang, or artificial intelligence, a commitment to undergrad tching and an interest in working in the inter-disciplinary prog of the Sch of Lang & Communication, which includes 2 other linguists, 3 psychologists, 2 philosophers, an anthropologist, 2 people in math and computer science, and 3 in mass communications. Applications should be sent no later than Mar 21, 1980 to: Ling Search Cte, Sch of Lang & Communication, Hampshire Coll, Amherst MA 01002.

U Guam has an opening in its Dept of Eng & App Ling for the Fall Semester, 1980-81. Primary tching assignment: audio-lingual, reading, and writing classes for students who spk Eng as a 2nd lang. Secondary tching assignment: freshman composition. PhD preferred. Apply to: Dept of Eng & App Ling, U Guam, P.O. Box EK, Agana GU 96910

ESEA Title VII Faculty Directory

Reynaldo Baca, Research Specialist at the National Dissemination and Assessment Center, California State U, Los Angeles, is compiling a *National Directory of ESEA Title VII Sponsored Faculty in Higher Education*: (1) The sample is based on over 150 colleges and universities in the U.S. within the ESEA Title VII network. (2) Each person responding will have an abbreviated vitae published. (3) A subject index will be included that will cross-reference areas of specialization by linguistic group served. For example, a listing of all faculty whose speciality is educational psychology and Chinese—OR—a listing of all faculty whose speciality is math education and Spanish speaking Puerto Rican—OR—a listing of all faculty whose speciality is language dominance and Cantonese, etc.

All names will be put on computer disk to eventually develop a comprehensive file of bilingual education higher education specialists and researchers.

Also, from the data, a state-of-the-art paper on ESEA Title VII sponsored faculty will be published which will include the varied backgrounds, fields of concentration, courses taught, research published, and research in progress.

The *National Directory* will be available through the National Dissemination and Assessment Center, ESEA Title VII, California State U, 5151 State Univ Dr, Los Angeles CA 90032 sometime in the fall. The state-of-the-art paper will be available sometime after that. For further information, contact Reynaldo Baca, NDAC (address above) or at (213) 224-2723.

Editor's note The response to Dr. de Matos letter in the Oct/Nov LR has slowly been coming in. In the coming months, the LR plans to publish as many of these responses as space permits

Janice Yalden (Assoc Dean, Faculty of Arts, Carleton U) writes on the "Recollections of a Second-Language Learner"

I was intrigued by Dr. Gomes de Matos' suggestion that the *Linguistic Reporter* solicit statements from successful foreign language learners from around the world on how they actually learned their second languages. This is a matter on which I have often reflected and it is interesting to try and set down exactly how I did learn the two languages that I know reasonably well: Spanish and French. On the FSI scale I would probably get top rating for both of these languages—depending on the time of day and season of the year. In more "communicative" terms I suppose I could say that I can handle utterances of considerable length and complexity, that I have mastered quite a large range of language forms, functions, and skills at a high level of delicacy. I am not too bad on rapidity and deliberateness of communication, and as for flexibility, well, I can handle novelty and I can switch subject and interlocutor, although perhaps I am not so fast on my feet when it comes to switching style of communication. Now I suppose what the readers of the *Linguistic Reporter* might be interested in is how I attained this pinnacle of perfection in not one but two foreign languages.

The answer is, regrettably, extremely simple: I attained such skill as I have through many, many years of study and practice. I was exposed to both of these languages early in my life in both formal and functional settings, and have always used both of them in personal and professional domains. I began the study of French in school at the age of 10, and later on studied all my school subjects through that medium for a year or two. I later switched into Spanish as the language of school, and later still, back into English again. After having started French in school, I started learning Spanish on the street, as it were, since my parents were transferred from Jamaica, where I was born, to the Dominican Republic, where my father was posted for a number of years. At one point, then, in my life, English, French, and Spanish were all jostling for position, and I learned to handle them all as languages through which I did my school work. Only English and Spanish, however, were languages that I used in communication with my friends. I never used French in a social setting until after I was through university, at which time I spent some months in Paris, and rapidly had to learn how to answer the telephone and rent an apartment and do the shopping in that language. (It was a harrasing experience.)

Today I seem to manage French and Spanish almost equally well. However, I have always felt that Spanish is my second language, probably because of the dual use that it had for me when I was a child: school and playground. French has had a different function in my life: school, and the adult equivalent of the playground, name-

ly the cocktail or dinner party. So it is that for me Spanish is a more comfortable language to use, whereas when I speak French I feel that I have to be more adult and perform at a higher level, not linguistically, but in the social sense.

These, however, are my attitudes to the two languages that I know best other than English; they do not have much to do perhaps with the processes through which I acquired the two languages. On the latter subject, I think that Krashen is obviously right—one gets to know a second language both subconsciously and through the use of the Monitor. I am sure that this is true in my case. I have spent years studying the phonology and syntax of these two languages; I have also spent years using the languages in a variety of settings and countries, for a wide variety of purposes. The two activities together (study and use) are essential in second language learning, if one is talking about learning a language which one can use in intellectually sophisticated settings. If you have to use your second languages in academic and professional settings, and in social settings in which you are meeting and talking to people who have a considerable amount of formal education, then you really do require an active and well-trained Monitor.

I visualize these Monitors as being somewhat like small active monkeys attached by a leash to my language processing mechanism, wherever that may be, who jump up and down excitedly drawing my attention to instances where I have either committed an error or am in danger of so doing. Sometimes, however, they get tired, or suffer from linguistic malnutrition, and in these circumstances they don't perform nearly as well as I would like them to. Occasionally, they seem to be totally inactive and there is very little I can do to prod them into the proper state of watchfulness. On such occasions all I can do is either keep quiet or apologize to my interlocutors by saying that I just don't seem to be able to switch linguistic gears that day. However, it would be nice if we could devise some way of keeping the Monitors on their toes and not allowing them to lie down on the job. Perhaps it's just a matter of diet and exercise for them, too.

CAL PROVIDES . . .

The Ann Arbor Court Case

National attention has been drawn in recent months to the suit brought against the Ann Arbor School District Board by 11 Black children attending Martin Luther King Junior Elementary School. Now CAL is making available the full text of the Memorandum Opinion and Order and the Implementation Plan devised by the Ann Arbor School Board. It is available free of charge with orders for all 5 booklets in our *Dialects and Educational Equity* series (\$11.75 prepaid) or with new subscriptions to the *LR*. All others should send \$1.75 to cover the cost of handling (quantities limited) to:

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

• A *Directory of Language Planning Organizations*, compiled by Joan Rubin, is now available for \$3.50 from the University of Hawaii Press, Honolulu HI 96822. The Directory (112 pp.) is an outgrowth of Rubin's work with the East-West Center in the field of language planning, and resulted from a questionnaire circulated to language planning organizations around the world. Organizations included are listed by country of operation, or by international scope or purpose. Provided, where possible, is the name and address; the name of the director and/or executive secretary; the year of founding, source of authorization, funding, and major affiliation; goals; the organization and size of staff; work in progress; and publications and periodicals. The *Directory* also is indexed by languages, country/region, and organizations. It will help in identifying the scope of language planning organizations and activities and encourage sharing. Since Rubin plans to revise the *Directory* on a regular basis, she encourages readers to provide additions or corrections to the *Directory*, c/o 2011 Hermitage Ave, Wheaton MD 20902.

• James Agenbroad, in the *Library of Congress Information Bulletin* of Jan 11, 1980, reports on a recent conference on **Machine Processing by East Asian Scripts** sponsored by the East Asian Library Program of the American Council of Learned Societies. Ten background papers on various aspects of ideographic data processing were prepared for discussion. The conference participants agreed that technologies for machine processing of Chinese, Japanese, and Korean are now operational and that such technologies should be increasingly applied to libraries. They also agreed "that the size and complexity of the character sets involved makes establishing a continuing mechanism to study, monitor, and standardize them desirable" and "that international collaboration on formats and their implementation for sharing machine-readable East Asian bibliographic data should be supported."

• As part of its new efforts to make available "a comprehensive and integrated set of computational tools" to field workers, "to assist them in linguistics, literacy, translation, and anthropology work," the Summer Institute of Linguistics is planning to publish a series of *Notes* on computer applications to linguistics, literacy, translation, and anthropology, similar to its *Notes on Linguistics*. Contributions of items for publication should be sent to the Editor for Computer Applications, ILC, 7500 W Camp Wisdom Rd, Dallas TX 75236.

• An Arabic language equivalent of *Sesame Street* called *Iftah Ya Simsim* ("Open Sesame") recently was aired for the first time from a television studio in Kuwait. The series uses many of the same techniques and some of the same characters as its predecessor, *Sesame Street*, but has also created a number of new characters and an appropriate Shari' Ishrin ("Twentieth Street") which could be found in many small cities on the Arab peninsula or in North Africa. One in-

- Apr 2-7 Assn for Childhood Ed Intl San Francisco CA
 Apr 7-11 Amer Ed Research Assn Boston MA
 Apr 8-11. Intl Cong on Langs & FL Instruction in Europe Hamburg, W Germany.
 Apr 10-12 Coll Eng Assn Dearborn MI.
 Apr 10-12 Central States Conf on the Tchng of FLs Milwaukee WI
 Apr 10-12 Conf on African Ling, 11th Boston MA
 Apr 13-15 Sym on Perspectives on British Sign Lang & Deafness Lancaster, England
 Apr 16-23 Ann Intl Bilingual Bicultural Ed Conf, 9th Anaheim CA
 Apr 17-19 Chicago Ling Society, 16th & Parasession on Pronouns & Anaphora Chicago IL
 Apr 17-19 Ann Working Conf on Conversation Analysis, Human Interaction & Ethno Methodology, 2nd Columbia SC
 Apr 17-19 Pacific NW Council on FLs, 31st Seattle WA
 Apr 17-20 NE Conf on the Tchng of FLs, 27th New York NY
 Apr 18-20 CATESOL Conf San Diego CA
 Apr 21-25 Acoustical Society of America Atlanta GA
 Apr 21-25 RELC Regional Sem, 15th Singapore [See LR 22:6, p 8]
 Apr 23-25 SW Areal Lang & Ling Workshop (SWALLOW), 9th El Paso TX
 Apr 24-26 Kentucky FL Conf Lexington KY
 Apr 25-28 Conf on Ling & the Univ Ed E Lansing MI
 • May 2-3 Natl Conf on the Attrition of Lang Skills Philadelphia PA [See LR 22 6, p 8]
 May 3-4 CA Ling Assn, 10th Long Beach CA
 May 1-9 Intl Reading Assn, 25th St Louis MO
 May 6-8 Conf on the Clever Hans Phenomenon Communication Processes among Horses, Whales, Apes & People. New York NY
 • May 10 Sym on the Influence of Speakers' Native Langs on Their Use of Esperanto Urbana IL [See LR 22 6, p 8]
 May 18-23 Intl Conf on Communication, 30th Acapulco, Mexico
 May 20-24 Natl Assn for For Student Affairs (NAFSA) & Assn of Tchrs of ESL St Louis MO
 • June 2-20 Summer ESL Institute, 2nd San Antonio TX [See LR 22 6, p 8]
 June 2-27 Intl Summer Inst for Semiotic & Structural Studies Toronto, Ont, Canada
 June 12-14 Ethnoperspectives Forum in Bilingual Ed Research 1979-80 Theory in Bilingual Ed Ypsilanti MI
 June 16-Aug 8 LSA Ling Inst, 50th & TESOL Summer Inst, 2nd Albuquerque NM
 June 17-Aug 12 Summer Inst for Haitian Creole Bilingual Tchrs Bloomington IN.
 June 18-20 Assn for Computational Ling, 18th Philadelphia PA
 June 18-Aug 15 Indiana U Summer Slavic Workshop, 30th Bloomington IN
 June 20-21 Conf on Lang Testing Albuquerque NM
 June 23 Mayan Workshop, 5th Guatemala City, Guatemala
 June 23-24 Uto-Aztecan Working Conf, 8th Albuquerque NM
 June 23-July 18 U Louisville Intensive Summer Lang Inst, 3rd Shelbyville KY
 June 24-27 Intl Sym on Ed Testing, 4th Antwerp, Belgium
 June 25-27 Sym on Uto-Aztecan Historical Ling Albuquerque NM

teresting problem which the series faced was the regional variations in spoken Arabic. After conducting a number of sociolinguistic and psycholinguistic tests on children from representative cities from each of the major Arabic regions, the series decided to use Modern Standard Arabic. Although not the first foreign language version of *Sesame Street*, *Iftah Ya Simsim* is one of the most interesting, representing

meetings and conferences

- June 25-30 Amer Assn of Tchrs of French Quebec, Canada
 June 28-29 Kiowa-Tanoan Conf, 2nd Albuquerque NM
 June 29 July 2 Intl Phonology Mtg, 4th Vienna, Austria
 July 2-3 Coll on Hispanic Ling, 7th Albuquerque NM
 July 5-8 Sym on Athapaskan Comparative Ling & Lang Planning Albuquerque NM
 July 7-10 (tentative) Groningen Round Table, 4th Groningen, The Netherlands
 July 7-25 Special Summer Sem for Tchrs of Business German Lang, 2nd Cologne, W Germany
 July 8-12 Bicultural Bilingual Ed Summer Inst San Antonio TX
 July 9-12 Conf/Workshop on Lexicography in New World Context Albuquerque NM
 July 9-16 Intl Cong on Acoustics, 10th Sydney, Australia
 July 14-Aug 8 EST Inst Albuquerque NM
 July 15-17 Sym on Neuroling & Bilingualism The Question of Individual Differences Albuquerque NM
 July 16 Conf on Lang Varieties Sheffield, England
 July 17-19 Amer Dialect Society Albuquerque NM
 July 18-19 TESOL Summer Mtg, 2nd Albuquerque NM
 July 24-28 Conf on Lang Obsolescence Albuquerque NM
 July 29-31 Amer Conf on Lang & Lit Albuquerque NM
 Aug 1-3 LSA Summer Mtg Albuquerque NM
 Aug 4-5 Andean Ling Workshop, 4th Albuquerque NM
 Aug 4-8 Intl Cong of the Intl Assn of Tchrs of German Nurnberg, W Germany
 * Aug 4-8 Workshop in Tchng for Cross-Cultural Understanding & in Tchng for Communicative Competence Grand Rapids MI (Write James Lamse, Dept of Germanic Langs, Calvin Coll, Grand Rapids MI 49506)
 Aug 11-13 Amer Assn of Tchrs of Spanish & Portuguese, 62nd San Juan PR
 Aug 11-15 Ann Forum of the Ling Assn of Canada & the U.S. (LACUS), 7th Houston TX
 Aug 16-23 Intl Summer Sch in App Ling & Dictionary-Making Exeter, England
 Aug 19-23 Intl Conf on the Tchng of Eng, 3rd Sydney, Australia
 Aug 20-27 Intl Finno-Ugric Cong, 5th Turku, Finland
 Aug 23-25 Australian Ling Society, 12th Clayton, Vic, Australia
 Aug 29 Sept 1 Amer Translators' Assn San Francisco CA
 Sept 1-5 Amer Psych Assn Montreal, Que, Canada
 Sept 8-10 Nilo-Saharan Ling Coll, 1st Leiden, The Netherlands
 Sept 17-20 Biennial Conf of the Society for Caribbean Ling, 3rd Oranjestad, Aruba.
 Sept 29-Oct 4 Intl Conf on Computational Ling (COLING) Tokyo, Japan
 * Oct 10-11 Conf on Spanish in the U.S. Setting Beyond the Southwest Chicago IL [See LR 22 6, p 9]
 Oct 15-17 Delaware Sym on Lang Studies, 2nd Newark DE
 * Oct 16-18 Rocky Mt Mod Lang Assn Denver CO [See LR 22 6, p 9]

1981

- Apr 6-10 Intl Conf on Historical Ling, 5th Galway, Ireland
 Aug 9-15 Assn Intle de Ling App (AILA), 6th Lund, Sweden
 * Indicates 1st listing for conf. Details on other entries in the above list will be found in previous issues.

the careful collaboration of educators, linguistics, and TV producers.

* *The Proceedings of the 5th Seminar on Research and Teaching of Linguistics*, held in Oct 1979 at U Técnica del Estado in Santiago de Chile, are now available. Included are papers on first and second language acquisition, linguistic variation, and the teaching of linguistics. (The Proceedings are in

Spanish.) For further information write: Dir, Estudios Generales, Fac de Estudios Generales, U Técnica del Estado, Casilla 4637, Correo 2, Santiago de Chile, Chile.

* *The Middle East: Abstracts and Index* (Pittsburgh PA, Library Information and Research Service, Mar 1978) is a quarterly publication which reviews and abstracts articles in English language publications dealing with the Arab Middle East, Israel, and Iran. Included are speeches, government documents, interviews, editorials, books, dissertations, and periodicals. The work is categorized by concerns dealing with the Arab world as a whole, by individual country, and then within each by type of material. Among the subjects covered are anthropology, education, language, politics, psychology, sociology, literature, the arts, and history.

book notices

Teaching English to Speakers of Other Languages: Substance and Technique, by Betty Wallace Robinett Minneapolis, U Minnesota Press, 1979 xiv, 321 pp \$15.00 cloth, \$8.95 paper.

Robinett provides an overview of the English language (information which many texts take for granted), opening with a description of the essential features of the English grammatical, sound, and lexical systems. A variety of grammatical drills and specific techniques for teaching pronunciation are included. The second part of the text deals explicitly with pedagogical matters: the relationship between language and culture, and its implications for language teaching; current trends and issues in language teaching; problems involved in acquiring second language skills, testing and evaluation with particular reference to English as a second or foreign tongue.

The book promotes the development of flexibility in classroom teaching and provides extensive bibliographies to encourage teachers to broaden and deepen their knowledge. Exercises at the end of each chapter enable readers to check their comprehension of the text material and to apply this information to practical, pedagogically oriented tasks.

This volume is directed to both native and non-native speakers of English who are prospective teachers of English to speakers of other languages or who may already be teaching the language but would like more information.

A Guide to Assessment Instruments for Limited English Speaking Students, by Barbara P. Pletcher, Nancy A. Locks, Dorothy F. Reynolds, and Bonnie G. Sisson. New York, Santillana, 1978. xiii, 221 pp [Address: 575 Lexington Ave, New York NY 10022.]

This *Guide* is designed for use by school personnel who must locate and administer assessment instruments to limited-English-speaking elementary-school children whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog. It begins with a chapter outlining the information provided for each instrument reviewed and discussing the procedures followed in the review. It also describes the methods used to locate the bilingual assessment instruments and the criteria for review within the *Guide*.

Each instrument reviewed is available and used in the U.S., normed with students living in the U.S., targeted for

See Book Notices—10, Col. 1

A BARE-BONES METHODOLOGY COURSE

by Ann Johns

[Dr. Johns is Director of the American Language Institute, San Diego St U.]

Inspired by the "Bare-Bones Bibliography" article in the recent *TESOL Newsletter* (December, 1979) and some comments by Russell Campbell at a CATESOL mini-conference regarding what his students wished they'd studied, I began to think about what the basic ingredients for a teaching methodology course would be. I speak first as a former student, who was asked about the ideal course by Clifford Prator at my comprehensives, and as a teacher trainer and administrator of an intensive English institute. Because my subject is English, my course would be for teachers of ESL/EFL, but much of what is included can be applied to the teaching of any language.

First, there would not be one course, but at least two, and both would be required.

The text for the first course would be *Teaching English as a Second or Foreign Language* (Calce-Murcia, M. and L. McIntosh, eds., Newbury House, 1979). Topic organization would be as follows:

1. Introduction to teaching methodologies.
2. Focus on the student: Successful learning strategies/field independent and field sensitive learners.
3. Oral skills: Exercises for developing communicative competence.
4. Aural skills: Listening comprehension—components, skills and exercises.
5. Oral/aural skills: Uses of the language laboratory.
6. Reading and discourse: Differences between speaking and writing; strategies of a good reader; basic reading theory.
7. Introduction to discourse theory: Juxtaposition of discourse and text (Widdowson).
8. Preparation of learning objectives: The lesson plan.
9. Language testing: Speaking and listening.
10. Language testing: Reading and writing.
11. Language and culture: Intercultural communication.
12. Textbook choice and evaluation.

The advanced class would be offered to those students with teaching experience who have completed courses in syntax, semantics, and phonetics. Required reading would include H. Douglas Brown's *Principles of Language Learning and Teaching* (Prentice-Hall, 1980) and selected articles from *IRAL*, *Language Learning*, *TESOL*, and *English Language Teaching*. Topics covered would be:

1. Instructor philosophy and classroom language practice: A survey.
2. Theories of first and second language acquisition.
3. Human learning/learning strategies.
4. Error analysis and contrastive analysis: Classroom implications.

5. Organizing a grammar-based curriculum.
6. Organizing a nationally-based curriculum.
7. Reading research and classroom teaching: Miscue analysis, redundancy and expectancy research, use of cloze.
8. Writing and discourse theory: English rhetorical modes.
9. Introduction to English for Specific Purposes: English for Science and Technology, English for Business and Economics, Vocational ESL.
10. Classroom-centered research.
11. Test evaluation and development.
12. Issues in language teaching (depending upon student interest, e.g., bilingual education).

I recently attempted to combine these and a number of other topics into a three-unit course; it didn't work. There may even be too much material here for two courses.

In addition, I believe that too many of these courses are taught by linguists with little or no language teaching experience, or by methodologists with little or no linguistics background. Perhaps more adequate training will result from the appropriate evaluation of instructors and choice of topics of general concern.

TESOL—from page 1

Business and TESOL; and the Native American and TESOL.

The convention has again scheduled small breakfast seminars, tours of several bilingual and ESL programs in the San Francisco area, publishers' exhibits with several "Meet the Author and Editor" hours and commercial demonstrations, and, as usual, an employment service. The Empress of China restaurant is the site of the Presidential Banquet.

This year's Convention Chairperson is Janet C. Fisher (Career Units for ESL Students, Los Angeles CA); Mark A. Clarke (U Colorado, Denver) is Study Session Chairperson, and Penny Larson (Alemany CCC) is the Local Chairperson.

For information regarding the publication of the proceedings, contact: TESOL, 455 Nevils Bldg, Georgetown U, Washington DC 20057.

Social scientists with developed or ongoing interests in applied or policy research in Papua New Guinea are invited to apply for short-term visiting fellowships available during 1980 at the PNG Institute of Applied Social and Economic Research. Scholars of all levels of seniority are encouraged to apply, but fellowships are not intended for dissertation research. Grants are flexible but will cover travel costs and expenses for periods of two to six months.

Applicants should send resume and detailed research proposals, together with intended starting date, to the Director, IASER, PO Box 5854, Boroko, Papua New Guinea, before 31 March. Request three referees to send assessments of applicant and research proposal direct to IASER.

Oxford University Press

A Leader in the Communicative Approach to Language Teaching

New Orientations in the Teaching of English

PETER STREVENS

In the fourteen practical papers collected here, Strevens surveys the present state and future directions of English language teaching, stressing new paths of thought, action, and development. Topics discussed include the theory of language teaching, an important new model for the language teaching/learning process, methodology and teacher training, English for special purposes, the teaching of reading, the varieties of English, and such technical questions as the pros and cons of language laboratories and cost-effectiveness in language teaching.

Notional Syllabuses

D. A. WILKINS

In the midst of the current debate on the need for a new, communications-oriented approach to language teaching, this seminal study presents innovative and highly-acclaimed concepts in syllabus design. Stressing the content rather than the form of language, Notional Syllabuses organize teaching according to the semantic demands of the learner, taking the communicative facts of language into account at the start of instruction. Wilkins describes the advantages of the Notional Syllabus, provides categories for syllabus construction, and explores the role of a Notional Syllabus in various language learning situations. The book sets out a theoretical framework that is now widely used in innovative ESL teaching and materials development.

Explorations in Applied Linguistics

H. G. WIDDOWSON

This collection of papers documents the importance of Widdowson's contribution to the study of communicative language teaching. Ranging from theoretical discussion to practical classroom application, the papers examine the teaching of rhetoric to students of science and technology, the teaching of scientific and technical English, the types of communication exercise, the analysis and teaching of discourse, the procedures of interpretation of prose and poetry, simplification, the relation of linguistic descriptions and insights to language teaching, Notional Syllabuses, and the practical application of the communicative approach.

The Communicative Approach to Language Teaching

Edited by **C. J. BRUMFIT** and **K. JOHNSON**

Important papers by leading thinkers are collected here, covering the theoretical background of the notional, functional, and communicative approaches to English language teaching. Contributors include **J. L. M. Trim**, **J. van Ek**, and **D. H. Hymes**. The editors provide lucid commentaries to link the papers, drawing attention to relationships and points of importance. Arranged in four sections (the linguistic background, the background to teaching, applications and techniques, and methodological perspectives), the papers are invaluable to anyone who wishes to understand the development of the ideas behind today's educational theories.

Sociolinguistic Aspects of Language Learning and Teaching

Edited by **J. B. PRIDE**

Sociolinguistics is the study of natural language in all its social and cultural contexts. Highly readable and clearly presented, this collection is particularly useful for teachers of English as a second language who need to know more about the sociolinguistic aspects of their subject. The papers discuss communicative competence and language learning, the interrelations of language, education, and social change, standard and non-standard language, and curriculum design. The importance of sociolinguistics for English language teaching is emphasized throughout. Contributors include **Walt Wolfram** and **Ralph Fasold**, **Andrew Cohen** and **Merrill Swain**, and **Susan Ervin-Tripp**.

Oxford University Press
200 Madison Avenue New York, N.Y. 10016

RELC's **Regional Seminar on Evaluation and Measurement of Language Competence and Performance** is scheduled for Apr 21-25, 1980. The seminar's general objectives are: (1) to review current methods of testing language competence and performance, (2) to consider research in the field of language testing and its relationship to language teaching; (3) to discuss the problems of language testing in the multi-lingual and multicultural societies of Southeast Asia; (4) to stimulate interest and research in the field of language testing in the regions. The seminar format will provide for paper presentations, panel discussions, and workshops. Plenary sessions tentatively scheduled are: *New Directions in Linguistics and Their Influence on Language Testing Theory and Practice*; *Testing Communicative Competence, Language Proficiency Rating*; and *Current Testing Practices and Problems*. For further information write: SEAMEO Regional Lang Centre, 30 Orange Grove Rd, Singapore 1025, Singapore.

U Pennsylvania, in cooperation with the American Council of Learned Societies, will hold a **National Conference on the Attrition of Language Skills**, scheduled for May 2-3, 1980. Supported by the National Endowment for the Humanities, the conference will bring together leading scholars and national language policy administrators to assess what is known about language skill loss and to plan future research and program development in this area. In the opening session, Richard D Lambert (U Pennsylvania) will provide an overview of the topic. Other sessions: *Theoretical Aspects of Psycholinguistics with Special Relevance to Language Loss* (Chair Lila Gleitman, U Pennsylvania)—"What in the accumulated data on rate and sequence of acquisition of first (and second) languages will help us understand the phenomenon of language loss?" (Jean Berko-Gleason, Boston U); "What are the social/motivational correlates of L2 acquisition? How might they relate to language loss? What are the learning style variables?" (R. C Gardner, U Western Ontario); "Language loss and maintenance in language contact situations (bilingual, dying languages, immigrant languages, Native American languages)" (Nancy C. Donan, Bryn Mawr Coll); "What evidence from aphasic studies and other forms of physiological deterioration might provide approaches for the study of language loss?" (Loraine K Opler, Boston's VA Hospital). *How is Language Loss Measured and Described?* (Chair: G Richard Tucker, CAL)—"Psychometric dimensions that must be measured in research on language loss. What are the criterion variables? Existing and new research paradigms? Who are our potential cohorts?" (Rebecca L. Oxford, InterAmerica), "What are the existing test and measurement approaches? What are the potential measurement problems? What new test design and content questions are needed to develop instruments appropriate to measure language loss?" (John Clark, Ed Testing Service), "What specific linguistic attributes should be measured to describe and document language loss? What can the literature on pidgins and creoles contribute in sketching critical linguistic indicators to be measured?" (Roger W. Andersen, UCLA) *Language Loss and Maintenance Implications for Programs and Policy* (Chair: Richard T Thompson, Office of Ed)—"What programs exist that are designed to maintain and enhance second language skills? What programs are intended for false beginners and remedial students? What are some revivification techniques (i.e. hypnosis, teaching materials, learning situations, general institutional structures)?" (Albert Valdman, Indiana U), "The Government's

language maintenance programs. What kinds of program do the various governmental agencies have to retrain people who have previously studied a foreign language?" (Pardee Lowe, Interagency Roundtable); "The implications of language attrition on minority education policy: How might what we learn about language loss effect bilingual education policy and programs, particularly in terms of first language loss?" (Josue Gonzalez, Office of Bilingual Ed); "What are the major implications of language skill attrition for national language policy? What are the implications for redesigning individual programs and for the allocation of national resources, both private and public, in support of language learning?" (Richard Thompson). Those interested in attending the conference should write Barbara F Freed, 521 Williams Hall, U Pennsylvania, Philadelphia PA 19104

U Texas-San Antonio will hold its **2nd Summer ESL Institute** June 2-20, 1980. Open to teachers, teacher trainers, supervisors, and administrators, Institute courses will include: *Psycholinguistic Foundations of Second Language Teaching/Learning and Bilingual Performance*, *Second Language Acquisition, Reading Acquisition and Techniques*; *Reading Skills in ESL*; *Second Language Teaching Methods, Innovative Methods in ESL*, *Tests and Measurements in Bilingual and Second Language Studies*, *Assessing the Functions of Language Performance*. Visiting faculty James J. Asher (San Jose St); Roger W Shuy (CAL and Georgetown); John H. Schumann (UCLA); John F Fanselow (Tchers Coll, Columbia) For additional information write: Div of Bicultural-Bilingual Studies, U Texas, San Antonio TX 78285

A call for papers has been issued for the 1980 LSA Summer Meeting to be held during the Summer Institute on August 1-3 in Albuquerque NM

The Program Committee, at its meeting in September 1979, revised the guidelines for the submission of papers for LSA meetings held in 1980. Of most importance is the change in the **12-minute papers**, followed by 8-minutes of discussion: these will no longer be refereed. The Committee encouraged members to arrange groups of papers on specific topics for presentation in a three-hour session. Papers which are not a part of a special session will be arranged by the Committee into appropriate sessions. Abstracts are also being solicited for **30-minute refereed papers**, followed by 15-minutes of discussion. Abstracts may be submitted for either the 12-minute or the 30-minute category, but not for both.

Colloquia for 1-1/2 hours, consisting of a 45-minute paper followed by comments from three invited discussants and open discussion will also be considered by the Program Committee for the Summer Meeting program.

The deadline for abstracts for all papers and colloquia is **April 15**. Abstract guidelines/specifications and submittal forms may be found in the December 1979 *LSA Bulletin* or requested from the LSA Secretariat, 1611 North Kent Street, Arlington VA 22209.

U Illinois-Chicago Circle will host a **Conference on Spanish in the U.S. Setting: Beyond the Southwest**, to be held Oct 10-11, 1980. The purpose of the conference is to provide linguists, anthropologists, sociologists, and language scholars with the opportunity to present data and research findings on issues pertinent to language contact, language variation, and language planning as they relate to the Spanish language. Keynote speakers will be Jorge Guitart (SUNY-Buffalo), Shana Poplack (CUNY), and Roger Shuy (CAL and Georgetown). Abstracts on Southwest Spanish will be considered, but preference will be given to those dealing with U.S. communities outside the Southwest. Plans are being made to publish the proceedings, which will not include any papers previously committed or offered for publication. Abstract format: submit six copies, not exceeding one page in length, abstract should be unidentified but accompanied by a 3 x 5 card with author's name and title of the paper. The deadline for abstracts is June 15, 1980, papers in prepublication form are due Sept 1, 1980. Send all materials or inquiries to: Spanish in the U.S. Setting: Beyond the SW, c/o Lucia Eliás-Olivares, Dept of Spanish, Italian & Portuguese, U Illinois-Chicago Circle, Box 4348, Chicago IL 60680.

The 1980 meeting of the **Rocky Mountain Modern Language Association** will be at the Brown Palace Hotel in Denver CO, on Thur, Fri, and Sat, Oct 16-18. Local arrangements are being made by Lt Col Jim Gaston of the US Air Force Academy and David Lindstrom of Colorado St U. For information about the program write: Ingeborg Carlson, Executive Director, RMLLA, Dept of Foreign Languages, Arizona St U, Tempe AZ 85281.

REFUGEES—from page 1

the 13 established camps: Nong Khai, Ban Vinai (Loei) Ubon, and Surin, as well as the transit centers in Bangkok. About 80% of the refugees from Thailand (mostly Lao, Hmong, and Khmer) bound for the US pass through these four camps. Although the camps were crowded, the refugees had put some semblance of order in their lives; there were small restaurants, shops, and open air markets, and there were organized committees dealing with camp exigencies such as housing, food, and elementary education.

What was most evident was the lack of meaningful work or education for the majority of the adult populations of the camps. There were some English language classes in each camp we visited, and the desire to learn English was apparent. Class sizes, for both adults and children, ranged from 40 to 150 or more, and of necessity, concentrated on the written language. We found no trained ESOL teachers in any of the camps; in fact, the majority of teachers were the refugees themselves. The native English speakers teaching in the camps (nurses, voluntary agency personnel, etc.) taught English as an "extra" in an already very crowded day. Only a few of the teachers and none of the students had texts. What texts there were had been smuggled out of Laos or Cambodia and were 1950s vintage. There were blackboards in the classrooms, but paper and pencils were in short supply. Even with all the hardships, uncertainties, and disorganization, the motivation to learn English was the highest the team had ever encountered. The team did design a modest program for English language teaching in the camps which—with some modifications to account

for new developments—we hope will get underway shortly.

In the meantime, refugees will still be arriving in the US with little or no English and with little or no understanding of how to cope in a technological society. And even with language learning and orientation beginning to take place overseas, survival education will still be important during the refugees' first six months in the US. Given the fact that the needs of the refugee will become even greater in the 1980s, those in the language teaching professions will necessarily be involved in the solution of the educational and social challenges which arise. Some issues which should occupy the profession's attention follow.

- New methods and materials must be developed to work with learners who do not have the time or energy to be full-time students. When the overriding factor in a non-English speaker's life is that of providing a home and food for the family, then of necessity, language learning takes a back seat even though it is perceived as important and desirable. Ways must be developed for learners to acquire survival English proficiency in the shortest amount of time. Language learning is not an academic exercise for the refugee—it is a survival need—and we, the profession, must learn to approach it as such.

- We must develop ways of extending ourselves by effectively working with volunteers, tutors, and non-ESL trained classroom teachers, so that they can be the instructors. We then become the teacher trainers, the planners, the supervisors, and the materials developers, and rather than discouraging volunteerism, help it to be more professional.

- We must develop ways to work effectively with social service providers—private and public—because settling refugees into a new society is a community effort which entails much more than learning a new language. More and more ESL will be provided through social service and non-traditional settings, and our input as professionals is crucial to the success of these programs. First, however, we must understand the nature and needs of the other systems if we are to be a part of them.

- The definition of English for Special Purposes must be broadened to include such topics as ESL for illiterates, ESL and the world of work, and ESL and coping in American society. This is not to say that individuals within our profession have not grappled with these subjects, but that more attention must be paid to ESP for nonacademic, often nonformal, learning situations.

- Overseas English must be expanded to include the methods, techniques, and materials appropriate for refugee camps, and for refugees of varying educational backgrounds.

America prides itself as a nation which gives refuge to the homeless. The refugees of today cannot wait the generation our forefathers did to become integrated into the economic and social fabric of our society. We, in the English language teaching profession, have an important role to play in hastening the settling-in process. But, our programs and our teaching methods will have to be creative enough and flexible enough to meet the survival, coping, and skill needs of the refugee populations. Otherwise they will not come to our classes, and we will have failed them and ourselves.

BOOK NOTICES—from page 5

students in grades K-6, and designed to yield scores which can be interpreted outside the context of a specific curriculum or series. Each review contains descriptive information (purpose, score interpretation, grade range, target ethnic group, administration time and requirements, author and source, and cost), technical information (reliability and validity), and cultural and linguistic information (appropriateness of directions, vocabulary, illustrations, item content, format, and administration procedures)

The *Guide* is cross-referenced and indexed for easy use. A Glossary of Technical Terms is also provided

English for Specific Purposes, edited by Susan Holden. London, Longman, 1977. 83 pp.

This collection of short articles of recent work in ESP ranges from discussions of current developments in EFL/ESPI/EAP to descriptions of ESP and EST programs, materials development and testing in ESP, and selected classroom practices for teaching oral skills, study skills, and other aspects of English for special purposes. Published as Special Issue Number 1 of the *Modern English Teacher*, it represents a good introduction to the field.

English for Specific Purposes: Science and Technology, edited by Mary Todd Trimble, Louis Trimble, and Karl Drobnic. Corvallis OR, English Language Institute, Oregon State U, 1978. 407 pp.

This collection of articles, written by professionals in EST as well as by graduate students who are "virtual beginners" in the field, were selected because "what each has to say is important in one or more ways to the teaching of, the understanding of, or to the development of materials for scientific and technical English." The articles review the growth of EST as a field, provide suggestions for teaching EST, analyze the relationship between linguistics and EST, and provide practical advice on curriculum development in ESP/EST. It is a broad collection, addressed both to the researcher interested in the relationship between grammar and rhetoric in written scientific and technical English and to the classroom teacher with little background in scientific or technical fields who is faced with the need to teach scientific English. A glossary of terms used in teaching EST and a bibliography are included.

English for Specific Purposes: A Case Study Approach, edited by Ronald Mackay and Alan Mountford (*Applied Linguistics and Language Study*.) London, Longman, 1978. ix, 227 pp. \$6.00 paper

This collection describes "how to relate the underlying theoretical and descriptive principles governing functionally-oriented syllabuses to the practical questions of design and materials production" in ESP. It is divided into three sections: *The Problem Surveyed*, which details the sociolinguistic, psychological, and pedagogical factors influencing ESP course design as well as providing an example of a needs assessment for ESP; *Approaches to ESP Textbook Design*, which reviews the theory of language as communication and provides insights into curriculum design; and *Case Studies: Syllabi and Materials*, which describes a variety of ESP materials and models. Each section is preceded by an introduction by the editors.

Reading and the Law, edited by Robert J. Harper II and Gary Kilarr. Newark DE, International Reading Association, and Urbana IL, ERIC Clearinghouse on Reading and Communication, 1978. ix, 146 pp. \$5.00 paper.

Both as a theoretical investigation and as a critical social skill, reading has come under increasing scrutiny by linguists in recent years. Researchers from various subdisciplines of linguistics have begun to study the reading pro-

cess from a variety of perspectives.

Now a book published last year, *Reading and the Law*, suggests yet another perspective from which reading can be viewed. This compendium of articles touches on a range of subjects in reading and education in which the law is gaining an important role. Among the topics broached are the ramifications of educational malpractice suits and the legal implications in establishing mandatory graduation requirements which include reading. These considerations give new importance to linguistically oriented issues such as proficiency testing and reading achievement.

Seven articles constitute about one-half of the book's length. The second section is an appendix which reports the laws governing reading instruction and testing in each of the 50 states. Legislative perceptions of such concepts as literacy tests, reading, functional literacy, and achievement can be an education in themselves to the linguist. The list is current through Jan 1978.

The Written Languages of the World: A Survey of the Degree and Modes of Use. Vol 1: The Americas, edited by Heinz Kloss and Grant D. McConnell. Quebec, Les Presses de l'Université Laval, 1978. 633 pp. \$30.00 paper. [Distributed by: International Scholarly Book Services Inc., P.O. Box 555, Forest Grove OR 97116.]

This is the first volume of "an ambitious project: a worldwide sociolinguistic survey of all languages which have been written for native speech communities currently numbering a few as 100 to as many as 50 million persons." A total of eight volumes are expected when the International Center for Research on Bilingualism's Written Languages Survey is completed. The survey includes all living languages (with native speakers) which are alphabetized (used in writings addressed to speakers of the languages themselves), except for those spoken natively by more than 50 million persons (the international languages). The information came from a questionnaire to individuals, supplemented by research through agencies, especially those involved in biblical translation. In fact, the editors acknowledge "the greatest single contribution" came from the Summer Institute of Linguistics and the Wycliffe Bible Translators.

Each country, as well as the state of Alaska, is described in terms of the languages used, the numbers and distribution of speakers (both monolingual and bilingual), the varieties of the language, the type of script and spelling system, the status of the language (standardization, variants, legal status), the literature in which the language is used and the authors of that literature, the uses of the language in religion and ideological writings, the categories of literature (currently or formerly in use) and periodicals (newspapers, magazines, etc.) in which the language is used, its use in the schools as either a medium of instruction or as a subject, its use in mass media, and its incidence as a second language in government, literature, or mass media. The discussion ends with a set of references about the language and names of specialists, consultants, and agencies researching the language.

The idea for the survey emerged from a Seminar on Sociolinguistics, held at Indiana U in the summer of 1964, which discussed the possibility of creating a worldwide sociolinguistic language file focusing on the uses to which languages are put, as well as their elaboration and status, rather than on the linguistic features. The survey will be particularly useful for language planning and language treatment

Papers on Discourse, edited by Joseph E. Grimes. (*Publications in Linguistics and Related Fields*, 51.) Dallas TX, Summer Institute of Linguistics, 1978. 389 pp. \$8.95 paper.

The 33 papers in this volume are organized into six areas

which show what linguists find by looking beyond sentence boundaries. Morphological information is shown to tie in with the total structure of a discourse. Strategies for establishing and maintaining reference are shown to be either sequential or thematic. Discourse itself has structural signals for beginnings, middles, ends, and smaller segments. "Meaningless" particles are shown to act as pointers to discourse structures. The four types of linkage explored are repetitive, periphrastic, implicative, and conditional. Several linguistic signals are shown to be simple to explain only if discourse contexts are considered.

Language and Communication Studies in South Africa: Current Issues and Directions in Research and Inquiry, edited by L. W. Lanham and K. P. Prinsloo. Cape Town, South Africa, Oxford U Press, 1978. 259 pp. \$15.50 cloth.

This is a particularly welcome book for a North American reader because of the relative lack of information about research or other scholarly activities in South Africa. The book is divided into three parts: The Settling (with three articles); The Main Language in South Africa (four articles); and Language in Education (five articles). The final section with articles concerning "Afrikaans in Education," "English in Education," "The Teaching of Bantu Languages in Black Schools," and "The Teaching of Bantu Languages to White Children in Primary Schools" will be of special interest to those concerned with language and educational planning in multilingual settings. Such readers will also be interested in the special number of the *International Review of Education* (24:3, 1978) dealing with "Language of Instruction in a Multicultural Setting."

In addition, the reader who wishes to pursue selected topics further will find Chapter 3, which describes and provides mailing addresses for "institutions presently conducting research and inquiry in the field of language in South Africa," to be informative.

Understanding Language through Sign Language Research, edited by Patricia Siple. (*Perspectives in Neurolinguistics and Psycholinguistics*.) New York, Academic Press, 1978. xiv, 378 pp. \$21.50 cloth.

The 1976 Conference on Sign Language and Neurolinguistics (held in Rochester) gave birth to most of the 15 papers in this book. Siple's initial chapter gives an overview of ASL (American Sign Language) and ASL research. The remaining 14 papers provide in depth analyses of particular aspects of ASL, including linguistic structure, neuro-, psycho- and sociolinguistics, and comparative-historical aspects of ASL as a cultural phenomenon. The insights into ASL are also significant as issues of language and language processing, such as body and eye movement, rate of production, marking aspect and clause boundaries, noun-verb derivations, language acquisition, language dysfunction, categorization, ethnocentricity of language judgment, creoles, and language change.

Meaning and Discourse: A Computer Model of Psychoanalytic Speech and Cognition, by John H. Clippinger, Jr. Baltimore MD, Johns Hopkins Press, 1978. xv, 231 pp. \$15.00 cloth.

This book is meant as a rigorous, integrated, and complete theory (and in a computer model) of the symbolic structures and processes involved in conceptualization, formation, and generation of discourse. The context is psychotherapeutic with the model focusing on the patient.

After discussing some of the current linguistic problems and distinguishing fixed and negotiated discourse, an overview is provided of the computer model written in the CONNIVER programming language. This model is discussed both from a cognitive and a discourse grammar viewpoint. A specific psychotherapeutic episode is followed through the model, then the theoretical implications are

discussed, including comparison to the works of Freud, Piaget, and Bateson. The dependence and independence of the theory to the model is explored, its use in therapy pointed out, and problems of verifying theory and model delineated. This book is rich in material for linguists, psychologists, and computer scientists.

The Syntax and Semantics of Complex Nominals, by Judith Levi. New York, Academic Press, 1978. xxiv, 301 pp. \$22.00 cloth.

This book explores the syntax and semantics of compound nouns, nominalizations, and nominals with non-predicating adjectives. Levi argues that these three forms are a single grammatical constituent—Complex Nominals (CN)—derived by just two syntactic processes: predicate deletion and predicate nominalization. After a step-by-step development and exploration of this one fragment of English syntax, Levi explores several ramifications (stylistic variation, pragmatics), some data unaccounted for (space age, penny candy, central heating), and some potential problems for her theory (analytic indeterminacy, intersubject variation).

The thorough analysis of this one piece of grammar makes the book important not only to theoretical linguists, but also to English scholars, information scientists, cognitive scientists, and computer scientists involved in natural language processing.

Principles and Methods for Historical Linguistics, by Robert J. Jeffers and Ilse Lehiste. Cambridge MA, MIT Press, 1979. x, 209 pp. \$19.95.

This aptly titled volume, developed from the authors' lecture notes, is straightforwardly organized as a textbook. For each topic presented the authors define the technical terms most commonly used in discussing it and summarize the underlying principles employed in investigating it. On all subjects the authors strive to present what has been the general practice of linguists without endorsing any particular approach. In fact, areas of widespread disagreement are presented as just that, usually with something positive to say about either side.

The opening chapter, "Phonetic Change," endeavors to convey some idea of the types of modification of pronunciation that are likely to develop over time. The comparative method and the possibilities of internal reconstruction are each outlined in a chapter. Most of the rest of the book discusses types of structural changes investigated in historical studies. Included are a chapter on effects of language contact and the final one on the interpretation of written records. Each chapter concludes with suggestions for further reading. A glossary of terms is appended.

Language Play: An Introduction to Linguistics, by Don L. F. Nilsen and Aileen Pace Nilsen. Rowley MA, Newbury House, 1978. xii, 249 pp. \$9.95 paper.

According to the authors, this volume "has been prepared as a basic textbook for introductory language courses such as those taken as part of teacher preparation programs and general undergraduate requirements" and can also be one of the texts in courses in mass communications, freshman composition, sociolinguistics, or general semantics. Each of the 17 chapters dealing with basic nature of language and language development, (English) phonology, orthography, spelling, discourse, morphology and syntax, etc. are followed by a number of exercises to encourage both student and teacher creativity and to incorporate fieldwork on language into the classroom.

The book is both interesting and practical. Students with a variety of interests will find relevance in the study of language as it is presented here. Moreover, the text is written simply enough to allow students to understand and enjoy it without substantial help from a teacher.

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The New Department of Education: A Report

On October 17, 1979 President Carter signed a bill creating a new cabinet level Department of Education. He has since named former federal judge Shirley M. Hufstodler of California as the new Secretary of Education. Secretary Hufstodler has formed a Transition Team to assist in the organization of the new department and its 160 programs. The functions of the Transition Team are to develop and coordinate program organization, management, and assignment within the new department structure; to provide support to designated Program Assistant Secretaries in organizing major programs and managerial systems; and to assure systematic consultation with outside interest groups regarding program placement and organization.

The Transition Team has established a number of Task Forces related to those programs targeted for transfer to the new Department of Education. The Task Forces include the following categories: Elementary and Secondary Education, Postsecondary Education, Special Education and Rehabilitation Services, Vocational and Adult Education, Educational Research and Improvement, Civil Rights, Overseas Dependent Schools, Field Offices Migrant Education, Law-Related Education, Indian Education, Non-public Education, Bilingual and Minority Language Affairs, and International Education.

The members of the Task Force on International Education are Richard Krasno, Task Force Leader (Senior Program Officer, Ford Foundation); Rose Hayden (Staff Director of U.S. Government Exchange Policy, International Communication Agency); Marie Gadsden (Vice President, Phelps-Stokes Fund); David Hohman (Deputy Director, Office of International Affairs, DHEW); Stewart Kinsman (Director, 603 Task Force, Office of Education); and Logan Sallada (Program Analyst, Office of Management and Budget). The Task Force is primarily concerned with the following issues:

- Maintaining capabilities in the areas of foreign language and world affairs.
- Stimulating international interest at all levels of education.
- Linking of U.S. with rest of the world.
- Raising of public awareness.
- Fostering international scholarship and education.
- Identifying and promoting intercultural understanding at home and abroad.

The Office of Bilingual Education and Minority Language Affairs (OBEMLA) Task Force members include Paquita Biascoechea, Task Force Leader (Branch Chief, Fellowship Program, Office of Bilingual Education); Louis Serpa (Planning and Budget Analyst, Office of Bi-

lingual Education); and John Chapman (Assistant Secretary for Planning and Evaluation, DHEW). The Task Force is focusing on the following issues:

Policy

- Role of OBEMLA in meeting needs of limited English speakers through existing programs and deciding what policies the Department should establish to govern education programs.

See Education—9, Col 2

NABE:

A Look at "The 80's and Beyond"

The National Association for Bilingual Education's 9th Annual International Bilingual Bicultural Education Conference will be held Apr 16-24, 1980 in Anaheim CA. The conference format will provide for school visitations, pre-conference workshops, and the presentation of over 300 papers.

The 1980 NABE Pre-Conference will attempt to provide conference participants with a wide variety of in depth workshops. Topics which have traditionally fallen within the scope of bilingual education will be covered along with others only more recently considered to be a part of this field. Areas for discussion will include staff development, second language methodology and materials development, research findings and implications, multiple funding sources, management, legislation, instructional technology, and more. A sampling of preconference presentations includes: "Supplemental Funding Sources for Bilingual Education" (Eliseo Torres, Texas A & I U); "Use of Educational Technology in Second Language Acquisition" (Alpine Film & Video Exch, Orem UT); "Role of School Boards in the Shaping of Bilingual Education Policy" (CA Mexican-Amer Sch Board Members Assn); "Staff Dvlp: You Can't Be Kicked Back About It" (Gil Garcia, Office of Bilingual Ed); "You Can Get More with a Smile and a Gun than with a Gun Alone" (Joan Cassidy and Chuck Hansen, Office of Bilingual Ed); "Exposicion de Materiales para Refuerzo Cultural" (Graciela Orozco, Secretary of Public Ed, Mexico); "Implications of Recent Research Findings in Bilingual Education" (Thomas Carter, CSU-Sacramento); "Instructional Patterns for Bilingual Education" (Alba Moesser, Chess & Assoc).

The regular conference sessions will begin on Apr 20 and will be devoted to a broad spectrum of topics at all educational levels. With the large number of papers be-

See NABE—10, Col 2

NEWS BRIEFS—from page 7

with parental/community involvement in bilingual education. The essay by Maria Estela Brisk (first published by CAL in the CAL-ERIC/CLL Series on Languages and Linguistics in 1977) discusses legislative and judicial issues. Two essays deal with specific programs. Maria B. Cerda and Jean J. Schensul describe a program which trains parental leaders in the Hispanic community in Chicago, and Kenneth York discusses the roles of parents and community leaders in the Mississippi Choctaw bilingual education program. A fourth essay, by Norberto Cruz, summarizes the roles and functions of Spanish-English Title VII parent advisory councils, and the last essay, by Alberto Ochoa, presents approaches for involving the community and generating parental support. The publication is available from: NCBE, 1300 Wilson Blvd, Suite B2-11, Arlington VA 22209.

• The September-November 1979 issue of *Creativity. New Ideas in Language Teaching*, edited by Arnold Green Short, is dedicated to the 15th anniversary (Oct 24) of the Association Internationale de Linguistique Appliquée (AILA). Included are statements by G. Rondeau (President, AILA), Gerhard Nickel (Vice-President), and Alan Davies (Secretary-Treasurer). Also included in the issue is an excellent annotated bibliography of "Books for the Creative Teacher," by F Gomes de Matos, including titles in linguistics, applied linguistics, foreign language teaching methodology, English grammar, and TEFL. In another article, Milton Colo, Director of Escola Yázigi do Ipiranga, describes a fascinating modification of the Yázigi (audio-visual) method (which emphasizes body language), for use by a blind EFL teacher (Aristides Antonio dos Santos). The

materials were translated into Braille for use by the teacher, and a system was designed to facilitate identification of the posters, flashcards, and other learning resources used in the program. The program achieved such success with the first group of students that 14 totally or partially blind people signed up for the next EFL course. Since the school did not want a separate class for these students, all the EFL teachers had to learn how to maximize listening and explore "association of ideas" as a means of explaining vocabulary for the visually handicapped students. The author reports that those students ranked among the best language learners in the school. *Creativity* is published by the Instituto de Idiomas Yázigi in São Paulo. For further information write them at Ave 9 de Julho, 3.166 CEP 01406, São Paulo, SP, Brazil.

• No. 5 (Fall 1979) of CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers is now available for \$3.50 from: CATESOL, 750 Eddy St, San Francisco CA 94109. The collection contains papers dealing with the relation between bilingual education and TESOL (Bernard Spolsky), sociocultural dimensions of TESOL and bilingual education (Muriel Savielle-Troike), motivation in language learning (Mary Finocchiaro), accuracy and fluency (Kenton Sutherland), and a number of papers on various approaches or methods for teaching second languages. CATESOL also requests manuscripts dealing with language teaching at the elementary, secondary, adult, or college level. Send three copies of any manuscript (10-15 pages) plus a brief bio-statement, including where the paper was presented, to: Bob Gilman, Ed, CATESOL Occasional Papers, Coll of Ed, U Nevada, Reno NV 89557. Contributions for the 1980 issue must be received by May 20.

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The Linguistic

REPORTER

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Language and Educational Equity

by Walt Wolfram, U District Columbia and CAL

[Dr. Wolfram is a member of the Center's senior staff and is the principal investigator on CAL's NIE-funded Knowledge Interpretation Project. In connection with this project, Dr. Wolfram has conducted a number of workshops and is the author or co-author of four of the booklets in our Dialects and Educational Equity Series.]

There should be little doubt about the central role of language in education. It is a significant factor in social interaction, a means of transmitting information, and an important ingredient in the development and evaluation of educational skills. In addition, language is a vehicle for social identification. The uses of language in society, coupled with its importance in the educational process, thus make it a key factor in the struggle for educational equity.

Concern for the role of language in educational equity is taking on increasing prominence in public life. This is evidenced by direct legislative attention such as the Bilingual Education Act of 1968, but it is also included as a variable in laws relating to broader issues of educational equity. Thus, the Equal Educational Opportunities Act of 1974 and the Education for All Handicapped Children Act of 1975 (Public-Law 94-142) include language with other aspects of educational equity. Several landmark decisions resulting from litigation also have highlighted the significance of language in this area, such as the celebrated *Lau v. Nichols* case relating to bilingual education and, more recently, the highly publicized "Ann Arbor Decision" involving Black English (*Martin Luther King Junior Elementary School Children, et al. v. Ann Arbor School District*). The types of language situations affected by legislation, litigation, and national and local educational policy now cover a range of contexts, including limited English and non-English speaking situations, dialect diversity within English, and the language of the handicapped. Given the gamut of interest, there exist very few school systems unaffected by matters of educational equity and language.

Several broad categories of concern can be identified

in recent legislation and litigation. First of all, there is concern for the equal treatment of groups characterized by language differences. Students must be treated equally regardless of language differences, and language cannot be a basis for denying equal educational opportunity.

Students must also have equal access to educational resources, despite language differences. As stated in Section 1703(f) of Title 20 of the United States Code:

No State shall deny equal educational opportunity to an individual on account of his or

See Language—6, Col 1

AILA 81: Language and Society

U Lund will host the 6th AILA World Congress, to be held Aug 9-15, 1981. Organized by the Swedish Association of Applied Linguistics under the auspices of the International Association of Applied Linguistics (AILA), the congress will have as its theme "Language and Society" and will be oriented toward those aspects of linguistics dealing with the practical problems of society. Plenary sessions, special lectures, and symposia will be held in the mornings; the afternoons will be devoted to sections, poster sessions, and workshops.

The congress will focus on the following topics: (1) First Language Learning and Teaching (development and learning of the first language or mother tongue; child language; teaching the spelling, vocabulary, and grammar of the mother tongue to children and adults). (2) Methods in Second Language Teaching (classroom methods and approaches to second and foreign language instruction; methods termed direct, indirect, natural, functional, explicit, communicative, etc.). (3) Progression in Second Language Learning (the learners' steps, stages, interlanguages, or approximative systems as they move towards the target language; developmental studies). (4) Error Analysis and Contrastive Linguistics (qualitative and quantitative aspects of errors in pronunciation, morphology, vocabulary, syntax, and text-building; explanation of errors by reference to the source language; comparative and typological language studies deriving from pedagogical problems). (5) Evaluation and Testing (measurements and tests of first and second language proficiency, written and oral pro-

See AILA—5, Col 1

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Assessing Language Incompetence

by William S-Y. Wang, Director, Project on Linguistic Analysis, U California at Berkeley.

Recently I was approached by a lawyer who was defending a client (we will call him Johnny) against a criminal charge. During the arrest, the police officers read a few paragraphs to Johnny advising him of the various rights guaranteed to him by the Constitution. Because Johnny had immigrated to the U.S. only a few years ago, the lawyer felt that perhaps he did not understand enough English to have been protected by those rights. I was asked to enter the case as a linguist to assess how good his comprehension of English was.

Clearly, the problem has many dimensions. A foreigner may get along perfectly well asking for directions to the shopping mall, or even transact all his business there without any problem. But when faced with a different context, with a different repertoire of phrases called for, his English may not prove equal to the task.

Even if one has come to master the language rather well, it is not implausible that significant linguistic setback takes place during extremely stressful situations, such as in Johnny's case. Although there have been studies of the language of the emotionally pathological, such as that of the schizophrenic, I know of no controlled investigations of language comprehension and production during extreme duress.

The dimension of the problem which is most intriguing is that, in a sense, here we have the converse of the language testing situation. Typically, it is to the advantage of the student taking the test to do as well as he can. Even though the client in this case may not have realized it, it could be to his legal advantage to give the impression of knowing less English than he actually does. The proof, therefore, must be of Johnny's *incompetence* rather than his *competence*.

In discussion, Mary L. Stræter and I made the observation that a bilingual often may remember the content of a conversation moments later, but he may not be able to recall the language in which that conversation took place. Once the sounds have delivered the message, it is mostly the meaning that is retained. This is a type of experience that I myself have had on occasion after being together with people who speak both Chinese and English.

I interviewed Johnny in jail, telling him I was interested in testing his memory, which explained the presence of my tape-recorder. I read a group of sentences, some in Chinese and some in English, in mixed order. The sentences, balanced in syntactic and semantic difficulty, were mostly factual statements, such as:

The teacher has a red book.

Mr. Li has three sons and one daughter.

The roof is broken because a branch fell on the house during the storm.

Except for the English test sentences, everything else was carried on in Johnny's dominant language—Chinese. Johnny was asked to listen to each group of sentences and to try to remember what they said. After each group was read to him, I would chat with him informally on other matters. Then I would quiz him on the

content of the sentences with question such as:

What is the color of the teacher's book?

How many sons does Mr. Li have?

Why is the roof broken?

After a suitable period of rest, we would do another group of sentences. Thus, each sequence had essentially three parts: presentation, interference, and recall.

The rationale for this method is that it is much more difficult to remember the content of a sentence *and* the language it was read in, especially when the sentences are presented in both languages at random. The expectation, which was largely borne out when the tapes were studied later, was that Johnny would remember correctly the content of almost all the Chinese test sentences. On many of the facts contained in the English test sentences, however, he gave wrong answers; namely, when the sentences were beyond his comprehension competence. The control factor is, of course, the answers to the Chinese sentences. If too many of these are wrong, then either the task is too hard (and this can be remedied by simpler sentences and smaller groups) or the subject is feigning incompetence.

As it turned out, my "expert" testimony was not called because some other agreement was reached between the prosecution and the defense. I was told that our linguistic findings did gain some advantage for the defense in its negotiations. However, it was an interesting exercise in yet another area where linguistics could be put to social use, within a legal context.

our readers react

Here are more responses to Dr. Gomes de Matos request (see LR 22:2, p9) We would also welcome feedback on the merits/liabilities of the strategies published thus far.

Janet R. Binkley (Journals Ed, Intl Reading Assn) reports:

In response to the suggestion of Dr. Francisco Gomes de Matos that successful FL learners describe their own learning process, I'll describe my own approach briefly.

As background: Neither of my parents knew a foreign language, and although I grew up in Arizona, I had heard very little Spanish spoken in my predominantly Anglo town. I took two years of Spanish in 9th and 10th grades, and then had one year of French my sophomore year in college, with acceptable success but nothing spectacular.

At age 27, I found myself in Germany for a year. I was living in an English-speaking environment but on the Germany economy, so I began picking up German in order to buy food, get around the city, and try to follow the trend of conversations. I worked through a small "teach yourself" book and got a general idea of the grammar although I didn't memorize any of the case system or verb forms. By the end of the year I felt pretty comfortable at speaking and listening except on the phone (my proficiency using the phone seemed about 1/2 of my proficiency face-to-face). I was beginning to try to

read connected prose but it was word-by-word decoding with the dictionary.

When we returned to the States, I was "hooked" on the language and decided to keep it up by reading. Since I was working on a university campus, I was able to check books out of the large library. My pronunciation of the vocabulary learned in Germany was fairly good but I had the problem of transferring that pronunciation to new items learned without sound; I took the tack of reading out loud. Since I couldn't read out loud and read for comprehension at the same time, I would read a paragraph out loud working solely on the sounds (especially the r and l and the distinctions between the long and short sounds of the unlauded vowels), then I'd re-read it to get the meaning.

For vocabulary, I took the tack of reading in quantity instead of depth; if I could guess at the meaning of a sentence, I didn't look up any words; thus I was able to read more rapidly and cover more sentences in a given time. Sometimes I was able to figure out what a word meant just by seeing it a number of times; then I would look it up in the dictionary to make sure and in hopes of settling it more firmly in memory. If I hadn't figured out what a word meant, I avoided looking it up until I had seen it a dozen or more times (which probably meant I had seen it three or four dozen times without becoming aware of it); that is, I waited until I was sure of having seen it many times before I looked it up. I was trying to avoid wasting time looking up infrequent items and also to make sure the word was pretty well set in my memory before I checked on the meaning, so that it would stick and not have to be looked up over and over.

I paid no attention to case endings or verb tenses or mood unless I couldn't figure out the meaning of the sentence as a whole without checking on an ending or two—on the whole, I found that the endings were not necessary for reading comprehension, just as they had not been when I was first learning to understand what people said to me in Germany.

After about 6 months of this learning by reading, I started taking courses at the university where I worked, taking one per semester on a non-credit basis. Two semesters of conversation and composition courses (4 hours for both) gave me a survey of case and verb structures, including the subjunctive, of which I had been blissfully unaware. I later went on to do a master's in German language and literature and taught for a number of years.

In sum, I'd say my technique was to approach the language as a whole, seeking meaning instead of detail, and doing it for the pleasure I got out of grasping the message. I might add that I repeatedly tried to get my students, while I taught, to use my approaches, but they steadfastly refused to believe such a "loose" approach would be effective. Considering the obligatory school structures for teaching languages, such as standardized exams at year's end, they may have been right in terms of their own goals, which included grades but did not include genuine language competence or the idea of enjoying what you were doing.

The following comes from Martha F. Krieg:

"In response to the request for successful FL learners' methods of attacking languages, I submit the following, which should be viewed as a preliminary look at my own

approach, unaffected by checking with other people to make me more aware of how I do in fact work.

"I began learning languages in high school (though I had tried to learn Spanish on my own from the age of 11, without success)—2 years of Latin and 2 of French. By the time I reached college, all but the roots of Latin words and first declension had gone; French I knew very well to read, but very poorly to write or speak. This was not surprising, since my high school teacher only spoke French in the class (to give instructions, etc.) when another teacher or a visitor was present. There were tapes, but the grammar drills were completely unrelated to our text, and the teacher assumed we could somehow deduce a new verb form from a rapid-change drill with no prior introduction to the form. He was mistaken. I do not remember very many oral grammar drills in class; mainly I remember translation from English to French, but it has been so many years that I may easily be mistaken.

"In college, as a sophomore, I began to study Spanish. After first year, I went directly into third year work, with no problems. I have near-native fluency in Spanish, though my French is barely workable. While I was in the third-year Spanish work, I had an opportunity to enter a second-term first-year Italian course, which I did after teaching myself the first term in six weeks, working with the tapes and the written version of the oral quizzes which had been given. The second term was cut in half because the teacher was going on a Fulbright, so the work load was doubled—in effect, the Italian course was an intensive course, with the first half self-taught. At the end of it, I had mastery of basic Italian grammar, and a decent accent and writing ability. I have since worked on vocabulary, and can read Italian fluently, though the other skills are out of practice.

"In graduate school I learned Old English, Gaelic (to some extent), Middle English, and re-learned Latin, as well as picking up a smattering of nearly all the Romance dialects, and acquiring a reading knowledge of German.

"I have had exposure to many different kinds of language teaching, with an equal degree of interest in the languages involved, so that I feel that I can say that there are definitely some techniques which work better for me than others. Having taught over 4 years as a TA, I can also testify that these techniques DO differ markedly from learner to learner, and some learners are so resistant to any technique I have been able to find that they were simply unable to pick up more than isolated words. Some critical facets of the techniques which do work for me are:

a) an organized approach. Picking up an isolated word here and exploring it grammatically, and then going on to the next and doing the same, does not seem to work (one of the newer Old Irish texts works on this principle—it's a nightmare. The old form-class grammar works much better for me.). Ideally, all forms of the noun, for instance, should be presented within a short enough space at the beginning of the course that the learner has time to practice them all extensively before the course ends, but not so rapidly that s/he does not have time to understand each form. Working for example with only nominative and accusative for three

See Our Readers React—12, Col 1

NEWS BRIEFS—from page 13

ciplinary cooperation; (3) language problems in bilingual and multilingual societies. The report contains the three main lectures delivered on these topics and portions of some of the sub-lectures which followed and elaborated particular points made during the main lectures. (The papers are in French, German, or English.) Summaries of the working groups held during the Congress are also included. The report is No. 26 of the series of "Etudes linguistiques" of the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structuro-Globales (AIMAV).

• Two new publications from Linstok Press will be of interest to sign language researchers and teachers. They are *A Field Guide for Sign Language Research* (William Stokoe and Rolf Kuschel) and a revised edition of *Sign Language Structure: The First Linguistic Analysis of American Sign Language*, by William C. Stokoe. The *Field Guide* (\$2.50) is intended both for those who set out to study sign language and for those ethnographers in the field or in urban settings who encounter sign language in use. It provides advice on how to collect information which may prove valuable to the development of general theories of language, to theories of the universality of particular gestures, and to the creation of a *signa franca*. The newly revised edition of *Sign Language Structure* (\$3.50), which has long been out of print, provides a brief history of both educational methods and linguistic analyses of American Sign Language (ASL), including new material which simplifies the notation and clarifies the original analysis. The volume is intended both for teachers of deaf children and for those who are beginning their study of gestural language systems. For information contact: Lin-

stok Press, 9306 Mintwood St, Silver Spring MD 20901.

• *Essays on the Teaching of Culture*, originally published in 1974 as a *Festschrift* in honor of Howard Lee Nostrand, has been republished by Heinle & Heinle Enterprises. The collection of 11 articles, edited by Howard B. Altman and Victor E. Hanzell, provides a review of the research and techniques of teaching culture in the language class, with an emphasis upon cross-cultural understanding in second language acquisition. The collection (\$5.95) would be useful for teachers and teacher trainers. Write: Heinle & Heinle Enterprises, 29 Lexington Rd, Concord MA 01742.

LINGUIST—from page 9

A. S. Gharibian, having at his disposal much more exhaustive inventories of Armenian dialects, advanced a newer theory which is now the accepted viewpoint

⁹Hayotz bar u ban, Vagharshapat 1912, Hayeren Gavarakan bararan, Tiflis 1913.

¹⁰Hayeren nor barer hin matenagrutian mech, Vanica 1913

¹¹Bulletin de la Societé de Linguistique de Paris 25, 1924.66.

¹²Adjerian was never to abandon his interest in the dialects. He later wrote separate monographs dealing with the dialects of Nor Nakhchevan, Maraghay, Agulis, New Julfa, Hemshin, Van, and Ardeal.

¹³This work was not published until 1925, his first book to be printed in Soviet Armenia.

¹⁴Bulletin de la Societé de Linguistique de Paris 27, 1926:49

¹⁵Ibid 31, 1931.79.

¹⁶Ibid 34 1933.158-59.

¹⁷Knututoun Nor-Jughay barbarin, Yerevan 1940

¹⁸Hayotz lezvi patmutyun, Vol. 1-2, Yerevan 1940-51.

¹⁹Kyanlus housheritz, Yerevan 1967.

²⁰Hayotz antzonunneri bararan, 5 Vols Yerevan 1942-62

²¹Lakator kerakanutyun hayotz lezvi, 6 Vols plus Intro, Yerevan 1952-71.

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The Linguistic REPORTER

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Foreign Language Study Gains Support

Recent activity in Congress and in federal agencies indicates that a new emphasis on foreign language education is emerging—a result of the findings of the President's Commission on Foreign Languages and International Studies, which decried the lack of foreign language ability or interest in the United States.

Representative Paul Simon (D-Ill), a member of the President's Commission, has proposed making the study of foreign languages and cultures for "both national and international concerns" a research priority for the National Institute of Education (NIE). The proposal was passed by the House Education and Labor Committee as an amendment to its reauthorization bill for NIE.

In a similar vein, the National Endowment for the Humanities (NEH), in its revised 1981 budget, has acted to strengthen the position of intercultural research. Its proposed Intercultural Research Program in the Division of Research Programs will seek to increase "understanding of the traditions, cultures, and values of foreign countries as a base for the study of contemporary international affairs and to foster this nation's standing in international scholarship by providing support to American scholars to pursue basic research abroad in all fields of the humanities."

Representative Leon Panetta (D-Calif), also on the President's Commission, has introduced HR 6905, the Foreign Language and International Studies Incentive Act, to provide financial incentives for college students to study foreign languages and international education, in order to reverse the trend of "more and more Americans" who "are entering and graduating from college with a modicum of international education at a time when world developments demand a global outlook." Both the U.S. "national security" and "national economic well-being" require greater emphasis upon foreign language and cultural study, according to Panetta.

The bill gives priority to students who have served in

the armed forces, National Guard, Reserves, Peace Corps, or under the Domestic Volunteer Service Act. The bill has been referred to the House Education and Labor Committee Subcommittee on Postsecondary Education; unfortunately, no early action on the bill is foreseen.

See FL Study—2, Col 1

Oral and Literate Strategies in Discourse

by Deborah Tannen

[Dr. Tannen is an Assistant Professor of Linguistics at Georgetown U.]

In my work in discourse analysis, I have found a crucial source of insight in research on oral vs. literate tradition. I shall summarize the main thrust of this research and then show how strategies that have been associated with oral vs. literate tradition are not linked to orality vs. literacy *per se*. Rather, they are found in both spoken and written discourse, as shown in my own research on indirectness, storytelling, conversational style, and spoken vs. written language.

The theory of oral vs. literate tradition suggests that knowledge in literate culture is seen as facts and information preserved in written records. In oral culture, formulaic expressions (sayings, clichés, proverbs) are the repository of received wisdom (Ong, 1967). In a larger sense, meaning in oral tradition is socially agreed upon, or highly context bound, and is associated with communication in the family and ingroup. In contrast, literate tradition is associated with formal schooling and rote memory (Goody, 1977) and assumes that sentence meaning derives from logical processes applied to the literal meaning of component words. Thus, literate tradition focuses on decontextualized content, while oral tradition emphasizes interpersonal involvement.

The value of an argument in literate tradition resides in its internal logic and consistency, whereas in oral tradition it resides in common-sense or experience-based validity (Olson, 1977). Children learn to use

See Discourse—2, Col 1

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**Look for Our Grants and
Fellowships Guide in this Issue!**

◦ J.S. Henry (Language Center, U of Malaya in Kuala Lumpur, Malaysia) has presented a paper on the effects of borrowings from European languages on the vocabulary of Malay and Bahasa Indonesian at the International Conference on Malay Studies, held in Sept 1979 at U Malaya. The paper, which examines Malay and Indonesian words from several newspapers and political speeches which are derived from Greek and Latin, but were absorbed into the language through Dutch and English, concludes that editors in Malaysia and Indonesia "are fully aware that the language used in their dailies should reflect the national identity of the two nations." The international conference on Malay studies was held in conjunction with the 25th anniversary of the establishment of the Department of Malay Studies at U Malaya.

◦ The American Education Research Association's Minorities Committee is looking for articles for publication in a special issue of *Educational Researcher* focusing on the concerns of minority researchers in education. Articles should range from 10-15 double-spaced pages and should focus on the educational research concerns of Native Americans, Hispanics, Blacks, and Asian Americans and on the state of the art of minorities in educational research. Deadline for submission: July 15, 1980. For further information contact: Alma Vasquez, Federal Executive Inst, Rt 29 North, Charlottesville VA 22903

◦ A new book by George Stewart, *American Given Names: Their Origin and History in the Context of the English Language*, provides an interesting look at the origins and usage of over 800 first names. The book is available for \$12.95 (cloth) from: Oxford U Press, 200 Madison Ave, New York NY 10016.

NEWS FLASH!

NICTAC Refunded

The National Indochinese Clearinghouse/Technical Assistance Center (NICTAC) has been refunded for three more years. The WATS line number will remain 800-336-3040 through June 30. As of July 1, it will be 800-424-3750. NICTAC's new address as of July 1 is: 3520 Prospect St, NW, Washington DC 20007.

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