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**CAL** CENTER  
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# The **Linguistic** REPORTER

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## Applied Linguists Meet in Sweden

As we go to press, linguists from all five continents are converging on the medieval town of Lund, Sweden, where the University of Lund will host AILA 81.

The Sixth International Congress of Applied Linguistics, 9-15 August, is being organized by the Swedish Association of Applied Linguistics (ASLA) under the auspices of the International Association of Applied Linguistics (AILA). Following the theme of the Congress, "Language and Society," some 300 presentations will focus on practical language problems, and on the linguistic methods and theories that may help solve them.

Plenary and special lectures will feature the following invited speakers: Gillian Brown (Univ. Edinburgh), "The Teaching of Spoken Language"; Aaron Cicourel (Univ.

California, San Diego), "Language and the Structure of Belief in Medical Communication"; Eva Gårding (Univ. Lund), "Phonetic Research and Language Teaching"; Hans Karlgren (Univ. Stockholm), "Computer Aids in Translation"; Stephen Krashen (Univ. Southern California), "Language Acquisition and Language Pathology"; Tomasz P. Krzeszowski (Univ. Gdansk), "Quantitative Contrastive Analysis"; Albrecht Neubert (Univ. Leipzig), "Translation, Interpreting and Text Linguistics"; Wilga Rivers (Harvard Univ.), "Apples of Gold in Pictures of Silver: Where Have all the Words Gone?"; Roger Shuy (Georgetown Univ.), "Language and Legal Concerns"; Merril Swain (Ontario Institute for Studies in Education), "Bilingual Education for Majority and Minority Language

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## A New Thrust in Developmental Research on Black English

FAY VAUGHN-COOKE and  
IDA STOCKMAN

The majority of language acquisition research on Black English to date has involved describing a small subset of the child's knowledge of linguistic forms, namely, those forms that differ from Standard English. In contrast, the general goal of the language acquisition investigations conducted by developmental psycholinguists is to account for the process by which young children acquire the full set of knowledge necessary for speaking a language. The study of the acquisition of Black English now being carried out at the Center for Applied Linguistics follows the theoretical perspective of developmental psycholinguistics, informed by an appraisal of almost two decades of research

that has been concerned with the linguistic abilities of American Black English speaking children. After briefly reviewing the latter research, we will outline the objectives for our longitudinal project, and describe the methodology and analytical framework being used to achieve these objectives.

### *Critical Overview of Earlier Studies*

The first early research on the language of Black English (BE) speaking children made unsubstantiated, erroneous, and in many cases damaging claims about their linguistic competence. This research is best exemplified by the work of Bereiter and Englemann (1966). Collectively, the early works are called deficit studies, and they have been critically reviewed by many linguists (e.g., Steffensen 1974), and by social scientists from other fields (e.g., Baratz 1969). The now well-known tenet of the deficit studies is that the language of working-class Black chil-

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[The authors are Senior Researchers at the Center for Applied Linguistics. Fay Vaughn-Cooke is a faculty member at the University of the District of Columbia; Ida Stockman is on the faculty of Howard University, Washington, D.C.]



# Language Policy in Papua New Guinea

ANDREW TAYLOR

One of the best known facts about Papua New Guinea is that although it has a relatively small population (just over 3,000,000) it has more than 700 native languages. These languages belong to two quite unrelated groups: Austronesian and non-Austronesian or Papuan.

There are more than 200 Austronesian languages, spoken by about 20% of the population. Divided into about 15 families, most are found on the islands east of the main-

[Andrew Taylor is Senior Lecturer, Department of Language and Social Science of the Papua New Guinea University of Technology in Lae.]

land, while those on the mainland itself are scattered along parts of the coast, penetrating some distance inland in only a few places.

The non-Austronesian languages number approximately 500 and their speakers make up 80% of the population. They occupy virtually all the interior of the country and much of the coast, although there are not many in the islands. Most belong to the Trans-New Guinea Phylum but there are also several other phyla. Inside these phyla are numerous families and there are, in addition, several isolates.

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## Linguists Wanted

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*The Henry Salvatori Professorship in Computer and Cognitive Sciences* has been established in the Department of Computer and Information Science to provide scholarly leadership in the University's effort to coalesce its program in computer science with work in the cognitive sciences.

The person appointed to this chair must be a distinguished scholar in both computer science and cognitive sciences, who has performed outstanding research in the artificial intelligence aspects of computer science, and also in the psychological, linguistic, or philosophical aspects of cognitive sciences. Such research must have both scientific and technological significance.

It is hoped that the appointee will be able to assume these responsibilities by July 1982. Applications and nominations should be directed to Professor Sohrab Rabii, Chairman, Salvatori Professorship Search Committee, Moore School of Electrical Engineering, University of Pennsylvania, Philadelphia, PA 19104. AA/EOE.

*Director of English for International Students Program* Non-tenure track. Responsibilities include teaching ESL as well as program development, selection and supervision of faculty, curriculum design, testing, scheduling, and University liaison. Doctorate in Applied Linguistics or related field required. At least five years of both administrative experience and teaching ESL essential; some overseas experience preferred. State salary expected. Send letter of application, resume, and names of three references to Dr. William F. E. Long, Dean, Division of Continuing Education and Summer Sessions, The George Washington University, Washington, D.C., 20052. Deadline 15 October 1981 AA/EOE.

Oxford University Press, New York. Opening for ESL Editor in expanding English Language Teaching Department. Responsibilities include manuscript evaluation, content editing, and some acquisition. One year ESL teach-

ing experience is a minimum requirement; an MA in ESL and/or some editorial experience is preferred. Salary commensurate with experience. Please send resume with salary history to: Personnel Manager, Oxford University Press, 200 Madison Avenue, New York, NY 10016. EOE.

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### KING ABDULAZIZ UNIVERSITY MECCA, SAUDI ARABIA

King Abdulaziz University is seeking applicants for full time positions for the Fall 1981 term for the following positions

Full Professor  
Associate Professor  
Assistant Professor  
Lecturer

#### QUALIFICATIONS

Ph.D. in Applied Linguistics or Ph.D. in English Literature and post doctoral experience  
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B.A. or B.S. in TESOL or Applied Linguistics and teaching experience.

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c/o Saudi Arabian Educational Mission  
2425 West Loop South  
Houston, Texas USA 77027

dren is unsystematic, unstructured, deficient, restricted, and incapable of serving as an adequate communication system. These linguistically naive studies had a remarkable impact on practical application in that the theory underlying them has been used as a framework for some preschool language teaching methods and for several language assessment instruments that are still current. Consequently, we cannot ignore the deficit studies despite their profound limitations.

A later category of research comprises the linguistically enlightened works that were sparked by the deficit studies. The difference studies (e.g., Baratz 1969; Stewart 1967), as they are now called, present a set of counter claims—that the linguistic systems of Black English speaking children, like the systems of all other children in the world, are indeed systematic, structured, rule-governed, and equal as communication systems. These works also had an effect on practitioners in that they helped to reverse some of the thinking propagated by the deficit studies. However, neither the difference works nor the deficit works were concerned with the emergence of language, and thus they could make no claims about the process by which young Black speakers acquire their linguistic systems.

A more recent category of research includes the major studies of Stokes (1976), Steffensen (1974), Cole (1979), and Kovac (1980).<sup>1</sup> These studies exhibit the theoretically enlightened position of the difference works, but they go beyond the general goal of defending the systematicity and structuredness of Black English, in that they repre-

<sup>1</sup> Steffensen investigated the developing language of two boys, one covering the period from 20 mos. to 26 mos., and the other the period from 17 mos. to 26 mos. The study focused primarily on the emergence of BE dialect features (plural and possessive inflections, pronominal case, copula and auxiliary, third person singular and past tense inflections). According to Steffensen, when those aspects of her subjects' language that should have exhibited features of Black English were examined, the data indicated that there were virtually no differences between the Black English speaker's development and that of children acquiring Standard English. This finding is not surprising—the age of Steffensen's subjects precluded the emergence of many of the BE dialect-specific features. Stokes, using elicited data, examined the ability of 36 children between the ages of 3 and 5 to syntactically transform affirmative constructions to negative constructions. Her general findings indicate that nearly all the children, including the three-year-olds, had acquired some of the subrules for negating affirmative constructions. Cole examined the elicited speech of 60 3-, 4-, and 5-year-old girls to determine whether their responses exhibited 19 syntactic features ("pluralization, possessions, past tense, copula and auxiliary verbs, third person singular, past tense copula, present tense concord, indefinite article, reflective pronoun, demonstrative pronoun, personal pronoun, first person future, multiple negation, embedded question, *go* as copula, distributive aspect, remote complete aspect, *at* in content questions and hyper-correction." Cole 1979, p. 55) that are characteristic of Black English. Her findings revealed that each of the 19 features was exhibited in varying degrees at each age level, with only one exception noted. Cole also found that the majority of grammatical forms studied increased in frequency as age increased. Kovac, using spontaneous speech samples from 26 3-, 5-, and 7-year-old middle and working class Black children investigated the acquisition of two variable features, auxiliary and copula, within the framework of variation theory. Her findings indicated that only the 7-year-olds exhibited the variable use of copula and auxiliary forms that is characteristic of adult BE systems. The findings for the 3-year-olds indicated that it was impossible to separate developmental absence from possible incipient deletion of the copula and auxiliary structures.

sent the earliest attempt to describe the young Black child's linguistic competence from a developmental perspective.<sup>2</sup> While these studies have helped to lay the foundation for describing the developing Black English system, they exhibit certain weaknesses that should be avoided in future research. Below we examine these weaknesses and recommend a new direction for developmental studies on Black English.

From our perspective, one of the greatest weaknesses in the language acquisition research that has been discussed is that it does not reflect the current theoretical frameworks, methodologies, and research questions that have evolved from the rich body of research in developmental psycholinguistics. We believe that the most convincing theories for describing, analyzing, and explaining child language acquisition have been constructed by the developmental psycholinguists. One of their main methodological approaches has been the longitudinal study of children whose age at the beginning of observation is around 18 months (many studies are using much younger subjects now). Studying children at this age level, psycholinguists during the 1960s were able to provide cross-linguistic descriptions of two-word utterances, the foundation of complex syntax. Although psycholinguistic research has now advanced far beyond describing two-word utterances, it has placed a priority on studying the emergence of specific kinds of linguistic knowledge to reveal the processes and strategies that young children employ when they engage in language learning. The emerging system provides a foundation for understanding the process by which the child's system expands to include the later-learned, more complex features of language. In contrast to psycholinguistic research, language emergence per se has not been a priority in the Black English language acquisition research. Investigators have not asked the general question, 'how does the Black English system evolve and develop over time?' Consequently, such related, specific, but fundamental questions as 'when do Black English speakers first acquire two-word utterances?' have not been systematically investigated. We would certainly hypothesize that working-class Black children acquire two-word structures around the same time as other children, but clearly this hypothesis needs to be empirically validated.

If studying the emerging system has not been a priority for the language acquisition research of Black English, then what has? The major priority has been *studying those structures that differ from Standard English*: This priority reflects the influence of dialect diversity studies (e.g., Wolfram and Clarke 1971) that describe features of non-mainstream dialects (like Black English) and compare them with features of Standard English. The influence of these studies is particularly apparent in Steffensen's work. Al-

<sup>2</sup> Another category of studies investigated the young Black speaker's knowledge of Standard English structures at various age levels (e.g., Copple and Susi 1974, Nelson and McRoskey, 1978). Because our study is concerned with first language (or first dialect) acquisition, those dealing with knowledge of specific Standard English features, or second dialect acquisition, have no direct bearing on our work.

◀ = details elsewhere in this issue  
 ★ = first listing  
 TBA = to be announced

# When & Where

## September

1981

- 3-6 Colloquium of the International German Teachers' Association (IDV) Poznan, Poland Theme: German for Specific Purposes. Inquiries: Modern Language Association, ul S Michynskiego 27-29, PL-61-725, Poznan, Poland. ★
- 7-12 Asian Association on National Languages (ASANAL) Conference on Asian Languages, 6th. Denpasar, Bali, Indonesia Theme: Language and Literature. Inquiries: A Latief, Secretary ASANAL, Pusat Pembinaan dan Pengembangan Bahasa, Jalan Diponegoro 82, Jakarta Pusat, Indonesia ★
- 18-20 British Association for Applied Linguistics Annual Meeting. University of Sussex, Brighton. Theme: Language Variation in Applied Linguistics LR 23:6, p 8
- 22-24 International Conference on Uncommon Indogermanic Languages Udine, Italy Inquiries: A. Servadei, University President, Via Antonini 8, I-33100 Udine, Italia. ★
- 28-30 Working Meeting of Professors of Foreign Languages at German Universities Hanover, Federal Republic of Germany Inquiries: Prof Dr KH Koehring, Fachbereich Erziehungswissenschaften, University, Bismarckstrasse 2, D-3000 Hanover 1, FRG. ★

## October

- 1-3 Annual Conference of the German Society of Applied Linguistics (GAL), 12th Mainz, Federal Republic of Germany Inquiries: GAL, University, Postfach 3825, D-6500 Trier, FRG. ★
- 2-4 Semiotic Society of America, 6th Nashville, TN
- 2-3 El Español en los Estados Unidos, Interdisciplinary Conference Univ Illinois at Chicago Circle LR 23:6, p 11
- 5-8 International Conference on Russian Language and Literature Regensburg, Federal Republic of Germany Inquiries: Prof Dr E Wedel, University, Universitaetsstrasse 31, D-8400 Regensburg, FRG. ★
- 9-11 Boston University School of Education Annual Conference on Language Development, 6th George Sherman Union, Boston. LR 23:6, p 9
- 10 North Central Names Institute, 2nd Sugar Grove, IL LR 23:9, p 7
- 14-16 American Council on Education Washington, DC LR 23:4, p 8
- 15-17 Delaware Symposium on Language Studies, 3rd Newark, DE Theme: Linguistics & Literacy LR 23:5, p 8
- 16-18 American Translators Association Annual Convention Dallas, TX LR 23:5, p 8
- 22-24 Linguistic Association of the Southwest (LASSO) Annual Meeting Austin, TX LR 23:5, p 9
- 22-24 Rocky Mountain Modern Language Association. Red Lion-Riverside Motel & Convention Center, Boise, ID LR 23:9, p 7
- 22-24 NWAWE X Univ. of Pennsylvania, Philadelphia, PA Abstract deadline 15 September 1981. ★ ◀
- 23-24 Western Conference on Linguistics, 11th Univ of Washington, Seattle, WA Abstract deadline 14 September 1981. LR 23:9, p 7
- 23-25 Algonquian Conference, 13th Toronto, Ontario, Canada LR 23:9, p 7
- 24 California Convocation on Romance Philology, 8th Univ of California, Santa Barbara. ★ ◀

## November

- 3-7 American Language Academy CAI Seminar Washington, DC Theme: Individualized Language Teaching Through Microcomputer-Assisted LR 21:8, p 7

## February

- 6-7 Annual Meeting of the Gypsy Lore Society North American Chapter New York, NY. LR 23:4, p 10
- Spring, TBA Colloquium on Acoustics. Budapest, Hungary LR 23:6, p 9

## March

- 19-20 UW-M Annual Linguistics Symposium, 11th Milwaukee, WI Inquiries: Fred Eckman, Dept Linguistics, Univ of Wisconsin-Milwaukee, Milwaukee WI 53201; (414) 963-5348. ★ ◀
- 24-26 Spring Meeting of the Linguistic Society of Great Britain. Univ Reading, Information: G Corbett, Dept of Linguistic and International Studies, Univ of Surrey, Guilford GU2 5XH, England. ★
- 29-April 1 Congress of FMP (German Association of Foreign Language Teachers) Marburg, Federal Republic of Germany LR 23:6, p 9
- 30-April 3 Annual SIETAR Conference, 8th RMS Queen Mary, Long Beach, CA. Theme: Strategies for Cultural Stability and Change. ★ ◀

## April

- 1 Western Humor and Irony Membership (WHIM) Conference on Linguistic Humor Tempe, AZ LR 23:5, p 10
- 1-4 Congress of the German Association of Foreign Language Teachers (FMP) Marburg, Federal Republic of Germany Inquiries: FMP, Hedwigstrasse 4, D-8000 Munich 19, FRG. ★

## May

- 1-6 TESOL International Annual Convention, 16th Honolulu, HI *Proposals due 15 September 1981.* ★

## July

- 5-10 Conference on Computational Linguistics, 9th Prague, Czechoslovakia Abstract deadline 1 December 1981. ★ ◀

## August

- 2-4 International Symposium on LSP (Languages for Special Purposes) Eindhoven, The Netherlands. Theme: Reading for Professional Purposes in Native and Foreign Languages. LR 21:8, p 7
- 23-28 International Congress of the World Federation of Teachers of Russian Language and Literature (MAPRYAL) Prague, Czechoslovakia Inquiries: MAPRYAL, ul Krzazanovskogo, d. 24/35, 117259 Moscow, USSR. ★
- 23-28 Tenth World Congress of Sociology Mexico City LR 23:7, p 9
- 29-Sept 4 International Congress of Linguists, 13th. Tokyo, Japan LR 23:7, p 9

## September

- 5-12 International Congress of Egyptology, 3rd Skyline Hotel, Toronto Themes: Archeology of Egypt & Egyptian Philology LR 23:9, p 7
- TBA International Conference on Papuan Linguistics. Goroka, Papua New Guinea. LR 23:9, p 8

# Conferences, Workshops, Symposia

The tenth **New Ways of Analyzing Variation in English**, to take place in Historic Philadelphia, Source of the Midland Dialect (as the Call for Papers expresses it), at the University of Pennsylvania, October 22-24, will feature a special topic: **Linguistics As a Profession: Jobs Outside the University**. The meeting will also offer three workshops demystifying computational analysis. One will be on vowel analysis, one on variable rule analysis, and another on parsing. Preregistration is \$6.00 for students, \$10.00 for faculty; workshops are \$2.50 each. The deadline for abstracts (aspects of discourse analysis, sociolinguistics, language change and variation) is *15 September 1981*. Send abstracts and preregistration fees to NWAVE Committee; c/o W. Labov; Linguistics Laboratory; 3732 Locust Walk; Philadelphia, PA 19104. . . . The International Committee on Computational Linguistics, in association with the Linguistic Institute of L. Štúr, Slovak Academy of Science, Bratislava, and the Faculty of Mathematics and Physics, Charles Univ., Prague, invites submissions for COLING

82, the Ninth Conference on Computational Linguistics, which will take place in Prague, 5-10 July 1982. Papers dealing with theories, methods, and problems of computational linguistics, the relations of computational linguistics to computer science, mathematics, linguistics, and artificial intelligence, the representation of knowledge and inferencing as they relate to language understanding, and the applications of natural language processing (information retrieval, database query languages, question answering, man-machine communication, machine translation and machine-aided translation, automatic understanding of texts, speech recognition and synthesis), are requested. Please submit four copies of a 3-to-4-page summary, double-spaced, by *1 December 1981* to: COLING 82; MFF UK, Linguistics; Malostranské n. 25; 118 00 Prague 1; Czechoslovakia. . . . Two consecutive sessions, devoted to Romance Linguistics and Medieval Romance Literature, respectively, will compose the **Eighth California Convocation on Romance Philology**. Yakov Malkiel (Univ. of California-Berkeley) will be the luncheon speaker at the one-day Convocation, Saturday, 24 October 1981 at the Univ. of California-Santa Barbara. Further details and a complete program can be obtained from William J. Ashby; Dept. of French and Italian; Univ. California; Santa Barbara, CA 93106. . . . The Society for Intercultural Education, Training and Research has announced the **Eighth Annual SIETAR Conference** with the overall theme "Strategies for Cultural Stability and Change." The Conference will be held in Long Beach, CA, aboard the RMS *Queen Mary*. Four subthemes of the Conference (Cultural Issues of Ethnic Groups; Cultural Dimensions of Development; Cultures and the New World Information/Communication Debate; Cultural Perspectives of Future Technologies) reflect major facets of world change; Roundtables will be organized to explore each of them in depth. All Workshop and Panel Session proposal submissions should be under one of these four subthemes. Poster Session submissions should relate to the overall theme and/or to one of the subthemes. A description of program components and detailed procedures for submitting topic proposals (*by 1 October 1981*) are available from SIETAR; 1414 22nd Street (Suite 102); Washington, DC 20037. . . . The theme of this year's **Annual UWM Linguistics Symposium** is "Universals of Second Language Acquisition." The Symposium will be held March 19 and 20, 1982. Potential participants are asked to send 5 copies of a one-page anonymous abstract to Fred Eckman; Dept. of Linguistics; Univ. of Wisconsin-Milwaukee; Milwaukee, WI 53201. The *deadline for abstract submission is 30 November*.

21-23	<p><b>JACET</b> of International Conference on Language Teaching and Learning, Tokyo, Japan</p> <p>ACTFL Preconference Workshops, Denver, CO</p> <p>American Association of Teachers of French (AATF) Cincinnati, OH</p> <p>Inquires AATF, 57 East Armory, Champaign, IL 61820</p> <p>ACTFL Conference Denver, CO Write ACTFL, Room 1814, 2 Park Ave., New York, NY 10016</p>	LR 217, P. 5
<b>December</b>		
2-6	<p>American Anthropological Association, 80th Annual Meeting, Los Angeles, CA</p>	LR 212, P. 9
16-19	<p>Forum for Interdisciplinary Research, Fiesta Americana Hotel, Cancun, Mexico. Theme: Language Problems &amp; Public Policy</p>	LR 214, P. 9
18-21	<p>International Conference of IATEFL, 16th London, England. Theme: 'Realism' and/or 'Reality' in the Foreign Language Class.</p>	LR 219, P. 7
28-30	<p>Linguistic Society of America Annual Meeting, 56th New York, NY Dec 10-12, 1981</p>	LR 219, P. 7
<b>1982</b>		
<b>January</b>		
4-6	<p>International Symposium on Languages and History of the Nilotic People University of Cologne.</p>	LR 212, P. 9
22-24	<p>Annual West Coast Conference on Formal Linguistics, Inc. <i>Abstracts Available 1 November 1981</i>. Write: W.R. Lebes, I.A. Seg. or T. Wisnow, Dept. of Linguistics, Stanford Univ., Stanford CA 94305.</p>	*

## More on Field Linguistics

Let me add my strong approval to everything Jim Redden writes about the need to train linguists in field linguistics (*LR*, May 1981, p. 3-5). In flying off to fantasy worlds of abstract syntax and semantics, it is easy to leave the tangible aspects of language far behind. As a result, we linguists are in danger of developing a collective "tin ear" in hearing and transcribing languages.

When I decided to offer a new course in field methods last semester, I found to my chagrin that no one had written a comprehensive manual on the subject for a long time. I was finally able to track down William Samarin's *Field Linguistics* (Holt, Rinehart, 1967) and S. A. Wurm's *Linguistic Fieldwork Methods in Australia* (Australian Institute of Aboriginal Studies, 1969). Both are out of print and so I had to put the library's copies on the reserve shelf.

One good thing I discovered in teaching the course was that cassette recorders are now cheap for enough everyone to buy. We even dedicated part of a lesson to discuss-

ing the best kind of recorder to get and how to use it in the field. Students were required to turn in reports on the phonology, inflectional system, syntax, and lexicon of the target language (in this case, colloquial Arabic). They also had to do a thumbnail sketch of their own languages. This latter activity helps the budding linguists to get a "fix" on themselves as they approach new language systems. The course was a difficult one, for the teacher as well as for the students. Exhausted but happy, we ended each three-hour session with our informants in the realization that we had discovered some new fact about a particular language and, at the same time, had gained some precious insight into the complexity of human interaction through language.

I would be happy to share my course syllabus with anybody who is interested.

ROBERT J. DI PIETRO

Department of Languages and Literature  
University of Delaware  
Newark, DE 19711

## —LINGUISTS WANTED, from p. 2—

**Reading Lab Specialist:** Coordinate English Language Reading Lab activities, develop and evaluate multi-level reading materials, monitor self-instruction, and provide direct instruction. Ph.D. in English as a Second Language, Linguistics, or a related field preferred. Background in materials development desirable. Two years experience in teaching English to the hearing impaired, to speakers of other languages, or in development of materials for English reading training programs, or equivalent experience. Send resume to: Personnel Manager, Box LR9, Bldg. 60, Rochester Institute of Technology, National Technical Institute for the Deaf, One Lomb Memorial Drive, Rochester, NY 14623. AA/EOE.

**DIRECTOR, CENTER FOR CHICANO STUDIES, UCSB:** The Center is one of a number of Organized Research Units situated on the UCSB campus. The principal objective of the Center is to conduct interdisciplinary research on the history and contemporary condition of the Chicano community. A search is being made for a Director to assume duties in Fall, 1982. Candidates must have experience in administration, fund-raising, and in developing and supervising research projects. They should have a Ph.D. as well as demonstrated excellence in both teaching and research. Appointment will be made at the tenure level of Associate Professor or Full Professor, salary and rank dependent on qualifications. Candidates must have expertise in an academic area which will qualify them for a joint appointment in an appropriate academic

department. Applicants should send vitae and at least three letters of recommendation by 30 October 1981 to: Dr. David Brokensha, Chairperson Search and Screening Committee, Social Process Research Institute, University of California, Santa Barbara, CA 93106. AA/EOE.

## —AILA from p. 1—

Children"; and Olga Mišeska Tomić (Univ. Skopje), "Typological Features of Balkan Languages and Their Pedagogical Consequences"

Charles Ferguson (Stanford Univ) has been asked to moderate a symposium on "International Languages and the Vernaculars," and Evelyn Hatch (Univ. California, Los Angeles) will moderate one on "Discourse Analysis and Language Learning." Workshop moderators are Esther Glahr (Univ. Copenhagen) "Interlanguage: Vocabulary, Acquisition, Theoretical and Descriptive Problems"; J.L.M. Trim (CILT, London), "Language Projects of the Council of Europe"; and Robbin M. Battison (American Institutes for Research, Washington), "The Language of Public Documents." A Round Table on "The Testing of English, German and French as Foreign Languages in Sweden" will be moderated by Torsten Lindblad (Univ. Gothenburg).

The Keynote Speaker will be Bertil Malmberg, Professor at the Univ. Lund and former President of AILA.

*AILA 81: Proceedings II* will appear as a special issue of *Studia Linguistica*. It will include the plenary and special lectures as well as contributions to the symposia. *AILA 81: Proceedings I*, the abstracts of the 305 session papers with workshop summaries, is available by direct inquiry to AILA 81, Univ. Lund, Box 1703, S-221 02 Lund, Sweden.

## Linguists' Misconceptions about Applied Linguistics

It is ironic that although applied linguistics is first and foremost a human language-problem-solving domain, one of AL's epistemological problems has not truly deserved the amount of attention and *action* it should on the part of applied linguists themselves: that of dispelling linguists' misconceptions about AL. Given the institutionalization of applied linguistics—six international congresses of AL are testimony to the field's ever-widening comprehensiveness, vitality, and productivity—it would follow that of all professionals, linguists should be the very first to be intelligently, objectively informed as to the origin, nature, goals, structuring, and uses of AL. Strangely—irony of ironies!—this does not happen to be the case as the following statement illustrates:

Still less do I discuss so-called 'applied linguistics,' which in practice means the study of language-teaching methods. This is because I do not believe that linguistics has any contribution to make to the teaching of English or the standard European languages. The many people who claim that it has seem to me to deceive themselves and others. (This would not matter, were it not for the extent to which the 'applied linguistics' industry, like so many other dubious modern enterprises, is financed not by those who see it as having some value but by taxpayers helpless in the grip of a voracious and tyrannical state.) (Geoffrey Sampson, *Schools of Linguistics. Competition and Evolution*, London. Hutchinson & Co., 1980, pp 10-11.)

There is certainly a lot for critical evaluation and counter-argumentation in the above—let *LR* readers exercise their evaluative rights—something that would be more appropriately done in a book review. Instead, a plea is made for the collection of similarly misinformed pronouncements or judgments—on a world-wide basis—so that an assessment can be made of how widespread and influential (surely not . . .) such negative attitudes are and why. It is urged that in the academic, *attitudinal* preparation of linguists special emphasis be given to clarifying what applied linguistics is, as well as is *not*. As Robert B. Kaplan (in Kaplan, Ed., *On the Scope of Applied Linguistics*, Rowley, MA: Newbury House, 1980, p. 65) so cogently put it "If applied linguists have become identified with language teaching, it is an identification they must work to overcome; if applied linguists are not seen as contributing members of society, it may be the result of their own lethargy . . ."

The sociolinguists' recommendation that greater, systematic attention be devoted to surveying language attitudes applies here as well, but in this case to assessing linguists' subjective reactions to AL. How about giving this problem some real serious thought, and more important, doing something about it?

"The catalog of things that (applied) linguists do is a long one," to borrow a statement made by Trager in his 1960 LSA Presidential address (George L. Trager, *Linguistics is Linguistics*, Studies in Linguistics, Occasional Papers, No. 10, Buffalo, NY, 1963, p. 7). That accurate, objective, unbiased information—facts!—on AL be provided to linguists-to-be during their university apprenticeship is strongly urged. Some day, when a History of Applied Linguistics has been written, the problem dealt with here will be but ancient history. Until then, let's do our share to unravel myths and misconceptions about what AL has done, is doing, and will be doing in its permanent pursuit of interdisciplinary relevance.

FRANCISCO GOMES DE MATOS

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Copies of the *LSA-LR Guide to Grants and Fellowships in Languages and Linguistics 1981-1982* are still available, for \$2 00, from the *Linguistic Reporter*.

## FLASH

### 'Summit' at AILA

Directors (or their representatives) of centers for applied linguistics and of organizations similar to CAL have been invited to an informal meeting at AILA 81 to discuss topics of common interest and concern. An eyewitness report on the August 11 (5-7 p.m.) meeting will appear in a future issue of the LR.

## Book Notice

*Issues in Second Language and Cross-Cultural Education: The Forest Through the Trees*, by Gail L. Nemetz Robinson. Boston: Heinle and Heinle Publishers, 1981. xiii, 238 pp. \$16.00 paper.

This book (part of the Foreign and Second Language Educator Series under the general editorship of Frederick L. Jenks) is intended for teachers, researchers, and administrators in the field of second language and cross-cultural education. The book reviews the author's research in second and foreign language education in a variety of settings in the United States, Hawaii, Japan, and Australia. The discussion is both theoretical and practical. Perhaps of most interest to language teachers will be the chapters exploring why people study languages, and why so often language classes fail them—providing "hollow language" devoid of any sociocultural content or any means by which students can personally identify with the classroom instruction. Additional chapters look at foreign language enrollment, language aptitude, and cross-cultural misunderstandings.



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## The Linguistic Reporter

Center for Applied Linguistics

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# The Linguistic REPORTER

Annual  
Index  
in this issue

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## Literacy as an Interactive Process

JANA STATON

[The author is a Senior Researcher at CAL.]

Written "dialogue" has left the confines of personal correspondence and has become useful in the classroom as a way of developing competence in literacy skills. For the past year, the Center for Applied Linguistics has been involved in research on the classroom use of "dialogue journals"—daily written communication between students and teachers—under a grant from the National Institute of Education.

This innovative approach to reading and writing uses students' self-selected topics rather than ones assigned by the teacher. The purpose is always to communicate and understand, never to be evaluated. These dialogues combine the receptive (comprehension) skills of reading with the productive (communication) skills of writing, and they take advantage of the functional, interactive, self-generated features present naturally in first-language acquisition. Because the dialogue writing requires no commercially prepared materials or special technical knowledge, it could be easily adapted by teachers to a variety of learning situations and learner needs, after brief training.

### *Fundamentals of the Approach*

This approach to literacy using interactive written communication is based on a crucial set of assumptions:

- "Literacy" in our view means communicative competence in *using* written language—that is, mastery of the personal and social functions of reading and writing, as well as mastery of the forms. Communicative competence involves both comprehending written information and actively expressing one's experiences and intentions in writing to accomplish personally meaningful goals.
- Literacy is crucial for effective functioning in

complex societies—personally, interpersonally, and academically.

- Literacy is acquired most effectively when attached to one's own life experience, social context, and life goals.
- Literacy in a first language or mother tongue (L<sub>1</sub>) is a major asset in learning literacy skills in a second language (L<sub>2</sub>).
- Materials and curricula are less important for acquiring literacy than is a significant, interactive dynamic relationship with a teacher.
- The same principles should guide literacy acquisition that guide oral first-language acquisition: language use is natural and necessary to get things done, and it is our most important mode of social interaction. It is self-generated in that it is used voluntarily when the person using it sees the need, and its use is controlled and made meaningful by its real-life context.

The results of the Center's research provide substantial evidence that this method holds great promise for meeting the needs of literacy programs as an inexpensive method of simultaneously developing reading and writing skills in either L<sub>1</sub> or L<sub>2</sub> settings. The data base for our current study comes from the classroom of a teacher who has used the method with both native English speakers and non-native English speakers for fifteen years. The students, all adolescents, use the journal for private conversations with the teacher on a daily basis, and the teacher responds in writing to each student, every night. In writing, the students ask questions, complain (and learn to give evidence), describe important personal events and discuss their meaning, express feelings, apologize, make requests. They use the full range of language functions that are needed in successful communication. The following examples from the 1979-80 journals of different students illustrate the direct, functional nature of the writing.

### Questions

But what is a whole number? My mother and sister and brother could not find out.

Why did you ask me to leave the room when it was Sam who was talking?

I would like to know why I got moved down a grade in our spelling book?

### Reporting Personal Experiences

My hockey team played a game last night for first place and you know what? We won! Now we go to the play-offs. We're the team to beat!

### Promising

I like math better because I'm trying harder. And I'm going to try and bring in more extra credit work.

### Evaluations

Math was pretty good today. But not as good as usual. None of today was.

### Offering

For the party can I get my grandma to bake a cake. In a shape of a mogen daived or a Xmas tree. She is a very good cook.

### Apologizing

Sorry I got a little ansy this afternoon.

### Giving Directions

Please don't forget to bring a book to school on drawing different letters.

### Complaints

Today was the same routine more or less. . .India (I'm glad to say) didn't occupy too much of my time. WHY INDIA? It's boring.

Mrs. R---, It's not fair that Joan and Tai keep calling me names, and its not fair because now after Tai stopped for a *while* Joan kept yelling in my ear and saying Willie your in trouble but I don't say anything and its not fair and if they keep it up I would think about a transfer.

### Opinions

Figuring out cube nets isn't exactly the easyist thing to do. But I still like Geometry. And I like it because it is much funere than all the other things in math that we did.

The teacher participates fully in this process. Instead of evaluating errors in their language or commenting with encouraging but nonspecific remarks (such as "good description"), she writes back as an interested participant asking clarifying questions to elicit more details, talking about her concerns and feelings, discussing the events introduced by the students. In so doing, she models for the students both complex uses of language and correct spelling, punctuation, and syntax, within the framework of topics generated by the students.

These interactive written dialogues are not used as a "method" of teaching formal writing or reading skills but simply as a way for students and teacher to communicate directly. They occur in addition to any regular in-class lessons about writing stories, essays, and the like. Dialogue writing draws on the student's already ac-

quired native competence in using the conversational style of oral language, audience feedback, and physical and social contexts to communicate effectively.

Reading or producing formal written language requires even the beginning student to use a formal style immediately. In the case of writing, this isolates the student from his or her audience, and in the case of reading, from the author. The content of formal written language is usually removed from the immediate physical and social context. Current instructional methods provide no transitional experience in writing and reading to help the learner develop a new competence in understanding and using the literate strategies necessary for writing and reading in adult life. It is for these reasons that we see dialogue writing as a widely applicable "developmental link" in literacy instruction for both children and adults, and especially for learners who are from a more "oral" rather than a more "literate" culture. Both the content and the skills needed for dialogue writing are already available in the learner's life context.

### Student Progress and Teacher Strategies

The following two excerpts demonstrate the progress students can make toward writing and understanding more "literate," formal discourse by being given the opportunity to begin with a more "oral" style. They are taken from a dialogue journal written by a student who came to the United States in January 1980 from Burma. He had only five months of minimal ESL work before entering the classroom of the dialogue journal teacher.

September 23 (2nd day of journal writing)

Bao: What is a Geography, and Science, I don't understand. Mrs. R\_\_\_\_\_ we live in the North American or South America.

Mrs. R.: Geography is the study of our earth. We found the continents and the oceans. Science is the study of things that change because of something. The volcano changes our earth because the core and magma push out. We live in North America.

April 30

Bao: I do my best Mrs. R.\_\_\_\_\_ but I don't understand the word so I did'nt get good scores. That why I am always fail. and when I do my test I just guess and circle the word and I don't know it is right or wrong sometime I got right on my test. I try my best Mrs. R.\_\_\_\_\_ thank you very much Mrs. R.\_\_\_\_\_. you mean Mrs. Windsor will come today Mrs. R.\_\_\_\_\_ how about next week Mrs. Windsor will come or not coming. Mrs. R.\_\_\_\_\_ I did not do my reading test. to correct the test because I

don't know what I am going to do so I did not do correct my test. We do not have the math test at tomorrow. You know what I wish we could have math test at every week and now sometime we do not have math test you know why I want the math test? because I love math very very much so I like to have math test at the math class and math is fun to do too. Did you see that after lunch they came in it is too much noise. I think I like the story you reading for us. It is a very good story I ever hard about. the animals and this is my first time I hard animals story.

Mrs. R.: Yes, Bao, I understand. There are so many words to learn, and it is very hard to learn them all at once. You have been here about 1 year and 3 months. You have learned a great deal. You are doing fine! It is just that there is no end to learning. You must keep on trying, even if it does seem very hard.

Mrs. Windsor was not able to come today. She plans to come on Friday. Yes! You do like Math very well and you are so very, very good in math. I can see why you like to take math tests.

It is fun to hear about animal stories. They

are not true, of course, but they are fun anyway.

This is clearly writing to get things done, to communicate. Such communication requires that students read not only the teacher's response but also their own prior entries on the topic. Reading and writing are thus an integrated, continuous, and cumulative event, built on topics selected by the student rather than the teacher.

Our work on the dialogue journal writing (Staton, Shuy, and Kreeft, 1981) stresses the importance of the teacher's modeling of language in interaction to provide active support for the students' uses of language and to advance students' statements to more complex levels of thought by her responses. Although our research has concentrated on describing the students' writing, we also have identified in our data some of the teacher strategies that seem to contribute to the development of literacy skills. These are illustrated below, with examples from two teachers, writing for adolescent and adult L<sub>1</sub> and L<sub>2</sub> learners.

*Use of a direct conversational style.*

Mrs. R.: You're a good sport! Wearing a dhoti was an interesting experience. Well—moving will be hectic and great fun. Your family will

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Series Editors *Christina Bratt Paulston and Mary Newton Bruder*

have some real challenges. Yes! I do want to see your map! The Dodgers really did OK today, didn't they? (Adolescent)

*Matching length of response and level of reasoning to student's linguistic and cognitive abilities.*

Enrique: Mrs. R. I now Im a dume and I want to be a dume. I don't want to learn nothen good by. (Adolescent ESL student)

Mrs. R: I care! You have a million dollar brain! Someday when you are driving a big fancy car you'll be glad you worked. You are not dumb!

• • •

George: I have got to be honest with you. I cannot stant Music. It drives me up the wall, across the ceiling, and back down the other wall again. We had to stand up for all 60 minutes of the boring lesson. (Adolescent)

Mrs. R: Music isn't your favorite subject which means it requires more patience and tolerance. It is good to learn to tolerate things you don't like! No one's life is full of only the things they like!

*Gives genuinely new and interesting information in her responses which model more complex language and make reading interesting.*

Sue: Have you ever gone on one of those exercise bikes? What's your favorite kind of exercise (Adolescent)

Mrs. R: Yes, a few years ago I had surgery and when I was recovering I used an exercycle. It really helped me to get my strength back. I love to walk, fast and in cool air. Do you have a favorite sport?

• • •

Kazutomi: I miss my dog. He stay Japan.

Mrs. G: What color is your dog? Does he speak Japanese? (No joke—I mean it.) I lived in Spain for one year. My landlady had a dog and he only came if I spoke Spanish to him. If I said "Come!" (in English) the dog stayed put and did not move!

Kazutomi: My dog's color is brown, Gold, and black and white. He speak Japanese very well (Joke!) But he is understand English I said "hold out his hand"

He hold out his hand for my hand. (Adult ESL student)

*Ask real or genuine questions, which seek student opinions and information the teacher doesn't already know (unlike most teacher questions in class situations, to which the teacher knows the answer).*

Mrs. G: It sounds like you miss Japan very much. Have you ever traveled away from Japan before? It's hard to be away from friends and family! Does your girlfriend write to you? (To an adult ESL student)

• • •

*Instead of correcting incorrect language usage in the student's writing, uses words or phrases correctly in the response and seeks clarification when something is really unclear.*

Xuan: I have shark eyes to look the magazine. (Adolescent ESL student)

Mrs. R: Yes, you do have sharp eyes.

Xuan: Oh. I thought I got shark eyes.

Michael: I like what we did today in class. But we didn't do spelling or Landen. (Adolescent)

Mrs. R: No, we ran out of time and couldn't get Latin or Spelling in. Tomorrow we will do it.

Michael: I did the two pages of spelling today. We didn't get to do Latin today.

### *Future Research*

Under the NIE grant for a one-year study we have been able to develop methods for analyzing this interactive writing and have completed an initial study of the adolescent students writing in a first language. A second set of journals from students learning English as a second language (ESL) has been collected but not analyzed. Several informal teacher workshops have been held for teachers working in bilingual, ESL, and functional literacy situations. These workshops have generated several new projects from which writing samples will soon be available for analysis.

There are still many unanswered questions about the use of dialogue journals with adults in literacy learning situations. This will be an important focus of the Center's continuing research on the use of these journals, with the objective of eventually producing useful materials for adult literacy instruction.

More information on this approach to reading and writing can be obtained from the Center for Applied Lin-

guistics (attn: Jana Staton or Joy Kreeft), 3520 Prospect Street, N.W., Washington, D.C. 20007.

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## Linguists Wanted

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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 accepted only from organizations that subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

**Victoria University at Wellington**—*Director of the English Language Institute*: The University seeks applications from persons in the field of Applied Linguistics who are well qualified by both teaching and research in studies and programmes related to the learning of English as a Second Language. Where the appointee is clearly suitable by qualifications and experience to hold a Chair in Linguistics, consideration will be given to the establishment of such a chair and the appointment of the Director to it. The salary will be in the professorial range, currently \$NZ37,342 to \$46,730 per annum. Conditions of appointment, including method of application, may be obtained from the undersigned with whom applications close on 15 November 1981: Appointments Officer; Victoria University of Wellington; Private Bag; Wellington, New Zealand. Telephone: 721-000.

**The University of Melbourne**, *Chair of Italian*: Applications are invited from scholars of distinction in Italian language and literature for appointment to the Chair of Italian which will become vacant following the retirement of Professor Colin McCormick on 31 December 1981. SALARY: \$A41,509 per annum. Further information, including details of research and teaching undertaken in the Department, staffing, enrollments, details of application procedure, superannuation, travel and removal expenses, housing assistance, and conditions of appointment, is available from the Registrar. All correspondence (marked "Confidential") should be addressed to Registrar, The University of Melbourne, Parkville, Victoria, 3052. Australia. Applications close on 30 November 1981.

**The English Language Center of The University of Petroleum and Minerals**, Dhahran, Saudi Arabia, invites applications for TESL positions (native fluency) for the academic year 1982-1983, starting 01 September 1982. *Qualifications*: M.A. in TESL/Applied Linguistics,

or M.A. in TEFL or TESL, or post-graduate diploma in TEFL or TESL, or post-graduate certificate in Education (TESL, TEFL). *Experience*: Minimum two years' teaching experience in TEFL/TESL overseas. *Description of Duties*: Teaching English to post-secondary school students with elementary to intermediate proficiency at The University of Petroleum & Minerals.

Minimum regular contract for two years, renewable. Competitive salaries and allowances. Air conditioned and furnished housing provided. Free air transportation to and from Dhahran each year. Attractive educational assistance grants for school-age dependent children. All earned income without Saudi taxes. Ten months duty each year with two months vacation with salary. There is also possibility of selection for University's ongoing summer program with good additional compensation. Apply with complete resume on academic and professional background, list of references, and with certified/official copies of transcripts and degrees, including personal data, such as home and office addresses, telephone numbers and family status to: University of Petroleum & Minerals; Houston Office; 2223 West Loop South, Suite 410; Houston, TX 77027.

**Social Science Research Council**: Applications are invited for the position of Staff Associate with major responsibilities in development of innovative research programs involving international and cross-cultural studies in the social sciences. Particular preference will be given to scholars in those disciplines not already represented by current council staff. Staff expertise now exists in the disciplines of anthropology, history, political science, and sociology. Preference will also be given to scholars having research familiarity with Islamic Asia, the Near and Middle East, or the Soviet Union. To qualify, candidates must have completed the Ph.D. and 2-3 years' experience in research administration or teaching. Applications will also be accepted from established scholars interested in a term assignment. Compensation will be commensurate with experience and qualifications. Please send application and resume to Sophie Sa, Staff Associate; Social Science Research Council; 605 Third Avenue; New York, NY 10158. SSRC is an Equal Opportunity, Affirmative Action Employer.

—CONTINUED p. 6—

Assistant Professor of English, Fall 1982. Entry-level, tenure track. Ph D. in Linguistics with at least one degree in English preferred. Ability to teach intro courses and graduate courses in syntax and dialectology. Involvement in Interdepartmental Program in Linguistics.

Interest in linguistic applications to literature and/or writing. Position subject to budgetary approval. Apply by 15 November to Leon A. Gottfried, Head, Depart. of English, Purdue University, West Lafayette, IN 47907. Preliminary interviewing at LSA. Purdue is an equal opportunity/affirmative action employer.

## New at CAL

"How do children use language to get things done?" This question underlies CAL's new protocol series, *Exploring Functional Language*, by Stephen R. Cahir and Ceil Kovac. The series' books are built around videotaped events that illustrate how children (and teachers) use language to accomplish daily classroom activities.

The subject matter ranges from reading to turn-taking, from the forms and functions of questions to the transition time between scheduled classroom activities.

**WHEN IS READING?** examines reading that takes place outside of "official" reading times, as well as a typical reading event. It notes how children deal with decoding, comprehension, plot anticipation, etc. **TRANSITIONS: ACTIVITY BETWEEN ACTIVITIES** presents transitional times as learning events and records some of the language used during these times to facilitate or discuss transitions. **A WAY WITH WORDS** observes children's ability to use language to gain a desired result and the varieties of language they use according to the situation. **TEACHER TALK WORKS** looks at teachers' use of language in the classroom and the special ways "teacher talk" is used to facilitate and evaluate student participation. **WHAT'S WHAT WITH QUESTIONS** considers children's ability to use question forms for both questioning and nonquestioning functions—to gain information, to get attention, to direct an activity, etc. **IT'S YOUR TURN** examines both verbal and nonverbal turn-taking strategies used by teachers and students.

The tape sequences show actual language events that occurred in elementary school classes. Videotapes and their transcripts, discussions, and exercises involve the audience in the subject and findings of the research on these events. Pre-service teachers will gain insight into the language accomplishments of elementary-age children, and in-service teachers will find many of their intuitive observations confirmed. For the linguist, ethnographer, and other researcher, these protocol sets offer an excellent example of children's language use in a school setting and the technique of videotaping to capture language events. The materials grew out of a larger CAL study funded by the Carnegie Corporation of New York and directed by Roger Shuy and Peg Griffin.

The books are designed particularly for use in a workshop or classroom setting. Each of the six titles in the series comes in two versions—an instructor's manual for those conducting workshops or classes and a participant's manual for those taking part. The participant's version of the manual can be used by persons working independently. Each manual also contains a transcript of the videotape segments on which it is based, so the books can be used without the tape. A "suggested uses" section offers workshop and study designs that employ the materials to best advantage.

In the discussion sections, the authors first present language events from the tapes, frequently noting subtleties that occur in the midst of classroom conversation and activities. They explore the various linguistic and educational concepts illustrated by these events and later provide background on theories and methodologies behind their research. Exercises emphasize these events and others like them, often suggesting that participants record actual classroom or everyday functional language situations for study. These exercises, a section explaining transcription practices and symbols, and enlarged margins throughout the books all enhance the protocols' intentions: that users of the materials become involved in exploring functional language and seeing how both the exploration methods and the language itself can be used effectively in teaching and research.

Instructor's manuals are \$4.00 each. Participant's manuals are \$3.50 each, with a 20 percent discount on orders of 10 or more. A complete set that includes one copy of each manual (12 books total) is \$36.00. Videotapes must be special-ordered according to specifications of individual machines. For more information on the tapes, check the November *LR* or contact: Office of Communication & Publications, Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007, (202) 298-9292.

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## News Briefs

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### Colorado Statute Change

The recently passed Senate Bill No. 462 abrogated Colorado's Bilingual/Bicultural Education Act (listed in CAL's *Current Status of Bilingual Education Legislation* [1980]) and replaced it with Article 24: English Language Proficiency Act. A copy of this act can be obtained by sending a self-addressed, stamped (18¢) envelope to: Office of Communication & Publications; Attn: Wendy Ward; Center for Applied Linguistics; 3520 Prospect Street, N.W.; Washington, D.C. 20007.

### Update on Language Attrition Project

[The following is excerpted from the Newsletter of the Language Attrition Project, Vol. 1, No. 1, May 1981 (3739 Chestnut Street, Philadelphia, PA 19104). A summary of the conference that initiated the Project appeared in the LR of September 1980 (Vol. 23, No. 1). The papers presented at the conference are to be published as *Loss of Language Skills*, edited by Richard D. Lambert and Barbara Freed, Rowley, Mass.. Newbury House The expected publication date is January, 1982 ]

At meetings of [the project's] National Advisory Council over the past year a general research strategy has been mapped out. (1) Analyze existing bodies of data on individuals for whom language skills at two points in time and patterns of interim language use are known. (Data on returned Fulbright scholars were analyzed regarding self-rated changes in language skills since their field exposure, and predictors of those changes.) (2) Conduct longitudinal surveys of changes in language skills of specific cohorts who received language training. (3) Implement a series of studies to develop the theoretical underpinnings for research on language attrition. Hypotheses are being developed concerning the degree of robustness, rate, sequencing, and clustering of specific skill losses. This suggests that high priority be given to the development of diagnostic tests that measure changes in individual linguistic items as well as general skill levels. Intensive small-sample studies pointed toward measuring in-depth language skill change, over time, are therefore being undertaken and planned. (4) Give top priority to the development of a common set of predictor variables indicating the kinds of individuals and types of experiences that are most conducive to the loss or retention of language skills. Variables to be examined fall under the general areas of personal characteristics, attitude, motivation, aptitude, and the classification of learning settings, experience, and patterns.

Tests already exist to measure some of the variables, but for others fresh tests will have to be developed. (5) The end goal is the development of a battery of diagnostic tests aimed at quickly measuring and diagnosing which language skills of an individual are robust and which ones are weak, as well as indicating strategies best suited to restore and heighten the skills of that particular individual. The predictor variables discussed under number 4 will be used to facilitate the placement of individuals in training programs and to indicate the most promising strategies to use in restoring skills of particular individuals. It is likely that new teaching materials, modular in nature and geared toward removing specific deficiencies as well as producing an overall proficiency in the language will have to be developed.

We would like to stress [in our initial newsletter] the development of a common set of variables. The language attrition field is still in that initial phase in which it is possible to design and shape it in such a fashion that our knowledge of attrition across various languages will become truly comparable and cumulative rather than suggestive and piecemeal. This goal can be achieved by encouraging a variety of research projects but assuring that each study will use a set of common variables while theoretical frameworks, hypotheses, and modes of analysis may vary widely.

This list is by no means final and fixed. We would welcome any advice or suggestions you might have as to additional variables that are known to be, or might be, efficient predictors of language attrition. Also, if you have any examples of questionnaires that you have used or tests or measures of individual characteristics that correlate with differences in language learning or proficiency and would like to share them, we would be interested in circulating them more broadly among researchers in this area. It is our hope and intention to make the Language Attrition Project a truly collaborative and international effort. To achieve that end will require your interest and participation. In our next newsletter we will give further attention to the development of a set of common predictor variables. Those that have been suggested so far are: (I) Common demographic variables: age, sex, educational level, occupation, occupation level of parents, mother tongue of parents, country where used, languages exposed to at home or neighborhood as child, skills in other languages. (II) Attrition-specific: lapsed time since language used, nature of training, extent and pattern of use, level of motivation, general language learning and/or verbal aptitude, general intelligence.

# When & Where

◁ = details elsewhere in this issue  
 \* = first listing  
 TBA = to be announced

## October

### 1981

1-3	Language Variety in the South Perspectives in Black & White Univ of South Carolina, Columbia, SC	* ◁
1-3	Annual Conference of the German Society of Applied Linguistics (GAL), 12th Mainz, Federal Republic of Germany	LR 24.1, p. 6
2-3	Annual WATESOL Convention, 2nd Univ of Maryland—Baltimore County, Catonsville, MD Inquiries: Lois Kleinheim Lanzer, (301) 454-6545	*
2-4	Semiotic Society of America, 6th, Nashville, TN	
2-3	El Español en los Estados Unidos, Interdisciplinary Conference Univ Illinois at Chicago Circle	LR 23.6, p 11
5-8	International Conference on Russian Language and Literature Regensburg, Federal Republic of Germany	LR 24.1, p 6
9-11	Boston University School of Education Annual Conference on Language Development, 6th George Sherman Union, Boston	LR 23.6, p 9
10	North Central Names Institute, 2nd Sugar Grove, IL	LR 23.9, p 7
14-16	American Council on Education Washington, D.C.	LR 23.4, p 8
15-17	Delaware Symposium on Language Studies, 3rd Newark, DE Theme: Linguistics & Literacy	LR 23.5, p 8
16-18	American Translators Association Annual Convention Dallas, TX	LR 23.5, p 8
22-24	Linguistic Association of the Southwest (LASSO) Annual Meeting Austin, TX	LR 23.5, p 9
22-24	Rocky Mountain Modern Language Association Red Lion-Riverdale Model & Convention Center, Boise, ID	LR 23.9, p 7
22-24	NWAVE X Univ of Pennsylvania, Philadelphia, PA.	LR 24.1, p 7
23-24	Western Conference on Linguistics, 11th Univ of Washington, Seattle, WA	LR 23.9, p 7
23-25	Algonquian Conference, 13th Toronto, Ontario, Canada	LR 23.9, p 7
24	California Convocation on Romance Philology, 8th Univ of California, Santa Barbara	LR 24.1, p 7
29-31	College Reading Association Annual Conference, 25th Galt House Hotel, Louisville, KY Theme: Reading Reflections & Predictions Inquiries: Irene M. Payne, Conference Coordinator, Rochester Institute of Technology; Learning Development Center; One Lomb Memorial Drive, Rochester, NY 14623	*

## November

3-7	American Language Academy CAI Seminar Washington, D.C. Theme: Individualized Language Teaching Through Microcomputer-Assisted Instruction	LR 23.8, p 7
5-6	Southeastern Conference on Linguistics, Fall Meeting Louisville, KY Inquiries: SECOL, Box 275, MTSU, Murfreesboro, TN 37132, (615) 898-2600	*
6	SAMLA Linguistics Section, "Linguists and Linguistics in the Southeastern United States," Louisville, KY	LR 23.6, p 9
6-8	The Philological Association of the Pacific Coast Stanford Univ., Stanford, CA Write: PASC Executive Director, Frederick Burwick, Dept. of English, Univ California, Los Angeles, CA 90024.	*
20-31	Symposium on Spanish and Portuguese Bilingualism, 5th. Amherst, MA.	LR 23.9, p 7
20-25	National Council of Teachers of English, 71st Boston, MA.	LR 23.4, p 9
21-23	JALT '81 International Conference on Language Teaching and Learning Tokyo, Japan	LR 23.7, p 5
23-25	ACTFL Preconference Workshops Denver, CO	
25-27	American Association of Teachers of French (AATF) Cincinnati, OH	LR 24.1, p 7
26-28	American Council on the Teaching of Foreign Languages (ACTFL) Conference Denver, CO Write: ACTFL, 385 Warburton Ave., Hastings-on-Hudson, NY 10726. (914) 478-2011	LR 24.1, p 7

## December

2-6	American Anthropological Association, 88th Annual Meeting Los Angeles, CA.	LR 23.6, p 9
16-19	Forum for Interdisciplinary Research: Fiesta Americana Hotel, Cancun, Mexico Theme: Language Problems & Public Policy	LR 23.4, p 9
18-21	International Conference of IATFL, 16th London, England Theme: 'Realism' and/or 'Reality' in the Foreign Language Class.	LR 23.9, p 7
28-30	Linguistic Society of America Annual Meeting, 56th New York, NY	LR 23.9, p 7
29-30	American Association for Applied Linguistics, Annual Meeting, 4th New York, NY	*

## January

### 1982

4-6	International Symposium on Languages and History of the Nilotic People University of Cologne	LR 23.6, p 9
22-24	Annual West Coast Conference on Formal Linguistics, 1st. Abstract deadline 1 November 1981.	LR 24.1, p 7

## February

6-7	Los Angeles Second Language Acquisition Research Forum, Univ Southern California, Los Angeles.	* ◁
6-7	Annual Meeting of the Gypsy Lore Society North American Chapter New York, NY	LR 23.4, p 10
Spring, TBA	Colloquium on Acoustics. Budapest, Hungary	LR 23.6, p 9

## March

11-13	Georgetown Round Table Conference on Languages and Linguistics, Georgetown Univ., Washington, D.C. Inquiries: Heidi Brynes, Chair, GURT 1982, School of Languages and Linguistics, Georgetown Univ., Washington, D.C. 20057, (202) 625-4670	*
19-20	UW-M Annual Linguistics Symposium, 11th Milwaukee, WI	LR 24.1, p 7
19-21	Annual Ethnography in Education Research Forum, 3rd Univ of Pennsylvania, Philadelphia, PA	* ◁
24-26	Spring Meeting of the Linguistic Society of Great Britain Univ Reading	LR 24.1, p 6
26-31	Annual SIETAR Conference, 8th RMS Queen Mary, Long Beach, CA Theme: Strategies for Cultural Stability and Change	LR 24.1, p 7
29-April	Congress of FMF (German Association of Foreign Language Teachers) Marburg, Federal Republic of Germany	LR 23.6, p 9

## April

1	Western Humor and Irony Membership (WHIM) Conference on Linguistic Humor Tempe, AZ	LR 23.3, p 10
1-4	Northeast Conference on the Teaching of Foreign Languages, 29th. New York Hilton Hotel, N.Y. Theme: The Foreign Language Teacher: The Lifelong Learner	* ◁
1-4	Congress of the German Association of Foreign Language Teachers (FMF) Marburg, Federal Republic of Germany	LR 24.1, p 6
12-16	Colloquium of the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-Globales (AIMAV) Abidjan, Ivory Coast Theme: The Role of Television & Video in Foreign-Language Instruction Inquiries: P. Eshora, Institute of Applied Linguistics, University, B.P. 8487, Abidjan, Ivory Coast	*
26-30	International Reading Association Annual Convention, 27th Chicago, IL. Write: IRA, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711	*

## May

1-6	TESOL International Annual Convention, 16th Honolulu, HI Write: TESOL Central Office, 202 D.C. Transit Building, Georgetown Univ., Washington, D.C. 20057	LR 24.1, p. 6
24-27	National Association for Foreign Student Affairs Conference, Seattle, WA Write: NAFSA, 1950 19th St., N.W., Washington, D.C. 20009	*

August			
3-4	International Symposium on LSP (Languages for Special Purposes) Budhova, The Netherlands Theme: Reading for Professional Purposes in Native and Foreign Languages	LR 23 8, p 7	
23-28	International Congress of the World Federation of Teachers of Russian Language and Literature (MAPRYAL) Prague, Czechoslovakia	LR 24 1, p 6	
23-28	Tenth World Congress of Sociolinguistics Menzies City	LR 23 7, p 9	
28-Sept 4	International Congress of Linguists, 13th Tokyo, Japan	LR 23 7, p 9	
September			
5-12	International Congress of Egyptology, 3rd Sayfane Hotel, Toronto Theme: Archaeology of Egypt & Egyptian Philology	LR 23 9, p 7	
TBA	International Conference on Papuan Linguistics Goroka, Papua New Guinea	LR 23 9, p 8	
November			
10-24	National Council of Teachers of English, 72nd Washington, D.C.	LR 23 4, p 9	
25-27	American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting New York City Inquiries ACTFL, 385 Warburton Ave., Hastings-on-Hudson, NY 10786, (914) 478 2011	*	

more information on the Conference, including the Credit Workshops, write: Northeast Conference Registration, P.O. Box 623, Middlebury, VT 05753 . . . A research conference sponsored by NEH and the Univ. of South Carolina, Columbia, entitled **Language Variety in the South: Perspectives in Black and White**, will take place 1-3 October at the University. Sessions will focus on Southern Black and White Speech in Historical Perspective, on the sounds and grammar of Southern English, and on related perspectives. A plenary presentation will be given by William R. Ferris, Director of the Center for the Study of Southern Culture, Univ. of Mississippi, "The Speech Act in the South: Stories, Tales, and Verbal Art." On Saturday afternoon, October 3, the Univ. of South Carolina will sponsor a symposium on "Educational Implications of Language Differences in the South," highlighting the implications that student-student and student-teacher language differences in the South have for basic educational problems: the teaching of writing and reading, student-teacher communication, and the taking of standardized tests. For information regarding the conference write: Michael Montgomery; Dept. of English; Univ. of South Carolina; Columbia, SC 29208 . . . The Third Annual **Ethnography in Education Research Forum** (19-21 March 1982) will be an opportunity for researchers and practitioners to discuss current issues in ethnographic research and to present recent work. The Graduate Student Committee welcomes contributions from practi-

### Conferences, Workshops, Colloquia

The 1982 Northeast Conference on the Teaching of Foreign Languages, 1-4 April 1982 in New York City, will offer graduate credit (through the University of Connecticut) for those attending any of a series of eight-hour intensive workshops (the workshops are scheduled to allow participants to attend many of the other conference sessions). Several of the Workshops use the target language as the medium of instruction—others involve participants in language learning from the students' point of view. Workshops are divided into four topic areas, (1) Methodology: reading strategies; textbook adaptation—a pragmatic approach; (2) Contemporary Culture (presented in the target language): French; German; Italian; Peninsular Spanish; Latin American Spanish; (3) Intensive Language (also presented in the target language): American Sign Language; Chinese; Japanese, Portuguese; Russian; and (4) Special Topics: Audiovisual materials and the teaching of foreign languages; proficiency testing in the language classroom; and computer technology in foreign language teaching. The 1982 Northeast Conference will meet jointly with the 15th annual New York State Association of Foreign Language Teachers/State Education Department Colloquium. For

tioner-researcher collaborators and from teachers trained in observational methods. Abstracts for paper, workshop, or panel presentations should be 200 words, accompanied by a 2-3 page summary proposal with the author's name and address attached on a separate page. The deadline is 8 December 1981. Send proposals to: Coordinators; Ethnography in Education Research Forum; Graduate School of Education; Univ. of Pennsylvania; 3700 Walnut Street; Philadelphia, PA 19104. It is anticipated that the Forum will explore the following topics in ethnographic research: goals and implications; theoretical and methodological issues; roles and relationships; development of social and communicative competence; out-of-school learning; literacy studies; education in multi-cultural settings; funding and policy formation; practical applications. For further information contact Eleanor Childs or Elizabeth Drayton at the above address, or at (215) 243-3273 or 243-6998 . . . As a departure from the traditional format of the regularly scheduled Los Angeles Second Language Acquisition Research Forum, the American Language Institute (Univ. of Southern California) will host a two-day con-

—CONTINUED p. 12—

# Japanese Language Teaching in Chicago— Past and Present

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[The author is an assistant professor of Linguistics and Director of the Program in Japanese at the University of Illinois at Chicago Circle.]

Teaching of a language as a foreign or second language is inevitably interwoven with the historical, socioeconomic, and political circumstances of its native speakers. Chicago's history of Japanese language teaching not only has important links to the total history of Japanese-Americans in this country, but also reflects the dynamic relationship between the United States and Japan during the past 40 years.

## *Background*

Chicago's role dates back to World War II and the plight of the Japanese-Americans who found themselves in the middle of a severe conflict between their native and adopted countries. On February 19, 1942, two months after the outbreak of the war between the United States and Japan, more than 110,000 Japanese residing on the U.S. West Coast (two-thirds of them American-born), were placed and detained in the so-called War Relocation Centers located in the desert areas of the Southwestern states. In the spring of 1943, when the United States government began to release the young Japanese-Americans from the relocation centers, Chicago became the first city to provide new homes for them. Being ethnically diverse, Chicago was relatively free of hostility toward the Japanese-Americans, and several non-war-related businesses (e.g., garment factories, hotels) were willing to offer them jobs. It is said that Chicago's Japanese-American population jumped from 350 in 1940 to approximately 24,000 by the end of the war (when Japanese-Americans were finally allowed to return to their homes on the West Coast). At that time Chicago became a pivotal point in the dispersion of Japanese-Americans throughout the mainland United States.

The beginning of Japanese language teaching in Chicago, then, dates back to the post-World-War-II era. It is recorded that in 1947, as part of the social services rendered by the Resettlers' Committee, the first Japanese language class was started by Mrs. Chiharu Goto with approximately 70 students. In the 1950s two Buddhist temples, the Buddhist Temple of Chicago and the Midwest Buddhist Temple, also began offering Japanese language courses. According to the priest at the Buddhist Temple of Chicago, there were then altogether 300 Japanese-American children learning Japanese at the Temple's Saturday school. No doubt, among the Japanese-Americans living in an unfamiliar city with prejudices, there was much need for mutual support and cooperation in all phases of their life, and Japanese language instruction for the young helped them maintain a sense of identity and cohesion.

## *The Present*

In the 35 years since the end of World War II, there have been some important changes in Chicago's Japanese community. First, the Japanese-American population of the metropolitan Chicago area has decreased to approximately 15,000, nearly half that of the late '40s and early '50s. Second, although a large portion of this population, particularly the elderly and the nonprofessionals, reside on the north and northwest sides of the city where the Buddhist temples, the Japanese-American Service Committee, a social services agency, Japanese restaurants and grocery stores are located, even this area is now identified as predominantly Asian, and not as Japanese. The Japanese-American population of Chicago is spread throughout the metropolitan area; many of the professionals are in the northern and northwestern suburbs. Chicago has no Japanese town, or Little Tokyo.

Third, in contrast to the three-decade decrease in the Japanese-American population, there has been a marked increase in Japanese nationals—a reflection of Chicago's importance in trade between the United States and Japan. According to the Consulate General, there are currently 5,600 or so Japanese residing in the metropolitan Chicago area, more than 3,000 of whom are temporary residents—businessmen, diplomats and their families, students, etc. The Japanese population of Chicago supports a Japanese elementary-secondary school—one of two existing in the United States—for the children of those temporary residents. They have a regular full-time school with about 150 children, and a Saturday school with about 500 children, who receive Japanese education to maintain their Japanese language competency and to keep up with their peers back home.

The dynamic changes in the Chicago Japanese community have also influenced Japanese language teaching in this city. The most notable change is the increase in the Japanese language courses offered by the regular academic institutions, particularly since the beginning of the 1970s. The University of Chicago first began offering Japanese in 1963. Its Center for Far Eastern Studies now offers three years of modern Japanese and one year of classical Japanese, at the fourth year level, with enrollments of both graduate and undergraduate students averaging between 45 and 50. Then in the late '60s, the Loop College, one of the city colleges of Chicago, began a three-year evening program for adults interested in learning the language for various personal reasons. The enrollment currently averages around 35 to 40 each year. In addition, during the Spring semester 1981, the college offered a ten-week oral intensive course on Friday nights and Saturday mornings with 50 registered students.

In the early '70s, Mundeline College began a self-instructional program in Japanese whereby students can pursue their language studies with tutors for one to three years. Several undergraduates are enrolled in this program each year. In 1975, the University of Illinois at Chicago Circle began offering a two-year program through the Department of Linguistics primarily for undergraduates interested in fulfilling their foreign language requirement with Japanese. Since then, the Program in Japanese at UICC has added a topics course at the third year level and a two-year evening course paralleling the daytime program. There was also an intensive course in elementary Japanese offered in the summer of 1981 with 18 registered students. Over the years, UICC's enrollment has slowly but steadily risen until in the Fall Quarter 1980, it marked the total of 78 registered students. In 1976, Northwestern University began a three-year program through the Program of Oriental and African Languages. Their enrollment, primarily of undergraduates, averages between 20 and 30. Most recently, Loyola University began an evening course in beginning Japanese with 10 registered students in the Winter Quarter 1981.

The Chicago public school system has also attempted to offer Japanese. In 1978, as part of the federally funded integration program called Access to Excellence, they opened two classes, one for grades 7 through 9 and the other for 10 through 12, at Hyde Park Career Academy, a predominantly black South-side high school. The following year, Murray Language Academy, an elementary school also in Hyde Park, began a program for grades K through 7. Currently there are about 50 students receiving instruction from a native Japanese teacher. The high school program was discontinued after a year and half because of lack of funds.

What has happened to the old programs that were an integral part of the post-war Japanese-American community? Understandably, with the decrease and dispersion of the Japanese-American population, those programs have become smaller and less central to the community. The Saturday School of the Buddhist Temple of Chicago, which seems to be the only surviving program for children, now has an enrollment of about 100, a third of what it was 20 years ago. But those children, the majority of them fourth generation Japanese-Americans, are being taught by experienced instructors using a series of well-designed textbooks. The Buddhist Temple of Chicago, the Midwest Buddhist Temple, and the Japanese-American Service Committee (originally the Resettlers' Committee) continue to offer adult classes at low cost. Each has approximately 30 students—some of them are second generation Japanese-Americans interested in retaining and improving the language they have

known throughout their lives, and others are Americans who have become interested in learning the language through various personal contacts with Japan and the Japanese people.

Of course, there are also commercially based Japanese language schools and/or firms providing interpreting and translating services of technical Japanese to businesses in Chicago. Besides Berlitz, the well-known commercial language school, I have learned of a firm called Trans-lingual Communication that does a considerable amount of business with Japanese, including six-week courses in Japanese language and culture. I am told that there are quite a large number of individuals, many Japanese students, who do interpreting, translating, and tutoring in Chicago, but there appears to be no central data bank for such information.

The second notable change in Chicago's Japanese language teaching is the ethnic composition of the students. As was mentioned, the earliest students of Japanese in Chicago were almost entirely Japanese-Americans. Today, it is universally confirmed both at the academic and nonacademic programs that the Japanese-Americans are in the minority; on the average they compose about one-third of the class. The rest are people of various ethnic backgrounds who have become interested in Japan and Japanese, and the children of international marriages in the post-World-War-II era.

Along with the change in the composition of the student body, motives for studying Japanese have also changed. Historically, in the United States, students of Japanese were typically people with scholarly interests in Japan, in Japanese history and Japanese literature. Today, although still small in number, the college courses are beginning to attract undergraduates from various other disciplines—business administration, psychology, physics, and the like—who are interested in the activities in Japan in their respective fields.

#### *Other Japanese Language Activities in Chicago*

Chicago has one Japanese-English bilingual weekly newspaper, *Chicago Shimpo*, and a one-hour bilingual radio program once a week. There is a regular series of popular Japanese movies shown at a school auditorium on the North side, and occasional movies of higher quality shown at regular theaters, at the Art Institute Film Center, and on university campuses. There also are various cultural activities, e.g., flower arrangement, calligraphy, folk dancing classes, martial arts clubs, and Japanese chess clubs, which attract interested citizens. Finally, the Japanese government has opened the Japan Information Service, a public relations office of the Con-

sulate General, in the heart of Chicago's downtown. It disseminates news from Japan through its newsletter, and organizes cultural activities.

No doubt, the scope of Chicago's cultural activities is small in comparison to those found in Hawaii, in the West Coast cities, and in New York. Nonetheless, those activities and the people who participate in them constitute the Japanese culture in Chicago. They are the life-line that supports, fosters, and enriches the continuing growth of Chicago's Japanese language teaching.

#### ACKNOWLEDGMENTS

This article could not have been written without the cooperation of a number of people who shared with me facts and figures, as well as their thoughts on respective experiences related to Japanese language teaching in Chicago. My thanks go to every one of those individuals who has assisted me most generously and openly in this project. I should like to make it clear that the responsibility for errors found in this article is entirely my own. As for the earlier account of the Japanese-Americans, I consulted

Fujii, Ryoichi. 1968. *Shikago Nikkai-jin-shi* [A History of Japanese-Americans in Chicago] Japanese-American Association of Chicago 388 pp

## Publications Received

- John P. Dely (Ed.) 1978 *Work Papers of the Summer Institute of Linguistics, University of North Dakota Session* (SIL/UND Work Papers, 22) Dallas. SIL/UND Academic Pubs 1978.
- Richard R. Day (Ed.) *Issues in English Creoles*. (Varieties of English Around the World, G 2) Heidelberg: Julius Groos Verlag, 1980
- Colin C. Delgaty *Vocabulario Tzotzil de San Andres*. (Serie de Vocabularios Indigenas Mariano Silva y Aceves, 10.) Tlalpan: Summer Institute of Linguistics, 1964
- Jacques Derrida *Writing and Difference*, Trans Alan Bass. Chicago: University of Chicago Press, 1978
- J.L. Dillard. *Perspectives on American English* (Contributions to the Sociology of Language, 29) Hawthorne, N.Y.: Mouton Publishers, 1980.
- Karl C. Diller (Ed.) *Individual Differences & Universals in Language Learning Aptitude* Rowley, Mass: Newbury House 1981
- George Dillon (Ed.) *Language Processing and the Reading of Literature Toward a Model of Comprehension* Bloomington: Indiana University Press, 1978
- R M W Dixon & Barry J. Blake (Eds.) *Handbook of Australian Languages* (Handbook of Australian Languages, 1) Amsterdam: John Benjamins B V 1979.
- Robert J. Dixon *Modern American English*, new ed (5 vols.) New York: Regents 1979
- Nancy C. Dorian *Language Death: The Life Cycle of a Scottish Gaelic Dialect* Philadelphia: University of Pennsylvania Press 1981
- David R. Dowty (Ed.) *Word Meaning and Montague Grammar, The Semantics of Verbs and Times in Generative Semantics and in Montague's PTQ* (Synthese Language Library—Texts and Studies in Linguistics and Philosophy, 7.) Boston: D. Reidel, 1979
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- Ian Dunlop & Heinrich Schrand. *Matters of Moment—Materials for Reading Comprehension and Discussion in English*. New York: Pergamon 1980
- Dolores Durkin *Phonics, Linguistics and Reading* New York: Teachers College Press 1975.

- Eugene Ehrlich, et al (Eds.) *Oxford American Dictionary*. New York: Oxford University Press 1980.
- Baruch Elmelech *A Tonal Grammar of Etsako* (University of California Publications in Linguistics, 87.) Los Angeles: University of California Press 1978.
- Rupert N. Evans (Ed.) *Assessing Vocational Education Research and Development* Washington, D.C.: National Academy of Sciences 1976

- Warren H. Fay & Adriana Luce Schuler *Emerging Language in Autistic Children* (Language Intervention Series, 5.) Baltimore: University Park Press 1980
- Edward Finegan *Attitudes Toward English Usage—The History of A War of Words* New York: Teachers College Press 1980
- Jacek Fisiac (Ed.) *Theoretical Issues in Contrastive Linguistics* (Amsterdam Studies in the Theory and History of Linguistic Science, Series IV, Current Issues in Linguistic Theory, 12) Amsterdam: John Benjamins B V 1980
- Bernard Flament *Structures Rhythmiques et Signification dans un Poème de Paul Eluard* (Travaux de l'Institut de Phonétique de Strasbourg, 1976, 8) Strasbourg: Université des Sciences Humaines de Strasbourg 1976.
- Austin Flint (Ed.) *Insights: A Contemporary Reader*. Rowley, Mass.: Newbury House 1981.
- Ivan Fonagy *La Métaphore en Phonétique* (Studia Phonetica, 16) Ottawa: Didier 1979.
- Charles O. Frake. *Language and Cultural Description. Essays by Charles O. Frake*, selected and introduced by Anwar S. Dil (Language Science and National Development). Stanford, Calif.: Stanford University Press 1980
- Roy O. Freedle (Ed.) *New Directions in Discourse Processing* (Advances in Discourse Processes, 2) Norwood, N.J.: Ablex 1979
- Peter French & Margaret MacLure (Eds.) *Adult-Child Conversation*. New York: St. Martin's Press, 1981
- Reinhold Freudenstein (Ed.) *Teaching Foreign Languages to the Very Young* (Language Methodology Series) New York: Pergamon 1979
- Victor Froese & Stanley B. Straw (Eds.) *Research in the Language Arts: Language and Schooling* Baltimore: University Park Press 1981
- Victoria Fromkin (Ed.) *Errors in Linguistic Performance: Slips of the Tongue, Ear, Pen and Hand* New York: Academic 1980
- Dennis Fry. *Homo Loquens: Man as a Talking Animal* New York: Cambridge University Press 1977 [pb]
- K.S. Fu, W.D. Keidel, W.J.M. Levelt, & H. Wolter (Eds.) *Formalization of Natural Languages* (Communication and Cybernetics, 15) New York: Springer-Verlag, 1979
- Katsuyoshi Fukui & David Turton (Eds.) *Warfare Among East African Herders* (Senri Ethnological Studies, 3) Kyoto: Nakanishi 1979

#### —CONFERENCES, from p. 9—

ference on "Language Universals and Second Language Acquisition" to take place February 6 and 7, 1982. Those invited to make presentations include Derek Bickerton (Univ. of Hawaii), Bernard Comrie (USC), Susan Gass and Josh Ard (Univ. of Michigan), Kenji Hakuta (Yale), Evelyn Hatch (UCLA), Robin Lakoff (Berkeley), John Ross (MIT), Jacquelyn Schachter (USC and Univ. of Hawaii), Sandra Thompson and Paul Hopper (UCLA and SUNY Binghamton), and Helmut Zobl (Univ. de Moncton). Papers will be commented on by selected discussants and registration will be open to all those who wish to attend. Conference coordinators are William Rutherford and Robin Scarcella. For further information: American Language Institute; Univ. of Southern California; Los Angeles, CA 90007. (213) 743-2678.

## AUTHORS

John Albertini/J-F 6-7; John Ayto/M 6, Ruth A. Berman & Roberta Stock/D 6-7, Jannie Botha/M 7-10, Ranko Bugarski/Je 9-10; Jo Ann Crandall/J-F 1,3, Bethany K. Dumas & Grover Hudson/O 2,3,16, Peter A. Eddy/D 2-4; Judith O. Gary & Norman Gary/N 4-5, Deborah Hatfield & Mary Niebuhr/My 1,12, Leon Jakobovits & Diane Nahl/A 11-13; Robert B. Kaplan/Je 1-3, Richard D. Lambert/S 1-3, Richard L. Light/M 3-5, James E. Redden/My 3-5, Research Committee of TESOL/O 5, Luanne von Schneidmesser/My 10-11, Nancy Lee Schweda/S 12-13, Stephen O. Stewart/A 6-7, William Stokoe/J-F 5, G. Richard Tucker/N 1-3

## FIRST PERSON

Charlotte Baker/My 5; J. C. Catford/J-F 13, W. Patrick Dickson/S 15, Charles A. Ferguson/A 14, Ben-Zion Fischler/N 12, Francisco Gomes de Matos/S 14; O 7, A 14; D. E. Ingram/S 15, Charles J. James/D 10, Alexis Mazzocco/O 7; Phyllis Randall & Mary Jarrard/N 12, Joan Rubin/A 14

## SUBJECTS

### Applied Linguistics—General

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## Book Notices

*Language, Sex, and Gender: Does "La Difference" Make a Difference?* edited by Judith Orasanu, Mariam K. Slater, and Leonore Loeb Adler. Annals of the New York Academy of Sciences, Volume 327. New York: New York Academy of Sciences, 1979. xi, 121 pp. \$20.00 paper.

The articles in this volume resulted from a workshop of the same title 22 October 1977 sponsored by the Anthropology, Linguistics, and Psychology Sections of the New York Academy of Sciences. Participants were invited from several disciplines. Edgar Gregersen (anthropology and linguistics) provides an overview of the issues of sexual linguistics and the Sapir-Whorf Hypothesis, presenting his own research on curses

used by males in more than 100 cultures. Edward Bendix (anthropology and linguistics) analyzes the possible meanings of the pronoun "he", John Beatty (anthropological linguistics) looks at semantic analysis of sex (biologically defined), roles (social interaction), and sex roles (in sexual behavior), with examples from American, Japanese, and Mohawk languages and cultures to get at the relation between language and social categories. The remaining three papers all deal with language use by females and males: Robin Tolmach Lakoff looks at stylistic differences, principally in language style, between the sexes and considers implications of these for cross-sex mis-

—CONTINUED p 16—

# The Latest from Newbury House

*Annual Review of Applied Linguistics, 1980*, Robert Kaplan, General Editor, Randall L. Jones and G. Richard Tucker, Co-editors. The first volume in this series of annual reviews includes recent papers on language teaching/learning, bilingualism, psycholinguistics, and sociolinguistics. Paperback, \$13.95, Hardcover, \$17.95

*The Comprehension Approach to Foreign Language Instruction*, Harris Winitz, Editor. A source book on the theory, development, and practical application of the comprehension approach. Valuable for teachers of ASHA, ESL, and other languages or those interested in psycholinguistics. \$19.95.

*Individual Differences and Universals in Language Learning Aptitude*, Karl Conrad Diller, Editor. Contains the latest research covering all the major neurolinguistic and psycholinguistic considerations in language learning aptitude. \$15.95.

*New Dimensions in Second Language Acquisition Research*, Roger W. Andersen, Editor. Focuses on some of the different circumstances under which second languages are acquired and used. The 23 papers in this volume include research and new directions in the field. \$14.95

*Research in Second Language Acquisition: Selected Papers of the Los Angeles Second Language Acquisition Research Forum*, Robin C. Scarcella and Stephen D. Krashen, Editors. These 21 papers represent a status

report of current thought on the theoretical and practical aspects of second language acquisition. \$15.95.

*Linguistics for Bilinguals*, Barry L. Nobel. A readable yet detailed introduction to the basic concepts of linguistics for students with an interest in both Spanish and English. An excellent text for linguistics courses for bilingual students. \$12.95.

*Introduction to the Sociology of Language*, Fernando Peñalosa. A comprehensive overview of the nature of language and the interaction between social and linguistic forces. This straightforward text is designed for graduate students in sociology, linguistics, and related fields. \$13.95

## FALL ANNOUNCEMENTS

*Child-Adult Differences in Second Language Acquisition*, Stephen D. Krashen, Robin C. Scarcella, Michael H. Long, Editors. A timely volume on a controversial issue in second language research. Are there age differences in the ability to acquire second languages? Includes current research and directions for future study.

*Research Design and Statistics for Applied Linguistics*, Evelyn Hatch and Hossein Farhady. Students of applied linguistics will welcome this introductory course on research design, statistics, and computers. Useful for both readers and writers of research.

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Language Science/Language Teaching/ Language Learning

understandings. Candace West (a sociologist) analyzes overlaps or interruptions in cross-sex conversations and responses to these interruptions, and Adelaide Haas (speech pathologist) analyzes the development of "gender-lect," or sex-associated features of speech, in young children. The final discussion is by Jessie Barnard (a sociologist who has conducted sex-related research).

**Polish Scholarly Prose. A Humanities and Social Sciences Reader**, comp. and edited by Robert A. Rothstein and Halina Rothstein. Columbus, Ohio: Slavica Publishers, Inc., 1981. xii, 226 pp. \$12.95 paper.

This book is a collection of essays covering a wide range of subjects in the social sciences and humanities. Each selection deals with a different subject such as psychology, art history, economic history, ethics, music, and the youth of the Polish underground during World War II. The compilers provide a brief summary of each selection and an introduction to the author. Instead of simplifying texts, the compilers chose to use selections in their entirety or to edit them. An added benefit is that the texts reflect Polish thinking and culture. There is a list of vocabulary items the editors assume are familiar to the reader. Lexical items have glosses, which are listed in the margin of the text. The texts are arranged according to the relative proportion of new, i.e. low-frequency, words they contain, which provide a certain measure

of their relative difficulty. There are notes in English, and a Polish-English glossary. This reader was developed with a grant from the International Division of the Office of Education under the auspices of the Center for Applied Linguistics.

**The Social Psychology of Reading**, edited by John Edwards. Silver Spring, MD: Institute of Modern Languages, 1981. xi, 244 pp. \$14.95 paper.

This is Volume 1 of the Language and Literacy Series, edited by Robert N. St. Clair. The ten contributions examine a variety of social and psychological factors as they impact on reading. Articles deal with sex differences in reading (John Downing); the influence of motivation on the acquisition of reading and the development of reading skills (Ken den Heyer); the effects of classroom organization on motivation to read and reading ability (Tom Carr and Mary Ann Evans); the relation of teacher expectations and classroom interaction on reading (Ann Pace and Wanda Powers); how teachers hear children read (Angela Hale and Tony Edwards); the relationship between bilingualism and literacy (Jim Cummins and Fred Genesee); the effects of dialect differences on reading (Jean Harber, Richard L. Venezky, and Viv Edwards), the relationship between speed and comprehension in reading (Bruce Brown); and the uses of reading and the role of the schools (John R. Edwards). The collection provides an interesting discussion of many of the social psychological factors relevant to reading



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# The Linguistic REPORTER

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## What To Do When the Pie Gets Smaller: The Case of the NSF Linguistics Program

The annual Open Meeting of the Subcommittee for Linguistics of the Advisory Committee for Behavioral and Neural Sciences was held May 29, 1981, in the National Science Foundation offices, Washington, D.C. The members of the Subcommittee present for the meeting were Melissa Bowerman, University of Kansas; Peter MacNeilage, University of Texas; Edith Moravcsik, University of Wisconsin at Milwaukee; and Gillian Sankoff, University of Pennsylvania. The Chairman [Paul Chapin] opened the meeting by welcoming the large number of visitors, including the Executive Committee of the Linguistic Society of America.

### Reaganomics and the NSF Linguistics Program

James Brown, Deputy Division Director for Behavioral and Neural Sciences, spoke to the group on the background to the current difficult budgetary situation, giving a brief history of the Reagan Administration's rescission and budget requests for Fiscal Years 1981 and 1982, as they affected the Division and the Linguistics Program.

Brown's remarks (which pointed up a two-thirds reduction, from 3 to 1 million dollars, of funds for the Linguistics Program in Fiscal 1982) occasioned much discussion and numerous questions from those present. Victoria Fromkin asked what proportion of the total federal support for linguistic research comes from NSF. Precise figures are not available because the federal government in records does not maintain linguistics as a separate category of activity and support, but the best estimate is that the NSF provides approximately 50% of all federal funding for the basic research areas within the range reviewed and supported by the Linguistics Program. This is unevenly distributed among those subareas, however. Some of the subareas fall within the interest and mission

of other government agencies: Language acquisition research, for instance, is supported by the National Institute for Child Health and Human Development, as well as by NSF. Dictionary projects are supported by the National Endowment for the Humanities, sometimes jointly with NSF. The National Institute of Neurological and Communicative Disorders and Stroke supports some sign language research and some aphasia research of types that are also within NSF's range of interests, and the National Institute of Education supports basic research on reading, which is also supported at NSF. In other areas supported by NSF through the Linguistics Program, the percentage of the total federal support that NSF supplies is much higher than 50. This is true for syntactic and phonological theory, descriptive grammatical studies, anthropological linguistics, and sociolinguistics.

### Strategic Planning

A major topic of discussion on the meeting agenda was how the Linguistics Program at NSF can best respond to extraordinary budget reductions and be of the most service to the field during the coming year or two. The Chairman outlined some possible strategies that could be adopted, as a basis for discussion, and invited alternative plans from the floor.

1 Business as usual—receive and review proposals in the usual way, making the very few new grants that could be made under the reduced budget to those that end up with the very highest evaluations, realizing that there might be only three to six such awards during a year.

2 Discontinue allowing the payment of summer salaries as part of grant budgets. This was a suggestion made by Robert Stockwell of UCLA in an open letter. To help evaluate the impact of such a policy, Chapin collected data on the proportion of grants representing summer salaries over the past several fiscal years. The range was 10% to 14%. If academic year salary support were also disallowed, the total saving would come to around 20% of

[The LR is indebted to Paul G. Chapin for providing a copy of the minutes of the Open Meeting from which this text was excerpted.]

# Oxford University Press

## **The Second Language Classroom**

### **Directions for the 1980's**

Edited by JAMES E. ALATIS, HOWARD B. ALTMAN, and PENELOPE M. ALATIS

Focusing on second language teaching, learning, and materials, this comprehensive text presents the theory and practice of the second language classroom. Contributors, including such leading authorities as Stephen Krashen, Virginia French Allen, Henry Widdowson, and G. Richard Tucker, cover topics ranging from the relationship of second language teaching to second language learning, to optimal language learning environments and issues in second language syllabus design.

## **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 exercises, the analysis and teaching of discourse, procedures for the 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. "Oxford University Press has done English language teachers a great service . . . A skillful blend of theoretical principles and classroom application . . . The material . . . is clearly and cogently presented and is definitely 'must reading' for those of us interested in the current 'state of the art.'"—*TESOL Newsletter*

## **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.

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the total Program budget. Such a policy would automatically rule out certain types of research projects, most notably extended fieldwork projects where the investigator had no other means of personal livelihood.

3 Establish a special program of small grants, putting low and strict ceilings on the amount of funds that any single investigator could apply for. Such an approach would most likely limit to some extent the types of research that could be supported, since some types, such as those requiring purchase of costly equipment, are inherently more expensive than others.

4 Eliminate all continuing grant commitments, requiring investigators with continuing grants to compete on an equal basis with new applicants for further funding.

5 Concentrate on one or two subfields of the variety of research now supported by the Linguistics Program, choosing those that would seem to have the most promise for advancing the field.

The Chairman pointed out that not all alternatives were within the discretion of the Linguistics Program to pursue unilaterally without approval from higher level officials in NSF, and perhaps from the National Science Board. Some alternatives would be much more likely to gain such approval than others. Eliminating continuing grant commitments, in particular, would probably be regarded as poor research management. However, all alternatives are open to discussion, and if any one emerges as clearly superior, then every effort will be made to secure the necessary authorization.

Fred Householder asked about the indirect costs on grants as a possible area of savings, and, in connection with this, about the possibility of increasing the number of grant awards made directly to individuals, as a way of reducing or eliminating some indirect costs. Chapin said that the question of indirect costs has been and continues to be a major topic of discussion within the Foundation and in the scientific community generally. An article by Kenneth T. Brown in *Science*, 24 April 1981, is a lucid recent discussion from one perspective. The particular alternative of making individual awards as a way of reducing indirect costs, however, faces certain difficulties. First, although NSF receives and reviews proposals from unaffiliated individuals with some frequency, awards to individuals are quite rare. When a proposal from an individual fares well enough in review to merit recommendation of a grant award, the individual typically establishes an affiliation with an institution that agrees to be the grantee institution and administer the grant. The reason for this is that there are requirements and standards for accounting and stewardship of federal grant funds, proper application of which requires considerable time and accounting skill and experience, beyond the training or interest of most persons capable of doing advanced scientific research. The business or grants office of the grantee institution fulfills this function. Second, providing the facilities and equipment necessary to carry out research would add costs to a grant to an individual, costs that would not be part of a grant to an institution where such facilities already exist, and thus the prospective sav-

ings would be at least somewhat reduced.

Dell Hymes pointed out that if indirect costs paid as part of grants to universities were reduced, the number of people that universities could hire would diminish.

Fromkin, in reference to the suggestion of reducing academic year salaries paid in grants, said that these payments are especially important for the younger people in the field. Jean Berko Gleason stated that the university routinely requires that any grant proposal include a request for academic year released time for the investigator, but even if a grant is awarded with such a provision in its budget, it has no effect on the teaching or other professional responsibilities of the investigator. Some others present from other universities said they found this shocking, and that such a practice was not universal. Chapin noted that without compelling justification, requests for academic year released time are frequently negotiated out of final grant budgets.

Ives Goddard argued that significant belt-tightening on project budgets is possible. He also said that under these circumstances, large multi-year grants would simply not be possible. We would need to go to a mode of making single year grants. The main difficulty he saw in this was that it would put a cloud over the lives of graduate students whose support would depend on the grants on which they could serve as research assistants. They would not know from one year to the next whether they would have the support to continue. He thought that perhaps the best solution to this was to shift to another means altogether of supporting graduate students and cut out research assistants as an element of research project budgets. The Program, following this line of thought, would fund just the expenses directly connected with the research itself. If laboratory equipment or computers were required or desired, they could be funded by other NSF programs that have not been targeted for budget reductions, such as the programs in computer science.

Brown asked the group about the availability of support for linguistic research from private foundations. The consensus was that this is very limited.

Hymes favored the small grants program as the best means of nurturing the field during a period of financial stringency and said that it should be focused on younger investigators.

Fromkin had several comments on the discussion. She argued against elimination of existing continuing grant commitments, on the grounds that this would interrupt and disrupt very carefully planned and organized ongoing research projects. She agreed with Hymes's recommendation in favor of the small grants program. She urged that we keep clear the distinction between what we *have* to do in the short run, and what we *want* to do in the long run. She disagreed with the suggestion to cut graduate student research assistant support out of grant budgets. Compounded with the other cuts in support available for graduate study, this would be very bad for the future of the field.

Carlota Smith felt that during difficult budget times, the purchase of equipment might well be deferred. She be-

# When & Where

< = details elsewhere as this issue  
 \* = first listing  
 TBA = to be announced

## 1981

### November

3-7	American Language Academy CAI Seminar Washington, D.C. Theme: Individualized Language Teaching Through Microcomputer-Assisted Instruction	LR 23 8, p 7
5-6	Southeastern Conference on Linguistics, Fall Meeting Louisville, KY	LR 24 2, p 8
6	SAMLA Linguistics Section, "Linguists and Linguistics in the Southeastern United States." Louisville, KY	LR 23 6, p 9
6-8	The Philological Association of the Pacific Coast Stanford Univ., Stanford, CA	LR 24 2, p 8
20-21	Symposium on Spanish and Portuguese Bilingualism, 5th Amherst, MA.	LR 23 9, p 7
20-25	National Council of Teachers of English, 71st Boston, MA.	LR 23 4, p 9
21-23	JALT '81 International Conference on Language Teaching and Learning Tokyo, Japan	LR 23 7, p 5
23-25	ACTFL Preconference Workshops Denver, CO	
25-27	American Association of Teachers of French (AATF) Cincinnati, OH	LR 24 1, p 7
26-28	American Council on the Teaching of Foreign Languages (ACTFL) Conference Denver, CO	LR 24 1, p 7

### December

2-6	American Anthropological Association, 80th Annual Meeting Los Angeles, CA	LR 23 6, p 9
16-19	Forum for Interdisciplinary Research Fiesta Americana Hotel, Cancun, Mexico Theme: Language Problems & Public Policy	LR 23 4, p 9
18-21	International Conference of IATEFL, 16th London, England Theme: 'Realism' and/or 'Reality' in the Foreign Language Class.	LR 23 9, p 7
28-30	Linguistic Society of America Annual Meeting, 56th New York, NY	LR 23 9, p 7
28-30	American Association for Applied Linguistics, Annual Meeting, 4th New York, NY	LR 24 2, p 8

## 1982

### January

4-6	International Symposium on Languages and History of the Nilotic People University of Cologne	LR 23 6, p 9
22-24	Annual West Coast Conference on Formal Linguistics, 1st	LR 24 1, p 7

### February

6-7	Conference on Language Universals and Second Language Acquisition, Univ. Southern California, Los Angeles.	LR 24 2, p 9
6-7	Annual Meeting of the Gypsy Lore Society North American Chapter New York, NY	LR 23 4, p 10
Spring, TBA	Colloquium on Acoustics, Budapest, Hungary	LR 23 6, p 9

### March

11-13	Georgetown Round Table Conference on Languages and Linguistics, Georgetown Univ., Washington, D.C.	LR 24 2, p 8
13-14	International Linguistic Association Annual Conference, New York, NY Inquiries and abstracts to Prof Leonard R N Ashley, Sec'y ILA, Dept of English, Brooklyn College, CUNY, Brooklyn, NY 11210	*
19-20	UW-M Annual Linguistics Symposium, 11th Milwaukee, WI	LR 24 1, p 7
19-21	Annual Ethnography in Education Research Forum, 3rd Univ of Pennsylvania, Philadelphia, PA.	LR 24 2, p 9
24-26	Spring Meeting of the Linguistic Society of Great Britain Univ Reading	LR 24 1, p 6
26-27	Southeastern Conference on Linguistics, Spring Meeting, Gainesville, FL For info contact SBOCL, Box 275, Middle Tennessee State Univ., Murfreesboro, TN 37132.	*
26-31	Annual SIETAR Conference, 8th RMS Queen Mary, Long Beach, CA Theme: Strategies for Cultural Stability and Change	LR 24 1, p 7
27-29	Stanford Child Language Research Forum, 14th Stanford, CA	* <
29-April 1	Congress of FMP (German Association of Foreign Language Teachers) Marburg, Federal Republic of Germany	LR 23 6, p 9

### April

1	Western Humor and Irony Membership (WHIM) Conference on Linguistic Humor Tempe, AZ	LR 23 3, p 10
1-4	Northeast Conference on the Teaching of Foreign Languages, 29th New York Hilton Hotel, N.Y. Theme: The Foreign Language Teacher: The Latching Learner	LR 24 2, p 9
1-4	Congress of the German Association of Foreign Language Teachers (FMP) Marburg, Federal Republic of Germany	LR 24 1, p 6
4-9	National Association for Bilingual Education, 11th Detroit. Inquiries: Rodolfo Martinez, College of Education, Wayne State Univ., Detroit, MI 48202, (313) 577-0938	*
12-16	Colloquium of the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-Globales (AIMAV) Abidjan, Ivory Coast. Theme: The Role of Television & Video in Foreign-Language Instruction	LR 24 2, p 6
22-24	National Association for Asian/Pacific American Education, 4th National Conference Seattle, WA. Theme: Asian/Pacific American Education, An Investment for the Future Inquiries: Ms Joan Yoshitomi, NAAPE Annual Conference, P.O. Box 31601, Seattle, WA 98103	*
26-30	International Reading Association Annual Convention, 27th Chicago, IL	LR 24 2, p 8

### May

1-6	TESOL International Annual Convention, 16th Honolulu, HI Write: TESOL Central Office, 202 D.C. Transit Building, Georgetown Univ., Washington, D.C. 20057	LR 24 1, p 6
24-27	National Association for Foreign Student Affairs Conference, Seattle, WA	LR 24 2, p 8

### June

2-6	International Conference on Contrastive Projects, 5th University of Jyväskylä, Finland	* <
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### July

5-10	Conference on Computational Linguistics, 9th Prague, Czechoslovakia Abstract deadline 1 December 1981.	LR 24 1, p 7
27-30	World Congress on Reading, 9th St. Patrick's College, Dublin, Ireland Write: IRA, 800 Berkshire Rd., P.O. Box 8129, Newark, DE 19711	*

### August

23-28	International Congress of the World Federation of Teachers of Russian Language and Literature (IMPRYAL) Program, Czechoslovakia	LR 24.1, p 6
23-28	Tenth World Congress of Sociology, Mexico City	LR 23.7, p 9
25-28	International Systemic Workshop, 9th Glendon College, York Univ., Toronto, Ontario, Canada. Theme: Current Applications of Systemic Theory	*-4
28-Sept 4	International Congress of Linguists, 13th Tokyo, Japan	LR 23.7, p 9
<b>September</b>		
5-12	International Congress of Egyptology, 3rd Shyama Hotel, Toronto. Theme: Archaeology of Egypt & Egyptian Philology	LR 23.9, p 7
TBA	International Conference on Papua Languages Goals, Papua New Guinea	LR 23.9, p 8
<b>October</b>		
11-13	Bulgarian American Symposium, Boston, MA	*-4
<b>November</b>		
10-24	National Council of Teachers of English, 72nd Washington, D.C.	LR 23.4, p 9
25-27	American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, New York City	LR 24.2, p 9

note speaker: Dr. Ursula Bellugi. Abstracts are due by 10 January 1982, at the address below. For further information, please write: Coordinator, SCLRF-1982; Department of Linguistics; Stanford University; Stanford, CA 94035 . . . Co-sponsored by the Bulgarian Studies Association and the Bulgarian Academy of Sciences, the 3rd joint Bulgarian-American Symposium will be held on 11-13 October 1982 in Boston, Massachusetts. Proposals for panels and papers are now being accepted for this symposium. All aspects of Bulgarian studies will be considered, and approximately a third of the program will be devoted to languages and linguistics. Panel suggestions should include room for a paper by a Bulgarian scholar. Please send in your suggestions along with abstracts and vitae (of all participants if you are proposing a panel) to: Frederick B. Chary, Department of History/Philosophy, Indiana University Northwest, 3400 Broadway, Gary, IN 46408. Telephone: (202) 980-6660 . . . In 1982, the International Systemic Workshop will, for the first time, be held in North America. Place: Glendon College, York Univ., Toronto, Ontario, Canada. Time: 25-28 August 1982. M.A.K. Halliday, University of Sydney, and Ruqaiya Hasan, Macquarie University, will be keynote speakers. Abstracts of papers on applications of systemic linguistics are invited in the following areas: anthropology, language development, stylistics, cohesion, discourse and text structure, medicine, education and curriculum, theoretical description, historical linguistics, comparative grammar, social implications of language,

## Conferences, Workshops, Colloquia

The Finnish-English Cross-Language Project will arrange the Fifth International Conference on Contrastive Projects at the University of Jyväskylä, Finland, on 2-6 June 1982. The major topic of the Conference will be Cross-Language Analysis and Second Language Acquisition. In addition to reports by larger contrastive analysis projects, papers will be invited on methodology of contrastive analysis (particularly the application of the theory and methodology of linguistics and neighboring disciplines, such as sociology, psychology, and learning theory), theory and applications of contrastive analysis (especially the interrelationship between a structurally oriented contrastive analysis and other approaches, contrastive pragmatics, contrastive discourse analysis, and contrastive interactional analysis), cross-language influences in view of language acquisition and language learning, including transfer, and contrastive studies between individual languages. The above is an order of preference should the number of papers have to be restricted. Abstracts will be invited by the end of January—this is by way of a preliminary announcement . . . Stanford Child Language Research Forum 1982: The Fourteenth Annual Child Language Research Forum will be held on 27-29 March 1982, at Stanford University. Key-

language for special purposes, E.S.L., bilingualism, language planning, translation, Artificial Intelligence, and computational analysis. The deadline for receipt of abstracts is 1 January 1982. Please send abstracts to Prof. W. S. Greaves, Program Committee, Applied Linguistics Research Working Group, Glendon College, York Univ., 2275 Bayview Ave., Toronto, Ont., Canada M4N 3M6 Tel: (416) 487-6194 . . . The Ninth Annual LACUS Forum of the Linguistic Association of Canada and the United States will be held 2-6 August 1982, at Northwestern University, Evanston, Illinois. Members of LACUS are entitled to submit an abstract (before 15 March 1982) for consideration for inclusion on the conference program. Papers presented at the Forum will appear in the society yearbook, *The Ninth LACUS Forum*. Membership dues may accompany abstracts submitted. The LACUS professional membership fee of \$16 per year (\$18 Canadian) and student membership fee of \$11 (\$13 Canadian) includes a free copy of the current year's *Forum*. For further information regarding the Ninth LACUS Forum, including abstract submission rules, or to join LACUS, please write to Prof. Valerie Becker Makkai, Secretary-Treasurer, LACUS, P.O.B. 101, Lake Bluff, IL 60044.

# Linguists Wanted

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 accepted only from organizations that subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

**LINGUIST:** The University of Utah Department of English, a cooperating department in the University's Linguistics Program, anticipates having a tenure track position for a linguist at the assistant or beginning associate professor level, for the fall of 1982 (pending administrative approval, which is very likely). Ph.D. required. Teaching responsibilities will be primarily undergraduate with a focus on linguistic variation and change, especially in American English, plus some introductory linguistics and English syntax. Competence and experience in English composition as an applied area are also desirable. The deadline for applications is 20 November 1981 and interviews will be conducted at the MLA and possibly the LSA (both in New York City at the same time). Letters of application and vitae should be sent to Michael Rudick, Chairman, Dept. of English, University of Utah, Salt Lake City, UT 84112. Utah is an EO/AA employer.

**State University of New York, Albany.** Linguist. Assistant Professor. Possible tenure track. Joint appointment with College of Humanities and Fine Arts, beginning Fall 1982. Ph.D. required (preferably in Linguistics), with interest and experience in interdisciplinary teaching and research. Responsibilities include: coordinating new introductory Humanities course, 'Understanding language'; participating in Linguistics Program at undergraduate and graduate levels; contributing to proposed doctoral program in humanities. Send letter of application to Francine Frank, Director of the Linguistics Program, c/o Personnel Office, Administration 319, 1400 Washington Ave., Albany, NY 12222. AA/EOE

**Massachusetts Institute of Technology,** regular faculty appointment in the Department of Linguistics and Philosophy. Rank and salary open. Starting date September 1983. Teaching load 4 courses/year, undergraduate and graduate. Area of Specialization: philosophy of language, with concentration in semantics of natural languages, and formal foundations of linguistic theory. Candidates should have solid background in linguistics and philosophy and be prepared to teach graduate students in both areas. Applicants should send complete dossier and sample of work by 1 March 1982 to Professor S.J. Keyser, Head; Dept. of Linguistics and Philosophy, Room 20D-105; Massachusetts Institute of Technology; 77 Massachusetts Avenue, Cambridge, MA 02139. M.I.T. is an Equal Opportunity and Affirmative Action employer.

**The American University in Cairo** is seeking two Assistant, Associate, or Full Professors to teach courses in the graduate TEFL program and the undergraduate linguistics minor. One vacancy requires specialties in general linguistics, phonology, English syntax, sociolinguistics, and the history of English. The other requires specialties in applied linguistics, language acquisition, research methods, language testing and evaluation. Ph.D. and teaching experience required. Two-year appointments begin September 1982, renewal possible. Rank, salary depend on qualifications and experience. Write, with resume, to: Dean of the Faculty, The American University in Cairo, 866 United Nations Plaza, New York, NY 10017.

The Department of Linguistics at the University of Southern California announces the following possible openings:

(1) A tenure-track position in *grammatical theory* to be filled at the assistant or associate professor level. The Department is looking for someone with strengths in syntax/semantics and phonological theory. Salary to be commensurate with qualifications. To begin 1 September 1982. Send vita, supporting materials, and names of referees to John A. Hawkins; Search Committee; Dept. of Linguistics; Univ. of Southern California, Los Angeles CA 90007 by 1 December 1981.

(2) Joint appointment in English Department. A tenure-track position in *sociolinguistics* to be filled at the associate professor or professor level. The Department is looking for someone with strengths in the areas of discourse, writing, literacy and language use. Salary to be commensurate with qualifications. To begin 1 September 1982. Send vita, supporting materials, and names of referees to Edward Finegan; Search Committee; Dept. of Linguistics; Univ. of Southern California, Los Angeles CA 90007 by 1 December 1981. U.S.C. is an AA/EO employer.

*Immediate opening:* Japanese linguist for machine-assisted translation project. Prefer Ph.D. or ABD in linguistics with specialization Japanese syntax/semantics. Must have native or near-native command of Japanese. Excellent salary and benefits. Send inquiries to: Weidner Communications Inc.; Attn.: Director of Linguistics; 1673 West 820 North; Provo, UT 84601; (801) 375-9910.

**University of Michigan-Flint** opening for *specialist in reading theory* in a tenure-track position as Assistant Professor of English to offer courses in reading theory and to direct the reading laboratory. Doctorate required. Desirable second fields: English, Linguistics, English Education, or Rhetoric. Candidate should also have expertise in cur-

—CONTINUED, p. 12—

experience has shown. Much intensive research must yet be done.

Carlota Smith remarked that the current generation of leadership in the linguistic community has not, up until now, experienced the need to explain publicly the importance of what linguists do.

Lehiste drew a distinction between cumulative and noncumulative science. She said that some parts of linguistics, such as laboratory phonetics, are in the nature of cumulative science, and it is easier to use these parts to defend linguistics to the public than other, noncumulative types of linguistic research.

Goddard brought up the matter of disappearing languages. Do we have a responsibility to the future to record information about them? When we consider how many languages there were in Asia Minor in 1 A.D. about which we now know virtually nothing, we can only lament that the people of that time, who had extensive scientific curiosity and expertise in other fields of knowledge, did not leave us some systematic information on them. Will the people of the future look back at us with the same rebuke, knowing that we have the means to re-

cord the languages now spoken? This sort of activity requires a comparatively small financial investment. Hymes observed that this sort of activity is also of great local interest and popularity in the communities where it takes place. The implication is that this should be a politically popular form of research support.

Janice Redish said that another area of currently significant application where linguistics has an important role to play is document design. There is an increasing demand in both government and the private sector for improvement in the design of documents for readability and comprehensibility, which are proving to be important factors in productivity and in the efficiency of public program management. To the extent that systematic attention has been paid to document design in the past, it has been primarily by composition teachers, but research has shown that there are linguistic principles involved in improvement of document design that were simply not within the training or knowledge of the composition teachers. This need for linguists and linguistic research should be made visible, to university colleagues as well as to the general public.

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LR 11-81

Language Science/Language Teaching/Language Learning

—LINGUISTS WANTED, from p. 10—

rent theories of language development in psycholinguistics as they apply to reading, and must be committed to research and teaching. Duties encompass planning and teaching developmental reading courses in conjunction with the Department of English reading and writing laboratories; supervising the reading laboratory; developing and teaching secondary reading methods and advanced courses in reading theory; participating in the writing program; building the resources of the reading program through external funding. Send resume and names of three references by 15 December 1981 to Patricia Y. Murray; Depart. of English; Univ. of Michigan-Flint, MI 48503. UM-Flint is an Affirmative Action/Equal Opportunity Employer.



Copies of the LSA-LR Guide to Grants and Fellowships in Languages and Linguistics 1981-1982 are still available, for \$2 00, from the Linguistic Reporter



### POSTDOCTORAL FELLOWSHIPS IN LINGUISTICS; University of Southern California:

(1) Mellon Postdoctoral Fellowships will be jointly in the Linguistics Department and Literacy Center. Primary responsibility, research in literacy; teach one course each semester in linguistics or related field. Fellowships are for one academic year, beginning 1 September 1982, \$18,000, Ph.D. in hand. Send vita, supporting materials, and names of referees by 1 December 1981, to Edward Finegan; Mellon Search Committee; Dept. of Linguistics, Univ. of Southern California, Los Angeles, CA 90007.

(2) Two Postdoctoral Teaching Fellowships in composition: joint appointments, Department of Linguistics and Freshman Writing Program. Teach composition classes or equivalent each semester, conduct research in related areas of literacy and language use. Salary approximately \$18,000. Ph.D. in hand. Vita, supporting materials, and names of referees by 15 November 1981 to Michael Holzman, Chairman; Freshman Writing Program; SSA-102 (Jefferson Building); Univ. of Southern California, Los Angeles, CA 90007.



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The Linguistic Reporter, a publication for all those concerned with linguistics and its application to practical problems, appears 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in Sept and concluding in June of the next year. Editorial communications, advertising inquiries, and books for review should be directed to the Editor, Linguistic Reporter, CAL, 3520 Prospect St., N.W., Washington, DC 20007. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the LR provided acknowledgment is given. Subscription rates: 1 yr - \$13.00, \$16.00 (foreign surface mail), \$20.00 (U.S., Canadian, and Mexican airmail), \$27.00 (foreign airmail), 3 yrs. - \$32.00, \$40.00, \$50.00, and \$67.00 respectively

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## Big Apple Greet LSA, AAAL, and ACL

The fourth annual American Association for Applied Linguistics Meeting (28 December) and the fifty-sixth annual Linguistic Society of America Meeting (28-30 December) are being held at the Grand Hyatt Hotel, New York City. On December 28 the Association for Computational Linguistics is sponsoring three sessions on "Computer Modeling of Linguistic Theory," in conjunction with the LSA Meeting.

The theme of the 1981 AAAL Meeting is literacy, broken down into sessions on the relation between spoken and written language, on writing the written word, and on reading the written language, with a panel session entitled "Literacy Formats in American Institutional Settings." Teaching, learning, development, and acquisition concerns related to literacy within the school will be balanced against discussions on the nature and function of literacy in nonschool contexts—on the job and in the home and community.

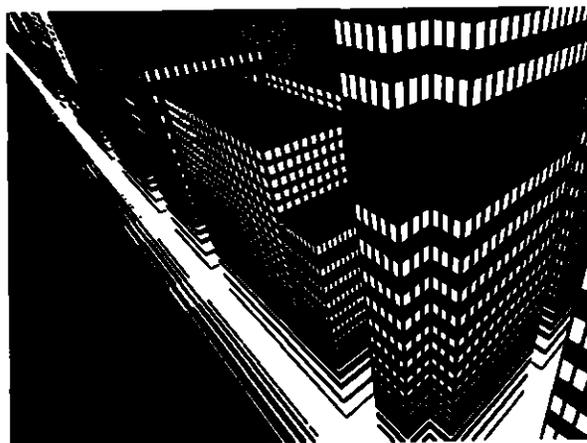
The LSA Meeting is featuring two Symposia—Linguistic Data from Aging and Dementia, organized by Lorraine K. Obler (Boston Univ. School of Medicine and Boston VA Aphasia Research Center) and A Solution to the Problem Posed by the Notion 'Subject,' organized by Wallis Reid (Rutgers Univ.)—and two Colloquia. The Colloquia will take place the evening of 27 December, as will the Aging and Dementia Symposium, with the titles of The Chomsky Relation and its Implication for Syntactic Theory, organized by David Perlmutter (Univ. California, San Diego) and Blocked Forwards Coreference, organized by Guy Carden (Univ. British Columbia).

The LSA is co-sponsoring a Careers in Linguistics Conference, December 29, with the PhD Program in Linguistics of the CUNY Graduate Center. As the *LSA Bulletin* in October points out in an overview of the conference, "Government funds appear to be drying up, and linguists are having difficulty finding jobs in academia . . . This special event consists of two panels, one focusing on what linguists can do outside the academic sphere and the other on what linguists are doing at the present time." The potential careers for linguists outside the university to be

highlighted include computers, publishing, language in business, language disorders, language planning, educational systems, government, translation, lexicography, and educational research.

Fred W. Householder will give his LSA Presidential Address at 4:45 pm on Tuesday, 29 December. Title: Kyriolexia and Language Change.

The 1981 LR Award for Most Intriguing Title to Appear in the LSA, AAAL, or ACL Preliminary Program is given to Geoffrey S. Nathan (Southern Illinois Univ.), "With the Syntax of the Situation Being What It Is . . ." The Shortest Title Award (etc.) belongs to Kashi Wali and Phillip Peterson (both of Syracuse Univ.) for "Event." The Longest Title Award is for "'Stop talkin' y'all. At the same time.": Evidence for the Teaching and Learning of Turn-Taking Strategies," provided by Ceil Kovac (CAL). The Most Topical Title Award goes to Robert Baumgardner's (Univ. Southern California) "Pronouns of Address in Persian: Revolutionary Change in Progress." And the award for the title Most Likely to Become a Popular Song Title will be shared this year by "On Semantic Islands" (Leonard M. Faltz, Arizona State Univ.) and "Such an Interesting Thing!" (Carol Georgopoulos, Univ. California, San Diego).



[Ed Note: The small print that appears on the back of the *LR* every issue states that CAL, and by association the *LR*, is "dedicated to the application of the findings of linguistic science to the solution of educational and social problems . . . , and works to promote cooperation between linguistics and other disciplines" That, in a nutshell, is the impetus for this section, which will document current uses of linguistics to illuminate the practice of various professions, especially those with a heavy emphasis on verbal and/or written communication.

In the recent past academic social and behavioral scientists and even humanists have borrowed heavily from the theory and models of linguistic science, and found it fruitful. Now, practitioners in education, law, psychiatry and medicine, and communication are discovering that linguistic analysis and

methods can provide answers to practical questions in their areas. In this collaboration linguists are gathering texts and other data from, for them, new situations and segments of society, and are testing their theories in "real-life" contexts. They find not only that linguistics can be applied to the solution of problems of the professions and of their clients and patients, but the problems of the professions can strengthen linguists in the practice of their own profession.

The feature section that is inaugurated here with Lynn Brackenridge's introduction to *Linguistics and the Law* will appear at irregular intervals under Brackenridge's general editorship. *LR* readers who have information, ideas, announcements, news briefs, research synopses, and the like that have a bearing on the overall theme are invited to write Brackenridge in care of the *Linguistic Reporter*.]

## LINGUISTICS AND THE PROFESSIONS:

### Overview on the Law

LYNN BRACKENRIDGE

The field of linguistics is expanding to shed light on many professional areas and issues. Doctor/patient communication, advertising, the media, education, and the law—these are only a few of the fields to which linguistics has something to contribute. The amount of linguistic research and the body of data concerning these issues are growing steadily.

During the past decade linguists—most notably socio- and psycholinguists—have begun to study systematically the relevance of linguistics to legal issues. As Brenda Danet, a Hebrew University sociolinguist, notes in her 1980 article, "Language in the Legal Process," "words are of paramount importance in the law; in a most basic sense, without language the law would not exist" (p. 2). Yet law students receive no special training in the nature of language and its relation to legal processes (O'Barr, 1980). They are trained to "think like lawyers," but how does this aid them in effectively communicating with their clients and/or being effective trial lawyers? Can they interpret written and spoken legal language to make it comprehensible to laypeople?

These are some of the broad questions in this field that await definitive answers. Some other grass-roots-consumer and research directions are outlined in what follows.

#### *The Language of Law*

The Plain English movement started in 1971 when the American National Council of Teachers of English formed a Committee on Public Doublespeak (Danet, 1980, p. 7). It gained momentum when former President Jimmy Carter, shortly after his election, issued an Executive Order requiring "clear and simple English" as a means of improving government regulations. Several states have now

passed "plain language" laws: Minnesota<sup>1</sup> is the most recent state to do so, and the readability standard of its Act follows that of New York, which is "every consumer contract shall be written in a clear and coherent manner using words with common and everyday meanings and shall be appropriately divided and captioned by its various sections."

A group devoted to the clarification of the legal language system for the layperson (most notably, to the clarification of written legal language) is called HALT—Help Abolish Legal Tyranny. The stated goal of this group is to improve the quality of legal services in the United States while reducing their cost. One member of HALT's staff has been working on a project compiling a list of state laws and regulations that concern plain language in public documents.<sup>2</sup>

#### *Linguistics and the Law—Case Studies*

Linguistics can and has contributed significantly to the resolution of legal issues dealing with spoken, as well as written, language. The participation of linguists in the recent Ann Arbor court case (*Martin Luther King Junior Elementary School Children v. Ann Arbor School District Board*, July 12, 1979) is one example. In this case, the parents of fifteen black children brought suit against the school system for, first of all, failing to take the children's language (Vernacular Black English) into account in teaching the children, and second, for failing to teach

<sup>1</sup> More information on the Minnesota Plain Language Contract Act can be obtained from Daniel Kleinberger, Special Assistant Attorney General, Ford Building, 117 University Ave., St Paul MN 55155; (612) 296-4023.

<sup>2</sup> Further information about HALT can be obtained from Paul Hasse, Director, HALT, Suite 319, 201 Massachusetts Avenue, NE, Washington, DC 20002

the children to read Standard English. It was alleged that the children speak a form of "Black English" as their home language that impedes their equal participation in the school's programs, and that the school had not taken appropriate action to overcome this barrier. The plaintiffs in this case were not attempting to require a dual language program; that is, they did not expect "Black English" to be taught in the school. (This is a point that has been sorely misunderstood by critics of the Court's decision.) The intention of the plaintiffs was to have the court intervene to require the School District Board to take the action necessary to teach these children to read in Standard English—in effect, to keep the children from becoming functionally illiterate. Judge Charles W. Joiner ruled in their favor and instructed the school system to make available to the teachers at Martin Luther King Junior Elementary School the knowledge base that has been developed by linguists on Black English, and to advise these teachers how best to use this knowledge to teach reading.

Bilingualism is another area that involves both linguistics and the law. Linguistic research into bilingualism since the 1950s has radically affected the predominant (linguistic) theories about certain cognitive effects of bilingualism on the bilingual individual. The landmark *Lau v. Nichols* court case in 1970 marked a true beginning in the United States for the proponents of bilingual education. The case was a class action suit brought by Chinese public school students against the San Francisco Unified School District. The plaintiffs claimed that because they could not understand the language used in the classroom, they were deprived of even a minimal education. They claimed that the absence of programs that would meet their linguistic needs was a violation of both Title VI and the Equal Protection Clause of the Fourteenth Amendment of the Constitution. The *Lau* petitioners took their case to the Supreme Court, where HEW argued in support of *Lau* solely on the Title VI guidelines. The Supreme Court agreed with HEW and ruled in favor of *Lau*.<sup>3</sup>

### ***Linguistics and the Law—Research***

The largest and probably best-known research dealing with language and the law is the "Law and Language Project," directed by Prof. William M. O'Barr at Duke University. The Project, which began formally in May 1974, is multi-disciplinary in its orientation: It incorporates perspectives of anthropology, law, social psychology, and linguistics. Its stated major goal is the study of spoken language in American trial courtrooms. At least twenty articles, both published and unpublished, have been the result of the project so far. For a report on this work, O'Barr suggests (in Ferguson and Heath, 1980, p. 406) an early paper on the legal implications of variations in responses of mock jurors to different speech styles used by lawyers

and witnesses called "When a Juror Watches a Lawyer" (O'Barr and Conley, *Barrister*, Vol. 3, No 2, Summer 1976, pp. 8-11, 33).

The results of the first empirical linguistic study on the comprehensibility of jury instructions were published in 1979. The authors, Robert P. Charrow and Veda R. Charrow, were concerned about the apparent inability of laypeople to understand legal language. Their article "Making Legal Language Understandable: A Psycholinguistic Study of Jury Instructions" (*Columbia Law Review* 79, pp. 1306-1374) reports an experiment in which prospective jurors were asked to paraphrase each of fourteen standard California civil jury instructions. The validity of a paraphrase task such as this to measure the subject's comprehension of the material rests on the premise that the subject will not be able to accurately paraphrase something that s/he has not understood. The study set out to test three hypotheses: first, that standard jury instructions are not well understood by jurors; second, that certain linguistic constructions, such as embedding, nominalizations, and multiple negatives, are largely responsible for this incomprehensibility; and third, that if these linguistic constructions were appropriately simplified, the juror's comprehension would dramatically improve. The results of the experiment support these hypotheses. The Charrows demonstrate also that a paraphrase methodology and linguistic analysis can be powerful tools for discovering which aspects of legal discourse are potentially difficult for nonlawyers to understand. The most important point of this article is, however, that jury instructions appear not to be written for their major intended audience. The proven incomprehensibility of standard jury instructions has implications concerning the ultimate soundness of the jury system itself: If jurors cannot understand the laws they are required to use in reaching their verdict, it is then possible that verdicts are reached without regard to, or in ignorance of, the law.

### ***Linguist as Expert Witness***

Linguists are also becoming involved in certain court cases as expert witnesses. Roger W. Shuy (Georgetown University and CAL) has analyzed certain tape-recorded evidence in several nationally known cases. In his first case, *Texas v. T. Cullen Davis*, Shuy looked at such conversational features as topic recycling (which topics were recycled, how often, and by whom?) and agenda organizing. With the use of such linguistic tools, it was possible to break down the two tape-recorded conversations and to attribute certain roles to the participants. In analyzing the topics, the structure of the talk of each of the two participants became clear. Shuy also worked in the capacity of an expert witness in the recent Texas Brilab (bribery-labor) case. In this case, he looked for what he calls "the structure of a bribery conversation" (Shuy, MS. 1981). He needed to find clear cases of bribery conversation to compare with the conversation of the defendant. Using the linguistic principle of contrastive analysis, he was able to construct the "structure of a proposal conversation," which he used effectively as his unit of analysis.

<sup>3</sup> For more information on the *Lau* case and others involving bilingual education, see *Bilingual Education Current Perspectives*, vol 3, Law, 1977 (Washington, DC Center for Applied Linguistics)

In light of many recent court cases involving tape-recorded evidence, linguistic contributions to legal analysis of these tapes may prove necessary. Take, for example, the recent Abscam scandal with its use of video- as well as audiotapes. What will be the ultimate effect of having these video- and audiotapes representing only one side of a court case (usually the prosecution)? Will either side attempt a scientific (i.e., linguistic) analysis of the tapes, or will they continue to stand as evidence in and of themselves? Linguistic analysis of this kind of evidence could, and when it is allowed to, does, illuminate certain questions of criminal guilt or innocence.

For more specific information on certain topics pertaining to linguistics and legal issues, please consult the publications listed in the following bibliography.

### *Annotated Bibliography For Further Reading*

Danet, Brenda (1980) "Language in the Legal Process," *Law and Society Review*, special issue on *Contemporary Issues in Law and Social Science*, Richard L. Abel, Ed

A very complete (229 pages) treatment of the interrelation of language and law in the doing of formal and informal law. Danet treats here language in context (pragmatics, speech acts, etc.); legal language and the ordering of social relationships, language and dispute processing; and law, language, and ritual. This is a very extensive and valuable treatment of the subject.

Danet, Brenda; Kenneth B. Hoffman; Nicole C. Kermish; H. Jeffrey Rafn, and Deborah G. Stayman (1980) "An Ethnography of Questioning," in Roger Shuy and Anna Shnukal, Eds., *Language Use and the Uses of Language. Papers From the Fifth Annual Colloquium on New Ways of Analyzing Variation in English*. Washington, D.C.: Georgetown University Press.

Describes the systematic analysis and description of questioning in the courtroom. The authors develop a typology of question forms that they relate to two different court cases, i.e., the reactions of the two different defendants to the questions. They look at the distribution of question forms in direct and cross-examination. They examine the differences between coercive and noncoercive question forms and how effectively these work in direct vs. cross-examination. The authors call their findings "tentative," yet the study is very interesting in its possibilities.

Davison, Alice (1980) "Linguistic Analysis and the Law," in Roger Shuy and Anna Shnukal, Eds., *Language Use and the Uses of Language: Papers From the Fifth Annual Colloquium on New Ways of Analyzing Variation in English*. Washington, D.C.: Georgetown University Press.

Davison discusses some areas of language where, she says, "linguistics can benefit from examining the ways in which the law deals with language" (p. 236). She gives specific examples of features of language that must be confronted by some legal decision. She talks about referencing, mismatches of description, indirect orders (military), and libel. This is a short, very readable article.

Mellinkoff, David (1963) *The Language of the Law*. Boston: Little, Brown.

This is the only item in this list written by a lawyer. It is also one

The Communications Program, University of California, San Diego, may have 1+ permanent (Assistant/Associate or Professor level) and temporary (Lecturer to Acting/Visiting professorial series) positions. Candidates must have Ph.D. or equivalent and demonstrated research and teaching ability in the impact of mediated communication on individuals (e.g., impact of TV on cognition and cognitive development; comparative analysis of semiotic systems; impact of language or literacy on modes of thought). Candidates with production experience in visual or electronic media are desirable. Significant publication record required for appointment at senior levels. Possibility of joint appointment with social science or humanities department. Salary dependent on level of appointment. Send vita, statement of interests, and names of 3 references (DO NOT SEND LETTERS OF REFERENCE OR PLACEMENT FILES) to: Recruitment (LR), Communications D003, UCSD, La Jolla, CA, 92093, by 15 Feb. 1982. UCSD is an Equal Opportunity/Affirmative Action Employer.

of the few books on written legal language. It discusses the characteristics and etymology of legal language, and includes an extensive bibliography. Highly recommended for those interested in the origins, etc. of legal language.

O'Barr, William M. (1980) "The Language of the Law," in C. A. Ferguson and S. B. Heath, Eds., *Language in the U.S.A.*. Cambridge University Press.

This article is, as O'Barr says, "a revised research report of the Law and Language Project of Duke University." It is an interesting summary of the larger work, and very easy to read. The article deals with the nature of legal language and its study by lawyers. O'Barr discusses some studies by other linguists and social scientists having to do with the nature and functions of legal language. He concludes with some implications for the training of lawyers.

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# Wanted

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The Department of English as a Second Language, University of Hawaii at Manoa, invites applications for an assistant professor, tenure-track, to begin Fall 1982, from individuals with interests in the following: second language acquisition; ESP; discourse analysis; testing; methodology; bilingual education. Requirements: Ph.D. or its equivalent in an appropriate field; ESOL teaching; active research interests. Duties: teach graduate and undergraduate courses in one or more of the following: language acquisition; ESP; research methodology and testing; bilingual education; English syntax/phonology; sociolinguistics; methodology; ELI; and supervise graduate research. Salary range as of July 1, 1982: \$16,872-\$25,296. Send curriculum vitae, letters of reference, publications and supporting documents to: Richard R. Day, Chairman; Dept. of English as a Second Language; Univ. of Hawaii at Manoa; 1890 East-West Road, Honolulu, HI 96822. Deadline for receipt of all materials: 15 January 1982 UHM is an EEO/Affirmative Action employer.

**Department of Linguistics, Southern Illinois University, TESL/Linguistics Position for 1982-83** *Title and Rank:* Assistant Professor, Tenure Track. *Qualifications:* Ph.D. in (applied) linguistics, TESL or related field, with specialization in phonetics and phonology. *Duties:* To teach courses in phonetics, phonology (phonological theories, including generative phonology and English phonology), contrastive linguistics, general linguistics and ESL/EFL methodology in department that offers MA and BA degree programs in EFL and linguistics. *Application:* Current resume, letters of recommendation, transcripts. *Application Deadline:* 15 December 1981, or until position has been filled. *Appointment:* Effective 16 August 1982. This is an academic year (9 month) position. Summer teaching is dependent on availability of courses. *Application and Inquiries:* Chair; Dept. of Linguistics; Southern Illinois Univ.; Carbondale, IL 62901. Southern Illinois University at Carbondale is an Equal Opportunity Affirmative Action Employer.

The University of California, Los Angeles Department of Linguistics expects to be authorized to fill one tenure level or tenure-track position, assistant professor or higher depending on qualifications, in a field roughly defined as follows: either (1) discourse and conversational analysis and pragmatics, or (2) variation theory and pidgin-creole studies. Candidates must have Ph.D. in hand no later than September 1982. They should submit CV, chapters of dissertation or published papers, and *names* (not letters) of referees to R. P. Stockwell, Chairman. Closing date 15 December 1981.

The Department also expects to be authorized to fill two one-year replacement vacancies. The fields for replace-

ment are these: (1) formal linguistics, in particular generative phonological theory and/or formal generative syntax; (2) African language specialization with strong general linguistic capabilities. The level of replacement appointments will be assistant professor or higher depending on qualifications. Candidates must have Ph.D. in hand no later than September 1982. They should submit CV, chapters of dissertations or published papers, and *names* (not letters) of referees to R. P. Stockwell, Chairman. Closing date 15 December, 1981. UCLA is an Affirmative Action Equal Opportunity Employer.

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Two openings for linguistics at the Mayaguez Campus of the University of Puerto Rico. Ph.D. in Applied Linguistics and a Ph.D. in Psycholinguistics. Knowledge of Spanish is helpful; commitment to research required as a new MAT program will open in 1982. Teaching load is twelve hours. Rank and salary depend on credentials. Openings are funded for 15 January 1982. Send resume to: Dr. Robert T. Sherwin, Director; Dept. of English; Univ. of Puerto Rico; Mayaguez, P.R. 00708.

The American University in Cairo is seeking two Assistant, Associate, or Full Professors to teach courses in the graduate TEFL program and the undergraduate linguistics minor. One vacancy requires specialties in general linguistics, phonology, English syntax, sociolinguistics, and the history of English. The other requires specialties in applied linguistics, language acquisition, research methods, language testing and evaluation. Ph.D. and teaching experience required. Two-year appointments begin September 1982, renewal possible. Rank, salary depend on qualifications and experience. Write, with resume, to: Dean of the Faculty, The American University in Cairo, 866 United Nations Plaza, New York, NY 10017.

Louisiana State University (Baton Rouge) Assistant professor, linguistic anthropologist, permanent position, doctorate required. Fall, 1982. Courses: anthropological linguistics, plus other introductory and advanced courses appropriate to specialty. Cooperate with Interdepartmental Linguistics Program. Preferred specialties would include problems of language and ethnicity in Louisiana (French, Creole, Black, Indian, Anglo). Vita, description of research, and three letter of recommendation to Jay D. Edwards, Search Committee, Department of Geography & Anthropology, LSU, Baton Rouge, Louisiana 70803. LSU is an Equal Opportunity University.

—CONTINUED, p. 6—

**Brown University** is seeking applications for a Visiting Assistant or Associate Professor for half time academic year 1982-83 or full time one semester. Requirements: Ph.D. in linguistics or psychology with a thorough knowledge of linguistics to teach and do research in Child Language Acquisition. The deadline for applications is 30 January 1982. Please submit curriculum vitae and three letters of recommendation; do not send other materials at this time. Applications should be addressed to Prof. Philip Lieberman; Search Committee, Dept. of Linguistics; Box E; Brown University; Providence, RI 02912. Brown University is an EEO/AA employer.

**DEAN OF SOCIAL AND BEHAVIORAL SCIENCES FACULTY.** The University of Arizona is creating a new College of Arts and Sciences to be composed of the faculties of Fine Arts, Humanities, Natural Sciences, and Social and Behavioral Sciences. The Deans will be responsible for academic, administrative, and budgetary activities within their faculties and report to the Provost of the College. Candidates must have the qualifications to warrant a full professorship with tenure in the department of their discipline. All inquiries, applications, and nominations should be addressed to Donald Weinstein, Chair; Search Committee for Social and Behavioral Sciences; 215 Social Sciences Building; Univ. of Arizona; Tucson, AZ 85721. Closing date: 1 February 1982. AA/EOE.

The Department of Linguistics at the University of Southern California seeks an Assistant Professor in Arabic Language. Position to begin late August, 1982. The person hired will be responsible for developing a curriculum in Arabic language to be coordinated with a proposed Islamic Studies Program. Teaching duties in Arabic and area of expertise. Send vita, names of referees, and supporting materials to Larry M. Hyman, Chair; Dept. of Linguistics; Univ. of Southern California; Los Angeles, CA 90007. *Deadline: 1 February 1982.*

English as a Second Language: Director, English Language Institute at Oregon State University. M.A. degree in TESOL, Linguistics, or closely related field; at least four years ESL teaching experience and substantial administrative experience with ESL programs. Rank; Instructor. Contact: Chair, Search Committee; English Language Institute; Oregon State University; Corvallis, OR 97331. *Deadline: 1 March 1982.* Oregon State University is an Affirmative Action Equal Opportunity Employer and complies with Section 504 of the Vocational Rehabilitation Act of 1973.

The Department of Linguistics of the University of Ottawa has a one year temporary position for 1982-83, subject to budgetary approval. There is a possibility that the position will become tenure track. *Area of specialization:* Phonology, preferably with a strong interest in French. *Rank:* Open. *Salary:* Commensurate with rank and ex-

perience. The candidate must have a Ph.D. (or equivalent) by September 1982. The University of Ottawa is a bilingual institution. Members of the Department must be able to teach in both English and French. Preference will be given to Canadian citizens and landed immigrants. Other candidates will be considered only if a suitably qualified Canadian (landed immigrant) is not available. Please send a complete dossier to: Chairman; Department of Linguistics; Univ. of Ottawa; Ottawa, Ontario; K1N 6N5 Canada, by 1 March 1982.

**University of Hong Kong, Lectureship in Chinese Language (Re-advertisement).** Applications are invited for a post of Lecturer in Chinese Language (Mandarin) in the Language Centre. Candidates should have postgraduate qualifications in Chinese linguistics and should have native or near-native command of Chinese (standard Mandarin). Previous experience in teaching Chinese as a second language is essential. Annual salary (superannuable) (under review) is: HK\$95,700 x 6,480-108,660 BAR 115,140 x 6,420-160,080. (£ 1 = HK\$10.70 approx.). Starting salary will depend on qualifications and experience. At current rates, salaries tax will not exceed 15% of gross income. Housing benefits at a rental of 7.5% of salary, education allowance, leave, and medical benefits are provided. Further particulars and application forms may be obtained from the Association of Commonwealth Universities (Appts.); 36 Gordon Square; London WC1H 0PF; England, or from the Appointments Unit; Secretary's Office; University of Hong Kong; Hong Kong. The closing date for applications is 31 December 1981.

The American English Institute and the Department of Linguistics at the University of Oregon seek applications for a possible regular appointment at the level of assistant professor to begin 15 September 1982. *Requirements:* (1) PhD or equivalent degree in linguistics with a major emphasis on ESL and applied linguistics. (2) Strong commitment to research and publications. (3) Preferably teaching experience at the university level. (4) Preferably administrative experience. *Duties:* (1) Direct the American English Institute both academically and administratively. (2) Supervise ESL teachers and design curriculum. (3) Promulgate, organize, and carry on empirical academic research in ESL, second language acquisition, and related areas including the guidance of graduate students doing such research at the MA and PhD levels. (4) Limited teaching of applied linguistics through the Linguistics Department. (5) Participate as member of the faculty in the Department of Linguistics. *Salary* up to \$24,000 per annum depending on qualifications. Submit letter of application, curriculum vitae, copies of publications, names of four referees (letters of recommendation should be forwarded directly to us) to T. Givón, Linguistics Department, University of Oregon, Eugene, OR 97403 by 15 January 1982. EEO/AA.

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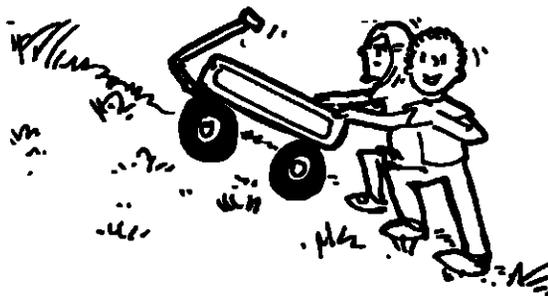
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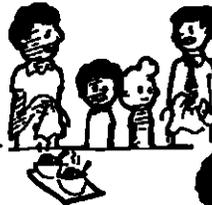
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Ours is delicious.



Hers is delicious.



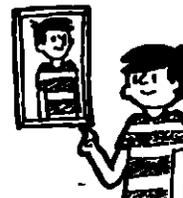
We will feed you.



We are feeding you.



A picture for the boy.



A picture of the boy.



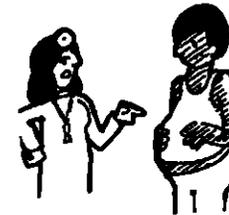
The boy is running from the bee.



The boy is stung by the bee.



He runs home.



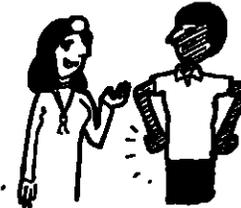
You must lose weight.



I will.



He has been crying.



You lost a lot of weight.



You were stung by a bee.



We fed you.

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The Research Branch, Division of Advanced Training and Research, International Education Programs, U.S. Department of Education, awarded \$956,418 for the new projects (distributed among 23 grants and 1 Interagency Agreement, and supplemented by the equivalent of \$800.00 in U.S.-owned foreign currencies) to fund re-

search in the categories of studies and surveys, instructional materials for language studies, and specialized materials for foreign area and related studies. In addition, seven grants received a total of \$224,631 (and the equivalent of \$29,180 in U.S.-owned foreign currencies) in funding to supplement ongoing projects, amounting to a total obligation of \$1,181,049.00 (supplemented by a total of \$29,980.00 equivalent in foreign currencies) of the Title VI Research Program in fiscal year 1981.

The following information is provided for each project. (1) grantee, (2) principal investigator, (3) project title, (4) term of grant, and (5) cost of grant or supplement.

### NEW GRANTS

#### *Surveys and Studies*

Center for Applied Linguistics, Washington, DC (Dora E. Johnson). Survey of Materials for the Uncommonly Taught Languages, Updating and Revision 1 December 1981-30 November 1983 \$60,360

University of Toledo, Toledo, OH (Bhal J. Bhatt). Development of Foreign Language Instructional Material for the Undergraduate Business Curriculum 1 September 1981-31 August 1982. \$34,508.

Cincinnati City Schools, Department of Curriculum and Instruction, Cincinnati, OH (Myriam Met). Instructional Practices and Second Language Acquisition in the Elementary Schools 1 September 1981-31 August 1982. \$48,583.

National Association of Self-Instructional Language Programs, Temple University, Philadelphia, PA (John B. Means). Conference for the Development of Standard Testing Procedures for Self-Instructional Language Programs 1 September 1981-31 August 1982 \$14,480

University of Massachusetts, Amherst, MA (Barbara B. Burn). Comparative Study of American Fulbright-Hays Award Recipients 1 September 1981-31 March 1982 \$4,940.

Ohio State University Research Foundation, Columbus, OH (Edward D. Allen). Development of Protocols for the Study of the Process of Foreign Language Acquisition 1 September 1981-31 December 1982 \$59,465.

University of the State of New York, Albany, NY (Henry Ferguson). A National Survey of Outreach Programs in International Education. 1 October 1981-30 September 1982 \$54,349

Center for Applied Linguistics, Washington, DC (G. Richard Tucker and John L. D. Clark). A Study of Innovative Foreign Language Programs in American Elementary Schools 30 September 1981-29 September 1982. \$47,608

Foreign Service Institute, Department of State, Washington, DC (James R. Frith). Debriefing Conference for Testing Kit Workshop III 3 December 1980-30 September 1981. \$9,854

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, NY (C. Edward Scebold). A Design for Measuring and Communicating Foreign Language Proficiency. 15 September 1981-14 September 1982. \$60,844

Center for Applied Linguistics, Washington, DC (John L. D. Clark and Dora E. Johnson). Survey of Materials Development Needs in the Uncommonly Taught Languages in the U.S. 15 September 1981-14 September 1982. \$43,582.

University of Illinois, Urbana, IL (Sandra J. Savignon). Dictation as a Measure of Communicative Competence in French as a Second Language. 15 September 1981-14 September 1982 \$20,617

Brigham Young University, Provo, UT (Randall L. Jones). Research in Micro-Computer Based Foreign Language Diagnostic Testing 1 January 1982-31 December 1982. \$26,843.

American Academy of Political Science, Philadelphia, PA (Richard D. Lambert). A Study of Language Attrition Among Graduates of the Overseas Language Training Centers. 15 September 1981-14 September 1982 \$63,700

#### *Instructional Materials—Language Studies*

Howard University, Washington, DC (Robert J. Cummings and Tsehaye Teferra). Preparation of Teaching Materials for a Basic Course in Tigrinya 1 September 1981-28 February 1983 \$84,803

University of Illinois, Urbana, IL (William L. MacDonald). Preparation of Programmed Chinese Language Materials, Part Two. 15 September 1981-14 September 1982. \$36,168.

University of California, Berkeley, CA (Karine Schomer). Rajasthan Language Primer and Area Handbook 15 September 1981-14 September 1982 \$7,963 (includes \$800 in P. L. 480 funds)

University of Illinois, Urbana, IL (Bruce Mainous). Instructional Materials in Spanish for Agriculture (PLATO module) 1 September 1981-31 August 1982 \$43,871

Georgetown University, Washington, DC (Cléa Rameh). Textbook for Intermediate Advanced Portuguese 1 September 1981-31 August 1982 \$51,972

#### *Instructional Materials—Area Studies*

Woodrow Wilson International Center for Scholars, Smithsonian Institution, Washington, DC (Zdenek David). Scholars' Guide to Washington, DC for Northwest European Studies. 1 September 1981-31 December 1982 \$24,511

Eastern Illinois University, Charleston, IL (Stephan M. Horak). Study Guide of Eastern European National Minorities, 1919-1980. 1 September 1981-28 February 1983 \$33,931.

#### *International Understanding*

Indiana University Foundation, Bloomington, IN (James M. Becker). Study of Global Education Projects. 1 September 1981-31 August 1982. \$39,108.

Council on International Public Affairs, New York, NY (Ward Morehouse). Education for International Understanding Assessment of Institutional Programs, and Handbook. 15 September 1981-14 January 1983. \$34,545.

Elgin Community College, International Studies, Elgin, IL (William Garrett). Development of Curriculum Instructional Packets in International Studies for Grades K-8. 1 October 1981-31 October 1982. \$49,813.

1981 PROJECTS SUPPLEMENTED

*Instructional Materials—Language Studies*

Case Western Reserve University, Cleveland, OH (Melvyn C. Goldstein): English-Tibetan Dictionary. 15 June 1980-14 December 1982. \$25,740.

New York University, New York, NY (Ellen Ervin): Elementary Turkish Language Textbook. 1 June 1980-31 May 1982. \$45,141.

University of Michigan, Ann Arbor, MI (Ernest N. McCarus and Dustin Cowell): Materials Development Project in Modern Standard Arabic and Egyptian Colloquial Arabic. 30 September 1980-29 September 1982. \$36,553.

Stanford University, Stanford, CA (John Wang): Business Chinese, A Textbook. 1 October 1980-30 September 1982. \$39,739.

University of Hawaii, Honolulu, HI (Ying-che Li): A Dictionary of Mandarin Verbs and Adjectives—Their Function and Usage. 1 June 1980-30 June 1982. \$50,880.

Syracuse University, Syracuse, NY (J. Joseph Pia): Newspaper Reader in the Somali Language 1 July 1980-30 April 1982. \$26,578.

American Institute of Indian Studies, University of Pennsylvania, Philadelphia, PA (Maxine Berntsen and Donald S. Murray): Elementary Marathi Teaching Materials 1 July 1980-30 June 1982. \$27,800 (P L 480 funds).

—CONFERENCES, from p. 9—

The American Council on the Teaching of Foreign Languages has been awarded a grant from the U.S. Department of Education to train college and university professors to administer oral proficiency interviews to their students. ACTFL is currently accepting applications from interested professors who would like to attend a training workshop.

Modeled after the Foreign Service Institute oral proficiency test, this interview is intended to accurately rank a foreign language student so that future professors and potential employers will be able to use a universal scoring system to pinpoint fluency in the oral skill area.

Applicants should meet the following criteria: (1) be a professor of either French or Spanish; (2) be able to score 4 or better on the 0-5 FSI scale; (3) be able to secure release time to attend the four-day workshop tentatively scheduled to take place during the last two weeks of February 1982. (Transportation will be paid by ACTFL, but on-site expenses will be paid by the participant. ACTFL is exploring the use of academic facilities, and every attempt will be made to keep per diem costs at a minimum.)

Preference will be given to team applications representing different language departments from the same institution. A demonstration of institutional support, and a commitment to the concept of oral proficiency testing are crucial. Local institutions presently engaged in similar activities are especially encouraged to apply and share relevant data.

Inquiries and requests for applications should be directed to the ACTFL Project Coordinator, David V. Hiple, 385 Warburton Avenue, Hastings-on-Hudson, NY 10706, (914) 478-2011. Application deadline is 31 December 1981.

Pending budgetary approval, the University of California at Berkeley will have an opening in the Department of Linguistics for a specialist in historical and comparative linguistics. The position will be at the assistant professor level and will be available in the fall of 1982. Preference will be given to candidates specializing in the Indo-European family of languages, but applications will be welcomed from specialists in other language families as well, especially in the native languages of the Western Hemisphere or in the languages of East and Southeast Asia. A curriculum vitae, and other supporting material such as papers and the names of references, should be sent by 1 February 1982 to Charles J. Fillmore, Dept. of Linguistics, Univ. of California, Berkeley, CA 94720. The University of California is an Equal Opportunity, Affirmative Action Employer.

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 accepted only from organizations that subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

**CORNELL UNIVERSITY MELLON POSTDOCTORAL FELLOWSHIPS:** For September 1982 three two-year postdoctoral teaching-research fellowships at \$14,000 per year are being offered in 15 areas of the humanities including specified areas of Linguistics: historical linguistics; linguistic theory. Eligible candidates (U.S. or Canadian citizens) must have essentially completed the Ph.D. before the 15 Feb. 1982 application deadline and after June 1977. For application information contact A. Geske, Mellon Postdoctoral Fellowships, A. D. White House, Cornell University, Ithaca, NY 14853-0231.

**POSTDOCTORAL FELLOWS IN COGNITIVE SCIENCE** at the University of California, Irvine. The Program in Cognitive Sciences at the University of California at Irvine has a number of openings for postdoctoral fellows for the academic year beginning in Fall 1982, supported by a Sloan Foundation grant. Individuals with an interest in study and research in the following and related areas are invited to apply: learnability theory, linguistic theory, psycholinguistics, neurolinguistics, cognitive neuroscience, perception, mathematical cognitive science. Applications from senior scholars are welcome. Please send a letter outlining research interests, a vita, and names of three or more references to: Postdoctoral Cognitive Science Committee; c/o Ms. Lykke Anderson; School of Social Science; Univ. of California; Irvine, CA 92717. An Equal Opportunity Employer. Applications for Fall 1982 should be received prior to 15 March 1982.

ment of English Language at the University of Sheffield) Conference Papers Series, *Aspects of Linguistic Variation*, reports the proceedings of the Conference on Language Varieties, held in July 1980. The Editors, Steve Landar and Ken Reah, remark in their introduction that "It was pleasing to see that the study of language variation has not been hampered by traditional discipline boundaries"; social psychology, sociology, and anthropology, as well as linguistics and sociolinguistics, were represented at the conference.

The contributions in this volume are "Language Variation and Ethnicity in an American Tri-racial Group," by Darrell A. Posey; "Methodology and Data Generalizability in Dialect Research," in which Elisabeth Sommer discusses the speech of Black Americans; "Methodology of Data Collection in Sign Language Research," by Margaret Deuchar; "Towards an Understanding of Stylistic Variation in Language Behavior," by Jitendra N. Thakerar (dealing with the motivation underlying certain kinds of linguistic variation—the participants' social perception of the communicative situation); and "Semantic Variation

and Fictional Reference in Oral Tradition," by Noel Williams, which uses cluster analysis to model a classificatory system based on the analysis of the semantic features that underlie lexical choices.

The price of the volume is £2. It can be ordered from the University of Sheffield Centre for English Cultural Tradition, Sheffield S10 2TN.

### Better Late Than Never

We promised it for November, but December's not too far behind. The Exploring Functional Language videotapes can now be ordered from the Center's Office of Communication and Publications. Any of the six tapes can be ordered individually (approx. 20 minutes each), or the entire set can be ordered on two long tapes. Individual titles are \$55.00 each, the complete set is \$175. To order, indicate the width—3/4" or 1/2"—desired and the model of your machine. (If ordering for a Sony Betamax, also include the model number and recording speed.) This information ensures that you will receive tapes compatible with your machine.



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The Center for Applied Linguistics, established in 1969 through a grant from the Ford Foundation, is an independent, non profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and works to promote cooperation between linguistics and other disciplines. The Center is an Affirmative Action/Equal Opportunity employer.

*The Linguistic Reporter*, a publication for all those concerned with linguistics and its application to practical problems, appears 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in Sept and concluding in June of the next year. Editorial communications, advertising inquiries, and books for review should be directed to the Editor, *Linguistic Reporter*, CAL, 3520 Prospect St., N.W., Washington, DC 20007. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgment is given. Subscription rates: 1 yr - \$13.00, \$16.00 (foreign surface mail), \$20.00 (U.S., Canadian, and Mexican airmail), \$27.00 (foreign airmail), 3 yrs - \$32.00, \$40.00, \$50.00, and \$67.00 respectively.

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# Wanted

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The Department of English as a Second Language, University of Hawaii at Manoa, invites applications for an assistant professor, tenure-track, to begin Fall 1982, from individuals with interests in the following: second language acquisition; ESP; discourse analysis; testing; methodology; bilingual education. Requirements: Ph.D. or its equivalent in an appropriate field; ESOL teaching; active research interests. Duties: teach graduate and undergraduate courses in one or more of the following: language acquisition; ESP; research methodology and testing; bilingual education; English syntax/phonology; sociolinguistics; methodology; ELI; and supervise graduate research. Salary range as of July 1, 1982: \$16,872-\$25,296. Send curriculum vitae, letters of reference, publications and supporting documents to: Richard R. Day, Chairman; Dept. of English as a Second Language; Univ. of Hawaii at Manoa; 1890 East-West Road; Honolulu, HI 96822. Deadline for receipt of all materials: 15 January 1982. UHM is an EEO/Affirmative Action employer.

Department of Linguistics, Southern Illinois University, TESL/Linguistics Position for 1982-83. *Title and Rank:* Assistant Professor, Tenure Track. *Qualifications:* Ph.D. in (applied) linguistics, TESL or related field, with specialization in phonetics and phonology. *Duties:* To teach courses in phonetics, phonology (phonological theories, including generative phonology and English phonology), contrastive linguistics, general linguistics and ESL/EFL methodology in department that offers MA and BA degree programs in EFL and linguistics. *Application:* Current resume, letters of recommendation, transcripts. *Application Deadline:* 15 December 1981, or until position has been filled. *Appointment:* Effective 16 August 1982. This is an academic year (9 month) position. Summer teaching is dependent on availability of courses. *Application and Inquiries:* Chair; Dept. of Linguistics; Southern Illinois Univ.; Carbondale, IL 62901. Southern Illinois University at Carbondale is an Equal Opportunity Affirmative Action Employer.

The University of California, Los Angeles Department of Linguistics expects to be authorized to fill one tenure level or tenure-track position, assistant professor or higher depending on qualifications, in a field roughly defined as follows: either (1) discourse and conversational analysis and pragmatics, or (2) variation theory and pidgin-creole studies. Candidates must have Ph.D. in hand no later than September 1982. They should submit CV, chapters of dissertation or published papers, and *names* (not letters) of referees to R. P. Stockwell, Chairman. Closing date 15 December 1981.

The Department also expects to be authorized to fill two one-year replacement vacancies. The fields for replace-

ment are these: (1) formal linguistics, in particular generative phonological theory and/or formal generative syntax; (2) African language specialization with strong general linguistic capabilities. The level of replacement appointments will be assistant professor or higher depending on qualifications. Candidates must have Ph.D. in hand no later than September 1982. They should submit CV, chapters of dissertations or published papers, and *names* (not letters) of referees to R. P. Stockwell, Chairman. Closing date 15 December, 1981. UCLA is an Affirmative Action Equal Opportunity Employer.

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Assistant Professor of English. Fall 1982. Tenure Track. Salary commensurate with qualifications. *Linguistics.* Qualifications: Ph.D., background in and experience teaching courses in syntax, semantics, sociolinguistics. Background in writing theory helpful. EO/AA Employer. 12/15/81. Kinley E. Roby, Acting Chair.

Two openings for linguistics at the Mayaguez Campus of the University of Puerto Rico. Ph.D. in Applied Linguistics and a Ph.D. in Psycholinguistics. Knowledge of Spanish is helpful; commitment to research required as a new MAT program will open in 1982. Teaching load is twelve hours. Rank and salary depend on credentials. Openings are funded for 15 January 1982. Send resume to: Dr. Robert T. Sherwin, Director; Dept. of English; Univ. of Puerto Rico; Mayaguez, P.R. 00708.

The American University in Cairo is seeking two Assistant, Associate, or Full Professors to teach courses in the graduate TEFL program and the undergraduate linguistics minor. One vacancy requires specialties in general linguistics, phonology, English syntax, sociolinguistics, and the history of English. The other requires specialties in applied linguistics, language acquisition, research methods, language testing and evaluation. Ph.D. and teaching experience required. Two-year appointments begin September 1982, renewal possible. Rank, salary depend on qualifications and experience. Write, with resume, to: Dean of the Faculty, The American University in Cairo, 866 United Nations Plaza, New York, NY 10017.

Louisiana State University (Baton Rouge). Assistant professor, linguistic anthropologist, permanent position, doctorate required. Fall, 1982. Courses: anthropological linguistics, plus other introductory and advanced courses appropriate to specialty. Cooperate with Interdepartmental Linguistics Program. Preferred specialties would include problems of language and ethnicity in Louisiana (French, Creole, Black, Indian, Anglo). Vita, description of research, and three letter of recommendation to Jay D. Edwards, Search Committee, Department of Geography & Anthropology, LSU, Baton Rouge, Louisiana 70803. LSU is an Equal Opportunity University.

—CONTINUED, p 6—

**Brown University** is seeking applications for a Visiting Assistant or Associate Professor for half time academic year 1982-83 or full time one semester. Requirements: Ph.D. in linguistics or psychology with a thorough knowledge of linguistics to teach and do research in Child Language Acquisition. The deadline for applications is 30 January 1982. Please submit curriculum vitae and three letters of recommendation; do not send other materials at this time. Applications should be addressed to Prof. Philip Lieberman; Search Committee, Dept. of Linguistics; Box E; Brown University; Providence, RI 02912. Brown University is an EEO/AA employer.

**DEAN OF SOCIAL AND BEHAVIORAL SCIENCES FACULTY.** The University of Arizona is creating a new College of Arts and Sciences to be composed of the faculties of Fine Arts, Humanities, Natural Sciences, and Social and Behavioral Sciences. The Deans will be responsible for academic, administrative, and budgetary activities within their faculties and report to the Provost of the College. Candidates must have the qualifications to warrant a full professorship with tenure in the department of their discipline. All inquiries, applications, and nominations should be addressed to Donald Weinstein, Chair; Search Committee for Social and Behavioral Sciences; 215 Social Sciences Building; Univ. of Arizona; Tucson, AZ 85721. Closing date: 1 February 1982. AA/EOE.

The Department of Linguistics at the University of Southern California seeks an Assistant Professor in Arabic Language. Position to begin late August, 1982. The person hired will be responsible for developing a curriculum in Arabic language to be coordinated with a proposed Islamic Studies Program. Teaching duties in Arabic and area of expertise. Send vita, names of referees, and supporting materials to Larry M. Hyman, Chair; Dept. of Linguistics; Univ. of Southern California; Los Angeles, CA 90007. *Deadline: 1 February 1982.*

English as a Second Language: Director, English Language Institute at Oregon State University. M.A. degree in TESOL, Linguistics, or closely related field; at least four years ESL teaching experience and substantial administrative experience with ESL programs. Rank; Instructor. Contact: Chair, Search Committee; English Language Institute; Oregon State University; Corvallis, OR 97331. *Deadline: 1 March 1982.* Oregon State University is an Affirmative Action Equal Opportunity Employer and complies with Section 504 of the Vocational Rehabilitation Act of 1973.

The Department of Linguistics of the University of Ottawa has a one year temporary position for 1982-83, subject to budgetary approval. There is a possibility that the position will become tenure track. *Area of specialization:* Phonology, preferably with a strong interest in French. *Rank:* Open. *Salary:* Commensurate with rank and ex-

perience. The candidate must have a Ph.D. (or equivalent) by September 1982. The University of Ottawa is a bilingual institution. Members of the Department must be able to teach in both English and French. Preference will be given to Canadian citizens and landed immigrants. Other candidates will be considered only if a suitably qualified Canadian (landed immigrant) is not available. Please send a complete dossier to: Chairman; Department of Linguistics; Univ. of Ottawa; Ottawa, Ontario; K1N 6N5 Canada, by 1 March 1982.

**University of Hong Kong, Lectureship in Chinese Language (Re-advertisement).** Applications are invited for a post of Lecturer in Chinese Language (Mandarin) in the Language Centre. Candidates should have postgraduate qualifications in Chinese linguistics and should have native or near-native command of Chinese (standard Mandarin). Previous experience in teaching Chinese as a second language is essential. Annual salary (superannuable) (under review) is: HK\$95,700 x 6,480-108,660 BAR 115,140 x 6,420-160,080. (£ 1 = HK\$10.70 approx.). Starting salary will depend on qualifications and experience. At current rates, salaries tax will not exceed 15% of gross income. Housing benefits at a rental of 7.5% of salary, education allowance, leave, and medical benefits are provided. Further particulars and application forms may be obtained from the Association of Commonwealth Universities (Apts.); 36 Gordon Square; London WC1H 0PF; England, or from the Appointments Unit; Secretary's Office; University of Hong Kong; Hong Kong. The closing date for applications is 31 December 1981.

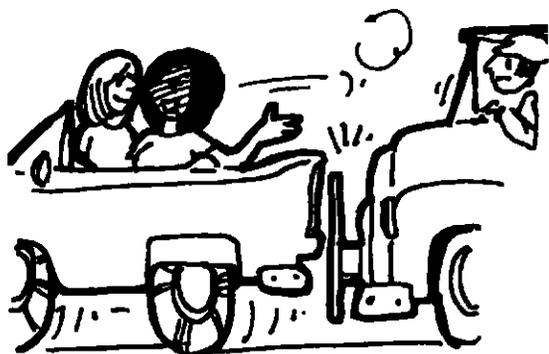
The American English Institute and the Department of Linguistics at the University of Oregon seek applications for a possible regular appointment at the level of assistant professor to begin 15 September 1982. *Requirements:* (1) PhD or equivalent degree in linguistics with a major emphasis on ESL and applied linguistics. (2) Strong commitment to research and publications. (3) Preferably teaching experience at the university level. (4) Preferably administrative experience. *Duties:* (1) Direct the American English Institute both academically and administratively. (2) Supervise ESL teachers and design curriculum. (3) Promulgate, organize, and carry on empirical academic research in ESL, second language acquisition, and related areas including the guidance of graduate students doing such research at the MA and PhD levels. (4) Limited teaching of applied linguistics through the Linguistics Department. (5) Participate as member of the faculty in the Department of Linguistics. *Salary* up to \$24,000 per annum depending on qualifications. Submit letter of application, curriculum vitae, copies of publications, names of four referees (letters of recommendation should be forwarded directly to us) to T. Givón, Linguistics Department, University of Oregon, Eugene, OR 97403 by 15 January 1982. EEO/AA.

—CONTINUED p. 15—

# LANGUAGE THROUGH PICTURES

by Harris Winitz

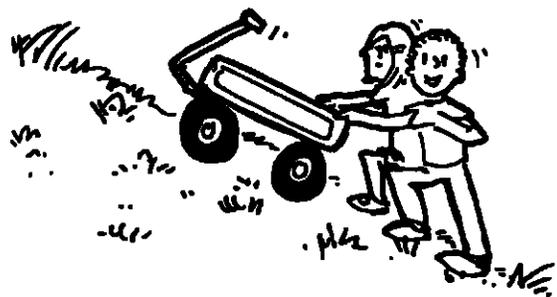
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Mine is delicious.



Ours is delicious.



Hers is delicious.



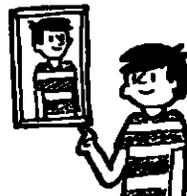
We will feed you



We are feeding you



A picture for the boy.



A picture of the boy



You must lose weight.



I will



You lost a lot of weight.



We fed you



The boy is running from the bee



The boy is stung by the bee.



He runs home.



He has been crying.



You were stung by a bee

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September	15	Biennial Conference of the Society for Caribbean Linguistics, 4th Univ of Suriname, Paramaribo, Suriname Theme New and Old Languages in the Caribbean Inquiries Chairuan, SCL, c/o School of Education Univ of the West Indies, Mona Jamaica Abstract deadline 15 December 1981	LR 23.9, p 7
	5-12	International Congress of Egyptology, 3rd Sayline Hotel Toronto Themes: Archaeology of Egypt & Egyptian Phology	LR 23.9 p 8
	TBA	International Conference on Papuan Linguistics Goroka, Papua New Guinea	
October			
	11-13	Bulgarian American Symposium Boston MA	LR 24.3, p 7
November			
	10-24	National Council of Teachers of English, 72nd, Washington, D.C.	LR 23.4, p 9
	25-27	American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting New York City	LR 24.2, p 9
March			
	23-25	Linguistics Association of Great Britain Univ of Sheffield, England	
	27-30	International Conference for Historical Linguistics, 3rd Sorby Hall, Univ of Sheffield, England Abstract deadline 1 May 1982	

1983

attend. For further information: American Language Institute (Attn: William Rutherford, Acting Director); Univ. of Southern California; Los Angeles, CA 90007. (213) 743-2678 . . . The Third International Conference for Historical Linguistics in March 1983 will take place in Sorby Hall at the University of Sheffield, England The Hall is set in its own grounds and can provide accommodation, lecture, and committee rooms. (Arrangements can be made for attending both the Linguistics Association of Great Britain meeting—also at the Univ. of Sheffield and also in March 1983—and the International Conference for Historical Linguistics and spending the intervening period at the Hall.) Papers for the Historical Linguistics conference should be planned for 30 or 45 minutes duration. Potential speakers should indicate how long they think their paper will be. The shorter papers are envisioned more as working papers followed by discussion. Send a detailed abstract or even better, the full paper to: Secretary; Dept of English Language; Univ. of Sheffield; 5 Shearwood Road, Sheffield S10 2TN by 1 May 1982 . . . The Twelfth Linguistic Symposium on Romance Languages, 1-3 April 1982, will have Maurice Gross (Univ. Paris and Centre National de la Recherche Scientifique) as its Keynote Speaker. The deadline for abstracts is 31 December 1981. For more information on the Symposium contact Philip Baldi or Jean-Hugues Boisset, Program in Linguistics, 310 Burrows, Pennsylvania State University, University Park, PA 16802 . . . The Association for

## Conferences, Workshops, Seminars

As reported earlier [LR 24:2], the American Language Institute, University of Southern California, will host a two-day conference on "Language Universals and Second Language Acquisition" to take place February 6 and 7, 1982. The titles of the papers of those invited to make presentations are as follows: Derek Bickerton (Univ. of Hawaii) "Which universals? An L2 consumer's guide," Bernard Comrie (USC) "Why linguists need language acquirers," Susan Gass and Josh Ard (Univ. of Michigan) "Second language learning and the ontology of language universals," Talmy Givon (Univ. of Oregon) "Universals of discourse structure and second language acquisition," Kenji Hakuta (Yale) "In what ways are language universals psychologically real?", Evelyn Hatch (UCLA) to be announced, Robin Lakoff (Berkeley) "Universals of conversation," John Ross (MIT) to be announced, Jacquelyn Schachter (USC and Univ. of Hawaii) "Negative data in second language learning," Sandra Thompson and Paul Hopper (UCLA and SUNY Binghamton) "the 'passive' in universal grammar: A discourse perspective," Helmut Zobl (Univ. de Moncton) "Variations across developmental continua and language contrast: A variationist perspective." Papers will be commented on by selected discussants and registration will be open to all those wishing to

Computational Linguistics will hold its 20th annual meeting at the University of Toronto, 16-18 June 1982. An author wishing to present a paper should submit 6 copies of a 5-to-8 page summary, double-spaced, by 1 February to Madeleine Bates, Bolt Beranek and Newman Inc., 10 Moulton Street, Cambridge, MA 02238; Tel.: (617) 497-3634. Papers are solicited on linguistically and computationally significant topics, including (but not limited to): syntax, parsing, and language generation; computational semantics, including logic, reference, anaphora, and metaphor; discourse analysis and speech acts; representation of knowledge, deduction, and planning as related to language understanding or production; speech analysis and synthesis; machine translation, machine-aided translation, and automated dictionaries; mathematical and theoretical foundations of computational linguistics; linguistic theories and their computational applications; and software tools for computational linguistics. For other information about the ACL and the annual meeting, get in touch with Don Walker, Artificial Intelligence Center, SRI International, Menlo Park, CA 94025; Tel: (415) 859-3071.

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## News Briefs

### Brazilian Linguistics Association

The new Executive Board of the Brazilian Linguistics Association (ABRALIN) was elected in July during its General Assembly held within the Meeting of the Brazilian Society for the Advancement of Science in the city of Salvador, Bahia. ABRALIN is the official association representing both theoretical and applied linguists in Brazil. It was established in 1969 (in São Paulo). New Board members are all from the Universidade Federal de Pernambuco, Recife: Francisco Gomes de Matos, *President*; Luiz Antonio Marcuschi, *Secretary*; Adair Palacio, *Treasurer*.

Among the duties of ABRALIN's 1981-1983 Board is the planning of the VIII Brazilian Linguistics Institute, to take place in Recife. For further information write to ABRALIN, Departamento de Letras, C.A.C. UFPE, 50.000 Recife, Pernambuco, Brazil.

### Classroom Researchers' Data Bank

A survey supported by the TESOL organization and the TESOL Research Committee is being conducted to compile information on classroom-centered research. The end result of the compilation of this information will be (1) the establishment of a data-bank that will make classroom research data available to interested researchers and (2) an overview of research being conducted in the classroom settings. If you are presently conducting, or have conducted, research in this area and would like to participate in this endeavor, kindly contact: Else V. Hamayan; Bilingual Education Service Center; 500 South Dwyer; Arlington Heights, IL 60005.

### Call for Papers

A collaborative volume on *International Education and Language Planning* is in preparation. Papers should report preferably on some of the following issues: The use of vernacular languages as media of instruction, curricular materials available in different languages and materials in higher education, language planning efforts in education, sociology of bilingualism, language rights of linguistic minorities, training of bilingual school personnel and the quality of bilingualism, official ideologies and efforts toward language cultivation of vernacular and/or colonial languages, efforts toward standardization and modernization and their impact on education.

Send abstracts by 30 March 1982 to Juan Cobarrubias; School of Education; Seton Hall Univ.; South Orange, NJ 07079.

### Aspects of Linguistic Variation

The first in the CECTAL (Centre for English Cultural Tradition and Language, the research unit of The Depart-

### Research Conference on the English Language in the Southern United States

Black-White speech relations is once again emerging as an important issue in the study of variation in American English. This was clearly in evidence at the recent research conference entitled "Language Variety in the South: Perspectives in Black and White."

The conference was held in Columbia, South Carolina, in October 1981, and was sponsored by The National Endowment for the Humanities and the University of South Carolina. In all, 25 different papers were delivered in the following categories: the historical perspective, the sounds and grammar of Southern English, the grammar of Southern English, related perspectives, and educational implications of language differences in the South. In addition, there were two panel discussions to assess papers and discuss future research directions, and a special session on story-telling in the South. Michael Montgomery, of the University of South Carolina, and Guy H. Bailey, of Emory University, served as conference co-ordinators.

After a flurry of activity on the topic of Black-White speech relations in the late 1960s and early 70s a number of interested scholars turned their attention to other sociolinguistic issues. Others, however, have continued research in this area, and it is obvious that we are steadily accumulating a wealth of data and description.

Several different themes typify recent research being conducted in this area. First of all, there is a concentration on communities in the South. This is in contrast to much of the work undertaken in the 60s, which focused on Northern urban areas. For many early sociolinguistic descriptions, the Southern context of Black-White speech relationships was a secondary rather than a primary source of data. That has now changed, as we see current descriptive work in areas such as Wilmington, North Carolina (reported at the conference by Ronald Butters), Columbia, South Carolina (reported by Willease Sanders), Pope County, Arkansas (reported by Earl Shrock), Augusta, Georgia (reported by Michael Miller), and Anniston, Alabama (reported by Crawford Feagin), among others. Both rural and urban communities in the South are being considered.

It is also noteworthy that more rigorous analytical models are being applied to the analysis of data, including the quantitative study of speech variation. Many of the issues related to White-Black speech relationships cannot be ferretted out without appealing to adequate sociolinguistic models for describing variation.

A further trend in evidence at the Columbia conference is the increased interest in creole language situations in the United States. As expected, Gullah, spoken on coastal South Carolina and Georgia, is one of these areas, but there are others. Ian Hancock's description of Afro-Semi-

—CONTINUED, p. 16—

## —Conference Reports—

nole creole in Texas and Glenn Gilbert's discussion of a tri-racial community in Southern Maryland that uses a creole vestige clearly indicate that we have underestimated the range and possible influence of creoles in examining language variation in the South.

Another trend indicated in the Columbia conference is the expansion of data sources. Different traditions of data collection are now being used in complementary ways. Thus, we see data from regional surveys such as the *Linguistic Atlas of the Gulf States* and the *Dictionary of American Regional English* used alongside sociolinguistic studies that concentrate on data from the conversational interview.

As research on language variation in the South progresses, it is becoming more apparent what kinds of considerations have to be taken into account in future research. Several themes emerged for a future research agenda. For one, future research will have to consider language functions along with language form. Although there is an accumulating data base on language form among Blacks and Whites in the South, there persists a paucity of information about language function. Yet there is indication that language use may be as essential as language form in considering Black-White speech relationships in the South.

Another area of consideration is the precise relationship between Southern creoles and Vernacular Black English. Considerable speculation has surrounded the hypothesis that Vernacular Black English developed essentially through the decreolization process, but little systematic analysis of its derivation has been offered. This proposed relationship still needs to be considered in rigorous detail.

Finally, it is apparent that the social network of Southern communities needs to be considered more seriously as the basis for a sociolinguistic description. Crude and unrevealing "objective" measures of socioeconomic status need to be supplanted by the insightful understanding of community relations. We need to know who talks to whom and under what circumstances if we are going to arrive at an adequate social understanding of linguistic diversity. In essence, we need to combine the insights from an ethnography of communication with our studies of variation in linguistic form to arrive at a truly sociolinguistic profile of various Southern speech communities.

The recent conference revealed the vitality of language variation in the South as a topic for continuing sociolinguistic research. Much is being done, but there is still much more to be done. Happily, an important ingredient of the current interest in sociolinguistic variation in the South is the atmosphere of congeniality among scholars, a characteristic not always present in earlier research. Current scholars are discussing, disputing, and modifying in an open exchange of perspectives; they do not always agree, but at least they are learning how to be civil about

their honest disagreements.—*Reported by Walt Wolfram, Univ. of the District of Columbia and CAL.*

### Mexican-American (Chicano) English Conference

The University of Texas at El Paso hosted a conference on The Investigation of Form and Function in Mexican-American (Chicano) English: New Insights on September 10-12, 1981. Organized by Professor Jacob L. Ornstein-Galicia of UT-El Paso and funded primarily by a grant from the National Endowment for the Humanities, the conference brought together more than 80 linguists, sociologists, educators, and others to discuss a variety of language-related issues relevant to the Chicano and other Hispanic communities. The conference was unique in that it was the first national conference to specifically address this particular variety of English, Mexican-American English.

A strong point of the conference was its focus on the practical as well as theoretical issues that have import on our understanding of the dynamics of Chicano communities. The complexity of ethnic communities where not only two different languages but also different varieties of each language function in unique ways within the community and between community members was highlighted.

The first day of presentations covered linguistic issues in Chicano English, both as a first and second language, ranging from specific sounds to syntactic patterns. Speakers included: Manuel Godínez, Joyce Penfield, Gustavo González, Earl Herrick, John Baugh, Betty Lou Dubois, Bates Hoffer, Jon Amastae, Juan Juárez, and Benji Wald. Raven McDavid, in a luncheon address, spoke of how past research in dialectology might be used in studying ethnic dialects. The theme of the second day, "Sociocultural Dimensions of Chicano English," dealt with social psychological issues as well as the roles of Spanish and English, in code-switching. Talks were given by: Maryellen Garcia, Ellen Bouchard Ryan, Miguel Garranza, Manuel Ramírez III, Guadalupe Valdés, Florence Barkin, Patricia Cano, Eugene Garcia, Roberto Carrasco, Margarita Calderón, Rafael Hernandez, William Adorno, and John Baugh. The luncheon speaker, Jonathan Pool, suggested some of the political and/or legal issues regarding ethnic equality and language. The third day attempted to synthesize issues regarding Chicano English, such as research directions of the future, bilingual education, and the role of Chicano English in relation to Standard English. Presentations were made by Garland Bills, Joseph Perozzi, Gilda Pena, Joe Martinez, Hector Serrano, Marie Barker, Maria Rivas, Octaviano Garcia, Henry Pascual, and Richard Teschner.—*Reported by Joyce Penfield, Univ. Texas—El Paso.*

# Grants and Fellowships

## Awarded . . .

Twenty-four new projects designed to improve instruction in modern foreign languages and foreign area and related studies have been funded under Title VI, Section 605, of the Higher Education Act of 1965, as amended. (This legislation mandates activities formerly authorized under Title VI, Section 602, of the National Defense Education Act, which was repealed in October 1980.)

The Research Branch, Division of Advanced Training and Research, International Education Programs, U.S. Department of Education, awarded \$956,418 for the new projects (distributed among 23 grants and 1 Interagency Agreement, and supplemented by the equivalent of \$800.00 in U.S.-owned foreign currencies) to fund re-

search in the categories of studies and surveys, instructional materials for language studies, and specialized materials for foreign area and related studies. In addition, seven grants received a total of \$224,631 (and the equivalent of \$29,180 in U.S.-owned foreign currencies) in funding to supplement ongoing projects, amounting to a total obligation of \$1,181,049.00 (supplemented by a total of \$29,980.00 equivalent in foreign currencies) of the Title VI Research Program in fiscal year 1981.

The following information is provided for each project: (1) grantee, (2) principal investigator, (3) project title, (4) term of grant, and (5) cost of grant or supplement.

### NEW GRANTS

#### *Surveys and Studies*

Center for Applied Linguistics, Washington, DC (Dora E. Johnson) Survey of Materials for the Uncommonly Taught Languages, Updating and Revision 1 December 1981-30 November 1983 \$60,360

University of Toledo, Toledo, OH (Bhal J. Bhatt) Development of Foreign Language Instructional Material for the Undergraduate Business Curriculum. 1 September 1981-31 August 1982 \$34,508

Cincinnati City Schools, Department of Curriculum and Instruction, Cincinnati, OH (Myriam Met) Instructional Practices and Second Language Acquisition in the Elementary Schools 1 September 1981-31 August 1982 \$48,583.

National Association of Self-Instructional Language Programs, Temple University, Philadelphia, PA (John B. Means). Conference for the Development of Standard Testing Procedures for Self-Instructional Language Programs 1 September 1981-31 August 1982 \$14,480

University of Massachusetts, Amherst, MA (Barbara B. Burn). Comparative Study of American Fulbright-Hays Award Recipients. 1 September 1981-31 March 1982 \$4,940.

Ohio State University Research Foundation, Columbus, OH (Edward D. Allen) Development of Protocols for the Study of the Process of Foreign Language Acquisition 1 September 1981-31 December 1982. \$59,465.

University of the State of New York, Albany, NY (Henry Ferguson). A National Survey of Outreach Programs in International Education 1 October 1981-30 September 1982. \$54,349

Center for Applied Linguistics, Washington, DC (G. Richard Tucker and John L. D. Clark): A Study of Innovative Foreign Language Programs in American Elementary Schools 30 September 1981-29 September 1982 \$47,608.

Foreign Service Institute, Department of State, Washington, DC (James R. Frith). Debriefing Conference for Testing Kit Workshop III 3 December 1980-30 September 1981. \$9,854.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, NY (C. Edward Scibold). A Design for Measuring and Communicating Foreign Language Proficiency. 15 September 1981-14 September 1982 \$60,844.

Center for Applied Linguistics, Washington, DC (John L. D. Clark and Dora E. Johnson): Survey of Materials Development Needs in the Uncommonly Taught Languages in the U.S. 15 September 1981-14 September 1982. \$43,582.

University of Illinois, Urbana, IL (Sandra J. Savignon). Dictation as a Measure of Communicative Competence in French as a Second Language. 15 September 1981-14 September 1982 \$20,617.

Brigham Young University, Provo, UT (Randall L. Jones). Research in Micro-Computer Based Foreign Language Diagnostic Testing 1 January 1982-31 December 1982 \$26,843.

American Academy of Political Science, Philadelphia, PA (Richard D. Lambert). A Study of Language Attrition Among Graduates of the Overseas Language Training Centers 15 September 1981-14 September 1982 \$63,700

#### *Instructional Materials—Language Studies*

Howard University, Washington, DC (Robert J. Cummings and Tsehaye Teferra) Preparation of Teaching Materials for a Basic Course in Tigrinya. 1 September 1981-28 February 1983. \$84,803.

University of Illinois, Urbana, IL (William L. MacDonald). Preparation of Programmed Chinese Language Materials, Part Two. 15 September 1981-14 September 1982 \$36,168.

University of California, Berkeley, CA (Karine Schomer). Rajasthani Language Primer and Area Handbook 15 September 1981-14 September 1982. \$7,963 (includes \$800 in P.L. 480 funds)

University of Illinois, Urbana, IL (Bruce Mainous). Instructional Materials in Spanish for Agriculture (PLATO module). 1 September 1981-31 August 1982 \$43,871

Georgetown University, Washington, DC (Cléa Rameh) Textbook for Intermediate Advanced Portuguese. 1 September 1981-31 August 1982. \$51,972

#### *Instructional Materials—Area Studies*

Woodrow Wilson International Center for Scholars, Smithsonian Institution, Washington, DC (Zdenek David). Scholars' Guide to Washington, DC for Northwest European Studies. 1 September 1981-31 December 1982. \$24,511

Eastern Illinois University, Charleston, IL (Stephan M. Horak). Study Guide of Eastern European National Minorities, 1919-1980. 1 September 1981-28 February 1983. \$33,931.

#### *International Understanding*

Indiana University Foundation, Bloomington, IN (James M. Becker). Study of Global Education Projects 1 September 1981-31 August 1982. \$39,108.

Council on International Public Affairs, New York, NY (Ward Morehouse). Education for International Understanding Assessment of Institutional Programs, and Handbook. 15 September 1981-14 January 1983. \$34,545.

Elgin Community College, International Studies, Elgin, IL (William Garrett). Development of Curriculum. Instructional Packets in International Studies for Grades K-8. 1 October 1981-31 October 1982. \$49,813.

**1981 PROJECTS SUPPLEMENTED**

*Instructional Materials—Language Studies*

Case Western Reserve University, Cleveland, OH (Melvyn C. Goldstein): English-Tibetan Dictionary. 15 June 1980-14 December 1982. \$25,740.

New York University, New York, NY (Ellen Ervin). Elementary Turkish Language Textbook. 1 June 1980-31 May 1982. \$45,141.

University of Michigan, Ann Arbor, MI (Ernest N. McCarus and Dustin Cowell): Materials Development Project in Modern Standard Arabic and Egyptian Colloquial Arabic. 30 September 1980-29 September 1982. \$36,553.

Stanford University, Stanford, CA (John Wang): Business Chinese, A Textbook. 1 October 1980-30 September 1982. \$39,739.

University of Hawaii, Honolulu, HI (Ying-che Li): A Dictionary of Mandarin Verbs and Adjectives—Their Function and Usage. 1 June 1980-30 June 1982. \$50,880.

Syracuse University, Syracuse, NY (J. Joseph Pia): Newspaper Reader in the Somali Language 1 July 1980-30 April 1982 \$26,578.

American Institute of Indian Studies, University of Pennsylvania, Philadelphia, PA (Maxine Berntsen and Donald S. Murray): Elementary Marathi Teaching Materials 1 July 1980-30 June 1982. \$27,800 (P.L. 480 funds).

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—CONFERENCES, from p. 9—

The American Council on the Teaching of Foreign Languages has been awarded a grant from the U.S. Department of Education to train college and university professors to administer oral proficiency interviews to their students. ACTFL is currently accepting applications from interested professors who would like to attend a training workshop.

Modeled after the Foreign Service Institute oral proficiency test, this interview is intended to accurately rank a foreign language student so that future professors and potential employers will be able to use a universal scoring system to pinpoint fluency in the oral skill area.

Applicants should meet the following criteria: (1) be a professor of either French or Spanish; (2) be able to score 4 or better on the 0-5 FSI scale; (3) be able to secure release time to attend the four-day workshop tentatively scheduled to take place during the last two weeks of February 1982. (Transportation will be paid by ACTFL, but on-site expenses will be paid by the participant. ACTFL is exploring the use of academic facilities, and every attempt will be made to keep per diem costs at a minimum.)

Preference will be given to team applications representing different language departments from the same institution. A demonstration of institutional support, and a commitment to the concept of oral proficiency testing are crucial. Local institutions presently engaged in similar activities are especially encouraged to apply and share relevant data.

Inquiries and requests for applications should be directed to the ACTFL Project Coordinator, David V. Hipple, 385 Warburton Avenue, Hastings-on-Hudson, NY 10706, (914) 478-2011. Application deadline is 31 December 1981.

Pending budgetary approval, the University of California at Berkeley will have an opening in the Department of Linguistics for a specialist in historical and comparative linguistics. The position will be at the assistant professor level and will be available in the fall of 1982. Preference will be given to candidates specializing in the Indo-European family of languages, but applications will be welcomed from specialists in other language families as well, especially in the native languages of the Western Hemisphere or in the languages of East and Southeast Asia. A curriculum vitae, and other supporting material such as papers and the names of references, should be sent by 1 February 1982 to Charles J. Fillmore, Dept. of Linguistics, Univ. of California, Berkeley, CA 94720. The University of California is an Equal Opportunity, Affirmative Action Employer.

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 accepted only from organizations that subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

**CORNELL UNIVERSITY MELLON POSTDOCTORAL FELLOWSHIPS** For September 1982 three two-year postdoctoral teaching-research fellowships at \$14,000 per year are being offered in 15 areas of the humanities including specified areas of Linguistics: historical linguistics; linguistic theory. Eligible candidates (U.S. or Canadian citizens) must have essentially completed the Ph.D. before the 15 Feb. 1982 application deadline and after June 1977. For application information contact A. Geske, Mellon Postdoctoral Fellowships, A. D. White House, Cornell University, Ithaca, NY 14853-0231.

**POSTDOCTORAL FELLOWS IN COGNITIVE SCIENCE** at the University of California, Irvine. The Program in Cognitive Sciences at the University of California at Irvine has a number of openings for postdoctoral fellows for the academic year beginning in Fall 1982, supported by a Sloan Foundation grant. Individuals with an interest in study and research in the following and related areas are invited to apply: learnability theory, linguistic theory, psycholinguistics, neurolinguistics, cognitive neuroscience, perception, mathematical cognitive science. Applications from senior scholars are welcome. Please send a letter outlining research interests, a vita, and names of three or more references to: Postdoctoral Cognitive Science Committee; c/o Ms. Lykke Anderson; School of Social Science; Univ. of California; Irvine, CA 92717. An Equal Opportunity Employer. Applications for Fall 1982 should be received prior to 15 March 1982.

ment of English Language at the University of Sheffield) Conference Papers Series, *Aspects of Linguistic Variation*, reports the proceedings of the Conference on Language Varieties, held in July 1980. The Editors, Steve Landar and Ken Reah, remark in their introduction that "It was pleasing to see that the study of language variation has not been hampered by traditional discipline boundaries"; social psychology, sociology, and anthropology, as well as linguistics and sociolinguistics, were represented at the conference.

The contributions in this volume are "Language Variation and Ethnicity in an American Tri-racial Group," by Darrell A. Posey; "Methodology and Data Generalizability in Dialect Research," in which Elisabeth Sommer discusses the speech of Black Americans; "Methodology of Data Collection in Sign Language Research," by Margaret Deuchar; "Towards an Understanding of Stylistic Variation in Language Behavior," by Jitendra N. Thakerar (dealing with the motivation underlying certain kinds of linguistic variation—the participants' social perception of the communicative situation); and "Semantic Variation

and Fictional Reference in Oral Tradition," by Noel Williams, which uses cluster analysis to model a classificatory system based on the analysis of the semantic features that underlie lexical choices.

The price of the volume is £2. It can be ordered from the University of Sheffield Centre for English Cultural Tradition, Sheffield S10 2TN.

### Better Late Than Never

We promised it for November, but December's not too far behind. The Exploring Functional Language videotapes can now be ordered from the Center's Office of Communication and Publications. Any of the six tapes can be ordered individually (approx. 20 minutes each), or the entire set can be ordered on two long tapes. Individual titles are \$55.00 each; the complete set is \$175. To order, indicate the width—3/4" or 1/2"—desired and the model of your machine. (If ordering for a Sony Betamax, also include the model number and recording speed.) This information ensures that you will receive tapes compatible with your machine.



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## The Language Situation in the Philippines

ROBERT B. KAPLAN

The August 7, 1981, issue of *ASIAWEEK* carries a story entitled "English Comes Back to Burma," which reports that President U Ne Win has instituted a crash program for the reintroduction of English in Burma. The article quotes the *Working People's Daily* (an English-language newspaper printed in Rangoon):

Although rich in creative forms, ideas from the scientific and technological spheres are comparatively new additions to our language. We opened our portals to the outside world only a little more than a century ago and we need an effective auxiliary instrument of communication for closing the technological gaps that separate us from the advanced world today. The answer, simply, is English.

Specialists in education, the article says, are divided on how long it will take for the Burmese to reach Philippine English fluency; it suggests that most scholars are predicting something between five and twenty years.

There is a certain irony in the Burmese having chosen Philippine English fluency as their goal at precisely the time when the Philippine government is becoming concerned about a probable significant decrease in English proficiency among younger Filipinos. That perceived decrease may be one of the key issues in the language situation in that country.

The language situation in the Philippines is relatively complex. Consider that the land area is approximately 115,600 square miles—an area roughly the size of Nevada—and comprises 7,100 or so islands spread over 500,000± square miles of Pacific Ocean (the distance from the Batanes province—The Batan Islands—in the north to the Tawi-Tawi group in the south is approximately 1,150

miles). The population of the islands in round numbers is 47 million people, of whom roughly 32% live in urban environments—8 million in the Greater Manila Area (Metro Manila). For administrative purposes, the country is divided into 13 regions and subdivided into 74 provinces. Roughly 70% of the population is under 30 years of age. The majority are Roman Catholic (83%), though there is a fairly large Moslem group (5%). The average household contains six people.

The population, basically of Malay origin with Chinese and Spanish infusion, speaks some 70 different languages and some 15 dialects.

### Major Indigenous Philippine Languages

Language	No. Speakers (millions)	Percentage of Population
Tagalog	11.5	24.5
Cebuano	11.3	24.1
Ilocano	5.3	11.3
Hiligaynon	4.8	10.2
Bikol	3.2	6.8
Waray	2.3	4.8
TOTAL	38.4	81.7

In addition, Chinese (Fukien/Amoy), Arabic,<sup>1</sup> Spanish (3%), and English (51%) are also spoken by substantial numbers of people (Kelz, 1981; McFarland, 1980; Wurm and Hattori, in press). It seems that most Filipinos are, in fact, multilingual. The individuals who migrate toward the magnetic pull of Metro Manila (the second and third largest cities are respectively Davao City [540,000] and Cebu City [410,000], compared with Metro Manila's 8 million), arrive already speaking some Philippine language. Frequently there are interlingual marriages. Thus, many people speak two or three Philippine languages. In addition, English (with an uneven history spanning nearly

[The author is Professor of Applied Linguistics at the University of Southern California, Los Angeles. This is the third of Kaplan's "Language Situation in . . ." articles to appear in the *LR*. "Australia" was published in February 1980 and "New Zealand" in June 1981.]

<sup>1</sup>Arabic is used as a medium of instruction in the Moslem provinces as well as for liturgical purposes.

one hundred years and a position that seems to be gradually weakening in the face of upsurgent nationalism and the accompanying search for symbols of national identity and unification) is spoken by a goodly number of people in Metro Manila, but by rapidly diminishing numbers as one moves concentrically away from Metro Manila.<sup>2</sup> Spanish, never really widely spoken except among an elite (the *Ilustrados*), was influential toward the end of the Spanish occupation of the Philippines, but is not now an important language. The government's claim that something like 85% of the population is literate must, however, be questioned. It may be true if literacy is defined as, exclusively, the ability to sign one's name. If, on the other hand, the definition implies *functional* literacy, the number may be exaggerated.

The 1973 Constitution, echoing the linguistic situation, makes use of the following language provisions:

Section 3 (1) This Constitution shall be officially promulgated in English and in Pilipino, and translated into each dialect spoken by over fifty thousand people, and into Spanish and Arabic. In case of conflict, the English text shall prevail

Section 3. (2) The National Assembly shall take steps toward the development and formal adoption of a common national language to be known as Filipino.

Section 3 (3) Until otherwise provided by law, English and Pilipino shall be the official languages (National Media Production Center, 1974)

The language of this section of the Constitution underwent a number of important changes between the original gathering of the committee on national language and the language of the Constitution as adopted and ratified on 17 January 1973. In an earlier version, the language had been more specific both with respect to Filipino and with respect to the languages in which the Constitution was to be promulgated:

Section 2 A common national language to be known as Filipino shall be evolved, developed, and adopted based on existing native languages and dialects without precluding the assimilation of words from foreign languages

<sup>2</sup>A sociolinguistic use survey is probably needed to determine the extent of bilingualism or multilingualism and the relative distribution of language and dialect with respect to social functions in various linguistic areas. A very casual survey among Metro Manila taxi drivers produced the following example, which may be typical.

A speaker of Cebuano (male) married to a speaker of Waray and living in Metro Manila, employed as a taxi driver, uses *Cebuano* to communicate with his own family when he visits in his home community outside of Manila, *Waray* to communicate with his wife's family when they collectively visit in her home community outside of Manila, *Tagalog* (Filipino) to communicate with his children (all born and raised in Metro Manila), to communicate with school officials in connection with the education of his children, to conduct the affairs of daily life (e.g., shopping for necessities or communicating with various agencies of government), and *English* to speak to most non-Filipino customers, to shop for luxury goods, to read technical manuals associated with the maintenance of his taxi and its several subsystems, as a receptive vehicle in watching television and in seeing some films, and a productive vehicle in the social register associated with drinking beer and swearing.

Section 3. (a) An Academy of National Language is hereby created with power and duty to implement the objectives of the preceding section and of all laws relative to the development of the national language.

(b) The Academy shall be composed of fifteen (15) members belonging to and representing each of the following native language groups: Cebuano, Tagalog, Ilocano, Hilgaynon, Bicol, Leyte-Samar Visayan, Pampango, Pangasinan, Maranao, Maguindanao, Tausug, Chabacano, Ibanag-Gaddang and other cognate languages, Cancanay-Ibaloi-Bontoc-Ifugao-Kalinga-Apayao, and other cognate dialects, and the minority dialects of Mindanao

Section 4. Pending the adoption of the common national language, English and Spanish shall be the official languages. The vernaculars spoken in various areas or regions shall also be official languages in such areas or regions, respectively; provided that Arabic and the Manila *Lingua Franca* shall be recognized as official languages in the Muslim and Greater Manila areas respectively. (National Media Production Center, 1974)

The evolution of the Constitutional language reflects in microcosm the debate over a national language that has raged in the Philippines since the latter third of the nineteenth century. There is a strong desire to develop an indigenous language for purposes of authentication and unification, and there is the conflicting desire for a world language giving access to science and technology and permitting rapid modernization. There is conflict among the indigenous languages, with the normal resentment among mother-tongue speakers of those indigenous languages not identified as the primary official national language. The Manila-based dialect, Tagalog, modified by the inclusion of elements from other indigenous languages, seems to be emerging as the *lingua franca*, known as *Pilipino*.

The spread of Tagalog, or rather of its modified form known as Filipino, is encouraged by the mass media. Some 69% of Philippine households own at least one radio (approximately 5,250,000 homes). There are some 225 medium-wave stations spread throughout the country; in addition, there are 45 FM stations (17 in Metro Manila). Approximately 85% of these stations (230) are commercial. Broadcasting, while it does employ regional dialects, is almost entirely in English and Tagalog. At the same time, there are over 1 million urban homes and over half a million rural homes equipped with television—almost a quarter of all Philippines households. There are 37 TV stations on the air; five of these, all located in Manila, are the premier stations of the five major networks. The five Manila stations, broadcasting in color, generate their own programs and rebroadcast substantial amounts of U.S. TV; most other stations rebroadcast or relay Manila programs, which are exclusively in English and Filipino. In addition, the great bulk of newspapers are also printed in English and Filipino. After the proclamation of martial law in 1972, the government imposed strict licensing on the press, but the following papers are in production at the present time:

Philippine Daily Newspapers

Name	Language	Circulation
<i>Balita ng Maynila</i>	Pilipino	160,000
<i>Bulletin Today</i>	English	284,000
<i>Business Day</i>	English	25,472
<i>Cebu Freeman</i>	English	10,000
<i>Cebu Republic News</i>	English	7,500
<i>Daily Express</i>	English	165,000
<i>Evening Express</i>	English	45,000
<i>Evening Post</i>	English	40,000
<i>Fookien Times</i>	English/Chinese	Unknown
<i>Mindanao Mirror</i>	English	8,000
<i>People's Journal</i>	English	605,000
<i>Pilipino Express</i>	Pilipino	60,000
<i>Times Journal</i>	English	125,000
<i>Tribune</i>	English	35,000

Although there are newspapers in other indigenous languages, their circulation is not substantial. There are also about a dozen English-language weeklies with a combined circulation of approximately 2 million and a half dozen vernacular weeklies reaching some 400,000. And there are a whole range of trade-related publications like *Business Outlook*, *Insurance Asia*, *Marketing Horizons*, and *Philippine Mining Journal*, all published in English.

The spread of Pilipino is supported by movies, which are relatively cheap and well attended. There are approximately one thousand movie houses in the Philippines, and the monthly admission average is on the order of 20 million people. There is a healthy cinema industry in the Philippines, and a very strong and wide-spread "star" cult. These films are largely in Pilipino and English.

The spread of Pilipino has also been encouraged by the educational system. In 1974, on the heels of the new Constitution, the Ministry of Education promulgated a bilingual policy. Based on the notion that "no Society needs two languages for one and the same set of functions" (after Fishman), the Bilingual Policy establishes English as the language of science and mathematics only, and mandates that all other subjects be taught in the national language (Pilipino), on the grounds that the national language "is not related to the control of the technical and scientific spheres" (Ramos and Gonzalez, 1975, p. 56). Primary education has been compulsory since 1953, but substantial numbers of individuals go on to higher education; indeed, the Philippines is second only to the United States in the number of university graduates it produces. There are approximately 32,000 elementary schools in the country enrolling nearly 8 million students, over five thousand high schools enrolling nearly 3 million students, and over a thousand tertiary institutions enrolling nearly a million students. Public and private educational institutions exist side by side, but much of the educational system is fully underwritten by the government.

Still, there is no question that the influence of English has weakened over the past decade. The results of the eighth National College Entrance Examination, administered in November 1980, confirm findings from previous administrations of that examination, which showed general weakness among all candidates in reading in English and in mathematics; specifically, weaknesses in vocabulary, in written expression, and in reading continued to

show up, and the indication is of a gradual downhill slide. Unfortunately, there also seems to be some evidence of a slow decline in the ability of candidates to handle written Pilipino. To what extent these tendencies reflect a worldwide phenomenon it is difficult to speculate, but there is no question that there has been some significant attrition in the ability of Filipinos to use English. At the same time, there is substantial evidence for the emergence of a Philippine variety of English, distinct from any of the metropolitan models (Kelz, 1981).

The Philippine experience raises some of the same issues that have surfaced in bilingual education programs in the United States. To what extent do bilingual programs promote the two languages and to what extent do they decrease the possibility of high performance in either? It is likely that the problem lies in the administration of bilingual programs and not in the nature of bilingualism. It is clear that the relatively brief experiment in the Philippines has suffered from inadequate resources; there simply weren't enough trained teachers, the needed teaching materials are still being developed, the support-infrastructure simply did not exist, and—though the Philippine government invested heavily in the bilingual programs—the fiscal resources were inadequate. In addition, the Philippine experience, like the U.S. experience, suggests that we may not yet know enough about language acquisition, learning, and teaching.

It remains that the Philippines is a multilingual country. There is, and has long been, a need for unification and for the evolution of a national identity. Competition among the several indigenous languages continues to exist, and speakers of vernacular languages that are not identified as *the* national language are made uneasy by the necessity of learning another language and by the perceived imbalance (since Pilipino is barely a majority language in its number of speakers). Other languages have been cited as candidates for the status of national language. There are those who feel that there is more to be gained from designating English as *the* national language than there is to be lost. And, the fact remains that the Constitution legislates a fiction—*Filipino* (which exists at present only as a notion in the minds of some linguistic nationalists)—as the eventual national language.

Perhaps Andrew Gonzalez is right when he says:

Short of a massive social upheaval or a radical change in the politics of the region, the Filipino will continue to be multilingual, at least, trilingual, using the local vernacular as the language of the home, Tagalog-based Pilipino as an urban lingua franca, and English as the language of commerce, legislation, government, and international relations, perhaps using Pilipino and English as the languages of education, and paying lip service to the continuing formation of a common national language called Filipino

If in the future, several generations hence, the Filipino elects a future urban lingua franca developed in the course of these generations as his linguistic badge of unity and as a means of self-identity (one among many symbols), then one can be sure that at that time, the Filipino will have done so because he shall perceive this urban lingua franca as nonthreatening and no longer identified with any dominant ethnic group. (1980, pp 157-58)

But, his statement leaves two issues unsolved. Given the perceived importance of English as a vehicle for national development and modernization, what explains the seeming decline in literacy in English? (And, by the way, is it operating in tandem with a parallel, though slower, decline in literacy in Filipino?) And if this decline does in fact exist, how can the trend be arrested and, one would hope, reversed? Unless it is reversed, the regional pre-eminence of the Philippines as a model is certainly threatened and the ability of that nation to achieve modernization and development may be seriously impeded. Burma may have to find another model to strive for.

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#### Bilingual Education Resource Guide

*A Guide to Resource Organizations for Minority Language Groups*, which gives brief descriptions of 242 organizations that serve as resources for the bilingual education community, is now available from the National Clearinghouse for Bilingual Education. The guide, compiled by Marta Torres Reilly, Michael Libby, and Deborah Sauvé, is an update of the 1979 *Guide to Professional Organizations*. Each entry provides the name, address, and phone number of the organization, as well as information about services, publications, conferences, target languages and cultures, and other specialized information. Write NCBE at 1400 Wilson Blvd., Suite 200, Rosslyn, VA 22209.

#### News of the Carrier Pidgin

Beginning January 1 John Rickford assumed the Editorship of *The Carrier Pidgin*, and all publications and correspondence for the publication should be directed to him at the new address: Department of Linguistics, Stanford Univ.; Stanford, CA 94305 USA. Please also send information for the *Directory of Creolists* (changes in 1980 entries, new entries) to the Stanford address.

#### Black English and Education Volume Available

*The Proceedings of the National Invitational Symposium on Black English and the Education of Black Children and Youth* (the symposium held in response to the King-Ann Arbor Decision) is now being distributed by the Center for Black Studies, Wayne State University, Detroit, MI 48202. The Center is asking a donation (\$10.00) to help defray the costs of publication and mailing. Checks should be made out to the Center for Black Studies.

#### 1982 Edward Sapir Award for Student Papers in Linguistics

The New York Academy of Science's Section of Linguistics invites students to submit papers for its 1982 Edward Sapir Award—acceptable fields include formal linguistics, psycholinguistics, dialect geography, sociolinguistics, experimental phonetics, language and speech disorders, anthropological linguistics, neurolinguistics, and historical linguistics. The winner will be invited to address one of the section's monthly meetings and will receive a complimentary year's membership in the Academy and a selection of scholarly literature in his or her field. The deadline for submission of papers is 1 March 1982. For further information, including rules for submitting entries, write Matthew Katz, Meeting Services Director, The New York Academy of Sciences, 2 East 63rd Street, New York, NY 10021.

#### LSP Publications

Two new publications from the LSP Center at the Copenhagen School of Economics (the UNESCO ALSED LSP Network) will be of interest to those involved in research and/or teaching of languages for special purposes. The first, *The World of LSP*, is a comprehensive listing of institutions engaged in LSP research and/or language teaching. Each entry lists the name and address of the institution, the names of principal researchers or project directors, a summary of types of previous and ongoing research, and a list of courses offered, including a brief description of the nature of the course and the students who are served. The second, *New Bearings in LSP*, is a collection of papers on LSP, including discussions of the definition of special languages and specific purposes, LSP use and theory, and syllabus design and curriculum development. Papers in this collection are written in French, Ger-

man, and English, with English summaries provided for those written in French and German. Both publications are edited by Jørgen Høedt and Robin Turner and are available from the publisher: Nyt Nordisk Forlag, Arnold Busck A/S, Kobmagergade 49, DK-1150, Copenhagen K, Denmark. The cost of each is 99.50 Danish Kroner, or approximately \$15.

### Second Appearance of *LAD*

*Language and Development: An International Perspective* (see *LR* 23:4, 1980 for notice of the first issue) has published its second number (Fall, 1981), which contains articles by Albert Valdman ("Language Planning Issues in Haiti"), Rudolph C. Troike ("Language Problems and Language Planning of Spanish in the United States"), Rebecca N. Agheyisi ("Toward Language Planning in Nigeria"), Rasio Dunatov ("Language Policies in Yugoslavia—An Update"), Adam Makkai ("Observations on Linguistic Neo-Colonialism in Eastern Europe (and Africa)"), and William M. O'Barr ("Language in the Courtroom").

The Editors of *LAD*, Braj B. Kachru and Eyamba G. Bokamba, say the response has been so good that they are hoping to increase the frequency and volume of the publication. Copies of #2 are available from the Division of Applied Linguistics, University of Illinois, 3150 Foreign Languages Building, 707 Matthews Avenue, Urbana, IL 61801, for \$2.00.

### Aboriginal Languages Association

An Australia-wide association was formed in Alice Springs in February of last year as the culmination of a workshop to develop Aboriginal leadership in language planning. The council of the Aboriginal Languages Association has ten officers; nine Aboriginals to represent full members of the Association and one non-Aboriginal to represent the associate members. The Association is dedicated to the improvement of contact and communication between people at all levels of involvement with Aboriginal languages with particular emphasis on practical involvement; provision of opportunity for Aboriginal people to express their ideas about what should be happening with their languages, and working together toward implementing them; dissemination of news, information, and advice on Aboriginal languages on a regular basis (the first issue of their *Newsletter* appeared in April 1981); promotion of Aboriginal involvement, as decided by the Aboriginal communities, in language teaching programs; promotion of the clarification and practical application of linguistic analyses . . . so that they can be used by the relevant Aboriginal communities; and to informing the people of Australia about what is happening with languages of linguistic minorities in other parts of the world. For membership (Australian \$5.00 for individuals and \$10.00 for organizations) information write: Gloria Brennan, Secretary; Aboriginal Languages Association; 45 Sprent Street; Narrabundah, ACT 2604; Australia.

### OISE Language and Literacy Series

The Ontario Institute for Studies in Education has begun a new series to assist educators (including parents) explore issues concerning the nature and development of language and literacy. The first two monographs are *Communicative Language Teaching: Principles and Practice*, by Janice Yalden, and *Bilingualism and Minority-Language Children* by Jim Cummins. \$3.50 per book. Write: OISE Press, 252 Bloor Street West, Toronto M5S 1V6, Canada.

### Foreign Language Majors: Tuition for MBA Studies

Through the American Business Challenge Scholarship program the Graduate School of Management at the University of Dallas, Texas, seeks to (1) give recognition to scholarship recipients for their achievements in acquiring foreign language fluency; (2) provide an opportunity for recipients to put their foreign language skills to use in an International Management program and ultimately in the world of international business; (3) attract students to the International Management MBA degree program who are fully qualified to pass foreign language fluency examinations required of all students in that program.

*Who is eligible?* Native born U.S. citizens with a bachelor's degree from an accredited American institution of higher learning, upon recommendation by a professor of foreign languages who instructs French, German, Japanese, or Spanish. *How will scholarship recipients be selected?* Applicants recommended by language professors will be screened on the basis of undergraduate grade point averages, results of the Graduate Record Examinations and French, German, Japanese, or Spanish examinations, and the information provided by the professor making the recommendation. The screening will be done by the central coordinator for the ABC Scholarship Program and will be reviewed by the dean of the Graduate School of Management of the University of Dallas. Finalists will be interviewed by phone to determine oral language proficiency and to make the final selection. The recommending professor is to be present with the applicant during the interview. Each phone interview of a finalist will be conducted by a language coordinator for the respective language. *What is required of scholarship recipients?* Scholarship recipients must meet standard admission and candidacy requirements and they must maintain scholarly standing at the University, as evidenced by a grade point average of 3.5. Admission to the Graduate School of Management is based essentially on the applicant's previous grade point average. Admission to candidacy for the MBA degree takes place at the end of the first semester and is based on the applicant's grade point average during the first semester at the University, as well as his or her score on the Graduate Management Admission Test (GMAT) which is administered during the first semester. Recipients will have a work assignment of

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# Linguists Wanted

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**Seminar für Englische Philologie, University of Tübingen:** The Seminar for English Philology plans to appoint a Lektor (language assistant) for English language at the level BAT IIa, as of 1 April 1981. The appointment is normally for four years, and is not renewable. Applicants with suitable qualifications, e.g., B.A. or M.A. in modern languages, and a functional knowledge of German are invited to apply. A specialization in phonetics is desirable. Applications with c.v. should be sent by 31 January 1982 to: The Director; Seminar für Englische Philologie; Wilhelmstr. 50; D-7400 Tübingen 1; W. Germany.

The UCLA ESL Section has three job openings for 1982-83. One opening is tenure-track for a Bilingual/Bicultural specialist. The other two openings are temporary positions for which applicants should have a specialization in one of the three following areas: (1) Language policy/planning; (2) Language methodology/Classroom research; (3) Reading and composition. Ph.D. required for all openings. Application deadline is 1 March 1982. Please send letters of application and curricula vitae to: Professor John Povey; English Department, ESL Section; UCLA; Los Angeles, CA 90024.

**ASSISTANT PROFESSOR—PSYCHOLOGY**—The Department of Psychology at Northeastern University is now accepting applications for Assistant Professor, with a specialization in Cognitive Psychology. Responsibilities include teaching, direction of research at undergraduate and graduate levels, and development of a strong, basic research program. Qualifications include a Ph.D. in Experimental Psychology or related field (e.g., Linguistics); teaching experience is preferred. This is a one-year position, renewable for up to four years, and will start 20 September 1982. Salary is negotiable. Applications should include curriculum vitae, copies of research publications, and three letters of recommendation. Send application materials to: Dr. Joanne Miller, Chair; Cognitive Psychology Search Committee; Department of Psychology-282 NI; Northeastern University; 360 Huntington Avenue; Boston, MA 02115. Northeastern University is an Equal Opportunity/Affirmative Action Title IX Employer.

Anticipated opening at the University of Louisville, Kentucky, 1 July 1982 through 30 June 1983; at least one year of adult ESL teaching experience (excluding practice teaching), preferably in an intensive English program; must be able to teach and test all skill areas of ESL; foreign language and residence in a non-English speaking country highly desirable; M.A. or equivalent, preferably in the teaching of English as a second language, required; annual full-time salary base: \$12,000-\$13,500. Appointment on a yearly contract possible. Application letters and full credentials, including curriculum vitae and transcripts, to Dr. Karen A. Mullen, IESL Program, Depart. of

English, Univ. of Louisville, Louisville, KY 40292. *Deadline: 15 March 1982.* Affirmative Action/Equal Opportunity Employer.

Anticipated opening at the University of Louisville, Kentucky, for a full-time lecturer and assistant director of ESL program from 1 July 1982, through 30 June 1983; at least two years of ESL teaching experience (excluding practice teaching) and at least one year of ESL administrative experience in an intensive English program is necessary; must be able to teach and test all skill areas of ESL; foreign language and residence abroad in a non-English speaking country highly desirable; M.A. or equivalent, preferably in the teaching of English as a second language, required; annual full-time salary base \$16,000-\$17,500. Appointment on a yearly contract possible. Application letters and full credentials, including curriculum vitae and transcripts, to Dr. Karen A. Mullen, IESL Program, Depart. of English, Univ. of Louisville, Louisville, KY 40292. *Deadline: 15 March 1982.* Affirmative Action/Equal Opportunity Employer.

The English Language Institute of the University of Michigan is seeking applications for a two-year combined *Research Assistant/Teaching Assistant Fellowship* beginning September 1982. Applicants should have an MA in Applied Linguistics or related field and have research experience in the same. The requirements/duties for this fellowship are (1) Enrollment in a Ph.D. program at the University of Michigan; (2) Serving as a Teaching Assistant at the English Language Institute; (3) Serving as a Research Assistant at the English Language Institute conducting original applied linguistics research in collaboration with an English Language Institute staff member. Additional support in the form of Teaching Assistantships following the two-year Teaching Assistant/Research Assistant period is probable. For further information write: Susan Gass, Chair; TA/RA Selection Committee; English Language Institute; Univ. of Michigan; Ann Arbor, MI 48109.

TEFL/TESL/Applied Linguistics, Assistant Professor (tenure track) Opening for Fall, 1982. San Francisco State University, San Francisco, CA 94132. Areas of responsibility: Teaching graduate professional courses (methods, materials, testing, student teacher supervision) in MA TEFL/TESL program. Teaching introductory courses in linguistics and university courses in English for foreign students. Coordinating university EFL/ESL reading, writing, and oral communication courses. *Conducting research in EFL/ESL reading and writing.* Ph.D. required. Minimum of two years experience in all the areas listed under "Responsibilities." SFSU is an Equal Opportunity/Affirmative Action Employer. Application deadline is 15

March 1982. Send letter and curriculum vitae to Thurston Womack, Chair, English Department.

TEFL/TESL/Applied Linguistics, Assistant Professor (tenure track) Opening for Fall, 1982. San Francisco State University, San Francisco, CA 94132. Areas of responsibility: Teaching graduate professional courses (methods, materials, testing, student teacher supervision) in MA TEFL/TESL program. Teaching introductory courses in linguistics and university courses in English for foreign students. *Serving as a part-time director of an intensive English program* Ph.D. required. Minimum of two years of experience in all the areas listed under "Responsibilities." SFSU is an Equal Opportunity/Affirmative Action Employer. Application deadline: 15 March 1982. Send letter and curriculum vitae to Thurston Womack, Chair, English Department.

The University of Wisconsin-Madison anticipates a full-time permanent (tenure-track) position at the level of Assistant Professor. Primary duties would be teaching and research in general linguistics, psycholinguistics, and English linguistics, with emphasis on theoretical foundations of first-and second-language learning. Minimal requirement is the Ph.D. in linguistics with a specialization in psycholinguistics and language learning and experience in teaching at the graduate and undergraduate levels. Publications in the field are required. 40 hrs. per week. Salary range: approximately \$18,000, depending on qualifications. Prospective applicants should send a *curriculum vitae*, with names of references, to Mr. Sath Menon, Wisconsin Job Service, 206 North Broom Street, Madison, WI 53703. The University of Wisconsin is an equal opportunity employer. This ad not paid for by Job Service funds.

Brown University is seeking applications for a visiting assistant professor/instructor for the academic year 1982-83. Requirements: Ph.D. in linguistics or psychology with a strong background in linguistics. Previous experience in teaching and research in psycholinguistics and/or neurolinguistics. The deadline for applications is 31 March 1982. Please submit curriculum vitae and three letters of recommendation. Do not send other materials at this time. Applications should be addressed to Professor Phillip Lieberman; Search Committee; Department of Linguistics, Box E, Brown University, Providence, RI 02912. Brown University is a EO/AA employer

English as a Second Language: Director, English Language Institute at Oregon State University. M.A. degree in TESOL, Linguistics, or closely related field; at least four years ESL teaching experience and substantial administrative experience with ESL programs. Rank; Instructor. Contact: Chair, Search Committee; English Language Institute; Oregon State University; Corvallis, OR 97331. Deadline: 1 March 1982. Oregon State University is an Affirmative Action Equal Opportunity Employer and complies with Section 504 of the Vocational Rehabilitation Act of 1973.

DEAN OF SOCIAL AND BEHAVIORAL SCIENCES FACULTY. The University of Arizona is creating a new College of Arts and Sciences to be composed of the faculties of Fine Arts, Humanities, Natural Sciences, and Social and Behavioral Sciences. The Deans will be responsible for academic, administrative, and budgetary activities within their faculties and report to the Provost of the College. Candidates must have the qualifications to warrant a full professorship with tenure in the department of their discipline. All inquiries, applications, and nominations should be addressed to Donald Weinstein, Chair; Search Committee for Social and Behavioral Sciences; 215 Social Sciences Building; Univ. of Arizona; Tucson, AZ 85721. Closing date: 1 February 1982. AA/EOE.

POSTDOCTORAL FELLOWS IN COGNITIVE SCIENCE at the University of California, Irvine. The Program in Cognitive Sciences at the University of California at Irvine has a number of openings for postdoctoral fellows for the academic year beginning in Fall 1982, supported by a Sloan Foundation grant. Individuals with an interest in study and research in the following and related areas are invited to apply: learnability theory, linguistic theory, psycholinguistics, neurolinguistics, cognitive neuroscience, perception, mathematical cognitive science. Applications from senior scholars are welcome. Please send a letter outlining research interests, a vita, and names of three or more references to: Postdoctoral Cognitive Science Committee; c/o Ms. Lykke Anderson, School of Social Science; Univ. of California; Irvine, CA 92717 An Equal Opportunity Employer. Applications for Fall 1982 should be received prior to 15 March 1982.

Pending budgetary approval, the University of California at Berkeley will have an opening in the Department of Linguistics for a specialist in historical and comparative linguistics. The position will be at the assistant professor level and will be available in the fall of 1982. Preference will be given to candidates specializing in the Indo-European family of languages, but applications will be welcomed from specialists in other language families as well, especially in the native languages of the Western Hemisphere or in the languages of East and Southeast Asia. A curriculum vitae, and other supporting material such as papers and the names of references, should be sent by 1 February 1982 to Charles J. Fillmore, Dept. of Linguistics, Univ. of California, Berkeley, CA 94720. The University of California is an Equal Opportunity, Affirmative Action Employer.

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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 accepted only from organizations that subscribe to an Affirmative Action/Equal Opportunity policy. The LR reserves the right to edit all position descriptions.

## When &amp; Where

◁ = details elsewhere in this issue  
 \* = first listing  
 TRA = to be announced

## February

1982

- 6-7 Conference on Language Universals and Second Language Acquisition, Univ Southern California, Los Angeles.  
 6-7 Annual Meeting of the Gypsy Lore Society North American Chapter Wagner College, Staten Island, New York City, NY  
 26-28 Workshop on Maya Hieroglyphic Writing, 6th Univ Texas, Austin. Topic: Intensive Introduction to Recent Changes in Understanding & Deciphering Maya Glyphs. Inquiries: Nancy P. Trankle, VI Maya Workshop, Institute of Latin American Studies, Univ Texas, Austin, TX 78712.

## March

- 10-14 Society for Applied Anthropology, 42nd Lexington, KY. Theme: Revitalizing the Annual Meeting  
 11-13 Georgetown Round Table Conference on Languages and Linguistics, Georgetown Univ., Washington, D.C.  
 13-14 International Linguistic Association Annual Conference, New York, NY  
 19-20 UW-M Annual Linguistics Symposium, 11th Milwaukee, WI  
 19-20 Caddo Conference Continuing Education Center, Univ Arkansas, Fayetteville, AR. Inquiries: M. P. Hoffman, Dept of Anthropology, Univ Arkansas, Fayetteville, AR 72701  
 19-20 California State Conference on Portuguese Bilingual Education, 6th Marriott's Great American Hotel, San Jose, CA. Information: Natalia Almeida, Conf Chair, San Jose Unified School District, (408) 998-6129  
 19-21 Annual Ethnography in Education Research Forum, 3rd Univ of Pennsylvania, Philadelphia, PA.  
 24-26 Spring Meeting of the Linguistics Association of Great Britain Univ Reading.  
 26-27 Southeastern Conference on Linguistics, Spring Meeting, Gainesville, FL  
 26-31 Annual SIETAR Conference, 9th RMS Queen Mary, Long Beach, CA. Theme: Strategies for Cultural Stability and Change  
 27-29 Stanford Child Language Research Forum, 14th, Stanford, CA.  
 29-April 1 Congress of IML (German Association of Foreign Language Teachers) Marburg, Federal Republic of Germany

## April

- 1-3 Western Humor and Irony Membership (WHIM) Conference on Linguistic Humor Tempe, AZ  
 1-3 Linguistic Symposium on Romance Languages, 12th Pennsylvania State Univ., University Park, PA.  
 1-4 Northeast Conference on the Teaching of Foreign Languages, 29th New York Hilton Hotel, N.Y. Theme: The Foreign Language Teacher: The Lifelong Learner  
 1-4 Congress of the German Association of Foreign Language Teachers (FMLF) Marburg, Federal Republic of Germany  
 4-9 National Association for Bilingual Education, 11th Detroit  
 12-16 Colloquium of the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-Globales (AIMAV) Abidjan, Ivory Coast. Theme: The Role of Television & Video in Foreign-Language Instruction  
 15-17 Annual Symposium on Historical Linguistics & Philology, 2nd Univ Michigan, Ann Arbor, MI. Theme: Derivations on Time and Historical Paradigms.  
 15-18 North American Catalan Society, Biennial Colloquium, 3rd Univ Toronto. Inquiries: Joseph Galeay, NACS President, Dept of Spanish & Portuguese, Univ of Toronto, Toronto, Ontario, Canada M5S 1A1, (416) 978-6092.  
 16-17 Hawaiian Association of Teachers of Japanese Annual Conference on Japanese Linguistics and Language Teaching, 7th Univ Hawaii, Honolulu. Theme: A Fresh Look at Language Acquisition. Its Application to Teaching Japanese  
 16-17 Society for German-American Studies Annual Symposium Fort Hays State Univ., Hays, KS  
 19-23 ERIC Regional Seminar, 17th Singapore. Theme: Interlanguage Transfer Processes in Language Learning & Communication in Multilingual Societies.  
 22-24 Central States Conference on the Teaching of Foreign Languages, Louisville, KY. Theme: FL and ESL: From Monologue to Dialogue  
 22-24 Univ of Kentucky Foreign Language Conference Univ Kentucky, Lexington.  
 22-24 National Association for Asian/Pacific American Education, 4th National Conference Seattle, WA. Theme: Asian/Pacific American Education: An Investment for the Future.  
 26-27 English-as-a-Second-Language Refugee Conference Houston, TX. Information: Eh Zal, Coordinator, Refugee Programs, Room 409; 2800 Main, Houston, TX 77002, (713)

## August

- 2-4 International Symposium on LSP (Languages for Special Purposes) Eindhoven, The Netherlands. Theme: Reading for Professional Purposes in Native and Foreign Languages.  
 2-6 Annual LACUS Forum of the Linguistic Association of Canada and the United States, 9th Northwestern Univ., Evanston, IL.  
 23-28 International Congress of the World Federation of Teachers of Russian Language and Literature (IMAPRYAL) Prague, Czechoslovakia  
 23-28 Tenth World Congress of Sociology Mexico City  
 25-28 International Systemic Workshop, 9th Glendon College, York Univ., Toronto, Ontario, Canada. Theme: Current Applications of Systemic Theory  
 26-27 ICU Summer Institute in Linguistics, 21st Tokyo, Japan  
 29-Sept 4 International Congress of Linguists, 13th Tokyo, Japan

## September

- 1-5 Biennial Conference of the Society for Caribbean Linguistics, 4th Univ of Suriname, Paramaribo, Suriname. Theme: New and Old Languages in the Caribbean  
 5-12 International Congress of Egyptology, 3rd. Skyline Hotel, Toronto. Theme: Archeology of Egypt & Egyptian Philology  
 8-11 International Conference on Papuan Linguistics, Goroka, Papua New Guinea

## October

- 11-13 Bergamo-American Symposium Boston, MA.  
 14-16 Delaware Symposium on Language Studies, 4th Newark, DE. Theme: Linguistics, Humanities, & Information Management. Abstract deadline: 1 March 1982.  
 14-16 Annual Meeting of the Linguistic Association on the Southwest (LASSO), 11th Albuquerque, NM. Abstract deadline: 20 May 1982.  
 21-24 Semiotic Society of America Annual Meeting, 7th SUNY-Buffalo, Buffalo, NY. Abstract deadline: 1 March 1982.

## November

- 10-24 National Council of Teachers of English, 72nd Washington, D.C.  
 25-27 American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting New York City

## December

- 4-7 American Anthropological Association, Annual Meeting, 81st Washington, DC. Deadline: 1 April 1982. Write for submission forms to: AAA Programs Editorial Board, 1703 New Hampshire Ave. N.W., Washington, DC 20009  
 28-30 Linguistic Society of America Annual Meeting, 57th Sheraton Harbor Hotel, San Diego, CA. Abstract deadline: 10 Sept. 1982. Inquiries: LSA, 3520 Prospect St., N.W., Washington, DC 20007; (202) AXION 9-7130

1983

## March

- 23-25 Linguistics Association of Great Britain, Univ of Sheffield, England  
 27-30 International Conference for Historical Linguistics, 3rd Sorby Hall, Univ of Sheffield, England. Abstract deadline: 1 May 1982.

## August

- 8-12 International Joint Conference on Artificial Intelligence Karlsruhe, West Germany  
 14-25 International Congress of Anthropological and Ethnological Sciences, 11th Phase 1 Quebec City, Aug 14-17, Phase II Vancouver, Aug. 20-25. Theme: Anthropology & the Public: The Communication of Scholarly Ideas & the Human Context of Data. Symposium due 1 June 1982; volunteered papers due 1 January 1983.

## Conferences, Workshops, Seminars

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold its 17th Regional Seminar, April 19-23, 1982, in Singapore. The theme of the seminar is "Interlanguage Transfer Processes in Language Learning and Communication in Multilingual Societies." The objectives of the seminar are (1) to explore the complex conditions in which translation/transfer processes occur in language learning situations and to examine their consequences for language learning; (2) to develop teaching and learning techniques and procedures using translation/transfer strategies as aids to increase the learner's communicative competence in his/her second language; (3) to review and investigate aspects and concepts of the scientific study of translation/transfer phenomena and their relevance for language teaching programmes; and (4) to consider the cross-cultural implications of translation/transfer phenomena in language learning situations. Further information and invitations to participate in the Seminar can be obtained from the Director; (Attention: Chairman Seminar Planning Committee); SEAMEO Regional Language Centre; RELC Building; 30 Orange Grove Road; Singapore 1025; Republic of Singapore. . . . The eleventh In-

ternational Congress of the International Union of Anthropological and Ethnological Sciences will take place in two Canadian locations in August 1983. Phase I will be in Quebec City, August 14-17, and Phase II in Vancouver, B.C., August 20-25. The theme of the Congress is "Anthropology and the Public: The Communication of Scholarly Ideas and the Human Context of Data." Suggestions for symposia, including pre-Congress symposia, are now being solicited; symposia chairmen will be responsible for the organization and acceptance of papers for these symposia. Volunteer papers will be allocated to the sessions by the Programme Committee. The deadline for organized symposia is 1 June 1982; for volunteered papers 1 January 1983. Papers will be accepted only from registered delegates. All correspondence should be addressed to the Executive Secretary, Braxton Alfred; XIth ICAES; Dept. of Anthropology and Sociology; Univ. of British Columbia Campus; 6303 N.W. Marine Drive; Vancouver, B.C., Canada V6T 2B2. . . . The next International Joint Conference on Artificial Intelligence will be held in Karlsruhe, West Germany, during the week of 8-12 August 1983. The Conference General Chairman is Saul Amarel; Alan Bundy is Program Chairman; Joerg Siekmann and Graham Wrightson, together with Peter Raulefs, are responsible for Local Arrangements. Appropriate addresses and telephone numbers (with country and regional codes): Saul Amarel; Computer Science Department; Hill Center/Busch Campus; Rutgers Univ.; New Brunswick, NJ 08903, USA; (1-201) 932-3546; Arpanet: AMAREL at RUTGERS—Alan Bundy; Depart. of Artificial Intelligence; Univ. of Edinburgh; Hope Park Square, Meadow Lane; Edinburgh, EH8 9NW, Scotland; (44-31) 667-1011, x 6507; Arpanet: BUNDY at MIT-AI—Joerg Siekmann and Graham Wrightson; Institut fuer Informatik; Univ. Karlsruhe; Postfach 6380; D-7500 Karlsruhe 1, W. Germany; (49-721) 608-3977 (Siekmann) (49-721) 608-3967 (Wrightson)—Peter Raulefs; Institut fuer Informatik III; Univ. Bonn; Postfach 2220; D-5300 1, W. Germany; (49-228) 738-721. . . . The program of the 1982 Georgetown University Round Table on Languages and Linguistics ("Contemporary Perceptions of Language: Interdisciplinary Dimension") will include the following presentations: Aaron V. Cicourel, "Aspects of socially organized constraints on language and meaning"; Dell Hymes, "Language as levels, sectors, and styles"; Judith T. Irvine, "Language and affect: Some cross-cultural issues"; Lorand B. Szalay, "Psychological meanings: How much we share, how much we differ culturally"; A. L. Becker, "Aesthetics and language description"; Benjamin Hrushovski, "Integrational semantics: An understander's theory of meaning in context"; Samuel R. Levin, "Linguistics and the literary work of art"; Mary Louise Pratt, "Narrativity, fictionality, genre"; Haj Ross, "Human

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Conference on African Linguistics, 1-30 May, Quebec, Montreal

30-May 2

### May

- 1-6 TISSOL International Annual Convention, 16th Honolulu, HI
- 14-15 Minnesota Regional Conference on Language & Linguistics, 8th Minneapolis, MN  
Abstract deadline: 1 March 1982.
- 14-15 Conference on Synthetic Theory & How People Parse Sentences, The Ohio State University, Columbus. Abstract deadline: 1 April 1982.
- 16-17 Conference on The Semantics of Tense & Aspect in Discourse The Ohio State Univ., Columbus, OH. Abstract deadline: 1 April 1982.
- 20-22 South Asian Languages Roundtable, 4th Syracuse Univ., Syracuse, NY. Thematic Round in International Context: Status, Function, & Structure
- 24-27 National Association for Foreign Student Affairs Conference, Seattle, WA
- 28-30 UCLA Conference on Crosslinguistic & Linguistic Change Los Angeles, CA. Abstract deadline: 1 March 1982.

### June

- 2-6 International Conference on Contrastive Projects, 5th University of Jyväskylä, Finland
- 11-12 Second Language Acquisition and Second Language Teaching Conference Univ. of South Florida, Tampa, FL. Abstract deadline: 1 May 1982.
- 16-18 Annual Meeting of the Association for Computational Linguistics, 20th Univ. Toronto, Toronto, Ontario, Canada
- 21 Aug 13 Linguistic Society of America, Linguistic Institute Univ. Maryland, College Park

### July

- 5-10 Conference on Computational Linguistics, 9th Prague, Czechoslovakia
- 27-29 World Congress on Reading, 9th St. Patrick's College, Dublin, Ireland. Theme: In Pursuit of Knowledge
- 30-Aug 1 Linguistic Society of America, Summer Meeting, 43rd College Park, MD. Abstract deadline: 15 April 1982.

linguistics"; Michael Shapiro, "Remarks on the nature of the autotelic sign"; Susan Ervin-Tripp, "Ask and it shall be given to you: Children's requests"; Helmut Gipper, "The language apriori: A contribution of Humboldtian linguistics to the theory of cognition"; Felix Lobo, S. J., "The perceptual acquisition of English phonology by Japanese students"; Christy L. Ludlow, "Brain bases for language functioning; New insights from penetrating head injuries." The Keynote speaker is Eugène Ionesco, Thursday night, March 11, who will kick off the main sessions, which continue until noon, March 13. Preconference sessions will be held all day March 11—contemporary linguistic theory, literary criticism, semiotics, cross-cultural communication, second language learning and teaching (including use of the computer), language functioning. . . . The **UCLA Conference on Causality and Linguistic Change** (a conference to investigate causes of linguistic change, intra-systemic and/or extra-systemic) will be held 28-29-30 May 1982. The call for papers points out that explanations of diachronic change often contain such terms as *pressures, tendencies, natural, motivation, optimality, markedness, simplicity*, as primitives, and goes on to ask: What is meant by these terms? What are the distinctions between them? What are their implications with respect to the issue of causality? Can arguments in historical linguistics refer explicitly to causality? If so, how should causality be incorporated into linguistic theory? Is it possible to formulate a theory of explanation in linguistic change? To what extent can extra-systemic considerations such as psychological, interactive, or functional/discourse-oriented factors contribute to such a theory? To submit papers, send six copies of a one-page abstract and a stamped, self-addressed return envelope. Author's name and affiliation should not appear on the abstract, but separately on a 3" x 5" card. The papers accepted will be allotted one-half hour for presentation and fifteen minutes for discussion. Abstracts must reach UCLA no later than 1 March 1982. They should be addressed to: CLC Conference Committee; Depart. of Linguistics; UCLA; Los Angeles, CA 90024. . . . The Linguistics Program at the University of Delaware has announced the **Delaware Symposium on Language Studies IV** for 14-16 October 1982. The symposium's major theme will be "Linguistics, Humanism, and Information Management." Presenters of papers are invited to address any of the following or related topics: Computer-assisted second language instruction; computer literacy; mechanical methods of literary analysis; machine translation; artificial intelligence and the creation of language; automatic recognition of speech; computer-controlled generation of synthetic speech; synthetic speech vs. natural speech; human-computer interaction; mechanical methods of discourse analysis. Note: Papers must not exceed twenty minutes. Those interested in giving papers at the Symposium are invited to submit one-page, camera-ready abstracts by 1 March 1982 to: Dr. Stephanie Williams; Depart. of Languages and Literature; Univ. of Delaware; Newark, DE 19711 (write Dr. Williams for particulars on submitting abstracts). . . . The Semiotic Society of America invites all members to submit abstracts of papers they wish to

read at the Seventh Annual Meeting of the Society. The host and the dates for this occasion are SUNY-Buffalo; Buffalo, New York, on 21-24 October 1982. Abstracts, plus an abstract submittal form or a copy of it, should reach the Secretariat of the Semiotic Society of America by 1 March 1982. Members who wish to propose organized sessions are encouraged to do so. To join the Society and/or receive an abstract submittal form for the 7th Annual Meeting, write: Semiotic Society Secretariat; P.O. Box 10; Bloomington, IN 47402. . . . The **Eighth Annual Minnesota Regional Conference on Language and Linguistics** will be held on Friday, May 14 and Saturday, May 15 at the University of Minnesota, Minneapolis, Minnesota. Papers are invited in any field of language study, such as theoretical and applied linguistics, psychology, philosophy and sociology of language, and so on. Send an anonymous one-page abstract, accompanied by a sheet containing name, title of paper, affiliation, and mailing address of author, to: Michael B. Kac, Coordinator; Minnesota Regional Conference; Dept. of Linguistics; Univ. of Minnesota; 142 Klæber Court, 320 16th Ave. SE; Minneapolis, MN 55455. Deadline for receipt of abstracts is 1 March 1981. . . . a two-day conference, 11 and 12 June, on **Second Language Acquisition and Second Language Teaching** will take place at the University of South Florida, Tampa, FL. The purpose is to increase awareness of current theories, methods, research, and issues in second language acquisition and learning. Appropriate topics from linguistics (theoretical and applied), ESL, psychology, and education are welcome. Send 500-words-or-less abstracts by 1 May 1982 to Linguistics Club; Linguistics Dept.—LET 293; Univ. of South Florida; Tampa, FL 33620. . . . Abstracts (not to exceed one page) are invited for the annual meeting of the **Linguistic Association of the Southwest**. Papers dealing with phonology, syntax, semantics, TESOL, bilingualism/language contact, psycholinguistics, language acquisition, sociolinguistics, discourse analysis, nonverbal communication, language, pedagogy, and linguistic analyses of literature are welcome. Presentations of papers is a privilege of LASSO membership (\$10 for regular membership; \$5 for students and retirees to Betty Lou Dubois, Secretary-Treasurer, Dept. of Speech, New Mexico State Univ.). Please specify time needed; the maximum allowed is 20 minutes. The *Journal of the Linguistic Association of the Southwest* will have first rights to consider papers for publication. The deadline for the receipt of abstracts is 20 May 1982—abstracts should be sent to LASSO Program Committee; c/o Dept. of English; Texas A&M Univ.; College Station, TX 77843. . . . Abstracts for the **1982 South Asian Languages Roundtable** (Syracuse Univ., 20-22 May 1982) should not exceed two typewritten pages, and should be accompanied by a 3" x 5" card containing the name and address of the author. The deadline is 15 February 1982. Abstracts and requests for further information should be sent to SAL Roundtable; International & National Planning Committee 1982; c/o Professor Tej K. Bhatia; Dept. of Foreign Languages & Literatures; 327 H.B. Crouse Hall; Syracuse Univ.; Syracuse, NY 13210.

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## **The Second Language Classroom**

### **Directions for the 1980's**

Edited by JAMES E. ALATIS, HOWARD B. ALTMAN, and PENELOPE M. ALATIS

Focusing on second language teaching, learning, and materials, this comprehensive text presents the theory and practice of the second language classroom. Contributors, including such leading authorities as Stephen Krashen, Virginia French Allen, Henry Widdowson, and G. Richard Tucker, cover topics ranging from the relationship of second language teaching to second language learning, to optimal language learning environments and issues in second language syllabus design.

## **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 exercises, the analysis and teaching of discourse, procedures for the 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. "Oxford University Press has done English language teachers a great service. A skillful blend of theoretical principles and classroom application. The material is clearly and cogently presented and is definitely 'must reading' for those of us interested in the current 'state of the art'."—*TESOL Newsletter*

## **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.ymes. 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, New York 10016

The following topics have been suggested as part of the theme of Hindi in International Context; Status, Function, & Structure: World varieties of Hindi; Varieties within varieties; Code-mixing with Hindi; Hindi bilingualism; Dialects of Hindi; The question of standardization in Hindi; Bilingual and multilingual lexicography; Hindi literature in English translation; Topics in Hindi literature; Progressivism in Hindi literature; Bhakti literature; Folk literature; Language attrition/the question of the dying the Hindi language and literature in its transplanted environment; Computers and analysis of Hindi texts. If there are enough good papers on other topics dealing with South Asian languages and linguistics they will be accommodated in a General Session. There will also be a special, more informal session in which students embarking on dissertations in South Asian languages and literatures can present their plans and preliminary findings to the Roundtable participants for feedback. . . . Two conferences will take place back to back at the Ohio State University in May 1982. The first, *Syntactic Theory and How People Parse Sentences* will be held the 14-15 May. Invited speakers include: Steven Crain, Elisabet Engdahl, Janet Dean Fodor, Lynn Frazier, Gerald Gazdar, Ronald Kaplan, Lauri Karttunen, and Ivan Sag. In addition to papers by the invited speakers a limited number of submitted papers will be accepted on (1) Approaches to syntactic theory that can be motivated in part by considerations from parsing; (2) Approaches to natural language parsing that relate to current syntactic theories; and (3) Experimental results about the perception or production of syntactic structure that relate to syntactic theory. Abstracts (1-3 pages) should be submitted in 4 copies (indicate whether for 20 or 40 minutes) by 1 April 1982 to Conference Committee, Dept. of Linguistics, Ohio State Univ., Columbus, OH 43210. Abstracts (with the same specifications) for the *Semantics of Tense and Aspect in Discourse* conference, which follows on the 16 and 17 May, should be sent to the same address. There is a special combined registration fee for the two conferences.

—NEWS BRIEFS, from p. 5—

10 hours per week and would be expected to maintain a 3.5 grade point average on studies at the University of Dallas. *What is the scholarship's dollar value?* Each ABC Scholarship is worth \$6,272.00. This represents full tuition for four semesters, not including certain minor fees such as application for admission, application for candidacy, parking, and graduation fee. *How many scholarships will be awarded?* Scholarships are awarded to nominees with fluency in French, German, Spanish, and beginning this year, a fourth wide-use language selected in rotation from the most significant wide-use languages. In 1982 a total of four scholarships will be awarded—one each for French, German, Japanese, and Spanish fluency.

For information write or call: Dr. Alan Rufus Waters, Director; International Institute, GSM; University of Dallas; Irving, TX 75061; (214) 579-5210.

(—From the Graduate School of Management's 1982 brochure)

The Modern Language Centre, Ontario Institute for Studies in Education, has a position available for a postdoctoral fellow to initiate and conduct independent research in the context of a five year study of the development of bilingual proficiency funded by The Social Sciences and Humanities Research Council of Canada.

The study incorporates the perspectives of educational linguistics, linguistics, psycholinguistics, and sociolinguistics to examine the development and use of language proficiency by children in bilingual or multilingual educational settings. The intention is to construct a model of language proficiency and consider the relationships among the constructs in the model for bilingual children. In particular, the role of social, individual, and instructional variables are being investigated for their effect on the development of those constructs of language proficiency.

The position will be available for six or twelve months in 1982. A Ph.D. in the disciplines listed above or in a related field is required.

Applications can be sent to Dr. M. Swain, Modern Language Centre, Ontario Institute for Studies in Education, Toronto, Ontario M5S 1V6.

**APPLIED LINGUISTS/ESL SPECIALISTS** wanted for new program starting spring, 1982. (1) Several full-time positions open for teachers. Require at least Masters in ESL or related field, teaching experience, second language skills (Arabic preferred.) Six month contract to cover special program with possibility for renewal. Yearly salary base \$13,000 to \$16,000 depending on qualifications, with relocation stipend. (2) Program Director position for Spring, 1982. Requires at least Masters in ESL or related field, living experience in the Middle East, fluency in Arabic, administrative experience. Six month contract with possibility for renewal. Yearly salary base \$16,000 to \$18,000 depending on qualifications, with relocation stipend.

Special program deals with a large number of students from Saudi Arabia. Technical English with advantage of using computer-assisted instruction to be emphasized in program. New program to be supervised and financed through existing English Language and Multicultural Institute. Send statement of interest, resume, transcripts, letters of recommendation to: Anne Merkel, Director, English Language and Multicultural Institute; 137 North Main Street, Ninth Floor; Dayton, OH 45402, or call (513) 461-4970.

Position available in the Department of Linguistics, Ohio University, Athens, Ohio: *Rank:* Assistant Professor; *Qualifications:* Ph.D. in Linguistics with competence in Applied Linguistics, particularly ESL/BFL; *Term:* Tenure Track, beginning September, 1982; *Salary:* Competitive, based on qualifications; *Deadline for Application:* 1 April 1982. Please apply to Dr. James Coady, Department of Linguistics, Gordy Hall 204, Ohio Univ., Athens, Ohio 45701. (Telephone: 614-594-5892.) Ohio University is an affirmative action equal opportunity employer.

# 1982 Summer Opportunities

## **Intensive Chinese, Intensive Japanese Language Programs at Cornell University: FALCON**

Two special, intensive language programs (FALCON) in Chinese and Japanese, entailing six hours a day, five days a week, will run 9 June 1982-26 May 1983. Students may register for the summer only (a nine-week introductory course, 9 June-10 August) or for the full year. During enrollment in this full-time program, no other courses may be taken. The programs are designed by, and under the daily supervision of, members of the linguistics faculty. Drill sections are restricted in size and are conducted by native speakers. Applications are accepted from both undergraduate and graduate students. Initial applications should be made at once, and final applications must be received by 1 May 1982. Only a limited number of students can be accepted for the full-year program.

It is anticipated that some fellowship support will be available. The deadline for financial aid applications is 29 January 1982. For the summer program or FALCON applications for Chinese, write Professor John McCoy, Depart. of Modern Languages and Linguistics, 320 Morrill Hall, Cornell Univ., Ithaca, NY 14853. Prospective Japanese language students should write Professor Eleanor Jordan at the same address.

## **Indiana University Summer Slavic Workshop**

The Indiana University Department of Slavic Languages and Literatures is now accepting applications for its 1982 Summer Slavic Workshop to be held on the Bloomington campus from June 16 to August 13. The eight-week Workshop offers intensive Russian language instruction from first through sixth year, with a total of nine separate course levels available, including interlevel and review courses. (First-year Russian is taught as a nine-week course, June 14-August 13.) All courses cover a full year of language instruction, and carry ten (10) units of credit each.

All students live in a Russian Language House where Russian is spoken at all times, and take their meals together with the Workshop staff at Russian language tables in the dining hall. Arrangements are also made for job recruiting interviews to be held on campus while the program is in session.

A special feature of the Slavic Workshop this summer will be the offering of beginning courses in Polish and Serbo-Croatian. No previous knowledge of either language is required.

Admission to the Slavic Workshop is by special application only. Placement in all courses above the first-year level is by examination. Tuition for Workshop courses is \$50.00 per credit hour for all students except undergraduate residents of Indiana, who pay \$38.50 per credit hour. Students are normally not allowed to enroll in other courses outside the Workshop during the session.

For further details and application forms, write: Director, Slavic Workshop, Ballantine Hall 502, Indiana Univ., Bloomington, IN 47405.

## **Institute for Haitian Creole Bilingual Teachers**

For the third consecutive year Indiana University is organizing a Summer Institute for Haitian Creole Bilingual Teachers, under the auspices of the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA).

The Institute is intended for present and prospective teachers in bilingual programs addressed to Haitian children and teachers of English to speakers of Creole. Courses that make up the Institute include: beginning and intermediate level instruction in Haitian Creole; bilingualism and bilingual education as it refers to the needs of Haitian children in the U.S.; structure and sociolinguistic aspects of Haitian Creole; and a micro-teaching experience to be held in Miami or Port-au-Prince, Haiti. Participants in the Institute receive fee remission scholarships for 9 graduate credits and a stipend covering living expenses, books and materials, and part of travel costs. For information and applications contact: Creole Institute, Indiana Univ., Ballantine 602, Bloomington, IN 47405; tel: (812) 337-0097. Completed applications will be due 15 March 1982.

## **Third International Summer Institute for Semiotic and Structural Studies**

Under the aegis of the School of Graduate Studies of the University of Toronto, the Toronto Semiotic Circle will offer a set of intensive courses in various branches of semiotics at Victoria College during June 1982. All courses will be open to Visiting Scholars and auditors, but enrollment is limited to 20 credit students per course. There will be a participant fee of Can. \$300. Credit students will pay an additional fee of Can. \$50 per course. Visiting scholars and auditors registering before 15 March 1982 will pay a reduced fee of \$260. Limited financial assistance for students may be available. Three formal colloquia will take place during the institute: Syllepsis and Catachresis: The Rhetorics of Meaning (4-6 June), Biological Foundations of Gestures: Motor and Semiotic Aspects (10-12 June), and Urban Semiotics: The City as a Text (18-20 June). Courses and seminars will be presented by Michel Foucault, John Searle, Umberto Eco, Eugene Vance, Karl Pribram, Diana McGuinness, David Turner, Paul Bouissac, Roland Posner, Jean-Jacques Nattiez, Lubomir Dolezel, Paul Perron, Milena Dolezelova, and Daniel Platte, among others. For a detailed brochure describing the Summer Institute (31 May-26 June) write or call Paul Bouissac, Toronto Semiotic Circle, Room 305 NAB, Victoria College, 73 Queen's Park Crescent East, Toronto, Canada M5S 1K7; (416) 978-3870.

## **Indonesian Studies**

The Indonesian Summer Studies Institute (ISSI) at Ohio University is devoted to the study of Indonesian language and culture, focusing on a core language program. This year's institute runs from June 21 to 28 August with basic offerings in Beginning and Intermediate Indonesian, as well as Advanced Indonesian, Beginning Japanese, and Introductory Dutch for Readers. Supplementary courses include Indonesian Literature and the Arts in the Past Century, Anthropology of Indonesia, and Reading Seminar in Indonesian History. For complete information on costs, curriculum, scholarships and other matters, write to William H. Frederick, ISSI, Ohio Univ., Athens, OH 45701.

## **Fourth Annual Japanese Teacher-Training Workshop**

This 20-hour-per-week course will emphasize classroom techniques, materials preparation, testing procedures for teaching Japanese as a second language, and linguistic analysis of Japanese. Opportunities for classroom practice will be provided. Na-

tive speakers of Japanese and of English will be accepted, but advanced proficiency in both languages is required. The course is scheduled for 6-30 July, at Cornell University.

Tuition and fees will be \$475. A nonrefundable deposit of \$50, which will be applied towards tuition, is required. Enrollment is limited. Early application is urged. Write: Professor Eleanor Jordan, Depart of Modern Languages and Linguistics, 321 Morrill Hall, Cornell Univ., Ithaca, NY 14853.

### Stanford SITE

Stanford University School of Education announces the Stanford Institute for Teachers of English as a Second/Foreign Language (SITE) to be held August 1-27, 1982 on the Stanford campus. SITE provides an update on second language acquisition research and second/foreign language teaching methods and materials. It is designed for teachers of English as a second/foreign language from around the world as well as teachers of other foreign languages, teacher trainers, and students in teacher training institutions.

Faculty members are Judith Chun, Director, Ann Fathman; Robert L. Politzer.

The Institute includes two integrated intensive seminars in Education Implications of Research in Second Language Acquisition (Chun) and Selected Topics in Second/Foreign Language Teaching Methods and Materials (Fathman); guest lectures by prominent scholars in the fields of second language acquisition and second/foreign language teaching, visits to carefully selected schools and universities around the San Francisco Bay Area exhibiting a variety of approaches to second/foreign language teaching, demonstrations of currently used classroom techniques by experienced teachers and specialists.

The registration fee (including seminar participation, guest lectures, school visits, and teacher demonstrations) is \$850 for applications received by 1 May 1982, \$900 for applications received after 1 May 1982. The room and board fee (including housing on the Stanford campus in student residences with shared bath facilities and three meals a day, five days a week) is \$855.50 for a single room, \$747.50 for a shared double room. Application Deadline is 1 May 1982. Enrollment is limited. For further information, including application forms, contact: Judith Chun, Director, SITE, School of Education, Stanford Univ., Stanford, California 94305, USA. Phone: (415) 497-2109.

### Summer Institute in France for Teachers of French

For the fifteenth consecutive year, the Department of Modern Languages of the University of Northern Iowa (Cedar Falls) is planning its programs in France for teachers of French. The regular program from 19 June to 8 August 1982 will be held in Angers and in Quimper for 8 semester hours of graduate credit. The 5-week session, from 19 June to 24 July 1982 (for teachers who are unable to attend the regular session), will be held in Angers for 6 hours of graduate credit. The Institute program is

designed for those teachers: (1) who need intensive training in *understanding and speaking French*, and (2) who do not wish to see France as tourists, but who would like to live among the French people and *make personal contacts with French families in a French community*, who want to meet teachers, students, senior citizens, policemen, housewives, social workers, political and union leaders, etc. Following the five weeks in Angers, where each participant will study and live with a French family, the group will have a chance to study in depth a specific province of France—this year La Bretagne (24 July—8 August 1982).

Enrollment is limited. Six to eight semester credit hours are offered. For further information contact: Mr. Andre Walther, Director, 1982 French Summer Institute, Univ. of Northern Iowa; Cedar Falls, IA 50614.

### Philippine Language Institute

A Philippine Institute in Language and Culture will be held Summer 1982, it was announced by the National Resource Center for Southeast Asian Studies, Center for Asian and Pacific Studies, University of Hawaii at Manoa.

Several scholarships are available to language teachers and graduate students throughout the United States. Three outstanding applicants for Tagalog study from the US mainland will receive a stipend of \$1,000 plus tuition and fees. Partial scholarships will be given to Hawaii applicants for the study of Ilokano or Tagalog.

Applicants who currently teach language or who are graduate students intending to use either Tagalog or Ilokano in their research or teaching will be given preference. They should be willing to (1) participate in the two four-week summer sessions and the two-day seminar on language teaching/learning strategies and testing, (2) be citizens or permanent residents of the US, (3) not be native/bilingual speakers nor have any formal training in the language they intend to study, (4) submit a two-paged, double-spaced essay on their future teaching or use of a Philippine language, and (5) submit two letters of reference. The Institute will provide opportunities for language teachers and students of Philippine and non-Philippine languages to broaden their teaching/learning skills and evaluation techniques.

Deadline for scholarship applications is February 15, 1982. Applications should be addressed to Teresita V. Ramos, Coordinator, Department of Indo-Pacific Languages, University of Hawaii at Manoa, Honolulu, Hawaii 96822.

The Summer Institute is funded by the Office of International Education, US Department of Education. The Institute, which runs from June 14 through August 8, 1982, focuses on learning to speak Tagalog or Ilokano, as well as learning about Filipinos, their country, values, political situation, and literature. The students will earn a maximum of 13 credit hours by the end of the Institute. The Institute will charge \$20 per credit for residents and \$30 for non-residents of Hawaii. For further information call (808) 948-8933 or (808) 948-8672 or write to Teresita V. Ramos at the address above.

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## Book Notices

*Linguistic Communication and Speech Acts*, by Kent Bach and Robert M. Harnish. Cambridge, MA: MIT Press, 1979. xvii, 327 pp., \$19.95 cloth.

The authors of this volume present a view of linguistic communication that "involves the speaker's having a special sort of intention (an intention that the hearer make a certain sort of

inference) and the hearer's actually making that inference." They aim to incorporate philosophical, linguistic, and psychological considerations in their characterization of this complex, yet basic, process. To do this, they present an analysis and classification of speech acts, one that challenges, how-

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# Newbury House

## Proudly Presents

*Child-Adult Differences in Second Language Acquisition*, Stephen D. Krashen, Robin C. Scarcella, Michael H. Long, Editors. A timely volume on a controversial issue in second language research: Are there age differences in the ability to acquire second languages? Includes current research and directions for future study. \$16.95

*The Loss of Language Skills*, Richard D. Lambert, Barbara F. Freed. This text inaugurates a new field of linguistic inquiry: the phenomenon of language loss or attrition. It is the first collection of papers on this area of linguistic research and presents data on language acquisition, dying and immigrant languages, and aphasia. Directions for additional research are also included. \$16.95

*Research Design and Statistics for Applied Linguistics*, Evelyn Hatch and Hossein Farhady. Students of applied linguistics will welcome this introductory course on research design, statistics, and computers. Useful for both readers and writers of research. \$16.95

*Linguistics for Bilinguals*, Barry L. Nobel. A readable yet detailed introduction to the basic concepts of linguistics for students with an interest in both Spanish and English. An excellent text for linguistics courses for bilingual students \$12.95

*New Englishes*, John Pride, Editor. These outstanding papers analyze the use of English by nonnative speakers around the world. The volume addresses, from a variety of perspectives, the underlying question of the relationship between the use of English as an international and intra-national language. Students of linguistics, applied linguistics, and international communication, as well as ESL/EFL teachers and teacher trainers, will find the topics relevant and useful. \$18.95

### FORTHCOMING

*Annual Review of Applied Linguistics, 1981*, Robert Kaplan, General Editor. Soon to follow the respected *1980 Annual Review of Applied Linguistics*, this volume is the second in a series of annual reviews in the linguistics field. The general theme of the 1981 edition is language issues related to the movement of people across national boundaries for a variety of reasons. It will include current worldwide viewpoints on language and language in education policies, and feature annotated bibliographies of key works for 1981.

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ever, the theories of Austin and Searle in philosophy and linguistic theories like that of Sadock.

The book is divided into two parts and an appendix. In Part I (7 chapters), Bach and Harnish develop the theory underlying their approach. They adopt the division among locutionary, illocutionary, and perlocutionary acts suggested by Austin, and seek to describe the sorts of intention involved in each. Their account differs from that of other theorists in that they allow for three factors in the communication act—content, context, and communicative intention. They present a categorization of illocutionary acts based on the kind of attitude expressed by each and then go on to describe the "speech act schema," or the process of hearer's inference of illocutionary intent, for literal, nonliteral, and indirect utterances. They maintain, in opposition to Searle, that only some acts are conventional (such as christening), with most illocutionary acts involving a complex pattern of speaker intention and hearer inference. The last two chapters of Part I discuss the notion of convention in illocutionary acts.

Part II is entitled "Issues" and it contains four chapters that treat questions from philosophy, linguistics, and psychology related to the theme of the book. They include such topics as presupposition and implicature, ambiguity, hedged performatives, and production and comprehension in linguistic communication. Finally, there is an Appendix dealing with "Mutual Belief and Social Concepts."

*Women and Men Speaking: Frameworks for Analysis*, by Cheris Kramarae. Rowley, MA: Newbury House, 1981. 194 pp. \$11.95 paper.

This discussion of the relationship between language use and gender is presented as frameworks within a framework. The more inclusive approach views language use with respect to the power distribution imbalance that results from a gender hierarchy. The four more exclusive frameworks view language use within (1) the 'muted group' framework that finds women occupying the subordinate role in society—a role reflected in the language of both sexes; (2) the 'reconstructed psychoanalytic' framework, which is based on the philosophy of Freud, the French structuralists, and de Saussure; (3) the 'speech styles' framework based on research in social psychology, which explores the dynamic character of male and female cross-group speech behavior, and (4) the 'strategy' framework, which, in borrowing from anthropology, defines the linguistic and behavioral means men and women use to accomplish their aims.

Having centered its review of gender-based differences in language use around research undertaken in linguistics, psychology, anthropology, and social psychology, this volume is of interest to a number of specialists. On the surface, one may enjoy this work for its presentation of culturally-based differences in language use. At a deeper level, one may more greatly enjoy tracing the author's route as she gathers the components of culture and thought to structure a coherent, observable, and analyzable realization of role definition and social interaction.



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## Washington Speak Reaganomics and Education

The second chapter in the "New Federalism" opened with the fiscal 1983 budget proposed by the Reagan administration. In an effort to limit federal involvement in education, the White House seeks to dismantle the Department of Education, create more block grants, and reduce the education budget to \$10.3 billion.

### *A New Beginning*

In accordance with his campaign promise, the President proposes to transfer all federal education programs to a "Foundation for Education Assistance." Under this plan, a sub-Cabinet-level agency is intended to have a "trim and efficient" structure. One of its most noteworthy features will be flexibility, according to Secretary of Education Terrel H. Bell. This would allow its director to "establish, consolidate, alter or discontinue such organizational entities within the foundation as may be necessary or appropriate."

A noticeable omission in the foundation's proposed mandate is any type of enforcement responsibility for civil rights. Rather, the agency would only "provide advice, counsel, and technical assistance, upon request, . . . to promote . . . compliance with the requirements of" federal civil rights statutes. All responsibility for these statutes would reside within the Department of Justice.

The proposal would authorize the foundation to provide financial support for most of the larger programs now administered by the Department until they were amended or repealed. These include the Elementary and Secondary Education Act (ESEA), Education Consolidation and Improvement Act (ECIA), and the Higher Education Act (HEA).

In addition, the foundation would be responsible for educational research, including basic and applied, for planning, and for evaluation efforts. Other activities would be assessment of academic performance and dissemination of information to the public.

### *Block Grants*

Included in the President's fiscal plan is the elimination of several current education programs and the transfer of numerous programs to other federal agencies. Programs set for elimination in 1984 include bilingual education and technical assistance centers funded under Title IV of the Civil Rights Act. Those programs slated for transfer include impact aid and rehabilitation services for the handicapped.

According to the proposal, 96 federal education programs would be consolidated into 38 programs under the authority of the foundation. The total number slated for elimination is 23, and 28 would be shuttled to other agencies.

More specifically, Title I, which serves disadvantaged students, would become Chapter I of the Education Consolidation and Improvement Act (ECIA) in the latter part of 1982. Chapter II of ECIA would consist of the state block grant program enacted last year that consolidated over 38 different education programs. When programs are consolidated into block grants, the states are permitted to allocate the funds as they see fit, without regard to the original intent of the individual programs.

Other activities slated for consolidation to block grants include vocational and adult education programs. Merging these two programs would "enable states to select the appropriate mix of activities to address vocational and adult education issues in their areas"

### *Budget Figures*

The total price tag for the new foundation is set at \$10.3 billion for 1983. This is in accordance with the Administration's contention that state and local governments actually get more with less from the federal government, since the 1983 figure is \$2.8 billion less than the 1982 fiscal request.

—CONTINUED on p 10—

# LINGUISTICS AND THE PROFESSIONS

## Linguistics and Medicine: Doctor-Patient Communication

SITI A. SUPRAPTO

In the late 1960s and early 1970s medical sociologists, followed by medical anthropologists, began to investigate the communication aspect of the medical encounter. Their studies confirmed how important linguistic contributions can be in analyzing these communication problems. Obviously, language influences medical care delivery. For physicians, medical interviews with their patients are an integral part of their efforts to reach a diagnosis and deliver treatment.

In the past decade, the way doctors talk with patients has become a major concern in the United States medical community. Although physicians in general are aware of some of the problems in communication, systematic investigations commonly overlook the possibility that linguists may have the ability to contribute significantly in identifying problems as well as in advising physicians on how to reduce these problems.

Many physicians during training learn to conduct medical interviews with patients using the framework of "problem-oriented medical recording." Its components include identifying the patient's subjective statements of problems, recording objective findings from the physical examination of the patient, recording the physician's assessments based on the subjective and objective components, and recording the plan for treatment (abbreviated as S.O.A.P.).<sup>1</sup> Of interest to linguists and other social scientists is the process by which physicians are able to reach the stages of each of the above components, as well as their face-to-face interaction with the patients during which information is exchanged.

### Research in Doctor-Patient Communication

There is a steady growth of research in this area done by various branches of the social and behavioral sciences. I will describe some of the many problems so far identified, and the direction the research is heading.

The earlier stage of research used a large sample to discover the reasons patients were dissatisfied with services rendered by medical practitioners. Such studies as those done by Korsch, Gozzi, and Francis (1968), by Korsch and Morris (1969), and by Korsch and Negrete (1972) concluded that one area for dissatisfaction, lack of communication, is a result of the physician's inability to establish rapport with, or to reassure, the patient. Often patients will fault physicians for failing to explain why a certain treatment or medication is necessary; hence 'non-compliance' by the patient. Korsch et al. stress the notion

that physicians should fulfill the psychological needs of the patient, and should be trained in transferring information to the patient. The sample used for the studies consisted of visits by 800 patients to the emergency room of Los Angeles Children's Hospital. The data comprised audiotapes and interviews with the patients. The recorded utterances of the participants were coded using Bales's (1951) coding scheme, by which utterances were categorized according to the content and tone of voice. Based on Bales's coding scheme, it was concluded that the physicians' language was too technical for patients. In addition, interviews conducted with the patients showed that most of them were dissatisfied with the physician's attitude during the medical encounter. Yet there was not any clear and specific indication to what extent the doctor's talk contributed to such a notion.

Waitzkin and Stoeckle (1972) focused on the ways doctors imparted information to patients concerning their diagnosis and prognosis, and the set of social as well as psychological conditions physicians weighed in deciding on the amount of information to give to their patients. The research included demographic data about the physicians, the patients, the setting, and the various relationships between the physicians and the patients. Kimball (1971), Zborowski (1952), Zola (1966) paid attention to the dissimilarities between a physician's and patient's cultural backgrounds. They also studied how different ethnic groups reacted to pain, and what symptoms each ethnic group considered relevant to a particular illness/disease. Studies on communicating about disease as well as the problems of language and culture in medical settings have become an emerging issue in doctor-patient interaction. Allan Harwood (1979) examined the discrepancies of disease concepts between patients and health care providers. He concluded that difficulty in communication between these two groups arises because of the differences on the lexical level and, more important, on the conceptual level (e.g., differences in referential and emotive meanings, differences in etiological concepts, and use of professional jargons).

A new set of interests emerged in the study of doctor-patient communication when it became clear that language plays an important role in medical settings. Linguists, sociolinguists, and psycholinguists in particular began to study the medical interview emphasizing actual language use in its social context. In line with Harwood's study, Shuy (1976) is of the opinion that jargon use is a repairable problem as long as it is noticed and under-

[Siti A. Suprpto is a Ph.D. candidate in the Sociolinguistics Program at Georgetown University, Washington, D.C.]

<sup>1</sup> My thanks to K. Suprpto, M.D., for providing this information.

stood. He found that the use of jargon occurs in any profession (even in linguistics), but problems arise if the use is carried over in talk with non-group members. Shuy and others believe that physicians need to have receptive ability vis-à-vis the patients' language to be able to understand better what the patients *intended* to say. Shuy proposes a continuum of doctor-patient communication situations. At one end of the continuum we find doctor talking in doctor's language but understanding patient's language and at the other end of the continuum patient talking patient's language but understanding doctor's language, with variations of both variables in between. Analysis of recorded medical interviews conducted at Georgetown University Hospital outpatient clinic (Shuy, 1976) showed patients trying to imitate doctor's language and, overwhelmingly, doctors using doctor's language.

Linguistic studies also found that the discourse structure of the doctor-patient encounter differs substantially from ordinary conversation. Ethnomethodological studies shed light on the structure of the medical interview. In most of the cases analyzed, an asymmetrical discourse pattern is found in which the participants do not share equal rights to introduce and respond to topics. Doctors introduce most of the topics to seek information from the patient that, for them, are relevant to the case. The patient's role is restricted to responses to doctor's questions, to requests for clarification, or to indications of agreement. Although the patient frequently interrupts the doctor's talk, the latter does not often respond to such an interruption and seems to consider it void.

Further research advances incorporate information about the attributes of participants, as well as about influences of perceptual, pragmatic, and syntactic information on the characteristics of the conversation. (See Labov and Fanshel, 1977; Cicourel, 1981; Frankel, 1980; Fisher, 1981.) In general, the analyses are directed toward revealing the different ways status and power relations are reflected in the use of certain utterances, and how physicians' reasoning is reflected in language use. Such studies, instead of using a large sample of data, focus on a restricted number of cases that are analyzed thoroughly and carefully, taking into account the nature of speaker's intentions and hearer's inferences of a certain utterance. Labov and Fanshel's work *Therapeutic Discourse* in itself has become a milestone in discourse analysis of psychotherapy. It gives a thorough micro- as well as macroanalysis of every utterance within a 15-minute segment of conversation. It shows that in discourse, coherence depends not only on what is said—that is, what the spoken words are—but on what is done—that is, the underlying structure of interaction. In their category of "expansion," psychoanalyst's and patient's histories, paralinguistic cues and knowledge from other parts of the interaction are integrated to come to an understanding of what was meant by certain utterances. These authors have been able to implement linguistic tools in studying "the working styles in psychotherapy." Worth mentioning also is a sociolinguistic microanalysis of videotaped conversation by Tannen

and Wallat (1982) of the cognitive, social, and emotional demands put on a pediatrician in doctor-mother-child interaction. Tannen and Wallat were able to observe the complexity of, and often conflicting, demands put simultaneously on the pediatrician by three audiences (i.e., child, mother, camera). This study provides a promising way of conducting a fairly complete and justifiable analysis of interaction in which considerations of the physician's multiple-layered obligations and patient's demands are taken into account.

Another interesting aspect of doctor-patient communication is communication across culture. Such studies as Bonanno (1982) on the possible misinterpretation in the medical interview of phonological, syntactic, and lexical features (i.e., hedging, tag-question, euphemism) reflecting women's language are one example. Others have studied the communication problems encountered by non-native-English-speaking medical personnel practicing medicine in English-speaking communities. TESL scholars concluded that in these cases communication problems are related to difficulties in pronunciation, lack of vocabulary, imperfect mastery of English grammar, and inability to use appropriate speech behavior in different situations. Gumperz's notion (1981) that contextualization cues are important to understanding the actual *intention* of a certain utterance has advanced linguistic studies in medical settings as well as in interethnic communication. The interpretation of certain cues is often conventionalized among members of a group; hence, miscommunication may arise if the participants are not members of the same group even though they use the same language as a medium for communication.

It is clear that extensive studies of communication in medical settings have been, and still are, being done. Many variables that may shed light on the complexities and varieties of conversation in medical settings still need to be taken into account. Different types of specialties and settings, as well as differences in the cultural/ethnic backgrounds of the participants, may bring different outcomes to the structure and content of the conversations. Such studies will enrich the linguistic field itself, and will provide answers to the communication problems of the medical community and its patients

### Application

The research done on the communicative aspects of medical encounters has identified some of the various problems to be resolved. The question now is to what extent can linguists and social scientists contribute to the medical profession on the practical application level. As shown by a recent letter from the Medical Society of The District of Columbia to physicians in the D C. area, there are active attempts by the medical community to try to alleviate its communication problems.<sup>2</sup> The society suggested that physicians prepare information brochures for

<sup>2</sup> Letter dated October 20, 1981 from The Public Information and Education Committee

patients about their practice, and independently conduct a patient survey. Several medical societies, such as the American Medical Association and the American College of Obstetricians and Gynecologists, as well as pharmaceutical manufacturers, have published ample information pamphlets and brochures on such topics as surgical procedures, illnesses, the different types of symptoms to be aware of, and the different effects/risks of types of medications. It is encouraging to see that the medical community itself has opened its door, and listened to patients' needs. It is also a sign that they welcome linguists to contribute solutions to their communication needs and problems.

When linguists become involved in improving doctor-patient relations, this improvement entails not only the identification of the problems but also the challenge to find solutions for those problems. In doing so we have to consider not only what is best for the patient or the physician but also the complex relations between the physician, the patients, the hospital, the medical board, the law, and even health insurance companies' policies. Furthermore, since the medical profession is closely tied to legal issues (where language is indispensable), linguists can contribute considerably. The triangle relation between medicine-law- and-linguistics is an area that awaits our attention. It is also promising ground for linguists interested in applying their tools and knowledge in aid of other professions.

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#### Annotated Bibliography For Further Reading

—provided by MICHELINA BONANNO, Georgetown University

Casseil, Eric J, Skopek, Lucienne; and Fraser, Bruce. (1976) "A Preliminary Model for the Examination of Doctor-Patient Communication," *Language Sciences*, December 1976.

The authors, in an attempt to develop an analytical framework, propose a seven-dimensional theoretical model (acoustics, phonology, syntax, lexicon, conceptions, intent, and credence) for the analysis of discourse between physicians and patients. This model is based on the work of George Miller, who suggests that the knowledge required for communicative competence is organized on a number of different levels. The article is invaluable in that it offers the reader a means of systematically approaching the analysis of communication between physicians and patients.

Cicourel, Aaron V (1981) "Language and Medicine." In Charles A Ferguson and Shirley Brice Heath, Eds, *Language in the USA*, pp 407-429 New York: Cambridge University Press

A detailed article on doctor-patient interaction, this publication goes beyond a summary of the literature to differentiate various social science views and approaches to the study of doctor-patient communication (studies that seem to have concentrated on doctors' responses to and uses of language). Cicourel characterizes the majority of studies to date as attempts to see the medical interview as a reflection of doctor/patient status differences. He discusses how the coding procedures of psychological and sociological research (e.g., Korsch et al., Bales) overlap with yet can be methodologically and philosophically distinguished from structure-of-language approaches to speech acts. The article is highlighted by Cicourel's explanations of how interviews are coded from his own discourse analysis perspective—transcripts on which his analyses are based are included. He examines doctor-patient communication in different settings (i.e., in private practice and in a teaching hospital clinic), and contrasts a doctor-patient interview with the doctor's written report of that interview, which is prepared for his colleagues. Here Cicourel also touches on the question of how a doctor's language reflects a doctor's reasoning.

The article ends with comments on new directions in medical education and a trenchant suggestion for patients' assertiveness training: that they learn "how to insist on explanations that can be understood." A section listing further, ancillary readings sketches research on the role of pharmacists as drug and health counselors, and notes the emphasis on communication problems in nursing literature.

Coulthard, Malcolm, and Ashby, Margaret (1975) "Talking with the Doctor, 1," *Journal of Communication*, 25(3) 140-147

In the interest of investigating the structures of information-seeking employed by physicians, the authors analyzed 24 tape-recorded medical interviews. *Exchanges*—the basic units of all verbal interactions—were broken down into *moves*. By counting

and categorizing these moves, patterns of information and control were uncovered, and it was found that doctor-initiated information-seeking exchanges were the most frequent type of exchanges. The authors further demonstrate how exchanges are structured linguistically and topically, as well as how they may be "built up"

Fisher, Sue. (1982) "The Decision-Making Context: How Doctors and Patients Communicate." In Robert J. Di Pietro, Ed., *Linguistics and the Professions*, Norwood, N.J., Ablex Publishing Corporation.

Fisher, Sue. (1982) "The Negotiation of Treatment Decisions in Doctor/Patient Communication." *Language in Society*, in press. Expanded version to appear as "Doctor Talk/Patient Talk: How Treatment Decisions are Negotiated in Doctor/Patient Communication," in Sue Fisher and Alexandra Dundas Todd, Eds., *The Social Organization of Doctor-Patient Communication*, Washington, D.C.: Center for Applied Linguistics, forthcoming.

These articles report the findings of a two-year linguistic and ethnographic study of residents, staff physicians, and a sample of female patients in the Reproductive Oncology Department of a university teaching hospital. Treatment decisions for patients with abnormal Pap smears were not made on medical grounds alone, nor could they be accounted for on solely social status grounds. Together, medical and social factors were not enough to explain why physicians recommended treatment options to some patients that were denied to others. Fisher suggests that treatment decisions were produced and constrained by the exchange of information in medical interviews, by the doctors' and the patients' *strategic use of language*. The strategies identified were Presentational, Persuasive, and Questioning—only physicians used the first two (and residents and staff physicians used them differently) whereas both doctors and patients engaged in Questioning Strategies to elicit information and influence the decision-making process. The article includes fascinating examples of patients with limited "competence" (as judged by doctors on a complex of status indicators ranging from the how and who of patient referral to their initial ability to answer questions) effectively using questioning strategies to alter their course of treatment.

Prince, Ellen F. (1979) "Hedging in Physicians' Discourse." Paper presented at the Linguistic Society of America Annual Meeting, Los Angeles.

Prince, Ellen F., Frader, J.; and Bosk, C. (1982) "On Hedging in Physician-Physician Discourse." In Robert J. Di Pietro, Ed., *Linguistics and the Professions*, Norwood, N.J., Ablex Publishing Corporation.

Prince defines hedges as morphemes that contribute to the "fuzziness" of their containing utterance. She then creates a taxonomy of hedges based on a corpus of data collected from the transcription of 12 hours of audiotape recordings of physicians' morning rounds. Hedges are identified and divided into the categories of "approximators" and "shields." The former is subdivided into the categories of "adaptor" and "rounder," and the latter into "plausibility" and "hearsay." Examples of the occurrence of hedges as they appear in the medical interview are discussed.

Silva, Izone. (1981) "Factors Relevant to Effective Communication in the Medical Interview." Manuscript, Department of Linguistics, Georgetown University, Washington, D.C.

This article is of particular interest because the author contends that the underlying cause of communication problems between physicians and patients arises from "... differing perspectives which are brought to the medical encounter" by its participants. The physician, working within the "organic framework of medicine" dominates the interaction, while the patient, operating within the boundaries of his or her real-life situation, acquiesces to the physician. To examine factors that facilitate or hinder effective communication between physicians and their patients, Silva contrasts two medical interviews. Her analytical approach consists of the application of ethnomethodological techniques of discourse analysis and an adapted version of a problem-solving paradigm developed by R.P. Wise. Aside from the introduction of Wise's paradigm, Silva's study is a valuable contribution because it represents a first attempt at analyzing doctor-patient communication in the Spanish language.

Shuy, Roger. (1979) "Three Types of Interface to an Effective Exchange of Information in the Medical Interview." Paper presented to the Society for Computer Medicine, Atlanta, Georgia. To appear in Sue Fisher and Alexandra Dundas Todd, Eds., *The Social Organization of Doctor-Patient Communication*, Washington, D.C.: Center for Applied Linguistics, forthcoming.

Shuy identifies three areas that lead to interference in communication between physicians and their patients. The first area involves vocabulary differences, as well as the use and abuse of medical jargon by both physicians and their patients. The second area is that of cross-cultural differences concerning attitudes toward illness, social distance, and dialectal variation. The final area discussed is the structure that is imposed upon the discourse between the doctor and his or her patient by rigid adherence to the question/answer format of the traditional medical interview. Shuy concludes with suggestions for the use of new interviewing techniques by physicians.

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## News Brief

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### Foreign Students: New Educational Resource

The National Association for Foreign Student Affairs (NAFSA) recently received a grant from the U.S. Department of Education for a project involving foreign students in grades K-12. The purpose of the new NAFSA project is to compile and disseminate information concerning the effective use of foreign students in U.S. elementary and secondary schools as resources for increasing the knowledge and understanding of American students about other cultures, nations, and peoples and their interdependence.

To assure that materials compiled in the project are as useful and complete as possible, NAFSA is requesting all educators who have worked with foreign students in grades K-12 to share information about known materials covering such items as successful programs using foreign students enrolled in grades K-12 as educational resources in classrooms; cross-cultural communication guides; multicultural teaching aids; lesson plans on specific countries; and foreign student administrative guides. Also, information about the types of materials most useful to K-12 teachers is requested. Correspondence or phone calls should be directed to Linda A. Reed, K-12 Project Director, NAFSA, 1860 19th Street, N.W., Washington, DC 20009, phone: (202) 462-4811.

# When & Where

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- 13-14 International Linguistic Association Annual Conference, New York, NY LR 24 3, p 6
- 18-20 Conference on College Composition & Communication San Francisco Inquiries: NCTE, 1111 Kenyon Road, Urbana, IL 61801 ●
- 19-20 UW-M Annual Linguistics Symposium, 11th Milwaukee, WI LR 24 1, p 7
- 19-20 Caddo Conference Continuing Education Center, Univ Arkansas, Fayetteville, AR LR 24 5, p 8
- 19-20 California State Conference on Portuguese Bilingual Education, 6th Marriott's Great American Hotel, San Jose, CA LR 24 5, p 8
- 19-21 Annual Ethnography in Education Research Forum, 3rd Univ of Pennsylvania, Philadelphia, PA LR 24 2, p 9
- 24-26 Spring Meeting of the Linguistics Association of Great Britain Univ Reading LR 24 1, p 6
- 26-27 Southeastern Conference on Linguistics, Spring Meeting, Gainesville, FL LR 24 3, p 6
- 26-31 Annual SIETAR Conference, 8th RMS Queen Mary, Long Beach, CA Theme Strategies for Cultural Stability and Change LR 24 1, p 7
- 27-29 Stanford Child Language Research Forum, 14th Stanford, CA LR 24 3, p 7
- 29-April Congress of FMP (German Association of Foreign Language Teachers) Marburg, Federal Republic of Germany LR 23 6, p 9

## April

- 1-3 Western Humor and Irony Membership (WHIM) Conference on Linguistic Humor Tempe, AZ LR 23 3, p 10
- 1-3 Linguistic Symposium on Romance Languages, 12th Pennsylvania State Univ., University Park, PA LR 24 4, p 9
- 1-4 Northeast Conference on the Teaching of Foreign Languages, 29th New York Hilton Hotel, N Y Theme The Foreign Language Teacher The Lifelong Learner LR 24 2, p 9
- 1-4 Congress of the German Association of Foreign Language Teachers (FMP) Marburg, Federal Republic of Germany LR 24 1, p 6
- 4-9 National Association for Bilingual Education, 11th Detroit LR 24 3, p 6
- 5-7 British Association for Applied Linguistics Seminar Information and Discourse Univ of Aston in Birmingham, England ● ◻
- 12-16 Colloquium of the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-Globale (AIMAV) Abidjan, Ivory Coast Theme The Role of Television & Video in Foreign Language Instruction LR 24 2, p 8
- 15-17 Annual Symposium on Historical Linguistics & Phonology, 2nd Univ Michigan, Ann Arbor, MI Theme Derivations on Time and Historical Paradigms. LR 24 4, p 8
- 15-18 North American Catalan Society, Biennial Colloquium, 3rd Univ Toronto LR 24 5, p 8
- 16-17 Hawaii Association of Teachers of Japanese Annual Conference on Japanese Linguistics and Language Teaching, 7th Univ Hawaii, Honolulu Theme A Fresh Look at Language Acquisition Its Application to Teaching Japanese LR 24 4, p 8
- 16-17 Society for German American Studies Annual Symposium Fort Hays State Univ., Hays, KS LR 24 4, p 8
- 19-23 RRLC Regional Seminar, 17th Singapore Theme Interlanguage Transfer Processes in Language Learning & Communication in Multilingual Societies LR 24 5, p 9
- 22-24 Central States Conference on the Teaching of Foreign Languages, Louisville, KY Theme FL and ESL From Monologue to Dialogue LR 24 4, p 8
- 22-24 Univ. of Kentucky Foreign Language Conference Univ Kentucky, Lexington LR 24 4, p 8
- 22-24 National Association for Asian/Pacific American Education, 4th National Conference Seattle, WA Theme Asian/Pacific American Education, An Investment for the Future. LR 24 3, p 6
- 26-27 English-as-a-Second-Language Refugee Conference Houston, TX LR 24 5, p 8
- 26-30 International Reading Association Annual Convention, 27th Chicago, IL LR 24 2, p 8
- 30-May 2 Conference on African Linguistics, 13th Univ Quebec, Montreal LR 24 4, p 8

## May

- 1-6 TESOL International Annual Convention, 16th Honolulu, HI LR 24 1, p 6
- 14-15 Minnesota Regional Conference on Language & Linguistics, 8th Minneapolis, MN LR 24 5, p 10
- 14-15 Conference on Syntactic Theory & How People Parse Sentences, The Ohio State University, Columbus. Abstract deadline: 1 April 1982 LR 24 5, p 12
- 16-17 Conference on The Semantics of Tense & Aspect in Three Languages The Ohio State Univ LR 24 5, p 19

## August

- 1 Meeting of the Society for Cognition & Brain Theory Univ of Maryland, College Park, MD ● ◻
- 1 American Dialect Society Summer Meeting Univ of Maryland, College Park, MD ● ◻
- 2-4 Abstract deadline 15 April 1982
- 2-4 International Symposium on LSP (Languages for Special Purposes) Eindhoven, The Netherlands Theme Reading for Professional Purposes in Native and Foreign Languages LR 23 8, p 7
- 2-6 Annual LACUS Forum of the Linguistic Association of Canada and the United States, 9th Northwestern Univ., Evanston, IL LR 24 3, p 7
- 2-6 Workshop on Motivating Children & Adults to Acquire Another Language Calvin College, Grand Rapids, MI Application deadline 4 July 1982 ● ◻
- 23-28 International Congress of the World Federation of Teachers of Russian Language and Literature (MAPRYAL) Prague, Czechoslovakia LR 24 1, p 6
- 23-28 Tenth World Congress of Sociology Mexico City LR 23 7, p 9
- 25-28 International Systemic Workshop, 9th Glendon College, York Univ., Toronto, Ontario, Canada Theme Current Applications of Systemic Theory LR 24 3, p 7
- 26-27 ICU Summer Institute in Linguistics, 21st Tokyo, Japan LR 24 4, p 8
- 29-Sept 4 International Congress of Linguists, 13th Tokyo, Japan LR 23 7, p 9

## September

- 1-5 Biennial Conference of the Society for Caribbean Linguistics, 4th Univ of Suriname, Paramaribo, Suriname Theme: New and Old Languages in the Caribbean LR 24 4, p 9
- 5-12 International Congress of Egyptology, 3rd Skyline Hotel, Toronto Themes: Archeology of Egypt & Egyptian Philology LR 23 9, p 7
- 8-11 International Conference on Papuan Linguistics, Goroka, Papua New Guinea LR 23 9, p 8
- 8-11 Societas Linguistica Europaea Annual Meeting Athens, Greece Topic Language Typology & Universals Write either SLE Secretary/Treasurer Prof Dr Werner Winter, Univ of Kiel, Olshausenstrasse, 40-60, N 50 d, D 2300 Kiel, West Germany, or Prof Dr George Bakratsis, Institute of Linguistics, Univ of Athens, Hippokratousstr 33, Athens 144, Greece ●
- 17-20 British Association for Applied Linguistics Annual Meeting, Newcastle upon Tyne, England Theme Learning & Teaching Languages for Communication ● ◻
- 22-24 Fall Meeting of the Linguistic Association of Great Britain, University of Kent, Canterbury Inquiries to Meetings Secretary, Dr M W Wheeler, Dept of Linguistics, Univ of Liverpool, P O Box 147, Liverpool L69 3BX, England ●

## October

- 11-13 Bulgarian-American Symposium Boston, MA LR 24 3, p 7
- 14-16 Delaware Symposium on Language Studies, 4th Newark, DE Theme Linguistics, Humanism, & Information Management LR 24 5, p 10
- 14-16 Annual Meeting of the Linguistic Association on the Southwest (LASSO), 11th Albuquerque, NM Abstract deadline 20 May 1982 LR 24 5, p 10
- 21-24 Semiotic Society of America Annual Meeting, 7th SUNY Buffalo, Buffalo, NY LR 24 5, p 10

## November

- 13 South Atlantic Regional Meeting of the American Dialect Society Atlanta, GA Abstract deadline 1 May 1982. ● ◻
- 19-22 National Council of Teachers of English, 72nd Washington, D.C. American Dialect Society Session ADS proposal deadline 15 March 1982 ● ◻
- 25-27 American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting New York City LR 24 2, p 9
- TBA Linguistic & Sociocultural Aspects of Language Teaching Ghent, Belgium ● ◻

## December

- 4-7 American Anthropological Association, Annual Meeting, 81st Washington, DC Dead line 1 April 1982. Write for submission forms to: AAA Program Editorial Board, 1703 New Hampshire Ave. N.W., Washington, DC 20009 LR 24 5, p 8

June

- 2-5 International Symposium "Contact + Conflict", 2nd, organized by The Research Center on Multilingualism. Brussels. Topics: Theory, Methodology, Models, and Comprehensibility of Language contacts. Write: R.C.M., Ufsd, Vrijheidslaan 17, av de la Liberte, B-1080 Brussels, Belgium
  - 2-6 International Conference on Contrastive Projects, 5th. University of Jyväskylä, Finland
  - 11-12 Second Language Acquisition and Second Language Teaching Conference. Univ. of South Florida, Tampa, FL. Abstract deadline: 1 May 1982.
  - 12-13 Interdisciplinary Conference on Northern Studies. Univ. of Maryland, College Park, MD
  - 16-18 Annual Meeting of the Association for Computational Linguistics, 20th. Univ. Toronto, Toronto, Ontario, Canada
  - 21 Aug 13 Linguistic Society of America, Linguistic Institute, 50th. Univ. Maryland, College Park (Details in Summer Opportunities.)
  - 28 Aug 6 TESOL Summer Institute, 4th. Northwestern Univ., Evanston, IL. (Details in Summer Opportunities.)
- July
- 5-10 Conference on Computational Linguistics, 9th. Prague, Czechoslovakia
  - 16-18 Conference on Formal Language. College Park, MD
  - 16-17 TESOL Summer Meeting, 4th. Northwestern University, Evanston, IL
  - 27-29 World Congress on Reading, 9th. St. Patrick's College, Dublin, Ireland. Theme: In Pursuit of Knowledge
  - 30-Aug 1 Linguistic Society of America, Summer Meeting, 43rd. College Park, MD. Abstract deadline: 15 April 1982.

1983

February

1-3 Conference on Applied Natural Language Processing. Santa Monica, CA

March

23-25 Linguistics Association of Great Britain. Univ. of Sheffield, England

27-30 International Conference for Historical Linguistics, 3rd. Sorby Hall, Univ. of Sheffield, England. Abstract deadline: 1 May 1982.

April

6-8 Association for Literary & Linguistic Computing. San Francisco, CA. Paper proposal deadline: 30 Sept. 1982. Contact: James Joyce, ITS, 2000 Center St., Suite 1096, Berkeley, CA 94704, (415) 621-6415

August

1-6 International Congress of Phonetic Sciences, 10th. Utrecht, The Netherlands. Abstract deadline: 1 January 1983. Information Organizing Secretariat, Keizersgracht 792, 1017 BC Amsterdam, The Netherlands

8-12 International Joint Conference on Artificial Intelligence. Karlsruhe, West Germany

14-25 International Congress of Anthropological and Ethnological Sciences, 11th. Phase I. Quebec City, Aug. 14-17; Phase II. Vancouver, Aug. 20-25. Theme: Anthropology & the Public: The Communication of Scholarly Ideas & the Human Context of Data. Symposium date: 1 June 1982; volunteered papers due: 1 January 1983.

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LR 24.4, p 9

LR 24.5, p 9  
LR 24.5, p 9

# Conferences, Workshops, Seminars

The South Atlantic Regional Meeting of the American Dialect Society will be held in Atlanta, GA, 13 November 1982, in association with the South Atlantic MLA meeting. The deadline for abstracts is 1 May 1982. Send to Crawford Feagin, University of Virginia, Falls Church Regional Center, 2312 N. Upton, Arlington, VA 22207. Papers relating to the South are particularly welcome. . . James J. Asher, Professor of Psychology and Statistics at San Jose State University, will be the featured lecturer at the sixth annual Calvin College summer workshop for teachers and prospective teachers of foreign language. For the week of 2-6 August 1982 participants in the "Motivating Children and Adults to Acquire Another Language" Workshop will attend lectures on psycholinguistics and on comprehension training, see live demonstrations of the "Total Physical Response" approach, conduct supervised practice sessions, and participate in the development of materials for classroom use. The cost of the workshop is \$175; 2 semester hours of graduate credit will be given. For further information please contact Dr. Barbara Carvill, German Dept., Calvin College, Grand Rapids, MI 49506; (616) 949-4000, x 365. . . A series of general plenary lectures by invited speakers and some 20 papers on more detailed aspects of Linguistic and Sociocultural Aspects of Language Teaching is planned for the end of November 1982 in Ghent. Special attention will be given to the linguistic situation in Flanders, but at a level general enough for those with interests in other languages. The issues to be covered are (1) the teaching of the standard variety of a language to speakers of nonstandard dialects, with reference to the situation in Flanders, (2) foreign language teaching—in general and foreign language teaching with Dutch as the target language and as the source language. The conference will conclude with a panel discussion of "Norm and Usage," with discussants representing various language areas. It may not be too late to contribute a paper. Write immediately to Prof. Dr. V. F. Vanacker, Seminarie voor Nederlandse Taalkunde en Vlaamse Dialectologie, Blandijnberg 2, B-9000 Gent, Belgium. . . A special conference on Applied Natural Language Processing will be held 1-3 February 1983, in Santa Monica, CA. The conference, co-sponsored by the Association for Computational Linguistics and the Office of Naval Research, will focus on application of computational linguistic techniques to problems in data management, training and education, language translation, and speech recognition and synthesis. Papers describing end-users' experience in these areas are especially welcome. Six copies of extended abstracts, five to eight pages, double spaced, should be sent by 15 August to Beatrice T. Oshika, MD 72-27, System Development Corporation, 2500 Colorado Ave., Santa Monica, CA 90406. If you wish to be on the mailing list for future announcements and details on local arrangements, contact Beatrice Oshika at the above address. . . The 1982 Linguistic Association of Great Britain Spring Meeting (24-26 March 1982 at the Univ. of Reading) Lecture will be given by Barbara Partee, Prof. of Linguistics and Philosophy at the Univ. of Massachusetts, Amherst. Ilse Lehiste, CAL Trustee and Professor of Linguistics at Ohio State Univ., is included in the preliminary list of speakers for the British Association of Applied Linguistics Seminar, Intonation and Discourse, Univ. of Aston in Birmingham, 5-7 April. Write/Call: Catherine Johns-Lewis, BAAL Seminar, Dept.

of Modern Languages, Univ. of Aston at Birmingham, Gosta Green, Birmingham B4 7ET, 021 356 6357. The BAAL Annual Meeting will be at Newcastle-upon-Tyne, 17-20 September 1982. Offers of papers on the theme of "Learning and Teaching Languages for Communication" and on topics of general applied linguistic interest should be sent as soon as possible to the Assistant Secretary, Euan Reid, 5 Mellish Road, Walsall WS4 2DQ, England. The American Dialect Society has put out calls for papers for its Annual Meeting in December with the MLA in Los Angeles, its session with NCTE in November (Washington, DC), and for its Summer Meeting August 1 at the LSA's Summer Meeting and Linguistic Institute. For the annual meeting, abstracts of 20-minute papers should be submitted to A. Murray Kinloch, English Dept.; Univ. of New Brunswick, Bag Service 45555; Fredericton, N.B.; E3B 6E5, Canada, by 15 April. For the NCTE session, submit proposals to Bethany K. Dumas, English Dept., Univ. of Tennessee; Knoxville, TN 37916 by 15 March. Jeutonne P. Brewer is the Program Chair for the ADS meeting in College Park, Maryland. Her address for paper abstracts (by 15 April) is College of Arts & Sciences, 105 Foust Building, Univ. of North Carolina, Greensboro, NC 27412.

Several other conferences besides the ADS have been planned to coincide with the LSA-ASLHA Linguistic Institute this summer in College Park, Maryland. There will be a weekend conference July 16-18 on the nature and function of formulaic expressions in natural language. It is being organized by Professors Ann M. Peters of the Univ. of Hawaii, Charles J. Fillmore of the Univ. of California, Berkeley, and Lily Wong Fillmore of the Univ. of California, Berkeley. Write Charles Fillmore at the Dept. of Linguistics, Berkeley 94720 for more information. There will be a meeting of the Society for Cognition and Brain Theory on August 1. For further information, contact Prof. Hugh W. Buckingham, Director, Interdepartmental Linguistics Program, Louisiana State Univ., Baton Rouge, LA 70803. A conference on the development of GPSG (Generalized Phrase Structure Grammar), as developed by Gerald Gazdar, Ewan Klein, Geoffrey Pullum, and Ivan Sag, is planned (no date yet set). For more information, please contact Prof. Ivan Sag, Stanford Univ., Dept. of Linguistics, Stanford, CA 94305. Fur-

ther, the co-sponsors of this summer's Linguistic Institute, the American Speech-Language-Hearing Association, will have two weekend "mini-institutes" at its new headquarters in Rockville, MD. The first, *Aphasia*, is planned for 9-10 July. The second will be on 23-25 July, and will have the title *Child Phonology*. For information on the mini-institutes, contact Dr. Charles Diggs, Director, Speech-Language Pathology Liaison Branch, ASLHA, 10801 Rockville Pike, Rockville, MD 20852. Fees are \$95 per institute. . . . The American Association for Netherlandic Studies (AANS) is announcing its first biennial *Interdisciplinary Conference on Netherlandic Studies (ICNS)*, to be held at the University of Maryland, College Park, 12-13 June 1982, just before the Institute begins. Of interest to linguists are the sections on Structure and History of the Dutch Language and Materials and Techniques for teaching Dutch at intermediate and advance levels. A special symposium on language standardization and the relation of standard to dialect is planned in celebration of the language union treaty between Belgium and the Netherlands; this program is subject to funding. Deadline for receipt of abstracts is *March 22, 1982*. Requests for information and one-page abstracts of proposed papers should be sent to Dr. William Fletcher, Dept. of Germanic & Slavic Languages & Literatures, Univ. of Maryland, College Park, MD 20742. Telephone: (301) 454-4301 (office), 535-5569 (home). . . . Several themes have emerged in the papers accepted for the *Ethnography in Education Research Forum* to be held 19-21 March in Philadelphia: approaches to literacy, the effects of ethnicity and family background, and social and communicative competence. The Keynote Speaker will be David M. Smith, "The Education of Ethnography"; other featured speakers are Judith Green, "What We've Learned from Ethnographic Research—Teaching and Learning," Francis E. Johnston and Bambi Schiefelin, "Ethnography in Two Cities: Guatemala City and West Philadelphia," Ray P. McDermott, "Current Issues in Ethnography of Education," and Harry F. Wolcott, "The Culture of Learning." For information on registration call or write Elizabeth Drayton or Eleanor Childs, Univ. of Pennsylvania, A-55 Graduate School of Education, 3700 Walnut Street, Philadelphia, PA 19104, (215) 243-3273 or 243-6998.

## 1982 Summer Opportunities, Cont'd

### Intensive Arabic Added at Middlebury

Middlebury College has recently added a School of Arabic to its intensive summer program and appointed Professor Peter Abboud, of the University of Texas at Austin, as Director. The Middlebury summer school is a uniquely demanding one where students live together for six to nine weeks in a totally foreign language environment, having signed a pledge at the beginning of their training to use the foreign language as the only medium of communication for the entire session. Other languages taught during the summer at Middlebury are Chinese, French, German, Italian, Japanese, Russian, and Spanish.

The first Arabic summer session will be offered this year from 18 June to 21 August and will be open both to beginners and to intermediate level students. For further information, write Language Schools, Admissions, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

### TESOL Summer Institute

A consortium of Chicago-based institutions will direct the Fourth TESOL Summer Institute on the campus of Northwestern University in Evanston, Illinois. The consortium consists of The University of Illinois at Chicago Circle, Northeastern Illinois University, and Northwestern University.

In addition to the TESOL and Linguistic staffs of the three universities, a number of leading teachers in the field of Teaching English as a Second Language and applied linguistics have been invited to teach, including Bernard Spolsky (Bar Ilan), H. Douglas Brown (Univ. of Illinois, Champaign-Urbana), Darlene Larson (New York Univ.), John Ross (MIT), Elaine Tarone (Univ. of Minnesota), Lyle Bachman (Univ. of Illinois, Champaign-Urbana), Harvey Nadler (New York Univ.), Michael Long (Univ. of Pennsylvania), Charles Blatchford (formerly of Univ. of Hawaii and Lanzhou University), Cathy Day (Eastern Michigan Univ.),

Frederick Jenks (Florida State Univ.), Thomas Buckingham (formerly of Univ. of Houston), Vicki Gunther (Chicago Board of Education), Marsha Santelli (Chicago Board of Education), and Dennis Terdy (Illinois Adult ESL Service Center). Additional staffing from the three host universities includes: John Haskell, Don Seigel, Mary Ann Geissal, J. Peter Maher, Audrey Reynolds, Myrna Knepler and Robert Illwitzer (all of Northwestern Illinois University); Linda Schinke-Llano, Richard Spears, Gilbert Krulec, and Abraham Demoz (all from Northwestern University); and Elliot Judd, Thomas Kochman, Kyoko Inoue, Andrew Schiller, and John Rohsenow (all of The University of Illinois at Chicago Circle).

Courses will be offered for a six-week period from 28 June to 6 August and for three-week periods running from 28 June to 16 July and from 19 July to 6 August. Students may choose to study during either of the three-week periods or for the entire six weeks. Tuition will be \$375 for three courses (taken over the entire six-week period), \$275 for two courses (taken over the entire six-week period or during either of the three-week sessions), or \$150 for any one course taken (either a six-week or a three-week course). Housing will be in new dormitories on the campus of Northwestern and a meal plan will be included for those who wish it.

A special lecture series will accompany the 1982 TESOL Summer Institute as part of the on-going program. Late afternoon lectures will be offered twice a week for the entire Institute.

An additional feature of the summer's events will be the Fourth Annual TESOL Summer Meeting, which will be held on the campus of Northwestern University on July 16 and 17. Among the invited plenary speakers will be G. Richard Tucker, Merrill Swain, Mark Clarke, and Donald Knapp. In addition, papers and workshops, as well as a large publishers' exhibit, are planned.

For further information on the 1982 TESOL Summer Institute, or to receive a catalogue with more specific details, please write to: Elliot Judd, Director; 1982 TESOL Summer Institute, 2003 Sheridan Road, Northwestern Univ; Evanston, IL 60201, or call (312) 492-7572.

### Salzburg International Summer School in Linguistics

The main theme of the third Salzburg Summer School in Linguistics, 19 July to 20 August, will be Comparative Syntax in a Generative Framework. This theme will be supported by the usual core and topics courses. For details write: Prof. Gaberell Drachman; Director, SSSL; Institut für Sprachwissenschaft; Universität Salzburg, A-5020 Salzburg; Austria

### Summer Seminar on China

Thomas and Janene Scovel, University of Pittsburgh, are leading an 18-day study tour of the PRC from June 18 to July 7, 1982. This "summer seminar" will focus on educational institutions at five locations: Shanghai, Jinan, Beijing, and Xian, and will include lectures presented by Chinese educators. Tours will be taken to popular sites such as the Great Wall and the archaeological excavations at Xian, and there will be an opportunity to visit Confucius' birthplace and to climb Tai Shan mountain in Shandong province. Cost will be approximately \$2,400. For further information, contact Office of Special Programs, University Center for International Services, 4G15 Forbes Quadrangle, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-1208

### 50th Linguistic Institute

"Neurolinguistics, Psycholinguistics, and Language Pathology" is the theme for the Linguistic Society of America, co-sponsored this summer by the American Speech-Language-Hearing Association, and hosted by the Department of Hearing and Speech Sciences of the University of Maryland. The dates for the Institute are 21 June through 13 August.

Members of the Univ. of Maryland faculty (Depts. of Hearing and Speech Sciences, Philosophy, and Germanic and Slavic Languages) will be complemented by an international visiting faculty, headed by Prof. Wolfgang U. Dressler (who will hold the Hermann and Klara H. Collitz Professorship for Comparative Philology) and James D. McCawley (who will hold the Linguistic Society of America Chair). Other Institute faculty: Elizabeth Bates (Univ. of California, San Diego), Charles I. Berlin (Kresge Hearing Research Laboratory of the South and Louisiana State Univ.), Thomas A. Bever (Columbia Univ.), Hugh W. Buckingham, Jr. (Louisiana State Univ.), David N. Caplan (Temple Univ.), Alfonso Caramazza (Johns Hopkins Univ.), Ruth S. Day (Duke Univ.), Jill G. de Villiers (Smith College), William Orr Dingwall (Univ. Maryland), Mary Elbert (Indiana Univ.), Charles J. Fillmore (Univ. of California, Berkeley), Lily Wong Fillmore (Univ. of California, Berkeley), Susan D. Fischer (NTID, Rochester Institute of Technology), James E. Flege (Northwestern Univ.), William H. Fletcher (Univ. of Maryland), Victoria A. Fromkin (Univ. of California, Los Angeles), John A. Goldsmith (Indiana Univ.), Judith R. Johnston (Indiana Univ.), Mary-Louise Kean (Univ. of California, Irvine), Ewan H. Klein (Univ. of Newcastle-upon-Tyne), John L. Locke (Univ. of Maryland), Peter F. MacNeilage (Univ. of Texas, Austin), John C. Marshall (Medical Research Council, The Radcliffe Infirmary, Oxford), Frederick J. Newmeyer (Univ. of Washington), John J. Ohala (Univ. of California, Berkeley), Manjari A. Ohala (San Jose State Univ.), George A. Ojemann (Univ. of Washington), William H. Perkins (Univ. of Southern California), Alan B. Rubens (Aphasia Center, Hennepin County Medical Center), Jerrold M. Sadock (Univ. of Chicago), Ivan A. Sag (Stanford Univ.), Rachel E. Stark (Johns Hopkins Univ.), Stephen P. Stich (Univ. of Maryland), Michael Studdert-Kennedy (City Univ. of New York), Harry A. Whitaker (Univ. of Maryland), Grace H. Yem-Komshian (Univ. of Maryland), and Arnold M. Zwicky (Ohio State Univ.).

In addition to the usual general and theoretical linguistics courses (Phonetics and Phonology—4, Syntax and Morphology—6, Semantics and Philosophy—4, Field Methods—2) there will be courses in the areas of Psycholinguistics (8), Bilingualism and Second Language Acquisition (3), Sign Language (2—one will be on field methods, one on structure), Developmental Language and Developmental Disorders (6), Language Disorders and Aphasia (8), Language Processing Disorders (2), Neuropsychology and Neurolinguistics (8).

All Institute courses are offered for 3 hours of credit at \$122 per credit hour for graduate students, \$56 for undergraduate students, and \$67 for graduate students who are residents of Maryland. Noncredit Visiting Scholars/Fellows pay \$175 (if they register before 1 April) or \$225 (after 1 April).

For full course descriptions and other particulars or for student applications, write 1982 Linguistic Institute, Dept. of Speech and Hearing Sciences, Univ. of Maryland, College Park, MD 20742. Applications to attend the Institute as a Visiting Scholar/Fellow are available from the LSA Secretariat; Visiting Scholars, 3520 Prospect St., N.W., Washington, DC 20007.

**Selected Education Program Budgets**  
(in millions of dollars)

<i>Program</i>	<i>1981</i> <i>Appropriations</i>	<i>1982</i> <i>Continuing</i> <i>Resolution</i>	<i>1982</i>	<i>1983</i>
			<i>Revised</i> <i>Budget</i> <i>Request</i>	<i>President's</i> <i>Request</i>
Department of Education	\$14.8	13.0	12.8	9.9
Programs for Disadvantaged Students (ECIA <sup>a</sup> Chapter I formerly ESEA <sup>b</sup> Title I)	3,104.3	2,885.9	2,474.4	1,942.0
Education Block Grant (ECIA <sup>a</sup> Chapter II)	512.0	455.6	442.1	406.1
Bilingual Education and Minority Language Affairs (ESEA <sup>b</sup> Title VII)	161.4	138.0	126.5	94.5
International Education				
Domestic	21.8	19.2	14.9	8.7
Overseas	6.2	4.8	2.6	1.5
National Endowment for the Humanities	151.2	130.5	130.5	96.0
National Institute of Education	65.6	53.3	53.3	53.6
National Science Foundation	1,040.0	996.2	996.2	1,072.0

<sup>a</sup> Education Consolidation and Improvement Act

<sup>b</sup> Elementary and Secondary Education Act

SOURCE: Department of Education, 2/9/82

—CONTINUED from p 1—

There are three major sections to the education budget: \$4.4 billion for elementary, secondary, and vocational programs; \$4.8 billion for higher education aid; and \$1.1 billion for research and general education aid.

In addition, Reagan has requested cuts, otherwise known as rescissions, in the 1982 budget. The total cut would amount to \$1.2 billion from the \$12.9 billion fiscal 1982 education appropriation. These cuts would hit the Guaranteed Student Loan (GSL) and several elementary and secondary programs. Those targeted for rescission include International Education (Title VI) down by \$6.3 million to \$17.6 million and bilingual education down by over \$16 billion to \$123.1 million for 1982. These two programs are slated for other changes in 1983. All overseas activities of the International Program will be transferred to the International Communication Agency. With regard to the Title VII, ESEA program, the Administration has proposed a change in the definition of a bilingual project to include ESL and immersion models. This program is slated for zero funding in 1984.

The National Institute of Education was not a target for rescission in 1982. The proposed appropriation figures are \$53.4 million for this year and a slight increase to \$53.6 million in 1983.

Note that the proposed fiscal 1983 reductions are in addition to the \$3.5 billion cuts approved by Congress last year.

Other programs of interest not within the Department of Education are the refugee assistance activities and the

National Science Foundation. The Administration has proposed to block grant all refugee assistance programs, including the education efforts. The total amount to be divided among the states for domestic assistance would be \$669 million for 1982, \$532 million for 1983, and \$438 million for 1984.

The National Science Foundation appropriation was not slated for rescission in 1982. The figures are \$996 million for this year and \$1.07 billion for 1983. Within NSF, the Social and Behavioral Science appropriation would be \$32.3 million for 1982 and \$33.1 million for 1983. Of those figures, \$2.1 million and \$2.2 million are for research in linguistics for 1982 and 1983 respectively.

Another agency to note is the National Endowment for the Humanities. The Administration has proposed no budget reductions for 1982 and a substantial reduction for 1983. The proposed figures are \$130.5 million and \$96.0 million respectively.

### *The Future*

This budget proposal has generated a substantial amount of controversy. Members of Congress are faced with the task of determining the viability of the budget cuts and other proposed changes in the national budget. Look forward to the next *LR* issue, which will include an analysis of the implications of this proposal on education and language research issues.

[This *LR* feature was prepared by Tracy C. Gray, Director of CAL's Office of Language and Public Policy.]

## Linguists Wanted

**Boston University, School of Education.** Assistant or Associate Professor of Reading and Language. Fall 1982. Teaching of courses in information processing in normal and hearing/language impaired children and adults, and courses in related areas such as reading assessment, and interactive computer systems for teaching speech/language to these populations. Developing research in these areas and directing student research. Doctorate required, teaching-research experience desirable. Salary dependent on qualifications. Send resume to: Ms. Elizabeth Austin, Boston Univ., School of Education, 605 Commonwealth Avenue, Boston, MA 02215. Closing date: 31 March 1982. An affirmative action, equal opportunity employer.

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*One to three non-tenure track positions* anticipated for 1982-83 in the Intensive English and Orientation Program. *Adjunct Assistant Professor*, 3-year renewable appointment. Requirements: Ph.D. or equivalent in TESL or related field and at least 1 year teaching experience, preferably in an intensive English program. Overseas experience highly desirable. Salary (11-months) \$18,000 minimum plus fringe benefits. *Adjunct Instructor*, 1-year renewable appointment. Requirements: M.A. or equivalent in TESL or related field and at least 1 year teaching experience, preferably in an intensive English program. Overseas experience highly desirable. Salary (11-months) \$16,000 minimum plus fringe benefits. Both appointments begin 23 August 1982. Application deadline 1 May 1982. Send both application letter and *vita*. Roberta Vann, Program Executive Officer, IEOP, 339 Ross Hall, Iowa State Univ., Ames, IA 50011. EO/AEE

**Miami University** has a one year visiting assistant professorship for Fall 1982 in the Department of English. One year renewal likely. Teaching responsibilities will be primarily undergraduate, with courses in introductory linguistics, phonology, and historical linguistics. Applicants should have a commitment to teaching as well as research. Competence and experience in English composition are desirable. Send letter of application with resume to: Robert C. Johnson, Chair; Dept. of English; Miami Univ.; Oxford, Ohio 45056. Application deadline, 15 April 1982. Affirmative Action, Equal Opportunity Employer.

The Linguistics Department at **San Diego State University** is recruiting for a tenure-track position. Applicants should be able to teach psycholinguistics and methods of ESL, as well as a wide range of general linguistics courses. Ph.D. preferred. Appointment will be made at Assistant Professor level (\$19,932 to \$22,896) or higher depending on qualifications and experience.

Additionally, the Department expects to have one or

two full-time temporary lecturerships. Applicants should be able to teach general and introductory linguistics as well as at least one theoretical (phonology, syntax, semantics) and one applied specialty (sociolinguistics, psycholinguistics, methods of ESL, Spanish/English bilingual linguistics). At least one lecturer must be able to teach ESL Composition. Appointments are for one year, potentially renewable. Salary scale the same as above.

For highest consideration, apply by 15 March 1982 to: Robert Underhill, Chair, Dept. of Linguistics, San Diego State Univ., San Diego, CA 92182. Applications should include *vita*, transcript, at least three recommendations, and appropriate supporting materials. Please make clear whether your application is for the tenure-track position, lecturership, or both. San Diego State University is an Affirmative Action/Equal Opportunity/Title IX Employer and does not discriminate against handicapped persons.

**George Mason University**, in Fairfax, Virginia, has a one-year or one-semester possible appointment at the assistant professor level in graduate and undergraduate linguistics: phonology, syntax and semantics, theoretical linguistics, as well as freshman composition or English as a second language. Ph.D. preferred, ABD considered. Send letter and resume by 1 April 1982 to Roger Lewis, Part-Time Appointments Committee, Dept. of English, George Mason Univ., Fairfax, VA 22030. AA/EOE.

**Pennsylvania State University** seeks an instructor in the Speech Communication Department's Center for English as a Second Language. Duties include ESL and TESL instruction and coordination of ESL courses. The Department is requiring an M.A. in ESL or linguistics and proficiency in a non-native language; native speaker competence in English and prior ESL/EFL experience also necessary. A PhD and research capability are desirable. Starting date September 1982. Application deadline: 30 April 1982. Send letter of application, *vita*, and three references to Dr. John Hinds, Director, Center for ESL, Dept. of Speech Communication, Pennsylvania State Univ., 305 Sparks Building, Box 100, University Park, PA 16802. Pennsylvania State University is an Equal Opportunity/Affirmative Action Employer.

The English as a Second Language Program at **Kean College of New Jersey** invites applications for assistant professor, a tenure-track position in intensive ESL program for undergraduate non-native speakers of English. Begins 1 September 1982. Teach 12 credit hours of ESL and assist co-ordinator in program development and evaluation. Doctorate (preferred) or ABD (required) in TESOL or linguistics. Send resume and letters of recommendation to Dr. Elizabeth Huberman, Chairperson; Dept. of English; Kean College of New Jersey; Morris Ave., Union, NJ 07083, by 28 March 1982. An Equal Opportunity/Affirmative Action employer.

The Spring Institute for International Studies in Denver, Colorado is accepting applications for EFL teaching positions. The Institute operates three intensive English programs for foreign students in Colorado (in Denver, Littleton, and Greeley). We are soliciting applications for full-time permanent teachers for the regular year-round program. Applicants should have an MA in TEFL or a related field, several years experience as well as a background and interest in cross-cultural education. The Spring Institute is a growing organization started by a group of senior professional educators. We are interested in teachers who are excited by the challenge of developing a young institution. The starting salary is \$1050 per month for three preparations a day of \$1200 for four preparations plus medical benefits and life insurance. We are also seeking teachers for several Summer sessions. Two month-long special sessions for adults will be offered in July and August. Also two programs for children (ages 8-16) from Colombia and Venezuela will be held at the YMCA camp near Winter Park, Colorado, from mid-June to mid-August. Send resumes to Barbara Sample, Director of Education, Spring Institute for International Studies, 5025 Lowell Blvd., Denver, Colorado 80221.

Teachers College, Columbia University announces opening for TESOL M.A. Program Coordinator One year appointment, renewable up to two years maximum; non-tenure-track. Qualifications; prefer doctorate in TESOL or related field but will accept applications from candidates with approved prospectus for doctoral dissertation. Responsibilities; administration, teaching, supervision and advising at M.A. level. Full job description upon request

Application deadline; 22 March 1982. Applications material; vita, references, transcripts, selected publications or other writing samples Send to TESOL Search, Box 66, Teachers College, Columbia Univ., New York, NY 10027. We are an EO/AA employer

The Program in Cognitive Sciences at the University of California, Irvine, is recruiting in the area of theoretical linguistics at the assistant professor level. The position is a tenure-track position. Candidates are sought whose major research interests are in syntactic theory, and who fit well into a highly interdisciplinary cognitive sciences program that emphasizes formal approaches to cognition. Applicants should send letters of interest, vitae, and names (only) of three references to: Linguistics Search Committee, c/o Ms Lykke Anderson, School of Social Sciences, Univ. of California at Irvine, Irvine, CA 92717. Deadline for applications is 15 April 1982. The University of California is an Equal Opportunity/Affirmative Action employer.

Lecturer in English as a Second Language. Fall 1982. Massachusetts Institute of Technology. Demonstrated excellence in teaching English at the college or university level, experience in areas such as pronunciation, expository writing, or technical writing preferred. Ability to design and evaluate language proficiency tests. Initial one year appointment with possible renewal and opportunity for career development. Application deadline 1 April 1982. Pending budgetary approval. Professor Margery Resnick, Director of Modern Languages, MIT, 14N-207, Cambridge, MA 02139. EEO/AA employer



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# The **Linguistic** REPORTER

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## **Ethnography in Educational Research— Comments on Two Issues**

**PERRY GILMORE and  
DAVID MARTIN SMITH**

[The following is the gist of two sections of the authors' "A Retrospective Discussion of the State of the Art in Ethnography in Education," which appears as the introductory article in *Children In and Out of School: Ethnography and Education*. This book, edited by Perry Gilmore and Allan A Glatthorn, is Volume 2 of CAL's Language and Ethnography Series, and presents the resultant papers of the Colloquium on Ethnography and Education hosted by Research for Better Schools, Inc and the University of Pennsylvania in 1978. Perry Gilmore is a Research Associate and Lecturer, Graduate School of Education, University of Pennsylvania. David Smith is an Associate Professor of Education and the Director of the Center for Urban Ethnography at the same institution.]

We find that several important issues were raised again and again at the Colloquium, either explicitly or implicitly. All of them are treated in the contributions [in this volume] as they appeared important to the authors at the time of the colloquium. We are looking at them as they retrospectively have proven significant in subsequent research. We discuss two of these themes as they have developed over the past several years.

### **Children's "Work" and Home-School Discontinuity**

Anthropologists view schooling as a cultural process and schools as cultural institutions. This conceptualization inevitably throws into relief the differences between interactive contexts. Followed to its logical conclusion, schools are painted as alien institutions in the community, organized around a set of values and beliefs frequently not shared by the children they serve. Children, socialized in diverse contexts, come to school differentially prepared to cope with school demands. As a result they experience school differentially, to the decided disadvantage of some.

The view of home-school discontinuity further finds credence in the stereotypes many educators hold about the family and street life of the children. The micro-ethnographic studies of classroom social organization and of home contexts tend to reinforce the sense of distance between the two worlds. By highlighting contrasting in-

teractional structures they depict the interactions as terribly complex. One is frequently left with the impression that children must do super-human "work" simply to survive in the school contexts.

As a result, from the viewpoint of the school practitioner, although the onus for failure may be shifted from the child to the school, the picture that emerges is more hopeless than ever. It is in this context, conscious of structural constraints they labor under, that school practitioners question the practical application of ethnography. Historically, anthropologists have had little practice in doing more than telling "how things are," so our attempts to provide answers to the question are typically feeble.

Recent research efforts are changing our notions of the nature of home/community-school discontinuity and the apparent work children have to do to negotiate in their various settings. As it turns out, the picture painted above is basically an adult or eduecentric view and does not reflect the reality children themselves experience. In addition it suffers, as McDermott and Hood (1982) point out, by attempting to accommodate an ethnographic perspective on interaction to an educational psychology notion of children and the tasks they face.

To take up the latter point first, as long as we continue to locate the problem of school failure in social organizational processes and yet seek the solutions in changing

—CONTINUED on p. 3—



New at CAL

Walt Wolfram and Robert Johnson have produced a *rara avis*, *Phonological Analysis: Focus on American English*, a clear and readable text for the beginning student. Presentation of the general principles of phonetics and phonological processes is complemented by exercises incorporated into the relevant textual discussion. The application of these concepts and analytical principles within various fields (first and second language learning, speech disorders, orthography development) is also presented.

The discussion ranges from the classical phoneme of American structural linguistics to the properties of sounds as formalized in generative phonology. The authors also cover variation and change, and the majority of the examples are taken from studies of American social dialects.

This practical coursebook will give a solid foundation in phonological analysis to students in speech pathology, foreign language and bilingual education, and in language arts, as well as to those who plan to specialize in linguistics.

Scholars from several disciplines have joined forces in recent years to study children's abilities, strategies, and competencies as they are differentially exhibited in several social contexts—most prominently the home and the school—and how these competencies interrelate. The articles collected in Perry Gilmore and Allan A. Glatthorn's *Children In and Out of School: Ethnography and Education* outline some key questions that researchers and practitioners in the expanding field of ethnography of education needed to ask and are attempting to answer to enhance the teaching and learning of all children.

Beyond the long-term practical implications of this discussion, the volume is an excellent introduction to the ethnographic perspective in educational research. The contributors consider this perspective from the vantage point of their particular disciplinary affiliations (developmental and educational psychology, linguistics, education, folklore, sociology, anthropology), and provide a valuable theory-building contribution to anthropology as well as to education. The volume contains historical and theoretical discussions of ethnography, illustrative studies of ethnography in education, and reflections on the state of the art. The studies and comments are of interest to educational researchers, urban anthropologists, specialists in the social foundations of education, applied anthropologists, classroom teachers, school administrators, and anyone interested in how and why children in our society function, be they "success" or "failure," in the classroom, in their neighborhood, or on the playground.

Contributions to the volume are by Richard Bauman; Courtney Cazden; Perry Gilmore and David Martin Smith; Shirley Brice Heath; Dell Hymes; Evelyn Jacob; Barbara Kirshenblatt-Gimblett; William Labov; Hugh Mehan; Ray P. McDermott and Lois Hood; Peggy Reeves Sanday; Robert G. Scanlon; Jeffery J. Shultz, Susan Florio, and Frederick Erickson; and Brian Sutton-Smith.

Both books are available in soft or hardbound format. Price per volume: \$12.95 (paper), \$23.95 (hard). Prepaid orders will be sent postage-paid: Center for Applied Linguistics; P.O. Box 37422, Washington, D.C. 20013. If you wish to be invoiced, postage charges will be added: Center for Applied Linguistics; Communication and Publications; 3520 Prospect Street, N.W., Washington, D.C. 20007. CAL's books are distributed to the European market, including the United Kingdom, Ireland, and Iceland, by James Truscott & Sons, Ltd., Dowgate Works, Tonbridge, Kent TN0 2TS, England.

## Washington Speak

### And Debate Goes On . . .

TRACY C. GRAY

The debate continues on the proposed Reagan budget requests for 1983. There is a growing resistance on both sides of the aisle to the deep cuts in social programs, particularly in education. According to Senator Robert Stafford (R-VT), Chairman of the Education, Arts and Humanities Subcommittee, Congress may choose to continue funding all education programs at the current level through fiscal 1983. He noted that Capitol Hill is not enthusiastic about the administration proposal to dismantle the Education Department and the steady push for tuition tax credits.

Since the budget has been made public, numerous analysts have attempted to determine the effect of the proposed budget cuts. A report released by the Council on Greater City Schools indicates that the nation's largest urban school districts would lose \$300 million in federal aid in the coming school year. The urban areas would be particularly hit, for approximately 16% of big-city school funds come from the federal government. The average for the nation's school districts is 8%.

Of the 5 million students in the 28 largest urban school systems, 30% live in families with incomes below the poverty line, and 75% are minorities. These figures are particularly alarming given the proposed reductions in education programs targeted for minority students.

This is illustrated in a closely guarded letter drafted by the Department of Education requesting support for substantial changes in the Bilingual Education Act and sent to the Office of Management and Budget. These proposed changes reflect the results of a series of controversial studies prepared by the Office of Planning, Budget and Evaluation (OPBE) of the U.S. Department of Education. Although these studies have not been officially approved by the Secretary of Education and are stamped as "Draft" reports, they have provided the bases for a reformulation in the federal bilingual program.

The proposed amendments include.

- A new definition of a "program of bilingual education" to permit a variety of methods for teaching Limited English Pro-

ficient (LEP) students, including BSL and immersion. The program would no longer require that the students' native language be used in the classroom. This would make the bilingual program almost indistinguishable from the Title I programs for LEP children.

- Priority funding will be given to children who are both limited proficient and whose usual language is not English. Previously, LEP was defined as a student who was unable to speak, read, write or understand English. The additional criteria specifying that the student must use a language other than English in the home to be eligible may exclude those who have limited abilities in English because of a mix of languages in their home, or for other reasons.
- Repeal of the statute that requires that teachers in bilingual programs be proficient in English and the target language. This amendment would require that they be proficient in English, and to the extent possible, in any other language used to provide instruction.

The changes called for in the amendment would be effective October 1, 1982.

At this point it is difficult to predict the future of this proposed amendment. The Administration must find a sponsor for the bill. Given the numerous detractors of bilingual education, it is probable that some congressional members will support this amendment.

These efforts to revamp the bilingual program raise questions about the Administration's stated commitment to develop language resources in the United States.

The juxtaposition of the Administration's education proposals and the President's declaration of National Foreign Language Week (March 7-13, 1982) makes one wonder how these goals can be achieved.

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#### —ETHNOGRAPHY, from p. 1—

what is in the heads of children and then assess progress by measures of competence, we are destined to have limited success. To find solutions we must go whole-hog from the perspective we have started with. We must assume children do not fail in school because they are not competent to deal with the new context but because, essentially, their survival needs are met by failing. If they fail not because the context is alien but because at least half must fail by definition, then the cards are stacked against them.

By the same token, blaming failure on the impossible work children are required to perform is the result of several misconceptions. The micro-ethnographic research itself serves to point up the amazing skill displayed even by the failures. Gilmore (1979a), in a paper describing and analyzing a private language created by her son (5.5-6.9 years) and a Kenyan friend (6-7 years), has indirectly called into question some of our assumptions about the difficul-

ty of social and linguistic tasks and the abilities of children to accomplish them. When faced with the need for communication and the absence of a common code, the two boys developed a language that adequately served their needs. The children created and spoke primarily in their pidgin during the 15 months they were friends and neighbors on an isolated hillside in the Kenya bush. Gilmore's study details both lexical and grammatical creativity and invention in their language, including, for example, original syntactic devices for expressing tense and aspect. This study presents striking evidence that children are not only capable of, but can be quite ingenious at, transcending substantial linguistic and cultural differences. Differences much less extreme than those the two children faced are often represented as insurmountable in discussions of culture conflict in American classrooms.

As we turn our research attention to aspects of peer cul-

ture, the Gilmore study being just one of a number of recent efforts, it is becoming apparent that the work children are called on to perform in the pursuit of success is not of the difficulty our models would suggest. This does not mean that their tasks are simple, it simply means that the complexity that overwhelms us in our research efforts is probably more a function of our models than of their realities. We err in equating the complexity of our analyses with the difficulty of their tasks.

We are not suggesting that there are no difficult tasks our children are faced with in urban classrooms. We are questioning whether we have been depicting the right ones as hard. McDermott and Hood (1982) have questioned why it is a child can not learn appropriate turn-taking behavior after years of schooling. It is our position that the turn-taking behavior exhibited by the child must be adaptive given the social contexts. It has little to do with difficulty.

Returning to the issue of discontinuity, the distinctness of school and community/home environments has been questioned in several recent studies. Contrastive studies of community and school tend to focus on the *differences* in values, language and discourse styles, and interactional patterns. What is neglected are the *reciprocal influences* at work in these contexts. In our own research on literacy in the home we have been finding that much at-home time is structured by school culture. Not only do parents follow explicit directions about how to conduct homework sessions during the school year but even summer practice and assignments take up many at-home hours. In search of home literacy patterns it is difficult to sort out distinctly school from community aligned practices. McDermott and Morison in a recent report on a similar community literacy study discuss the formality that often characterizes these school-like interactions at home (1981).

Where does this leave us? It brings us scarcely closer to answering the questions of practical application posed by school practitioners. It does demonstrate the validity of their pessimism. Studies of children's peer subcultures make it clear that school-home/community discontinuity or the consequent work students are forced to engage in, are as empty as explanations for school failure as was the presumption of cognitive deficit. Furthermore, the answers seem not to be forthcoming from the micro-ethnographic studies alone which, to some, have become the trademark of ethnography.

### Micro- and Macro-Ethnographic Approaches to Education

In recent years the microanalysts of interaction have had a strong influence on work being done by many ethnographers. With approaches taken from ethnomethodology, kinesics, proxemics, linguistics, and with the technological advances in video recording techniques, classroom ethnographers found that they were able to intensively examine small units or strips of behavior. This was the basic character of much of the ethnographic class-

room research being done at the time of the colloquium.

Although micro-ethnography cannot claim direct lineage from the mainstream of traditional anthropology, the reasons for its popularity in educational research are not difficult to trace. Some ethnographers of education were trained in ethnomethodology, a tradition of analyzing selected behavior patterns with little immediate concern for the culture as a whole. To some degree the penchant for micro-studies can be seen as a natural extension of kinesic, proxemic, psychological, and linguistic interests in studying the interactive behavior of individuals. Finally, micro-ethnography can be seen simply as an accommodation of ethnography to the problems of studying complex societies. Where it is impossible to make the society as a whole the unit of study, and no smaller unit appears to naturally emerge, an obvious solution is to focus on apparently bounded contexts, such as a reading group, or an identifiable series of events, like turn-taking, in a lesson or a meal.

Micro approaches have always had serious detractors both within and outside the ranks of ethnographic researchers. Ogbu, for example, has consistently argued that lack of attention to the wider social context dooms ethnographic research to impotency in its search for answers to school failures (e.g., Ogbu 1980). Our own research, in which we have started with teacher-perceived problems in the teaching of language arts, and examined the issues they indicated both in the classroom and outside it, has convinced us that serious attempts to explain any school phenomenon will inevitably depend on the care with which leads are pursued through various levels of the school's social structure and into the wider community (Hymes, et al. 1981).

These studies stand as responses to the Heath call (1982) for research attention to wider contexts. Her own recent work (1980) as well as that reported by McDermott and Morison (1981) have also reflected this interest in out-of-the-classroom contexts. Of significance, having found ourselves free of the constraints of a micro-perspective, a new unit of focus has emerged, the school community. This community is more than simply a geographic entity. It is a cultural entity consisting of families and the school, which are bound by a set of attitudes, values, and social statuses.

Heath (1980), without using the term "school community," has described what appear to be three community types. One, which she calls school-oriented, finds parents consciously seeking to socialize their children into the literacy culture of the school and then following through to see that they are enrolled in a school where their skills and values will stand them in good stead. A second relational type, her Roadville families, makes the same sort of effort—but being limited in scope and follow-through leaves the children disadvantaged in school. The third type, the Trackton families, appears to make little effort to accommodate the school's literacy culture. Their children also find themselves at disadvantage in school even

though they may have mastered some of the higher order skills valued by the school.

McDermott and Morison describe the culture of literacy of Irish American families in New York who send their children to a parochial school. They show how the families' organization of activities around literacy is in direct reaction to their perceptions of school demands. In presenting this analysis the authors explicitly point out that the micro-analysis they use is supplemented and enhanced by the context of the community culture.

These recent developments do not necessarily suggest that pure micro-studies must be abandoned as useless. They do suggest that their value is enhanced when they are embedded in or combined with understandings of wider cultural contexts. Two good examples of the power of combining micro and macro levels of analysis are provided by Theophano and Shultz (1981) and by Gilmore (1979 a, b, c).

In a presentation at the second University of Pennsylvania Ethnography in Education Research Forum, Theophano, who had done fieldwork in the community over a several-year period, contributed the cultural context in which Shultz and she analyzed a videotape of one meal.

They examined "multiple layers of data" to explore correspondences between social interactions of specific events and basic cultural assumptions of the broader community. Gilmore, in her analysis of the development of a spontaneous pidgin, found that structural or process questions were best answered through micro-analysis of tape-recorded discourse between the children. "Why" questions, however, concerning the values, beliefs, and social contexts of the children's community could be answered only through macro-analysis. She found that the two levels of analysis not only complemented each other, provided a fuller picture of "what's going on," but more important the two levels *validated* each other (1979 b, c).

To sum up, it appears that movement in the past several years has been away from dependence upon micro approaches in ethnographic research on education. Concomitant with this movement has been the identification of a potentially significant unit of research focus, the *school*

*community*. This trend does not overlook the important contributions micro-ethnographic studies have made to our understanding of education. They are, in fact, the foundation on which the new is being built.

Not by accident these recent developments in ethnographic research have the effect of bringing anthropologists closer to a fidelity to their own roots. They further promise to help us answer what Hymes has claimed should be the central question for an anthropology of education, "what kinds of schools are there?" by yielding the cumulative data on individual schools that can be used in comparative generalizations or the creating of an educational ethnology (Hymes, 1980).

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## News Briefs

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### In Memoriam to David DeCamp

An issue of the Linguistic Society of the Southwest (LASSO) journal will be dedicated in honor of the late David DeCamp. Dr. DeCamp's professional accomplishments and wide interests in linguistics and TESOL, his work at the Center for Applied Linguistics, and his dedication to his students earned him the respect and affection of those who knew him. Papers are solicited from both colleagues and former students and will be published in a fall issue of the LASSO journal. Manuscripts should be no more than 25 pages, double spaced. LASSO follows the Linguistic Society of America style. Send to Dr. James Cook, Dept of English, World Literature, Towson State University, Towson, MD 21204.

THE LINGUISTIC REPORTER APRIL 1982

### Gustave O. Arlt Award in the Humanities

The committee for the Council of Graduate Schools in the United States is soliciting names of eligible candidates to be considered for the 1982 Gustave O. Arlt Award. This year's category is linguistics, with emphasis upon psycholinguistics and neurolinguistics. The candidate must have received the Ph.D. no earlier than in the spring of 1977 and have had a book published since graduation. Names of candidates and information that supports eligibility should be sent to the committee chair, Dr. James Ballowe, Dean of the Graduate School, Bradley University, Peoria, Illinois 61625 no later than 1 June 1982.

—CONTINUED on p. 16—

# Automatic Data Processing As a Tool for Teaching ESL in Bilingual Vocational Training Programs

LEN SHAEFER and  
ALEXA McCRAY

Federally funded Bilingual Vocational Training (BVT) programs provide job training and 'job-related' English language instruction to persons of limited English speaking ability. In a short time (generally a year or less) these individuals need to learn not only a job skill, but also enough English to get and keep a job. One of the primary difficulties faced by ESL instructors in these programs is the scarcity of ready-made materials for teaching job-related English. Most commercially available ESL materials are intended for a more general population. The ESL instructor is thus faced with the task of identifying the language of the particular job (be it auto mechanics, housing maintenance, or dental assisting). Automatic Data Processing (ADP) techniques can be of considerable assistance to the ESL instructor as a method of determining precisely the language that is necessary for success in a particular job.

The Language Processing Center and InterAmerica Research Associates conducted a survey and documentation of how computerized analysis can be employed to identify the language skills required for a mastery of the vocational skills taught in a BVT program, and how it can integrate more closely the work of the ESL teacher and the vocational instructor in these programs. The scope of the study was limited to the processing of textual materials used in vocational instruction in auto mechanics, dental assistance, house repair, basic electronics, food service, and data entry. Textual materials from these areas were selected for sample analysis by computer. At the same time a literature search and mail survey were conducted to identify and to document the different techniques available at present for automatic treatment of texts by computer.

Preliminary findings suggest that ADP resources can have a major impact on many areas of ESL instruction in the BVT setting, as well as in standard academic settings. The single most apparent benefit of computerized analyses based on textual materials is how much these analyses can facilitate the materials development process, and allow the ESL instructor to identify and emphasize specific areas in the vocabulary, syntax, semantics, and pragmatics of English that prove to be crucial to the students' comprehension and mastery of job skills that are language-related. Computer-generated reports that depict the

[Len Shaefer is the Executive Director of Georgetown University's Language Processing Center (part of the School of Languages and Linguistics). Alexa McCray is an assistant professor in the Department of Linguistics of Georgetown University. The study described was carried out by The Language Processing Center and InterAmerica Research Associates, Inc. of Rosslyn, Virginia, under contract from the U.S. Department of Education.]

language of instructional materials can also serve as a middle ground between the ESL instructor and the vocational instructor, allowing them to coordinate their efforts more closely.

ADP resources represent a considerable diversity, both in technical expertise and in the computer resources required to exploit them, as well as in the types of linguistic analyses they produce. Some resources require very large computers and highly trained technical support personnel; others can be made to work with inexpensive personal-size microcomputer systems, and can be operated even by untrained "casual" users. Between these two extremes, resources at nearly every graduation of cost and complexity may be found.

Despite this great variation, it is possible to characterize six major types of analyses that computers can provide for the benefit of ESL instruction.

**Word-frequency listings** generally characterize the language of a given text (or sampling from that text) using the vocabulary items found therein and showing the frequency of occurrence of each. Many options, such as order of presentation, lemmatization, and morphological type-token analysis, are available in connection with these reports.

**Concordance or key-word-in-context (KWIC)** reports provide contextual information about vocabulary items in a given text or text-sample by depicting a single word in a fixed position on a printout page, along with the preceding and following items in the text. The context provided can be everything that fits on a single printout line (most typically), or the preceding and following words in that 'text unit' (i.e., sentence). These reports also offer a variety of options for order of presentation, format, and filtering of unwanted results. Some also have been linked to computerized dictionaries, which allow text items to be cross-referenced, sorted, and displayed in order by part-of-speech categories.

**Statistical analyses** calculate the likelihood of co-occurrence between text units (words, graphemes, semantic features), and can assist in the location and identification of collocations and idiomatic expressions in a text. Some ADP resources go one step beyond this and actually produce the most frequent two-, three-, or  $n$ -word collocations in a given text or text sample.

**Readability and stylistic analyses** relate a given text or text sample to pre-established norms of usage in composition (in the case of stylistic analysis), or to norms of reading-skills level (in the case of readability analysis).

**Test development and testing resources** aid the instructor in the compilation, validation, updating, and administration of tests in a given course of instruction. Most

of the resources identified rely on multiple-choice or fill-in format for testing and evaluation, but some examples of cloze tests were also recorded. Options in this type include automatic scoring, randomization of item selection, automatic generation of remediation materials, and automatic validation of test items for a given testing population.

Record keeping resources offer help in the maintenance and updating of class information regarding attendance, submission of assignments, test performance, and over-all performance on an individual or class basis. Options include automatic grade-generation and identification of students requiring additional assistance.

Of the six types of analyses described, those with immediate relevance for the materials developer are the first three—word frequency lists, concordances, and collocation identification—which can result either from computer analysis of textual material or of oral language (transcribed for input).

From the computer-produced output, a variety of materials can be created. Word frequency lists can help in the development of lists of vocabulary to be taught in the ESL class. By using the information provided by a concor-

dance, vocabulary exercises, assignments, and tests can be designed with minimal effort. Studying lists of collocations and concordances will help identify frequent syntactic structures. In addition, reverse sorting (a list of words alphabetized from the end of the word rather than from the beginning) can give valuable information about derivational and inflectional morphology. For example all occurrences of *-ing*, of *-ment*, of *-ed*, will appear together in a reverse-sorted list.

The use of ADP resources is a major time-saving device for the teacher or materials developer, helping to determine the most frequent words and the most important morphological or syntactic structures in a text.

A project handbook will incorporate a listing of useful computer programs, a set of procedures for selecting and obtaining programs from this list, ESL materials development techniques for adapting computer-produced reports, and a summary of project findings. It is scheduled for completion in April 1982. To register for a copy of the handbook, send your name and address to: InterAmerica Research Associates, Inc.; 1550 Wilson Boulevard; Suite 600, Rosslyn, VA 22209. Be sure to include mention of the U.S. Department of Education contract number: 300-80-0810.

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## 1982 Summer Opportunities, Cont'd

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### Courses at San Antonio in ESL and Bicultural-Bilingual Ed

The University of Texas at San Antonio's Division of Bicultural-Bilingual Studies is offering graduate-level credits (3 credit hours per course) for short-term intensive format courses this summer. Two ESL courses will be held 31 May—25 June, will be taught by Curtis W. Hayes and Carolyn Kessler, and be entitled Psycholinguistic Foundations of Second Language Teaching and Learning and Second Language Teaching Methods. Courtney Cazden (Harvard Univ.) will be guest lecturer 21-23 June. Other summer courses will be given 6 July—24 July: Teaching Reading in Bicultural-Bilingual Programs; Techniques of Teaching Content in Bilingual Programs; and Materials for Teaching Content in Bicultural-Bilingual Programs will be taught primarily in Spanish by Mauricio Charpenel, Albar Pena, and Mario A. Benitez—Cultural Adaptation in Bilingual Societies; Sociolinguistic Approaches to Bilingual Education; and Sociolinguistic Principles in Bilingual Education will be taught by Robert Milk; by Rudolfo Jacobson and Eduardo Hernandez-Chavez; and by Rudolfo Jacobson, respectively.

For admission and registration information, write or phone the UTSA Office of Admissions and Registrar, San Antonio, TX 78285; (512) 691-4532. Questions about the Summer Institute may be directed to Summer Institute Coordinator, Division of Continuing Education, The University of Texas at San Antonio (512) 227-9147.

### Intensive Russian Language Program/Intensive Beginning Romanian at The University of Washington

The Department of Slavic Languages and Literature will hold its annual Intensive Russian Language Program on the University of Washington campus from June 21 to August 20. The nine-week program offers intensive Russian language classes, first through fourth-year levels. Each course meets three hours a

day, five days a week, and carries 15 quarter hours of credit, which is equivalent to one academic year of language study.

This summer only, Intensive First-Year Romanian will also be offered. The course carries 15 quarter hours credit and meets three hours daily like the Russian courses.

Students with at least one year of college-level Russian may apply to live in the Russian House, where residents are required to speak Russian only. In addition, a number of extracurricular cultural events are organized each summer at the Russian House open to all students of the program; these include lectures, folk dancing, Russian songfests, and special performances by local Slavic musical groups.

Tuition is \$358, and the application deadline is May 15. For further information and applications, write: Mary A. Frisque, Program Assistant, Slavic Languages and Literature, DR-30, University of Washington, Seattle, WA 98195; (206) 543-6848.

### Welsh Heritage Week\*

\*harp lessons extra

Seven days of Welsh culture and language, all ages welcome, at Keuka College in the Finger Lakes region of New York State. There will be two hours daily instruction in the Welsh language at all levels, taught by native Welsh speakers, most of whom are trained teachers. The staff includes Merfyn Morgan, lecturer in the Welsh Department of Gwynedd Technical College, Bangor, North Wales, originator of the Wlpan course for Welsh beginners. Other activities include classes on a variety of Welsh themes (e.g., cooking, folk tales, history), singing (both folk and hymn), traditional events (such as the *noson lawen*, *eisteddfod*, and *gymanfa ganu*), folk dancing, and harp music. The Welsh Heritage Week is July 18-25. For more information write: Anne Habermehl, Director WHW; 3925 North Main; Marion, NY 14505; (315) 926-5318.

# When & Where

◁ = details elsewhere in this issue  
 \* = first listing  
 TBA = to be announced

1982			
April			
13	Balkan & South Slavic Conference, 3rd Bloomington, IN Round Table "Meeting the Needs of Serbo-Croatian"	* ◁	
13	Western Humor and Irony Membership (WHIM) Conference on Linguistic Humor Tempe, AZ	LR 23 3, p 10	
1-3	Linguistic Symposium on Romance Languages, 12th Pennsylvania State Univ., University Park, PA	LR 24 4, p 9	
1-4	Northeast Conference on the Teaching of Foreign Languages, 29th New York Hilton Hotel, N Y Theme: The Foreign Language Teacher: The Lifelong Learner	LR 24 2, p 9	
14	Congress of the German Association of Foreign Language Teachers (FMF) Marburg, Federal Republic of Germany	LR 24 1, p 6	
4-9	National Association for Bilingual Education, 11th Detroit	LR 24 3, p 6	
5-7	British Association for Applied Linguistics Seminar: Intonation and Discourse Univ of Aston in Birmingham, England	LR 24 1, p 7	
12-16	Colloquium of the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-Globales (AIMAV) Abidjan, Ivory Coast Theme: The Role of Television & Video in Foreign-Language Instruction	LR 24 2, p 8	
15-17	Annual Symposium on Historical Linguistics & Philology, 2nd Univ Michigan, Ann Arbor, MI Theme: Derivations on Time and Historical Paradigms	LR 24 4, p 8	
15-18	North American Catalan Society, Biennial Colloquium, 3rd Univ Toronto	LR 24 5, p 8	
16-17	Hawaii Association of Teachers of Japanese Annual Conference on Japanese Linguistics and Language Teaching, 7th Univ Hawaii, Honolulu Theme: A Fresh Look at Language Acquisition: Its Application to Teaching Japanese	LR 24 4, p 8	
16-17	Society for German American Studies Annual Symposium Fort Hays State Univ., Hays, KS	LR 24 4, p 8	
17	Second Language Acquisition and Teaching State University of New York at Stony Brook Inquiries: Prof S N Sridhar (516) 246-3452 or Prof Christine Belbin (516) 246-6837	*	
19-23	RRLC Regional Seminar, 17th Singapore Theme: Interlanguage Transfer Processes in Language Learning & Communication in Multilingual Societies	LR 24 5, p 9	
22-24	Central States Conference on the Teaching of Foreign Languages Louisville, KY Theme: FL and ESL: From Monologue to Dialogue	LR 24 4, p 8	
22-24	Univ of Kentucky Foreign Language Conference Univ Kentucky, Lexington	LR 24 4, p 8	
22-24	National Association for Asian/Pacific American Education, 4th National Conference Seattle, WA Theme: Asian/Pacific American Education, An Investment for the Future	LR 24 3, p 6	
26-27	English-as-a-Second-Language Refugee Conference Houston, TX	LR 24 5, p 8	
26-30	International Reading Association Annual Convention, 27th Chicago, IL	LR 24 2, p 8	
28-29	Los Angeles Second Language Research Forum, 4th UCLA, Los Angeles Write Thom Hudson or Jan Lubin, Co-Chairmen, LA SLRF, English Dept (77SL), UCLA, Los Angeles, CA 90024	*	
30-May 2	Conference on African Linguistics, 13th Univ Quebec, Montreal	LR 24 4, p 8	
May			
1-6	TBSOL International Annual Convention, 16th Honolulu, HI	LR 24 1, p 6	
14-15	Minnesota Regional Conference on Language & Linguistics, 8th Minneapolis, MN	LR 24 5, p 10	
14-15	Conference on Syntactic Theory & How People Parse Sentences, The Ohio State University, Columbus	LR 24 5, p 12	
14-16	Sloan Language Conference, 2nd Medora, ND	* ◁	
16-17	Conference on The Semantics of Tense & Aspect in Discourse The Ohio State Univ., Columbus, OH	LR 24 5, p 12	
20-22	South Asian Languages Roundtable, 4th Syracuse Univ., Syracuse, NY Theme: Hindi in International Context: Status, Function, & Structure	LR 24 5, p 10	
24-27	National Association for Foreign Student Affairs Conference, Seattle, WA	LR 24 2, p 8	
28-30	UCLA Conference on Causality & Linguistic Change Los Angeles, CA	LR 24 5, p 10	
June			
2-5	International Symposium "Contact + Conflict", 2nd, organized by The Research Center on Multilingualism Brussels Topics: Theory, Methodology, Models, and Comparability of Language Contacts	LR 24 6, p 7	
2-6	International Conference on Contrastive Projects, 5th University of Jyväskylä, Finland	LR 24 3, p 7	
6-12	Ministry Language Language Planning & Language Preservation 2nd International	*	
16-19	Communication in English Univ of Aston in Birmingham, U K	* ◁	
17-20	British Association for Applied Linguistics Annual Meeting Newcastle upon Tyne, England Theme: Learning & Teaching Languages for Communication	LR 24 6, p 8	
22-24	Fall Meeting of the Linguistic Association of Great Britain University of Kent, Canterbury	LR 24 6, p 6	
TBA	Inter African Conference on Linguistic Liberation and Unity of Africa, 1st Kampala, Uganda	* ◁	
October			
1-2	National Association of Self Instructional Language Programs College Park MD Inquiries: Sonja P Karsen, Skidmore College, Saratoga Springs, NY	*	
8-10	Conference on Language Development, 7th Boston Univ., Boston, MA Abstract deadline: 1 June 1982	* ◁	
11-13	Bulgarian American Symposium Boston, MA	LR 24 3, p 7	
14-16	Delaware Symposium on Language Studies, 4th Newark, DE Theme: Linguistics, Humanism, & Information Management	LR 24 5, p 10	
14-16	Annual Meeting of the Linguistic Association on the Southwest (LASSO), 11th Albuquerque, NM Abstract deadline: 20 May 1982	LR 24 5, p 10	◁
21-24	Semiotic Society of America Annual Meeting, 7th SUNY Buffalo, Buffalo, NY	LR 24 5, p 10	
29-31	Aiguillon Conference, 14th Quebec City, Quebec, Canada	* ◁	
November			
13	South Atlantic Regional Meeting of the American Dialect Society Atlanta, GA. Abstract deadline: 1 May 1982.	LR 24 6, p 7	
19-22	National Council of Teachers of English, 72nd Washington, D C American Dialect Society Session	LR 24 6, p 8	
25-27	American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting New York City	LR 24 2, p 9	
TBA	Linguistic & Sociocultural Aspects of Language Teaching Ghent, Belgium	LR 24 6, p 7	
December			
4-7	American Anthropological Association, Annual Meeting, 81st Washington, DC	LR 24 5, p 8	
18-31	International Symposium on Language Testing University of Hong Kong Language Centre Themes: Direct/Performance Testing, Large Scale Testing Proposal deadline: 15 April 1982	* ◁	
27-30	Modern Language Association Annual Meeting Baltimore & Bonaventure Hotels, Los Angeles, CA. With American Dialect Society Annual Meeting. ADS abstract deadline: 15 April 1982	LR 24 6, p 8	
28-30	Linguistic Society of America Annual Meeting, 57th Sheraton Harbor Hotel, San Diego, CA Abstract deadline: 10 Sept 1982.	LR 24 5, p 8	
1983			
February			
1-3	Conference on Applied Natural Language Processing Santa Monica, CA	LR 24 6, p 7	
1-11	Congress of the Pacific Science Association, 15th Univ of Otago, Dunedin, New Zealand Section discussion: "Development, Standardization, and Intertranslatability of Names of Fish in the Pacific"	* ◁	
14-19	National Association of Bilingual Educators, Washington, DC Theme: Bilingualism and the National Interest	*	
March			

gustic Computing. Proposals for panel discussions and working groups to Prof. A. Zam  
 poli, VII ALLC Symposium, Instituto di Linguistica Computazionale del CNR, Via della  
 Pagnola, 32 56100 Pisa Italy Tel (050) 562282  
 Second Language Acquisition and Second Language Teaching Conference Univ of  
 South Florida, Tampa, FL Abstract deadline 1 May 1982  
 Interdisciplinary Conference on Neolithic Studies Univ of Maryland, College Park,  
 MD  
 Annual Meeting of the Association for Computational Linguistics, 20th Univ Toronto  
 Toronto, Ontario, Canada  
 Linguistic Society of America Linguistic Institute 50th Univ Maryland College Park  
 TESOL Summer Institute, 4th Northwestern Univ., Evanston IL

11-12  
 12-13  
 16-18  
 21 Aug-13  
 28 Aug-6

July

Conference on Computational Linguistics, 9th Prague, Czechoslovakia  
 Annual Meeting of the Brazilian Linguistics Association State University of Campinas,  
 Campinas, Brazil Inquiries P. Gomes de Mattos, ABRALIN Depto Letras, UFPE  
 50000 Recife, Brazil  
 Conference on Formalizing Language College Park, MD  
 TESOL Summer Meeting, 4th Northwestern University, Evanston, IL  
 World Congress on Reading, 9th St. Patrick's College Dublin, Ireland Theme: In  
 Pursuit of Knowledge  
 Linguistic Society of America, Summer Meeting 43rd College Park MD Abstract  
 deadline 15 April 1982.

August

Meeting of the Society for Cognitive & Brain Theory Univ of Maryland, College Park  
 MD  
 American Dialect Society Summer Meeting Univ of Maryland College Park, MD  
 Abstract deadline 15 April 1982  
 International Symposium on LSP (Languages for Special Purposes) Eindhoven The  
 Netherlands Theme: Reading for Professional Purposes in Native and Foreign  
 Languages  
 Annual LAGUS Forum of the Linguistic Association of Canada and the United States,  
 9th Northwestern Univ., Evanston, IL  
 Workshop on Motivating Children & Adults to Acquire Another Language Calvin  
 College, Grand Rapids, MI Application deadline: 4 July 1982  
 International Congress of the World Federation of Teachers of Russian Language and  
 Literature (IAPRYAL), Prague, Czechoslovakia  
 Tenth World Congress of Sociolinguistics Mexico City  
 International Systemic Workshop, 9th Glendon College, York Univ., Toronto Ontario,  
 Canada. Theme: Current Applications of Systemic Theory  
 ICU Summer Institute in Linguistics, 21st Tokyo, Japan  
 International Congress of Linguists, 13th Tokyo, Japan

September

Biennial Conference of the Society for Caribbean Linguistics, 4th Univ of Suriname,  
 Paramaribo, Suriname Theme: New and Old Languages in the Caribbean  
 International Congress of Egyptology, 3rd Skyline Hotel, Toronto Themes: Archaeology  
 of Egypt & Egyptian Philology  
 Bilingual Education in Finland International Conference Ljovveril/Leeuwarden,  
 Netherlands. Write: Kees Zandvoort, Fryske Center for Bilingual Schooling, c/o GCOI  
 MSU Smeatstrjitte 2, 8932 PA Ljovveril/Leeuwarden, Netherlands  
 International Conference on Papuan Linguistics Goroka, Papua New Guinea  
 Societas Linguistica Europaea Annual Meeting Athens, Greece Topic: Language Typol  
 ogy & Universals  
 Linguistic Colloquium of the IFLSAL, 17th Brussels Topic: Language/  
 Multilingualism/Society Inquiries: Facultés Universitaires Saint Louis/Université  
 Facultés Saint Aloysius, Blvd de Jardin Botanique 43, B-1000 Bruxelles Tel 00217  
 76 53  
 Colloque sur l'acquisition d'une langue seconde Neuchâtel Inquiries: Bernard Fye  
 Centre de linguistique appliquée Université de Neuchâtel, 2000 Neuchâtel, Switzerland

16-18

England Abstract deadline 1 May 1982.

April

6-8 Association for Literary & Linguistic Computing San Francisco CA Paper proposal  
 deadline 30 Sept 1982

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July

4-Aug-12 TESOL Summer Institute Toronto Ontario, Canada \*

August

TBA  
 1-6 International Conference on Historical Linguistics Poznan  
 International Congress of Phonetic Sciences, 10th Utrecht, The Netherlands Abstract  
 deadline: 1 January 1983 \* <  
 8-12 International Joint Conference on Artificial Intelligence Karlsruhe, West Germany  
 14-25 International Congress of Anthropological and Ethnological Sciences, 11th Phase I  
 Quebec City, Aug 14-17, Phase II Vancouver, Aug 20-25 Theme: Anthropology & the  
 Public The Communication of Scholarly Ideas & the Human Content of Data Sym  
 posia due 1 June 1982, volunteered papers due 1 January 1983

LR 24.6, p 7  
 LR 24.5, p 9  
 LR 24.5, p 9

September

8-12 International Leontography Conference Exeter, Devon U.K. \*

## Conferences, Workshops, Seminars

In this section the *LR* tries to provide an accurate and compre-  
 hensive listing of conferences that touch on the many interests  
 of its readers. Any success of *When & Where* in meeting these  
 objectives in the result in large part of communications sent to  
 the Editors (thanks to all of you for those announcements that  
 reached us before the gatherings took place!) It was one analyti-  
 cal reader's search for truth that lead him to discover (in these  
 very columns) a dramatic increase of interest in the field of his-  
 torical linguistics, comforting to him (it's his provenience), per-  
 haps confusing to less historical-linguistics-minded *LR* readers,  
 yet meriting an entry in the marginalia of the history of linguis-  
 tics. *N.B.* There are two International Conferences, one ON,  
 one FOR, Historical Linguistics planned for 1983. The FOR  
 Conference has already been listed (December 1981 *LR*), the  
 ON Conference now makes its first appearance. There are sever-  
 al ways to differentiate these worthy convocations. The FOR  
 Conference will be the Third of its kind. The ON Conference  
 will be the Sixth. FOR will be held in Sheffield, U.K., in March  
 1983. ON will be in Poznan, Poland, in August. Further, ON is  
 being organized under the auspices of the International Society  
 FOR Historical Linguistics (Jacek Fisak, Poznan, Pres., Henning  
 Andersen, Univ of Copenhagen, Secretary) (Hint: We find it

-CONTINUED on p 10-

LR 24.5, p 10  
 LR 24.6, p 8  
 LR 24.4 p 9  
 LR 24.6, p 9  
 LR 24.6, p 8

LR 24.1, p 7  
 \*  
 LR 24.6, p 8  
 LR 24.6, p 7  
 LR 24.3, p 6  
 LR 24.4 p 8

LR 24.6, p 8  
 LR 24.6, p 8  
 LR 23.8, p 7  
 LR 24.3, p 7  
 LR 24.6, p 7  
 LR 24.1, p 6  
 LR 23.7, p 9  
 LR 24.3, p 7  
 LR 24.4 p 8  
 LR 23.7 p 9

LR 24.4 p 9  
 LR 23.9 p 7  
 \*  
 LR 23.9 p 8  
 LR 24.6, p 6

\*

useful to think of them as HL-East and HL-West, at least for 1983) . . . Discussion at the International Symposium on Language Testing (Language Centre, Univ. of Hong Kong, 18-21 December 1982) will center on two main thematic areas (1) *Direct/performance testing*: there has been relatively little work (although much talk about the need for) designing new types of tests to better evaluate a person's ability to use a language, from how such tests should be constructed, how they might be validated, how the effects of the test format might be examined, and how appropriate and valid marking schemes might be derived. The organizers are particularly interested in papers discussing research in these areas—they can relate to either formative or summative testing, monolingual or bilingual tests. (2) *Large scale testing*: Testing on a large scale is of particular interest in a Far Eastern context, and contributions are being sought on (a) solutions to the problem of large-scale test design and construction (b) test score handling and statistics (both with and without the aid of high technology processing devices) Hong Kong has been moving over the past few years toward testing language use in large-scale English tests. For this reason, innovative approaches that might have relevance to Hong Kong would be particularly welcome. At the other end of the scale, school teachers are often required to administer language tests to relatively large numbers of pupils and are expected to handle and process test scores with little help from computers and in a short space of time. Any solutions would be of extreme interest. There will be keynote papers from Alan Davies (Univ. of Edinburgh), Randall Jones (Brigham Young Univ.), Pauline Rea (Univ. of Dar-Es-Salaam), and Merrill Swain (OISE, Toronto), among others. Please submit an outline no later than 15 April 1982 (approx. 300 words, headed by the type of presentation format—Lecture, Seminar, Demonstration, or Workshop—with the title immediately underneath, with the name(s) of the speaker(s) below the title, followed by affiliation, the speakers' family name should be underlined) to The Secretary, The Organising Committee, International Symposium on Language Testing, Language Centre, Univ. of Hong Kong, Hong Kong. The Second Siouan Language Conference will include sessions devoted to papers in all branches of Siouan linguistics, and, if such contributions are forthcoming, would like to allow a session of several hours for presentations and discussion of Siouan language programs, problems and progress in teaching, development of instructional materials, involvement of native speakers in the furtherance of native language instruction, and so on. Participants who wish to make this type of contribution are especially invited. Unfortunately, submissions made after April 1 will be considered only if time is still available on the program—mail or telephone to Prof. M.C. Marino, Dept. of Anthropology, Univ. of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0, Tel. (306) 343-5664 or 343-2261. Papers (30 minutes each) for presentation at the 14th Algonquian Conference (Quebec, October) will be accepted in either French or English, and on any scholarly topic that deals with the Algonquian peoples of North America. Papers are usually given by scholars from such fields as anthropology, archeology, economics, education, ethnology, geography, history, linguistics, others. Most papers are given in plenary session, but some special interest sessions may be organized. Anyone interested in presenting a paper should request the form that is to be sent with an abstract of not more than 100 words from Prof. William Cowan; Dept. of Linguistics; Carleton Univ., Ottawa, Ontario, K1S 5B6. . . The 15th Congress of the Pacific Science Association will be

held in Dunedin at the University of Otago, New Zealand from the 1st to the 11th of February, 1983. The theme will be: Conservation, Development and Utilization of the Resources of the Pacific. This theme will be introduced in four interdisciplinary symposia, and will be further developed in the programs arranged by the 14 Scientific Committees of the Association. Michael L. Forman, Linguistics Dept., Univ. of Hawaii, and Björn H. Jernudd, Culture Learning Institute, East-West Center, have accepted the task of organizing discussion under Section N, Science Communication and Education, on a language topic. They have chosen to focus their session's topic on *development, standardization and intertranslatability of names of fish in the Pacific*. They invite your participation, the participation of members of your organization, or of your colleagues wherever they may be, in discussing this topic at the Pacific Science Congress. For information write to Björn H. Jernudd, East-West Center, Culture Learning Institute; Honolulu, HI 96848. . . The Boston University School of Education has announced the **Seventh Annual Conference on Language Development**, to be held October 8, 9, 10, 1982 at the George Sherman Union, 775 Commonwealth Avenue, Boston. Papers on such topics as first and second language acquisition, bilingualism, language disorders, reading, writing, testing and evaluation, sign language, neurolinguistics, sociolinguistic interaction, and language acquisition in disordered populations will be considered for presentation at the conference. The deadline for submission of abstracts is 1 June 1982. To obtain abstract guidelines and information on preregistration and local arrangements, write: Language Development Conference, School of Education, Boston University, Boston, MA 02215. A conference on the theme **Linguistic Liberation and Unity of Africa** will be held and organized by the OAU Inter-African Bureau of Languages (OAU-BIL), P.O. Box 7284, Kampala. This will take place between the end of September and the beginning of October 1982 at a date still to be specified. The organizers plan to invite at least one delegate from each member state of the Organisation of African Unity (OAU) with the objective of discussing the hitherto unsolved problem of linguistic independence and linguistic unity of African countries, taking into consideration on the one part, the fact that colonial languages have been kept and are still spreading in politically independent countries, and on the other part, the linguistic diversity of these same countries. During this conference, one could initiate the creation of an inter-African linguistic association and the elaboration of a linguistic Charter for Africa. Any person or institution interested in taking part in the conference may, for further information, get in touch with the Director of OAU-BIL, P.O. Box 7284, Kampala, Uganda. . . Preliminary registrations are invited for an **International Conference on all aspects of Lexicography**, to take place at the University of Exeter from 9-12 September 1983 [full lecture program 10th and 11th]. There will be some keynote lectures on the major general issues in dictionary-making, but the emphasis will be on more specialized topics, discussed in section meetings, on the subjects of (a) The Historical Dictionary, (b) The Bilingual Dictionary; (c) The Learner's Dictionary; (d) Terminology Standardization, and (e) Computer-Aided Lexicography. Several professional associations have expressed interest in helping with the program-planning, e.g., The Dictionary Society of North America, The British Association for Applied Linguistics, The Association for Literary & Linguistic Computing, and INFOTERM. The all-inclusive charge for the period Friday evening to Monday morning will be approximately £90.00. Please write to: Dr.

—CONTINUED on p. 11—

—CONFERENCES, from p 10—

R. K. Hartmann, The Language Center, University of Exeter, Exeter EX4 4HQ, Devon, U.K., indicating (1) if you wish to receive further circulars; (2) which section you would be interested in, (3) whether you would like to offer a paper.

**CORRECTION:** Abstracts for the LASSO Annual Meeting in Albuquerque should be sent directly to section chairs before 20 May 1982. Chairs and topics are (1) Discourse analysis, Robert Longacre; SIL; 7500 W Camp Wisdom Rd.; Dallas, TX 76010 (2) Bilingualism and Spanish in the Southwest, Carole Edelsky, Dept. of Elementary Education; Arizona State Univ., Tempe AZ 85281 (3) Native American Languages, Heather Hardy; Dept. of English, North Texas State Univ., Denton, TX 76203 (4) Linguistic description: Phonology, syntax, semantics, Jerold Edmondson; Dept. of Foreign Languages and Linguistics, Univ. of Texas at Arlington; Arlington, TX 76010 (5) Psycholinguistics, acquisition, and use of verbal and nonverbal behavior, Walburga von Raffler-Engel; Linguistics; Vanderbilt Univ.; Nashville, TN 37235 (6) TESOL and language pedagogy, Virginia Streiff; International Admissions; Texas A&M Univ.; College Station, TX 77843 (7) all other categories, Jon Amastae; Linguistics, Univ. of Texas at El Paso; El Paso, TX 79968 . . . . There will be a conference entitled *Communication In English*, 16-19 September 1982, hosted by the University of Aston in Birmingham, and organized by Aston's Language Studies Unit (Professor D E Ager., Head of Department of Modern Languages and Unit; John Swales, Head of EFL), The University of Wales Institute of Science & Technology Communication Studies Unit (John Kirkman, Director), and

The SELMOUS Group (Lecturers in British universities whose principal function is teaching English for Specific Purposes to overseas students; SELMOUS = Special English Language Materials for Overseas University Students, George Blue (Southampton), SELMOUS Chairman 1981/82). The objectives of the Communication in English conference are to encourage the two halves of the profession (Communication Studies and English for Specific Purposes) to explore areas of shared interest and concern; to promote closer contact and cooperation; and to promote familiarity with the other's research, professional literature, and teaching materials. The conference therefore aims to bring together teachers of ESP, and of first Language (English) Communication Skills to adult learners, both in Britain and overseas—not only in academic settings but also in industrial/business environments. Please phone or write Ray Williams; Language Studies Unit; Univ of Aston in Birmingham, Gosta Green, Birmingham B4 7ET England (UK 021-359-3611, x 281) . . . . The Third Balkan and South Slavic Conference (1-3 April 1982) at Indiana University, Bloomington, will have a Round Table on April third on "Meeting the Needs of Serbo-Croatian," co-sponsored by The Department of Slavic Languages and Literatures, Indiana University, and the Department of Slavic Languages, Columbia University. The Round Table Session consists of two panels, one on "Goals, Priorities, Methodologies," the other on "Serbo-Croatian Language Materials" Please get in touch with Rado L Leneck (Columbia Univ.) or Henry R Cooper, Jr (Indiana Univ.) for more information on the panels

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## Book Notices

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*Sociolinguistic Aspects of Language Learning and Teaching*, edited by J. B. Pride. Oxford: Oxford University Press, 1979. xvii, 248 pp. \$11.95 paper.

This is a collection of essays on sociolinguistic aspects of language learning and teaching, directed principally to practicing teachers of EFL. The book is divided into four sections. 1) Communicative competence and language learning, 2) Language, education and social change; 3) Standard and non-standard. What target should the teacher aim at?; and 4) Designing the language curriculum. Each section begins with an introductory article for the papers that follow. Essays focus on such topics as sociolinguistic surveys and their usefulness in education; what good language learners and children's use of language can teach us, language acquisition and use in bilingual communities; bidialectal education and second language immersion programs, and a number of other topics dealing broadly with communicative competence and speech communities as they relate to language learning and teaching.

*Cross-Cultural Encounters: Face-to-Face Interaction*, by Richard W. Brislin. Elmsford, NY: Pergamon Press, 1981. 372 pp. \$38.50 hardcover. \$13.75 paper.

The purpose of this book is to examine the various concepts from psychology, sociology, anthropology, education, and other disciplines that provide insights on cross-cultural communication (face-to-face interaction) and to attempt to create a common language for all researchers, whether they are dealing with voluntary contact (such as that of students who study abroad or diplomats or businessmen overseas) or involuntary contact

(such as that which results from desegregation attempts or from refugees fleeing to a new country).

The author attempts to identify the key factors at work in all cross-cultural encounters, and from these, to provide a common set of concepts from which cross-cultural encounters can be understood. The author's extensive research in cross-cultural psychology and experience in cross-cultural training make this both a very important theoretical addition to the literature in cross-cultural communication and a very practical guide for those preparing others for increasing numbers of cross-cultural contacts. An extensive bibliography is provided.

*The Professional Stranger: An Informal Introduction to Ethnography*, by Michael H. Agar. New York: Academic Press, 1980. xi, 240 pp. \$12.50 paper.

This "informal introduction" to ethnography provides a definition and overview of ethnographic research, including discussion of choosing an area, beginning fieldwork, informal and formal research approaches, and ethnographic research proposals. The author contrasts ethnography with more traditional hypothesis testing approaches in social science research and draws examples from field experiences in India and among urban U.S. heroin addicts. A key concern in the text is with the difficult task of providing systematic documentation of ethnographic conclusions. This text would be equally appropriate for anthropologists and nonanthropologists, serving as a basic text for an ethnographic fieldwork course and providing nonanthropologists "a sense of what an ethnographic view of research is all about."

# LINGUISTICS AND THE PROFESSIONS

## Overview on Linguistics and Advertising

TETSUO KUMATORIYA

Although advertising is pervasive in our society, it is only recently that linguists have shown interest in it. In the past, linguistics concerned itself primarily with the description of formal properties of language rather than how language is used. With the growing interest among linguists in the study of language use has come an interest in the form and use of advertising language. In what follows, I will discuss some research directions in the linguistic study of advertising.

Perhaps the most extensive linguistic work on advertising language was conducted by Leech (1966), who analyzed more than 600 British television commercials broadcast in the early 1960s. He saw advertising language as a style, and attempted to describe what he calls "standard advertising English," the most typical and conventional English used in advertising. Interestingly, some of the characteristics he discovered correspond to those features that are considered to be used primarily in informal, unplanned discourse (Givón, 1979, Ochs, 1979). For example, advertising English favors coordination over subordination and nonlinking coordination over linking coordination. The work remains useful for any linguists interested in the study of advertising language.

A very different study was conducted by A. Garfinkel (1978), who analyzed more than 200 American television commercials in terms of the truth of advertising and the internal structure of advertising copy. To account for the first problem, he employed the semantico-pragmatic notions of "assertion," "presupposition," and "implication," which can be differentiated by the set of conditions under which the proposition in question holds true. He discovered that the majority of information in the commercials he analyzed is given by implication and the truth of implied propositions depends on the assumptions the audience has regarding the function of advertising in general or the function of advertising for specific kinds of product classes (p. 195). As for the internal structure of commercials, he analyzed the opening and the closing in the framework of an ethnomethodological approach to discover linguistic routines. Many of his findings, however, seem to be of preliminary nature as he admits (p. 133) and need elaboration in future study. Certain regularities he described hold only in specific presentation modes. For example, one common feature in an opening, according to him, is "the identification of the primary speaker," which holds "necessarily, only in the celebrity presenter" (p. 210). Furthermore, there remains a theoretical prob-

lem of whether it is plausible to refer to these regularities, as Garfinkel does, as "rules."

O'Barr (1979) is an interim report of a large scale study being conducted in collaboration with advertising practitioners. The purpose of the research is to examine the cause-effect relationship between the mode of presentation and underlying message structure, and the memorability or persuasiveness of commercials. The mode of presentation here is that discussed in Leech (1966); whether the message is addressed directly or indirectly to the audience. The message structure is considered to consist of the underlying semantic units of A (the condition or problem necessitating use), B (the product or service advertised) and C (the qualities or benefits to be derived). O'Barr's interest lies in the examination of the effects of different linkage types of the semantic units, e.g., "If A, use B, then C will result," "B because A," "B . . . That is why C." This line of investigation has the potential for linguistics to contribute to other areas where traditional advertising research has been conducted, e.g., journalism, marketing, (social) psychology, or communication. O'Barr's work will also provide useful tools for linguists who attempt to analyze the overall structure of commercials using the selling argument types (in different languages).

R. Lakoff (1981) defines commercials as a type of persuasive discourse based on the purpose or intention of the performer. Her paper attempts to characterize this type of discourse through a set of features that differentiate it from another type of discourse, daily conversation. These features include nonreciprocity, unilaterality, nonspontaneity, and novelty. The last, according to Lakoff, is the defining feature of persuasive discourse. "Its quest for novelty," which is "manifested on the lexical level," is largely responsible for the many instances of violation of the conversational maxims discussed in Grice (1975)

This quest for novelty is, without doubt, a very important feature in advertising language. The intention of such a quest is, of course, to produce special effects and increase the memorability (or persuasiveness) of the product or service advertised. The manipulation of linguistic features to produce such an effect has attracted linguists' attention, as in Nilsen (1979), who studied word-play phenomena in product names, and Coleman (in press), who analyzed prosodic cues (voice tone, pitch, tempo, and duration) and semantic selection to see how these two types of manipulation guide the audience to process information in specific ways

Lakoff's characterization of advertising as a persuasive discourse is a theoretical departure. Although classification of discourse types according to the intention of the

[The author is a graduate student in the Sociolinguistics Program of Georgetown University and teaches Japanese at the University of Maryland]

performer is itself not new (for example, Longacre [1976] classified unidirectional discourse types on the basis of the abstract "performative clauses"—e.g., "I propose . . ." for the hortatory discourse), it differs in that it concerns what one performs *in* constructing a discourse, while Longacre's and other taxonomies concern what one performs *by* constructing a discourse. In other words, by regarding advertising as persuasive discourse, one deals with perlocutionary intention (Austin, 1962) of the performer, which entails the view that a whole discourse is a linguistic means to carry out an intention that is not directly communicative, or the intention is the very reason for constructing a body of discourse. Kumatoriya (1981) is in attempt to analyze the syntactic and semantic structure of a group of sentences in Japanese television commercials by viewing these sentences as instances of the copywriter's attempt to achieve the goal of persuasion.

It is convenient to classify linguistic studies of advertising in two groups, one focusing on the production side, and the other on the perception side of the communication process. The goal-achieving or problem-solving approach is an example of the first group, while Coleman's work is an example of the second. To describe what people do (linguistically speaking) to persuade people, and to analyze people's perception of and responses to advertising language together make an interesting field of inquiry. The findings of such studies will contribute to advertising research, which has to date mainly dealt with analysis of effect (since ensuring the intended effect is what counts in advertising), by analyzing linguistic constructions (sentential or discursal) or features for their effects on the audience/readers, and by presenting alternative ways of analyzing effects of language use.

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#### For Further Study

- The information on the areas of interest in advertising research can be obtained from the following journals  
*Advertising Age* (major trade newspaper)  
*Communication Quarterly*  
*Journal of Advertising*  
*Journal of Advertising Research*  
*Journal of Communication*  
*Journal of Marketing*  
*Journalism Quarterly*  
*Et Cetera* occasionally includes articles on advertising
  - For the case study of language use and persuasion, see Sandell, Rolf (1975) *Linguistic Style and Persuasion*. New York: Academic Press  
 Cooper, R., et al. (1977) "Language, technology and persuasion in the Middle East." In H. Giles, Ed., *Language, Ethnicity and Intergroup Relations*, 83-98. New York: Academic
  - For truth in advertising, see Bolinger, Dwight (1973) "Truth is a linguistic question." *Language* 49: 530-550  
 Langendoen, Terence (1970) "A study of the linguistic practices of the Federal Trade Commission," paper presented at the 1970 Annual Meeting of the Linguistic Society of America (referred to in Garfinkel and O'Barr)
- In conjunction with truth, a controversy in advertising that seems relevant to linguists is the problem of the function of advertising: whether it is for persuasion or for information. See the following articles for the background information and how advertising researchers are dealing with this problem
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## The Private Sector

The balance sheets of U.S. foundations are not in particularly good shape; a recent Foundation Center study estimates that total assets of U.S. foundations have fallen below 1975 levels when corrected for inflation. With an estimated funding shortfall of \$5 billion for educational and charitable institutions resulting from the new tax law alone, not to mention the direct effect of federal cutbacks, the declining health of America's foundations is not, as it were, academic.—From the *Anthropology Newsletter*, January 1982.

## Session Topics Requested for 1984

A Commission on Language and Sex was established at the 1981 AILA Congress in Lund. According to Betty Lou Dubois, Convenor of the Commission, its purpose is to solicit suggestions for sessions for the 1984 Congress (in Brussels) and to increase the participation of women in the governing body of the organization. Suggestions for papers and sessions should be sent to Dubois, Box 3W NMSU, Las Cruces, New Mexico 88003. Suggestions to

date include papers on speech differences between men and women and on language planning and feminism.

## Language Instruction Via Satellite

Television programs transmitted by satellite from Canada, France, and Mexico are received in Mobile, Alabama, by the University of Southern Alabama's parabolic antenna and fed to language laboratories and classrooms via the university's cable TV system, according to an article in the *Chronicle of Higher Education*.

The programs—news, drama, and entertainment—are being used by students in history, sociology, political science, and international studies, as well as by foreign language students. Advanced language students provide dubbing and subtitles for the programs to increase their translation skills.

Dormitories at the university will soon be equipped with cable so that students can view evening and week-end foreign language programs. Programs in German will also be available when West Germany launches its communication satellite in the spring.

The cost for building the system is reported as approximately \$6,000.



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# The **Linguistic** REPORTER

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## Learning about "Englishes" (as a Second Language)

MIRIAM R. EISENSTEIN

The concept of communicative competence has had a profound effect on our view of second language learning and development. It has focused our attention on the fact that language learners as well as native speakers must function in relation to linguistic and contextual variables to convey meaning and interpret the language of others. It is significant that second language learners must often communicate in environments that involve contact with speakers of both standard and nonstandard dialects and that these speakers are members of speech communities that share attitudes about alternative linguistic forms. In understanding second language acquisition, the role of dialect differences in second language learning is important.

Hyltenstam (1981) and Greenbaum (1975) have noted the importance of considering language variation and attitudes in the second language learning process. Recent literature has also addressed the development of dialect sensitivity among learners, the extent learners adopt native stereotypes regarding dialect speakers, and the role of dialect intelligibility in the acquisition process.

Swacker (1977), in investigating reactions of intermediate adult students of English as a second language to regional dialects, found that learners' judgments of dialect speakers were similar to those of native English speakers. Swacker, however, did not consider whether these learners were actually exposed to the language varieties in question. This means that learners might simply have been expressing negative reactions to language that they perceived as different or deviant from the forms of English with which they normally came into contact. Also left to explore was the extent learners at differing levels of proficiency might react to English varieties.

In the face of some of these unanswered questions, I embarked on a study of the developing sensitivity of adult English learners to three social dialects present in the

[Miriam Eisenstein is a Professor in the TESOL Program at New York University.]

New York metropolitan speech community (Eisenstein, 1979). A dialect discrimination task, a speaker evaluation task, and personal interviews were used to compare the awareness and attitudes of English learners at three proficiency levels to those of a control group of native English speakers attending the same university.

Results showed that dialect differences affect English learners from the very beginning. Learners who have been in the United States for an average of only seven months (the advanced beginner level) can already discriminate between standard and nonstandard dialect samples. This ability to discriminate among language varieties and the formation of differing linguistic categories develops in a parallel fashion during the first year of exposure to the language. The intermediate level of English proficiency is one of transition in which learners are idiosyncratic in their achievement of dialect sensitivity and assimilation of cultural norms. By the advanced level, learners are quite close to native English speakers in dialect discrimination ability: Their negative evaluation of New York nonstandard and Black English speakers was striking in its similarity to native judgments. Some learners not only recognized Black English as such, but correctly identified a black speaker of Standard English and judged him positively. This underscores the importance of the linguistic element in language stereotypes. For the population tested, negative views of Black English speakers apparently came not from their ethnic identities as revealed by their language, but rather from associations with the language itself.

Relevant learner comments suggest that impressions of dialect speakers stem initially from their own experiences, and that opinions expressed by others and influences from the media serve an essentially reinforcing function. Also, learners often commented that they found nonstandard speakers hard to understand. Perhaps the relative difficulty of comprehending particular dialects

—CONTINUED on p. 2—

### To ± 1,000 6/82 Expirees

Save your editors the task of writing and mailing those tasteless subscription renewal notices, and aid in the LR's frugality campaign (any printing, paper, and postage costs saved can go to making better LRs). Check the lower lefthand corner of your mailing label to discover whether the June 82 LR will be the last you are now scheduled to receive—if the numerals read 6/82, then this is indeed the case. Renewal now, before the summer hiatus, will send another year's worth of LR coming to you beginning in September. The rates are printed on the back cover of this issue. Almost as good, you won't be plagued with those nagging, imploring, sometimes threatening renewal letters.

may be a key factor in the learner's developing sociolinguistic system.

A study conducted with Berkowitz (Eisenstein and Berkowitz, 1981) supported that hypothesis: Learners were able to comprehend Standard English better than either of two phonologically different varieties—New York nonstandard English and Phillipino-accented English. Subsequent research with Hopper (Eisenstein and Hopper, 1981) found that some nonstandard varieties pose greater difficulties for intelligibility than others. Although learners in the New York area found New York nonstandard speech more difficult to understand than the regional standard, Black English was significantly more difficult to comprehend than the other two dialects tested.

Learners in the above studies were primarily middle class and shared a standard English target. But some English learners are in the process of acquiring a nonstandard dialect of English because of considerable contact with nonstandard English speakers. These learners often have difficulty with the standard language presented in school settings and in the business world. This is a widespread phenomenon, which includes the influence of Black English on the language of Spanish speakers in urban areas (Johnson et al., 1976; Wolfram, 1974), dormitory English spoken by Navajo English learners in the Southwest (Harvey, 1973), and Hawaiian Creole English spoken by Korean immigrants in Honolulu (Klein, 1980).

When we studied a group of Puerto Rican children in New Jersey whose speech was heavily influenced by the Black English of their peers, Jimenez and I found that the ESL curriculum did not provide for the special requirements of these learners (Eisenstein and Jimenez, 1981). Situations such as this underscore the need to translate research findings into classroom practice.

As a first step toward this end, a technique has been developed for introducing dialect differences in ESL classes (Eisenstein, 1980). It was tested at the American Language Institute of New York University (Eisenstein, Kaltinick, and Shaw, 1980). This approach involves an application of the matched guise technique (Lambert et al., 1960) to focus on dialect differences and put learners in touch with their own evolving attitudes regarding various dialects and their speakers. The resulting insights may help learn-

ers deal with dialect differences when they encountered them in natural contexts. Classroom exercises that consider variation have also been recommended by Freed (1978), who suggests having learners gather speech samples from people in their communities, and by Borodkin (1978), who has designed an approach to help learners feel more positive about the English they have acquired.

Clearly, sociolinguistic variation must be considered an integral component of the second language acquisition process, but many areas remain to be explored. Although the work reported here has been largely experimental, learners should also be studied in natural settings that include face-to-face interaction and provide temporal constraints on understanding and response. In the optimum situation, cross-sectional results should be verified longitudinally, and case studies collected that can better specify crucial variables. Appropriate teaching techniques need to be developed to incorporate research findings and facilitate second language acquisition in real contexts, which will by their nature include language variation.

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# LINGUISTICS AND THE PROFESSIONS:

## What Did the Abscam Tapes Really Say?

ROGER W. SHUY

From March 3 to 11, the U.S. Senate debated the possible expulsion of Senator Harrison A. Williams, Jr. of New Jersey as a result of his previous bribery conviction in one of the FBI Abscam cases. In the Senate's debate of Senator Williams's censure or expulsion, it was said, over and over again, that the "tapes speak for themselves." What do these tapes really say?

Trial cases like Williams's are of interest to linguists because the major evidence used against defendants is audio- or videotaped language. It should be evident to readers of the *LR* that a linguistic analysis of the tapes in the Williams case, or others like it, might reveal patterns that were not easily accessible to the jury, to the court, or even to the U.S. Senate. A linguistic analysis of the language on the Williams tapes would be carried out with full consideration for the context in which it occurred. Prosecutors frequently present phrases or statements out of context, missing the reality and leaving the illusion of something different from what was actually said. Because a linguistic analysis involves rules of scientific evidence, and examines the actual structure of conversations from a neutral perspective, it would produce the same results whether made at the prosecution's request or for the defense.

In August of 1981, after his Brooklyn court case was over, Senator Williams asked me to analyze the tapes that lead to his conviction, and present the analysis to the U.S. Senate. What follows is a brief summary of my analysis, a fuller version of which was read in the Senate (*Congressional Record* March 4, 1982, pp. S1616 to S1630).

The greatest danger from using videotapes as the only evidence in a case is that the mass of data, and the principle of contamination, will lead juries to confuse the words of one speaker with those of another. Throughout these tapes, for example, it is the FBI agents who used the words and concepts of *government contracts*. Senator Williams did not. It is the FBI agents who used the terms *hidden interest* and *secret*. In contrast, Senator Williams referred to his need for a legal *blind trust*, his intention to *publicly declare* any interest that he might have, and his intention to *pay taxes* on anything that might accrue to him should the business ever have become a reality.

What were the agendas of the FBI agents? There were four. They wanted Senator Williams (1) to use his influence to secure government contracts for a legitimate mining venture, (2) to hide any future interest in the venture,

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(3) to accept a bribe for sponsoring legislation for a presumed Arab sheik, and (4) to promise such legislation as a quid pro quo for getting the loan. Careful analysis of the language on the tapes shows that Senator Williams did not agree to any of these agendas.

How, then, did the court and the Senate Ethics Committee, and even the FBI itself, come to the conclusion that Senator Williams *did* agree to these things? By not carefully analyzing what was actually said and exactly who actually said what.

For example, much was made of Senator Williams's presumed boasting to the Sheik, but by simply comparing agent Mel Weinberg's coached directions (there were 28) to what was actually said in the meeting with the Sheik, we see that it was Agent Amoroso and Mr. Errichetti who introduced 27 of these rehearsed statements. When Senator Williams described who he knew in high positions (5 times altogether), it was always in response to a question from the agent and not a self-initiated statement. This difference is very important. A person in a conversation is required by rules of politeness to try to answer a question. But to initiate a statement is a different matter entirely. The effect of contamination here is evident. The jury and the Senate Ethics Committee saw the FBI agents boasting of Senator Williams's power as though it were the Senator who said it. The tape, when carefully studied, shows that it was not the Senator who said these things.

What, then, did the Senator say? What was his agenda in these conversations? My analysis showed that he introduced less than a fourth of all topics in all the tapes in which he was present. Furthermore, 60% of his topics were requests for information about what the others knew but which he did not know. He was present in only 7 of the 58 meetings or phone calls taped by the FBI, a total of only 3 hours and 19 minutes over 13 months. He was an outsider to the information shared by the insiders. His role was to try to discover where things stood. His statements on tape make this very clear. The Senator's responses to the topics introduced by the others show the same outsider role. Sixty-six percent of his responses were what linguists call lax-tokens, or "uh-huh" responses, which do not signify agreement. Rather, they signify "I hear what you are saying, keep talking." All spoken conversation includes such feedback responses. They do *not* mean "I agree." We use them even when listening to someone we disagree with violently. Twenty percent of his responses were to change the subject or defer an answer. Even his agreements or full responses (14% of all his responses) were in no way incriminating.

This brings us to the four agendas of the FBI agents. (1) Did the Senator agree to use his position to secure govern-

ment contracts? All mention of "government contracts" was initiated by the FBI agents. These words were either slipped into the middle of topics about something else (a camouflaging strategy) to the point of not being immediately recognizable, or they were camouflaged in other ways. Once, for example, the agent says "contracts," not "government contracts." Both the court and the Senate Ethics Committee mistakenly observed that this meant "government contracts." Nothing in the language used justified such an interpretation.

(2) Did the Senator agree to hide his interest in the proposed venture? The tapes show that he did not, as noted earlier. All mention of "hiding" is the result of the FBI agents' effort to criminalize the Senator's proposal to set up a legal blind trust.

(3) Did the Senator accept a bribe? Definitely not. When the Sheik offered money, the Senator responded, "No. No. No. No."

(4) Did the Senator agree to sponsor legislation on behalf of the Sheik in order to obtain a loan for the mining venture? No, he did not. Throughout the tape in question, the Senator asked for background information about the Sheik, trying to determine his qualifications for entry into this country. The Senator made 16 statements about the legislative and legal prerequisites of such legislation and said

that he could not personally do it. All the Senator offered to do was to help the Sheik get together the information necessary for the Sheik to even be considered. The link of such legislation to the prospective loan was not made unambiguously. No such link was agreed to.

Having spent over 30 full days analyzing the tapes in this case and having provided a full technical report of this analysis to all U.S. Senators, I concluded that the language on these tapes, the major evidence against Senator Williams, did not justify the charges of the Senate Ethics Committee or the conviction in the courts. The conclusions of the court, the Ethics Committee, and possibly the FBI itself, are contaminated by the FBI strategies of (1) camouflaging, (2) criminalizing, (3) careful interrupting of the Senator's exculpatory statements to prevent their being taped, (4) isolating the Senator and making him an outsider to the information, (5) assuming an "uh-huh" is agreement when it is not, (6) coaching, (7) using the garbled speech of a foreign-accented fake Sheik to make ambiguous that which the FBI's own safeguards claim should be clear.

The result of such FBI strategies was to make it appear that the Senator had said things that a careful analysis of the tapes makes clear that he did not say. What do the tapes really say? The Senate chose not to listen.

## Language as Social Resource

Essays by Allen D. Grimshaw

*Edited by Anwar S. Dil.* These twelve essays by an eminent sociolinguist, demonstrate the complex relationships between language structure and social structure, as well as the rich and unexploited potential of studying language in a social context. The essays represent the author's continuing belief that sociologists cannot ignore language and speech in their attempts to understand the social world, and that linguists cannot ignore the importance of social constraints in trying to understand linguistic phenomena. The essays also touch on Grimshaw's other major interests, including interdisciplinary sociolinguistics, request behaviors, greetings, adolescent socialization, sociological and sociolinguistic rules, and speech and social control. This is the seventeenth volume in the series *Language Science and National Development*. \$18.75

## Language, Culture, and Education

Essays by Norman A. McQuown

*Edited by Anwar S. Dil.* This collection of eighteen essays spans nearly forty years of research and study by a distinguished anthropological linguist whose interests lie in the languages, cultures, and fundamental educational systems of Mexico and Central America. The essays in Part I concern the placement of anthropological knowledge in a variety of linguistic contexts. Part II concerns the cultural aspects of language use. Part III presents the author's most important contributions to language in education, including essays on bilingual primers for indigenous Mexican languages, linguistic contributions to native education, and international language study. This is the eighteenth volume in the series *Language Science and National Development*. \$17.50



Stanford University Press



## 1984 NIE Research (Was Orwell Right?)

A draft of the widely distributed 1984 Research Plan for NIE has been sent to the Office of Secretary Bell for approval. In reading the draft, your correspondent finds that it provides an interesting window onto the intentions of the current Director of NIE, Edward A. Curran, and clearly reflects the Reagan administration's view of the federal role in education.

More specifically, the plan delineates the distribution of more than \$39 million in FY 1984 through three programs: Teaching and Learning (T & L), Educational Policy and Organization (EPO), and Dissemination and Improvement of Practice (DIP). This is approximately 73% of the total NIE budget proposed for fiscal year 1984. It excludes any mention of the Labs and Centers, which receive approximately \$28 million of the total NIE budget allocation. It calls for the release of more than 80 requests for proposals (RFPs), grants, and commissioned papers on a range of issues including cognitive skills, effective school language skills, private schools, and family.

The specific research studies proposed in the plan reflect a potpourri of topics, some of which are likely to raise questions among both the friends and foes of the Institute. An example of one proposed study has the label "Family: A study which will consider the educational effects of family structure and circumstances, particularly on the educational effects of parental unemployment, underemployment, and employment." One might wonder if this \$200,000 study is intended to shed light on the problems of the unemployed or to discourage the continuing rise in the number of working mothers.

There is considerable emphasis on examination of private schools, tuition tax credits, and vouchers. The plan calls for research grants applications to address the advantages and disadvantages of specific proposals (i.e., "voucherizing targeted federal education programs like Title I or bilingual education"). This might also include investigations into "novel mechanisms of financing private-school tuition, federalism initiatives like the proposal to return *all* education programs to the states."

Under the research focus of language skills there are several proposed studies that deal with the issue of language learning. For example, \$75,000 is allotted for a study to investigate "the cognitive and use factors associated with second-language attrition, testing for language attrition, and identification of effective methods for restoring proficiency in a second language." Others are slightly less ambitious, i.e., "a study to examine the impact of second-language learning on native language skills." This would include such issues as the ideal age or stage of cognitive development for second language learning.

Other language related studies fall under the research

focus of cognitive skills. These include a comparative study of the advantages and disadvantages of intensive English immersion, ESL, transitional bilingual education, and maintenance bilingual education. This would include one RFP and several separate commissioned papers. Another study would consider the direct and indirect effects of the Bilingual Education Act on cognitive skills. Each study would be funded for approximately \$200,000.

It is interesting that several studies in the area of cognitive skills would be placed under the direction of the Educational Policy and Organization (EPO) unit rather than Teaching and Learning, which is currently the case. For example, EPO would be responsible for monitoring a study to consider the direct and indirect effects of Title I on cognitive skills. The focus of the study will be "on academic outcomes, not patterns of allocation or other inputs." In other words, it would actually examine the effects of this federal program on student achievement rather than the question of policy, which has previously been the mandate of the EPO unit.

Two other proposed cognitive skills research efforts designated for the EPO include a study of the direct and indirect effects of the Education of the Handicapped Act (PL 94-142) and a study of the effects of federal programs on curriculum development. This study would collect data on such programs, analyze the extent to which the Federal government has acted as a change agent during the past 20 years, and consider the effects of these programs on cognitive skills. The latter study is allotted \$300,000, which is to include a series of commissioned papers including the RFP.

A third unit, Dissemination and Improvement of Practice (DIP), would monitor research, technical assistance contracts, ERIC Improvement, Library Improvement, and minorities and women's programs. This interesting mix of projects includes studies that will focus on understanding the range of effects of NIE-sponsored programs and "identifying the most promising models and practices under these programs." In addition, the DIP unit will receive funds to develop a "fundamental understanding of dissemination and improvement strategies in order to design more effective approaches in the future." This effort is estimated to cost \$200,000.

The technical assistance contracts include "support of systematic internal school improvement by external technical assistance delivered through service provider organizations, including training in specialized knowledge skills for those in dissemination and knowledge use rules in service provider organizations." The estimated cost of this activity is \$2 million.

The appearance of this document has generated con-

—CONTINUED on p. 8—

# When & Where

◁ - details elsewhere in this issue  
 \* - first listing  
 TBA - to be announced

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## 1982

### May

- 1-6 TESOL International Annual Convention, 16th Honolulu, HI LR 24 1, p 6  
 6-8 Pacific Northwest Council on Foreign Languages, Alberta, Canada Inquiries: R. Veranoon, Foreign Languages & Literatures, Oregon State Univ., Corvallis OR 97331 \*  
 13-15 International Reading Association New York, NY Theme: Impact of Child Language Development Research on Curriculum & Instruction Information IRA, 800 Barksdale Road, Newark, DE 19711 \*  
 14-15 Minnesota Regional Conference on Language & Linguistics, 8th Minneapolis, MN LR 24 5, p 10  
 14-15 Conference on Syntactic Theory & How People Parse Sentences, The Ohio State University, Columbus LR 24 5, p 12  
 14-16 Sioux Language Conference, 2nd Medora, ND LR 24 7, p 10  
 16-17 Conference on The Semantics of Tense & Aspect in Discourse, The Ohio State Univ., Columbus LR 24 5, p 12  
 20-22 South Asian Languages Roundtable, 4th Syracuse Univ., Syracuse, NY Theme: Hindi in International Context: Status, Function, & Structure LR 24 5, p 10  
 24-27 National Association for Foreign Student Affairs Conference, 34th Red Lion Inn, Seattle, WA LR 24 2, p 8  
 28-30 UCLA Conference on Casualty & Linguistic Change, Los Angeles, CA. LR 24 5, p 10  
 31-June 4 Seminars of the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structure-Globales (in co-operation with UNESCO & Polska Agencja Interpress) Warsaw, Poland Theme: Translation & Distribution of Translations of Books in Less Disseminated Languages Inquiries: AIMAV, University, Hlondyberg 2, B-9000 Ghent, Belgium \*

### June

- 2-5 International Symposium "Contact + Conflict", 2nd, organized by The Research Center on Multilingualism Brussels. Topics: Theory, Methodology, Models, and Comparability of Language Contacts. LR 24 6, p 7  
 2-6 International Conference on Contrastive Projects, 5th University of Jyväskylä, Finland LR 24 3, p 7  
 6-12 Minority Languages, Language Planning, & Language Preservation, 2nd International Conference Turku/Abo, Finland LR 24 7, p 8  
 7-11 International ALLC Symposium, 7th, on Computers in Literary and Linguistic Research Pisa, Italy Themes: Theories, Methods, Problems, & Applications of Literary and Linguistic Computing LR 24 7, p 9  
 11-12 Second Language Acquisition and Second Language Teaching Conference Univ of South Florida, Tampa, FL Abstract deadline: 1 May 1982. LR 24 5, p 10  
 12-13 Interdisciplinary Conference on Netherlandic Studies, Univ of Maryland, College Park, MD LR 24 6, p 8  
 16-18 Annual Meeting of the Association for Computational Linguistics, 20th Univ Toronto, Toronto, Ontario, Canada LR 24 4 p. 9  
 17-19 Conference of the Association for the Advancement of Baltic Studies, Minneapolis, University of Minnesota Inquiries: J Gargala, 321 Miller Road, Mawab, NY 07430 \*

### July

- 5-10 Conference on Computational Linguistics, 9th Prague, Czechoslovakia LR 24 1, p 7  
 6-10 Individualized Language Teaching Through Microcomputer-Assisted Instruction, Washington, D.C. \* ◁  
 7-14 Annual Meeting of the British Linguistics Association, State University of Campinas, Campinas, Brazil. LR 24 7, p 9  
 12-14 Language at Home & at School, University of Bristol, England \* ◁  
 16-18 Conference on Formal Language, College Park, MD LR 24 6, p 8  
 16-17 TESOL Summer Meeting, 4th Northwestern University, Evanston, IL LR 24 6, p 7  
 26-30 Teaching Scientific & Technical English to Non-Native Speakers, University of Michigan, Ann Arbor, MI \* ◁  
 27-29 World Congress on Reading, 9th St Patrick's College, Dublin, Ireland Theme: In Pursuit of Knowledge LR 24 3, p 6  
 30-Aug 1 Linguistic Society of America, Summer Meeting, 43rd College Park, MD LR 24 4, p. 8

### November

- 13 South Atlantic Regional Meeting of the American Dialect Society, Atlanta, GA Abstract deadline: 1 May 1982. LR 24 6, p 7  
 19-22 National Council of Teachers of English, 72nd Washington, D.C. American Dialect Society Session LR 24 6, p 8  
 25-27 American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, New York City LR 24 2, p 9  
 TBA Linguistic & Sociocultural Aspects of Language Teaching, Ghent, Belgium LR 24 6, p 7

### December

- 4-7 American Anthropological Association, Annual Meeting, 81st Washington, DC LR 24 5, p 8  
 18-31 International Symposium on Language Testing, University of Hong Kong Language Centre. Themes: Direct/Performance Testing, Large Scale Testing LR 24 7, p 10  
 27-30 Modern Language Association Annual Meeting, Baltimore & Bonaventura Hotels, Los Angeles, CA With American Dialect Society Annual Meeting  
 28-30 Linguistic Society of America Annual Meeting, 57th Sheraton Harbor Hotel, San Diego, CA. Abstract deadline: 10 Sept. 1982. LR 24 5, p 8

## 1983

### February

- 1-3 Conference on Applied Natural Language Processing, Santa Monica, CA LR 24 6, p 7  
 1-11 Congress of the Pacific Science Association, 15th Univ of Otago, Dunedin, New Zealand Section discussion, "Development, Standardization, and Intertranslatability of Names of Fish in the Pacific" LR 24 7, p 10  
 15-19 International Bilingual/Bicultural Education Conference, 12th Washington, DC Theme: Bilingualism and the National Interest \*

### March

- 15-20 TESOL Annual Convention, Toronto  
 23-25 Linguistics Association of Great Britain Univ of Sheffield, England LR 24 4, p 9  
 27-30 International Conference for English Historical Linguistics, 3rd Sorbey Hall, Univ of Sheffield, England Abstract deadline: 1 May 1982. LR 24 4, p 9  
 ◁

### April

- 6-8 Association for Literary & Linguistic Computing, San Francisco, CA Paper proposal deadline: 30 Sept. 1982. LR 24 6, p 7

### July

- 4-Aug 12 TESOL Summer Institute, Toronto, Ontario, Canada

### August

- 1-6 International Congress of Phonetic Sciences, 10th Utrecht, The Netherlands. Abstract deadline: 1 January 1983. LR 24 6, p 7  
 8-12 International Joint Conference on Artificial Intelligence, Karlsruhe, West Germany LR 24 5, p 9  
 14-25 International Congress of Anthropological and Ethnological Sciences, 11th Phase I Quebec City, Aug. 14-17, Phase II Vancouver, Aug. 20-25 Theme: Anthropology & the Public: The Communication of Scholarly Ideas & the Human Context of Data Synthesis due 1 June 1982; volunteered papers due 1 January 1983. LR 24 5, p 9  
 22-26 International Conference on Historical Linguistics, 6th Poznan ◁ LR 24 7, p 9

# Conferences, Workshops, Seminars

In the April issue, this column reported the ON and FOR international historical linguistics conferences scheduled for 1983. We are pleased to announce that the FOR organizers have been kind enough to include a modifier in their conference title, helping us all to distinguish the two events. Thus, the **International Conference for English Historical Linguistics** will occur in Sheffield, in March 1983, and the **Sixth International Conference on Historical Linguistics** will take place at the Institute of English, University of Poznań, 22-26 August 1983 (Write: Prof. Jacek Fisiak, Director; 6.ICHL, Institute of English; Adam Mickiewicz Univ.; Marchlewskiego 124-26; PL-61-874 Poznań, Poland) . . . . The **17th Annual Mid-America Linguistics Conference** will be held at the University of Kansas, Lawrence, 22-23 October 1982. Three special sessions are planned in addition to sections devoted to general topics: Problems of Standardization of Creoles, New Guinea Languages, and North American Indian Languages. Abstracts for contributed papers should be sent before 22 August to Linguistics Dept.; The Univ. of Kansas; Lawrence, KS 66045. Papers should be no longer than 20 minutes . . . . A conference entitled **Language at**

**Home and at School** will report the findings of the 10-year Bristol Longitudinal Study of Language Development, and consider the implications for education. Time and place: 12-14 July, Centre for the Study of Language and Communication, Univ. of Bristol. Gordon Wells, director of the research program, will be one of the plenary session speakers. Small group sessions will be lead by members of the research team and will consider specific aspects of the research in detail. Write P. W. Taylor; In-Service Division; School of Education; Univ. of Bristol; 35 Berkeley Square; Bristol BS8 1JA, U.K. . . . A conference course on **Teaching Scientific and Technical English to Non-Native Speakers** will be given 26-30 July at the Univ. of Michigan and 6-10 September at the Technical University of Aachen, Aachen, W. Germany. The course is designed for teachers of international technical students in intermediate or advanced English or ESL courses. The primary focus of the course will be on the written English of Science and Technology (EST), and particularly on (1) problems in learning to use EST discourse, (2) functions of important rhetorical and linguistic constructions in EST

—CONTINUED on p. 8—

1	American Dialect Society Summer Meeting Univ. of Maryland, College Park, MD	LR 24.6, p. 8
2-4	International Symposium on LSP (Languages for Special Purposes) Readhove, The Netherlands. Theme: Reading for Professional Purposes in Native and Foreign Languages	LR 23.8, p. 7
2-6	Annual LACUS Forum of the Linguistic Association of Canada and the United States, 9th Northwestern Univ., Evanston, IL	LR 24.3, p. 7
2-6	Workshop on Motivating Children & Adults to Acquire Another Language Calver College, Grand Rapids, MI Application deadline: 4 July 1982.	LR 24.6, p. 7
10-16	Individualized Language Teaching Through Microcomputer Assisted Instruction Ashland, OH	• ◁
23-26	International Basque Conference, 1st Presso, CA Topics: Linguistics, Literature, Art, History, Anthropology, Folklore Information Society of Basque Studies in America, P.O. Box 93796, Fresno, CA 93796.	•
23-28	International Congress of the World Federation of Teachers of Russian Language and Literature (IAFTRAL) Prague, Czechoslovakia	LR 24.1, p. 6
23-28	Tenth World Congress of Sociology Merano City	LR 23.7, p. 9
25-28	International Systemic Workshop, 9th Glendon College York Univ., Toronto, Ontario, Canada. Theme: Current Applications of Systemic Theory	LR 24.3, p. 7
25-Sept 1	Conference of the International Association for New Latin Studies, St. Andrews Univ., Edinburgh, Scotland White J. D. MacFarlane, Wadhwa College, Oxford OX 1 3NA, England	•
26-27	ICU Summer Institute in Linguistics, 21st, Tokyo, Japan	LR 24.4, p. 8
28-29	International Colloquium of the French Schools for Sigmund Freud. Theme: <i>Paix et Perspectives de Sigmund Freud—Psychologie, Physiologie, Transfert on Non Language Subjects</i> . Information: <i>Boite française de sigmologie</i> , 44, rue Henri Barbusse, F 75005 Paris, France	•
29-Sept 4	International Congress of Linguists, 13th Tokyo, Japan	LR 23.7, p. 9
<b>September</b>		
1-5	Biennial Conference of the Society for Caribbean Linguistics, 4th Univ. of Suriname, Paramaribo, Suriname. Theme: <i>New and Old Languages in the Caribbean</i>	LR 24.4, p. 9
5-12	International Congress of Egyptology, 3rd Shyline Hotel, Toronto. Theme: <i>Archaeology of Egypt &amp; Egyptian Phology</i>	LR 23.9, p. 7
6-10	Bilingual Education in Friesland, International Conference Ljouwert/Leeuwarden, Netherlands	LR 24.7, p. 9
6-10	Teaching Scientific & Technical English to Non Native Speakers. Technical University of Aachen, Aachen, W. Germany	• ◁
8-11	International Conference on Papua Linguistics Goroka, Papua New Guinea	LR 23.9, p. 8
8-11	Societas Linguistica Europaea Annual Meeting Athens, Greece. Topic: <i>Language Typology &amp; Universals</i>	LR 24.6, p. 6
15-17	Linguistic Colloquium of the FUSAL and the UPSAL, 17th Brussels, Topic: <i>Language/Methodology/Society</i>	LR 24.7, p. 9
16-18	Colloque sur l'acquisition d'une langue seconde Neuchâtel	LR 24.7, p. 9
16-19	Communication in English Univ. of Aston in Birmingham, U.K.	LR 24.7, p. 11
17-20	British Association for Applied Linguistics Annual Meeting Newcastle-upon-Tyne, England. Theme: <i>Learning &amp; Teaching Languages for Communication</i>	LR 24.6, p. 8
22-24	Fall Meeting of the Linguistic Association of Great Britain, University of Kent, Canterbury	LR 24.6, p. 6
TBA	Inter-African Conference on Linguistic Liberation and Unity of Africa, 1st Kampala, Uganda	LR 24.7, p. 10
<b>October</b>		
1-2	National Association of Self-Instructional Language Programs College Park, MD	LR 24.7, p. 8
8-10	Conference on Language Development, 7th Boston Univ., Boston, MA Abstracts dead line: 1 June 1982.	LR 24.7, p. 10
11-13	Bulgarian American Symposium Boston, MA	LR 24.3, p. 7
14-16	Delaware Symposium on Language Studies, 4th Newark, DE. Theme: <i>Linguistics, Humanities &amp; Information Management</i>	LR 24.5, p. 10
14-16	Annual Meeting of the Linguistic Association on the Southwest (LASSO), 11th Albuquerque, NM. Abstracts deadline: 30 May 1982.	LR 24.7, p. 11
21-24	Saratoga Society of America Annual Meeting, 7th SUNY Buffalo, Buffalo, NY	LR 24.5, p. 10
22-23	Mid America Linguistics Conference, 17th University of Kansas, Lawrence	• ◁
29-31	Algonquian Conference, 16th Quebec City, Quebec, Canada	LR 24.7, p. 10

—CONFERENCES, from p. 7—

discourse, (3) methodologies for teaching EST discourse, and (4) curriculum design. Other topics will include: theoretical traditions for teaching special-purpose English; lecture comprehension and oral presentations; text selection and development of course materials; testing; and differences in cultural perspectives. The fee is \$400 per person. For further information please contact Ms. Barbara Cox, Conference Coordinator; Dept. of Humanities; College of Engineering; The Univ. of Michigan; Ann Arbor, MI 48109; Tel. (313) 764-1420 . . . . The theme of the 1982 National Association of Foreign Student Affairs Conference (Seattle, 24-27 May) is "Educational Exchanges and the Pacific Community." NAFSA has pointed out that today almost 30% of all foreign students in the United States are from Oceania, East and Southeast Asia, and Western Canada (a part of the Pacific Rim). Twenty years ago there were fewer than 20,000 students from these countries studying here—today there are nearly 95,000. American trade across the Pacific now surpasses trade with Europe. The largest overseas trading partner of the U.S. is Japan, and five other Asian/Pacific nations are in the top twenty. John William Ward, president-elect of the American Council of Learned Societies and former president of Amherst College, will present the Keynote Address. Mico Nagai, former minister of education in Japan and currently Professor of Foreign Studies at Sophia Univ., Tokyo, will speak on "Educational Exchange in a Small World as Viewed from Japan"; Lilia Clemente, distinguished Filipino economist and former director of investment research and assistant treasurer of the Ford Foundation (who now heads her own investment management firm), will speak on the economic aspects of the interrelationship of the Pacific community countries. An ATESL plenary session will feature Henry Widdowson (Institute of Education, Univ. of London). His topic will be "English in Training and Education." For more information and registration forms write: 1982 NAFSA Conference; National Association for Foreign Student Affairs; 1860 19th Street, N.W.; Washington, DC 20009 or 1982 NAFSA Conference; IELI; Seattle Pacific Univ.; Seattle, WA 98119 . . . . The American Language Academy is currently announcing its second CAI (Computer-Assisted Instruction) Seminar. This year the Academy's Seminar will be held in two locations: Washington, D.C. (6-10 July) and Ashland, Oregon (10-14 August). Both intensive five-day Seminars will provide the theoretical background and hands-on experience necessary to enable participants to make practical use of microcomputer-assisted language instruction. The curriculum will cover such areas as the effectiveness of CAI in teaching individual language skills, designing CAI educational programs, finding and evaluating packaged software, and buying a microcomputer system for CAI. For further information write CAI Seminars, Att.: LeRoy Ryson, American Language Academy, The Catholic University of America, Washington, D.C. 20064 U.S.A.

**Uncommonly Appeal**

*CAL is planning to republish its Survey of Materials for the Study of the Uncommonly Taught Languages at the end of 1983 or in early 1984, in an augmented edition. The compilers are seeking information to add to the Survey and would like to know about any teaching materials, readers, grammars, or dictionaries for the uncommonly taught languages (excluded are standard English, French, German, Italian, Russian, and Spanish) published since 1980 that are intended for adult learners. They need to know author(s), title, place and date of publication, publishers, and number of pages. Any indication of availability would be helpful. The new Survey will also include information on audio materials (tapes, cassettes, or records, number of units, length; and speed) if you know of any of the types of materials described above, please send the information to either Dora E. Johnson or Deborah H. Hatfield, c/o CAL.*

—WASHINGTON SPEAK, from p. 5—

siderable discussion both from those within the Institute and its constituents in the research community. Many are quick to note that there was no effort to involve the research community in the development or promulgation of this research agenda. According to several NIE program staffers, the plan reflects approximately 50% of the research proposed by the three divisions in the Institute. The rest of the proposed research efforts are more a reflection of the current Administration's "wish list" for the Federal research effort.

A possible point of contention with the plan is that it calls for the drafting and procurement of more than 73% of the total NIE budget by September 30, 1983. This would involve the present staff in writing and awarding over 80 grants and contracts before the beginning of the FY 1984 (which begins October 1, 1983). There are many individuals currently on staff at NIE whose contracts are due to expire by the end of this fiscal year. As of yet, these contracts have not been renewed and there is speculation that many of these individuals will not be retained. This leaves open the questions of who is actually going to write these RFPs and why the Institute is being placed in such an untenable position by its own Director. The answers to these questions, one hopes, will become apparent once all the interested parties have a chance to examine the NIE plan for 1984.

**Reserve Now**

*The LR annual Guide to Grants and Fellowships in Languages and Linguistics will, as last year, be produced in conjunction with the Linguistic Society of America, and we expect the 1982-83 edition to be available in mid June. We regret that this year it has not been possible to include the Guide with your LR subscription or to provide it gratis to members of the LSA—it will be sold at cost (printing, paper, and postage have all spiralled, remember) for \$2.50. The LR would be happy to take your pre-publication order now. Simply drop us a note with your check (made out to the Linguistic Reporter) and we'll mail the Guide as soon as it's off press.*

## Book Notices

***Culture and the Bilingual Classroom: Studies in Classroom Ethnography.*** Edited by Henry T. Trueba, Grace Pung Guthrie, and Kathryn Hu-Pei Au. Rowley, MA: Newbury House, 1981. viii, 248 pp. \$15.95 paper.

This collection of essays on the value of microethnographic studies in bilingual education is the second volume in the Bilingual Multicultural Education series, a series of texts for teachers, teacher trainers, administrators, and others in the field of bilingual education. This volume reviews and evaluates the contributions of ethnographic research to bilingual education theory and practice. The collection includes an introductory chapter that reviews definitions of culture, subculture, approaches to cultural differences, and the role of ethnographic research in educational programs for minority children. The book is divided into two sections. The first deals with general theoretical and methodological issues in ethnography and their use in classroom research, evaluation, and planning. The second provides a number of microethnographic studies of children in the classroom, including studies of Native American, Hawaiian American, Mexican American, Black American, and Puerto Rican American children. A final chapter reflects on the potential contributions of anthropology to educational research

***An Introduction to Applied Linguistics: Approaches and Methods in Language Teaching,*** by Roger T. Bell. New York: St. Martin's Press, 1981. 270 pp. \$25.00 cloth.

This volume is of primary interest to language teachers and those preparing to teach languages, since it limits the discussion of applied linguistics to the study of language learning and language teaching. Basically, the author reviews theories of language and their effect on language teaching methodology and then relates these to questions of language program and syllabus design. The author discusses structuralist, transformational/generative, situational, and notional approaches and, in one section, compares the kinds of materials that each might include when presenting the same grammatical structures (modal verbs *can, should, etc.*) and functions (expressing ability, permission, obligation, etc.). A case study is appended that details the steps required for developing a language program—in this case, an ESP program for "canteen assistants." Also discussed are contrastive and error analysis and language testing. The book is presented in a nontechnical style and will be of assistance to both language teachers and to those designing language teaching programs.

***Adult Illiteracy in the United States,*** by Carman St. John Hunter and David Harman. New York: McGraw-Hill, 1979. xii, 206 pp., \$10.95 cloth.

This study of functional literacy in the United States, funded by the Ford Foundation, discusses the literacy requirements of individuals in this country and the consequences of a lack of these to both the individual and the country. It also evaluates the programs and services currently available, concluding that the majority of adults in need of these programs never enroll. It concludes with recommendation for a national educational policy that will support community-based initiatives. An annotated bibliography of selected references is also included.

THE LINGUISTIC REPORTER MAY 1982

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# Publications Received

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## The Linguistic Reporter

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## What Color Can Your Parachute Be? Panels Describe Linguistic Careers Outside Academia

DONALD R. H. BYRD

In 1974, the first alarm was sounded by Roger Shuy at the 25th annual Georgetown University Round Table. He said, "As a result of its isolative behavior, linguistics is now beginning to suffer from not having a natural apprenticeship domain, making it difficult for graduates to find work." Shuy argued that the linguist must overcome feelings of "elitism and discover methods of breaking into such areas as information processing and retrieval, medicine, psychiatry, lexicography, publishing, the communications industry, and educational consulting." Shuy's words, indeed prophetic, ring just as true today as they did in 1974.

Early in 1979, the Ph.D Program in Linguistics at the Graduate Center of the City University of New York, acutely aware of the diminishing number of linguistics positions in academia, started exploring alternatives, and there were many. We looked at the alternatives in New York; the publishing centers, the communications centers, the business and banking centers, and the largest public educational system in the world. All seemed to ache for linguistic applications and solutions. Many discussions later, we had an acronym: GRAUL (Graduate Program in Applied Urban Linguistics). Then, it clicked—what we needed was a conference to focus on the careers in the nonacademic areas that we had isolated for GRAUL. Realizing the timeliness and the general concern about the employability of linguists, we solicited help. Letters were exchanged, and the Linguistic Society of America and the CUNY Ph.D Program in Linguistics agreed to co-sponsor two panels at the 1981 LSA Annual Meeting. One was devoted to "What Linguists Can Do" and the other to "What Linguists Are Doing"

[Donald R. H. Byrd's article is a condensation of his Introduction to Careers in Linguistics: *New Horizons*. In this 64-page book, 12 people describe nonteaching professions in which they or others use their linguistics training to advantage. Contributors also provide insights into what it is like to work outside academia. This publication is intended to help students and their advisors look at the employment possibilities for linguists creatively and realistically. Order from: P. St. Ives, User Services Coordinator, ERIC/CLL, Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007 \$2.50, prepaid.]

### What Linguists Can Do (Panel 1)

In his opening remarks, Dr. Arthur Bronstein (CUNY) pointed out that only a small percentage of trained linguists secure teaching positions and tenure. Those who do not must look other ways to use their linguistic training. The panelists represent some of the other sources of employment for linguists

Dr. Fred Mish, Editorial Director of G. and C. Merriam Co., spoke about the sort of *lexicography* with which he had experience, editing monolingual English dictionaries. Mish commented on the possible need for linguists in the areas of bilingual lexicography, an area outside his own experience, but he cautioned that the making of general dictionaries is not a "major growth industry." Yet, it is not stringent in its requirements: It requires certain qualities of mind and temperament; clear, concise writing ability; and patience and persistence in lonely work. Linguists might be able to make some contributions to lexicography, Mish suggested, particularly by developing new taxonomies of "grammatical functions" and "semantic properties" of words if they are better than the traditional parts-of-speech taxonomies found in current dictionaries. The development of a low-level learner's dictionary, neither bilingual nor advanced, may await the magic touch of linguists. But, Mish contended, if linguists are to make a more significant contribution to dictionary-making, they must be able to overcome the bias that treatment of the lexicon is an "intellectual backwater." The linguist's contribution to lexicography will not be known, Mish concluded, until more linguists work in the field.

In his remarks, Dr. W. O. Baker, Chairman of the Board (retired) of Bell Labs, covered a wide range in the areas of *information processing and retrieval, communications, and automatic speech*. He emphasized that modern industry already recognizes the skills of linguists. For 20 years, the telecommunications industry has used a system that is based on a careful reckoning of language pauses. He cited another need—the minimum bandwidth for speech intelligibility and digital encoding. New applications of linguistics in this fastgrowing industry lie in the automa-

tion of commerce, e.g., robotic manufacturing and computers in the handling of trade and services. "While the dependence of data processing on machines is well established, the convergence of this with language handling is still at an early stage," he asserted. Yet the study of natural language has already had an impact on computers, leading to new examinations of computer language, and has seen a 7% gain in production among manufacturers with computer support at a time when labor productivity in other areas has declined. Within the concept of information standards, there must be language standards as well, and linguists have much to contribute to "formatting" and processing standards. Baker concluded that "language is supposed to tell meanings," and he welcomed linguists to inhabit the new frontier.

Dr. Frank J. Macchiarola, Chancellor of the New York City Public Schools, spoke about the common dilemma that linguistics shares with the other humanities and the social sciences: The future for most Ph.D.'s in these fields rests significantly outside higher education and will require greater flexibility in their doctoral preparation. Also required by outside circumstances is the need for "more practical orientation, for both the (Ph.D.) student and the program training that student." Within primary and secondary education administration, a strong base in linguistics would prove invaluable, specifically in bilingual education, testing, and counseling. Macchiarola concluded that for a linguist, like any job-hunter, the major task is to find within "yourself some appropriate skills that can be taken to that job."

The next area covered was *language policy* by Dr. Tracy Gray, Director of the Office of Language and Public Policy at the Center for Applied Linguistics. She outlined three areas—how linguists can become better lobbyists, what skills are needed, and what the chances are for employment. Since the Consolidation Act of 1981, many decisions affecting language and language policy will be made on the state and local levels, and linguists, if they care to repoliticize themselves, have much to contribute to the formulation of this legislation. To influence public policy, Gray mentioned four "musts": (1) Know the legislators; (2) keep them informed, (3) know the legislative schedule, and (4) find an organization to support your efforts. In the area of public policy, "the need for advocates with expertise in linguistics is increasing," and with the tightening of federal monies, the next few years will "witness the formulation of more coalitions and interest groups in the area of education and language. Linguists can lead the ranks if they so choose."

[Editors' Note: The Byrd and Raskin articles outline related aspects of education for linguists, career awareness and career preparation. Both deal with employment outside traditional academia and give examples of fields and problems in which linguistic training is useful or mandatory, or both. Byrd's summary highlights ongoing and potential employment opportunities for linguists as linguists (with some possible exceptions)—Raskin categorizes careers in linguistic applications as "solving problems from another field with linguistics," a pursuit that can validate "pure" linguistic theories. Both articles make a plea for expanded, comprehensive training of linguists, and raise the question of what departments and programs are providing students of linguistics in the way of "transferable" knowledge and skills. What makes for a broad linguistic education? The LR would like to know its readers' ideas. What's an ideal curriculum for a well-rounded, marketable linguist? Or does it, like everything else, depend?]

Mr. Lothar Simon represented the field of *publishing*. Drawing on his years of experience with Longman and Mouton and his own publishing endeavors, Simon focused his remarks on educational publishing, which is "somewhat less subject to the ups and downs of the economy," although at present there is a lot of change among publishing companies. The area of ESL and EFL publishing is a growing field. Since there are very few college programs that train people for publishing, a linguist is best off "trying to get in whichever way is possible." But if one is to succeed, one must think beyond linguistics. If a linguist chooses to be an editor, there are two types—(1) those who make the decisions about what manuscripts to publish (acquisitions) and (2) "desk" editors. Beyond editing, linguists could explore copy writing, marketing (the ability to use language convincingly), production, publishing finances, and general management. The best ways to get into publishing are through personal contact, authorship, freelance work, consulting, and book-selling, but to get ahead, one must not be afraid to serve an apprenticeship, to "get one's hands dirty." Linguists, being adept at using language, applying logic, and conducting research, are, Simon felt, particularly fitted for publishing.

The last speaker was Mr. Alan Westaway, the Training Officer and Deputy Chief of the English Service of the United Nations in New York, who represented the area of *translation*. Westaway explained the Translation and Conference Services at the U.N., giving the six official languages and the number of people who work in each language service as translators. He then spelled out the requirements: native speaker of the language, university training, broad background, and a passing score on an official examination and an interview. The most valuable combination of language expertise for U.N. translation work, Westaway stated, is the combination of French and Russian. Going to a translation school would also be useful. The different ranks, responsibilities, and salaries of U.N. translators were in Mr. Westaway's concluding words.

Dr. Fromkin's statement at the end of the first panel pointed out other areas where linguists work (in medicine, with aphasics, with deaf and deaf-blind, in neurosurgery, to mention only a few).

### What Linguists Are Doing (Panel 2)

Dr. G. Richard Tucker, Director of the Center for Applied Linguistics, opened the panel by citing two problems that linguists face. (1) the need to provide more information to linguists regarding realistic employment opportunities outside education and (2) the need to provide more "con-

sicousness-raising" to prospective employers outside the academic sphere. He then went on to suggest that linguists could contribute directly to the solution of social problems through legal and political processes, through involvement in the community outside academia, and through comprehensive basic training in the areas of theory and research. In short, properly trained linguists should be able to "apply a series of techniques and skills to new situations."

Dr. Norma Rees, Dean of Graduate Studies at the CUNY Graduate Center, spoke about some of the ways linguists are active in the areas of *speech pathology, audiology, and communication disorders*. The positive influences of linguistics on these areas included the movement to a more embracing view of *language* development as opposed to *speech* development and the view that language consists not only of sounds but of a set of rules for generating grammatical utterances. Linguistics, she stated, has produced a broader perspective on language in such areas as aphasia, child language disorders, hearing loss, the pragmatics of language, autism and emotional disturbances, language disorders in minority children and laryngectomized persons. The analysis of sign language systems and the needs of nonspeaking populations have received helpful treatment through linguistics. Linguists,

Rees emphasized, are already active in these areas, and, more important, clinicians are turning to linguists for help.

The Editor-in-Chief of Random House dictionaries, Mr. Stuart Flexner, spoke about what linguists are currently doing in *lexicography*. He estimated that among the six to eight dictionary publishers in the United States, there may be as many as 40 positions for linguists, and they concern themselves with such matters as pronunciation, the definition of grammatical terms, the various languages, dialectal variation, and etymology. Other areas of *publishing* that attract linguists are foreign language publishing, textbooks, editing, consulting, and elementary and high school programs in reading, writing, and spelling. Publishing in these areas is based heavily on linguistics, Flexner concluded, and linguists are needed.

Dr. Mark Liberman from Bell Laboratories broadly addressed the linguistic opportunities in the area of *computers*. Liberman talked about the importance of using the computer in the various kinds of research on language and the increased use of computers. He circumscribed three general areas of opportunity for linguists in computers: (1) speech recognition or synthesis, (2) text processing, and (3) artificial language design. Liberman's ad-

—CONTINUED on p 4—

## Linguistic Careers and Linguistic Applications in the 1980's—One Man's View

VICTOR RASKIN

In recent years some of the best departments of linguistics in this country and, for that matter, abroad have been having trouble placing even their best graduates, with brand-new Ph.D.s and Masters', in academic positions in linguistics, and the nature of these graduates' training, which was exclusively "pure linguistics," made them virtually unemployable in any alternative professional capacity. At the same time, some of the best representatives of the "transformational" generation began experiencing crises in their own linguistic ideology when they discovered that there was much more out there, in real human language, than what met the transformation, or rather what the transformation met.<sup>1</sup>

This article makes two related claims. First, that research in linguistic applications to various adjacent fields can be carried out successfully only on the basis of the same theoretical frameworks, complete with theory and concerns for adequacy, explanation, and justification, as those developed for theoretical linguistics in the last decades. Second, that the new generation of students should be offered a kind of linguistic education that combines thorough preparation in "pure" linguistics and a

systematic and *theoretically based* treatment of goals and techniques of linguistic applications. It is believed that graduates with such skills will be able to compete very successfully, both inside and outside universities, with graduates in psychology, sociology, communication, education, anthropology, philosophy, computer science, public relations, and in a number of other fields. All of these fields have acute language-related problems and needs, which their own specialists, lacking linguistic training, are unable to cope with.

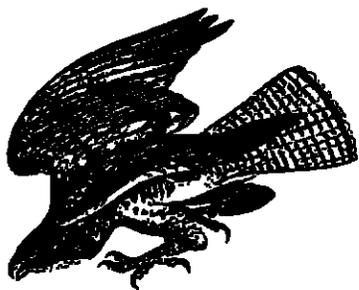
By linguistic applications we will mean here the use of data, methods, and/or theories accumulated or developed in linguistics, to solve problems from a different field of study, any field of study that might need linguistics. The only difference between research in pure linguistics and research in applied linguistics is viewed as exactly this—that the problem that is solved in a linguistic application does not come from linguistics but rather from another field.

Let us consider three examples of such problems from three different fields that require a linguistic application for their solution.

—CONTINUED on p 11—

<sup>1</sup>Both processes, curiously enough, have led to a similar result—the emergency and increasing proliferation of articles devoted to various linguistic applications and written, often somewhat bemusedly and self-consciously, it seems to me, by former "pure" linguists. Many, if not most, of these often interesting essays are somewhat ad hoc, anecdotal, and atheoretical.

[The author is Chairman of the Interdepartmental Program in Linguistics at Purdue University, West Lafayette, Indiana 47907. This is part of a paper that was first presented at the 10th N-WAVE Conference, Philadelphia, October 1981.]



15 for 5 ways to HURRY!

—PARACHUTE, from p. 3—

vice to linguists looking for jobs in the computer field. Focus on the computer job you want and go for it. Prepare yourself by taking math and computer science. Liberman suggested that academicians include basic research or exploratory development in graduate training. To LSA, Liberman suggested that the compilation of statistics on the number of linguists in the computer field would be edifying, not only to linguists but to the people who might hire linguists.

The Manager of the Document Design Center at the American Institutes for Research in Washington, Dr. Robin Battison, discussed the transition from an academic to a nonacademic job, which involves a change of attitudes. He then moved to a discussion of his work with "plain English" and how his work aims to make business and governmental documents easier to understand. Battison pointed out some differences he has encountered in changing to a nonacademic career: greater accountability for use of time, greater accountability for actions and results, the necessity for teamwork and review, and the "proprietary" nature of one's endeavors. Battison's advice to students: Be prepared to explain your work to any audience repeatedly; learn to write; develop your individuality; promote yourself; publish your dissertation; and never send a vita to a nonacademic employer (Send a resume with a cover letter.) Battison spoke optimistically about linguistic jobs in the nonacademic sector because the world today is on the move with people speaking different languages and because people keep inventing new products that require trained people to make, repair, service, and operate them.

Dr. William Labov, Professor of Linguistics at the University of Pennsylvania, emphasized that linguists can contribute to the "general welfare" by participating in legal and political processes where language is at issue. He spoke of the application of linguistics to the teaching of languages, to reading and writing, to bilingual education, and how research in historical linguistics, syntax, semantics, dialectology, and phonology could be applied to public issues of injustice and inequality. There are many ways, Labov contended, that linguistic research can be brought to bear on such social issues as those which deal with Black minorities, Appalachian speakers, native Americans, or other linguistic minorities. All research, no matter how abstract, can have social applications if it is used in the right way. In conclusion, Labov referred to a

certain unanimity among linguists. There is an agreement on the necessity of standard languages but not when these standard languages become barriers to social mobility.

Dr. Marcia Farr from the National Institute of Education spoke of the three broad program areas of NIE: the teaching and learning program (Farr's program), school organization and educational policy, dissemination and research on dissemination. Within Farr's area, there are teams for reading, writing, and language learning. About 75% of the staff are hired from universities, and they work outside an academic system without hope of tenure, vulnerable to the winds of political change. Two means exist for supporting research: a grants competition and a request for proposals (a direct call for a certain kind of research). Farr pointed out that working for a governmental agency requires working as a team and educating those in higher positions without entangling jargon. Farr remains optimistic for the hiring of linguists in future years, but current administrative stringencies do not appear hopeful. Farr suggested exploring independent foundations, which fund similar kinds of research, and corporations, which are beginning to take an interest in funding educational research.

Comments and questions from the floor mentioned other areas of concern for linguists like the teaching of "untraditional" populations, maintaining research interests after crossing over from an academic to a nonacademic institution, suggestions as to what computer science courses would be useful for linguists, entrepreneurial or consulting linguistics, the importance of promoting oneself through one's research, a reassessment of the linguistic possibilities in computers, and mobility in finding a job in linguistics.

### Conclusions

From this special event on nonacademic careers in linguistics, various needs have become more sharply focused. There is a need to "infiltrate," to use Shuy's 1974 term, other career areas. To do this, linguists, divesting themselves of appearances of elitism, must make their skills, products, and services more viable to a nonknowing market. Preparatory programs need to link up theory and practice more closely; specifically, linguists must know how to gather and analyze data, design research, and readily adapt to changing circumstances. "L'art pour l'art," although intrinsically and epistemologically rewarding, can no longer be considered adequate if linguists are to improve their employability and increase the number of positions to be filled by them. Prospective employers will have to know how linguists can help them make better products or render better services. Perhaps part of the answer also lies in the telephone company's phrase, "Reach out and touch someone." If more linguists reach out and touch the world around them, perhaps they can make it a better place and, at the same time, make for themselves a better place in it. These panels are only a tentative beginning, but the door to the world is ajar, and the breeze is refreshing.

## Bilingual Program? What's That?

On April 23 and 26, the Senate Subcommittee on Education, Arts and Humanities held hearings on the proposed amendments to the Bilingual Education Act (BEA). During the first day of the proceedings, Education Secretary Terrel Bell defended the Administration's bill, introduced by Senator S. I. Hayakawa (R-Calif.), which proposes three basic changes in the legislation. The bill, S. 2412, would "modify the definition" of a bilingual program to allow the Department to fund a greater variety of educational approaches. It would "establish a specific priority for funding projects which serve children who are both limited English proficient and whose usual language is not English." Also, the proposed amendment would create a specific authorization for vocational training activities under the BEA.

Bell supported the decision to broaden the definition of program eligibility on the basis that "school districts are in the best position to evaluate the needs of their students and to design programs in response to those needs." He went on to note that the present legislation requires the use of both English and the non-English language, while S. 2412 would not. "School districts would be free to propose programs which use both languages or which use English exclusively. Whatever a school district proposes would be justified on the basis of an assessment of the needs of children present in the district."

With regard to the second provision that gives priority to programs serving limited English proficient children whose usual language is not English, Bell contended that this change would target funds to those students who are most in need of special services. He did not make any effort to describe how school districts would determine whether a student's usual language is other than English. This continues to be a point of debate among linguists, educators, and scholars—the most reliable means of determining a student's language skills. This is evidenced by the current controversy within the Department of Education concerning the estimates of students who fall within the category of limited English proficient. The estimates given range from less than one million to more than 3.6 million eligible students. It is not clear that the qualifier "usual language" will clarify the situation of student identification.

The third main provision of the bill would transfer the bilingual vocational program, now funded under Part J of the Vocational Education Act, to the BEA. The proposed amendment would provide an explicit authorization in the Act to operate this program for out-of-school-youth and adults.

Following Secretary Bell, Senator Hayakawa provided testimony that outlined his position on the proposed bilingual amendments and, as he described it, "a much broader issue. The question of what language will be used in the United States." He discussed at length his Constitutional amendment, Senate Joint Resolution 72, which declares as the law of the land that English is the official language of the United States. The Senator stated that "this amendment is needed to clarify the confusing signals we have given in recent years to immigrant groups." He pointed to the recent legislation that requires bilingual ballots as creating the "contradictory, logically conflicting situation."

Further in the Senator's prepared statement, he noted that "all too often, bilingual education programs have strayed from

their original intent of teaching English." Hayakawa made it clear that he preferred the method known as English-as-a-Second-Language, as opposed to bilingual education, which he viewed as a "more or less permanent two track education system involving the maintenance of a second culture and an emphasis on ethnic heritage."

Hayakawa emphasized the importance of the American melting pot, which "succeeded in creating a vibrant new culture among peoples of many different cultural backgrounds largely because of the widespread use of a common language, English." He made the claim that the growing emphasis on maintaining a second culture and "instruction in the native language [of the student] . . . is preparing the ground for permanently and officially bilingual states."

The underlying basis for Hayakawa's negative sentiments toward encouraging the use of the native language in school was attributed to the ease with which children acquire a new language. He used the example of families "where the father speaks to the children in one language, the mother in another, and the maid in a third, the children grow up trilingual with no difficulty." Hayakawa asserted that "given the differences in the rates and methods of language learning among different age groups, school children, especially under the age of ten, should be exposed to English constantly through contact with English-speaking classmates and playmates. They will learn English effortlessly, without the sense of undergoing a difficult experience." He did not address the reasons why so many limited English proficient children failed to learn English "effortlessly" before the enactment of the BEA in 1968.

In his concluding remarks, Hayakawa noted that the 1980 Census found that 23 million people in the United States aged five or older speak a language other than English at home. "We as Americans must reassess our commitment to the preservation of English as our common language . . . Those who have mastered English have overcome the major hurdle to participation in our democracy."

On April 26, two panels of scholars, educators, and researchers addressed the proposed changes in the bilingual program. Senator Huddleston (D-Ky) was the first witness to testify before the Subcommittee. He took the opportunity to discuss his proposed amendment to the BEA, S. 2002, which would set a one-year time limit on participation in federally funded bilingual programs. He noted, "If we continue to require that each child be proficient in reading, writing, speaking, and understanding English we are not promoting a transitional program and we are insuring that limited-English-speaking children will never be educated together with American students."

Huddleston stated that his proposed changes in the bilingual program were based on the findings of the 1978 American Institutes for Research (AIR) study and the so-called De Kanter and Baker report completed by the Department of Education. Although noting that the results of this research had been "seriously questioned" by scholars and staff at the National Institute of Education, he contended that they were still reliable information sources on the effectiveness of bilingual education.

Dr. G. Richard Tucker, Director of CAL, expressed CAL's

—CONTINUED on p 6—

—WASHINGTON SPEAK, from p 5—

"unequivocal support for bilingual education as a viable educational approach for language minority students" Tucker also expressed support for bilingual education that seeks to develop proficiency in a second language for English mother tongue students in the United States

Tucker expressed concern that many of the proposed changes in the legislation are based on conclusions drawn from the controversial Department of Education report authored by de Kanter and Baker He noted that Senator Huddleston's "Dear Colleague" letter, which accompanied his Amendment, stated

A recent Department of Education report conclusively shows that bilingual education has not been effective and notes that there is no justification for assuming that it is necessary to teach limited English speaking students in the child's native language in order for the child to progress in school

Tucker went on to state that "This is simply not true" This unofficial study, which was never signed by Education Secretary Bell, "seriously misrepresents what is known about language teaching and immersion programs"

In his testimony, Tucker took the opportunity to explicitly state, as he had elsewhere, that "The claim that the results from studies of Canadian immersion programs lead to the conclusion that minority group youngsters in the United States, Canada, or the third world should be immersed or submerged in the target language is false"

Another important point addressed in CAL's testimony concerned the Huddleston proposal to impose a one-year limit on

participation in bilingual programs Tucker cited research from studies on bilingual education and bilingualism which demonstrated that the positive effects of using two languages in the classroom may only manifest themselves after three or four years of participation in such programs He went on to state that, "Indeed, the evidence suggests that a premature termination of instruction via the native tongue may delay the cognitive and linguistic development of the participating children."

In Tucker's concluding comments, he called attention to the fact that Congress has authorized and appropriated more than six million dollars for a comprehensive research and evaluation effort known as the Part C Research Agenda "There are over 50 studies under way, many of which will provide us with the information to judge the effectiveness of the current bilingual education effort Rather than making precipitous changes which may prove to be detrimental to the educational development of all American children, we urge that the Subcommittee withhold action until the studies are completed"

Dr Jose Llanes of California State University in Sacramento, also citing the incomplete research agenda, stated that the proposed changes were "like sending a case to the jury before one side had a chance to present its evidence"

Other witnesses included Dr James Cummins from the Ontario Institute for Research in Education, Dr Roberto Cruz, President-Elect of NABE; Phyllis Blaunstein, Executive Director of the National Association of State Boards of Education; Esther Eisenhower, Fairfax County School District, and Arnold Torres, National Executive Director of the League of United Latin American Citizens

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## News Briefs

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### Corrigenda for the April '82 LR

Please revise the second entry under number 3, **For Further Study**, of Tetsuo Kumatoriya's "Overview on Linguistics and Advertising," LR April 1982, p 13 to read:

Langendoen, D. Terence (1971) "Linguistic Practices of the Federal Trade Commission," *Linguistic Reporter* 13(2) 1-6

On page 14 of the April issue, note that the last published work of the late Paul Plimseur, *How to Learn a Foreign Language* (Boston. Heinle & Heinle, 1980), has been mistakenly listed under the name of the Series Editor, Frederick L. Jenks.

### Free Newsletter

The LR has received a copy of the Vol. 1 No. 1 (March 1982) *Public Awareness Network Newsletter* The public awareness of the title refers to foreign language and international studies, and the newsletter is one component of an Exxon Education Foundation funded project of the American Council on the Teaching of Foreign Languages that will promote the need for foreign language and international studies education The project is entitled (appropriately enough) *Public Awareness for Foreign Language and International Studies*. It has established a *Public Awareness Network* of state coordinators, a *News*

*Service*, and a *Data Bank*. The *Data Bank* stores copies of articles, current studies, and statistical data relating to foreign language and international studies. The newsletter reports on issues and events around the country (sample headlines from the first issue "States' Follow-up on the Recommendations of the President's Commission," *Colleges and Universities Move to Restore Entrance and Degree Requirements in Foreign Languages*)

If you would like to receive the newsletter, write the editor, Mary L. Allison, ACTFL Headquarters, 385 Warburton Ave, Hastings-on-Hudson, NY 10706.

### National Science Foundation and Applied Research

The NSF Linguistics Program Open Meeting on April 23 included a discussion of the scope of applied linguistics and the kind of applied linguistic research that might be supported by the linguistics program now that the functions of the formerly separate Applied Research Directorate have been redistributed to the programs.

Paul Chapin, NSF Linguistics Program Director, in introducing the topic, acknowledged that the image of the NSF has been one of supporting basic research, but programs are now expected to accept and review proposals for applied research. To be responsible and effective, some definition of applied linguistics/language sciences that falls

within NSF/federal guidelines is needed. It seems clear that the general meaning of "applied linguistic" research covers more than what NSF is prepared to support.

Joseph Young, Coordinator of Applied Research for the Behavioral and Natural Sciences, voiced two caveats, (1) clinical research is excluded from NSF consideration (being funded elsewhere) and (2) research and development should be carefully distinguished because development activities are not supported.

Michael Krauss categorized research supporting "utilitarian ends" as falling under the definition of "applied," for instance research that helps meet the needs of a community of people who speak a language, such as maintaining and improving a language situation, i.e., the field of language planning. He emphasized the "natural resource" aspect of this work. Other areas mentioned as falling within the guidelines were second language instruction, early language, computer speech and speech recognition, sign language, language attrition, language-and-X fields, and questions involving the social, personal, and educational correlates of non-mainstream speakers

The question arose as to where the line was to be drawn between research and development in the area of instructional technology. For example, is a program/software development or research? G. Richard Tucker said it was a matter of identifying and investigating language principles that developers can then use. Brian MacWhinney

concurred that it was the difference between knowing the principles and packaging them, and gave the example of an automatic parser.

An example of applied research that is not clinical (but derives from and contributes to clinical applications) would involve the use of positive electron tomography to map areas of the brain activated as aphasic patients re-acquire language.

Also on the agenda for discussion were the twin questions of research topics that will be increasing or decreasing in relative importance in the next few years. Melissa Bowerman suggested a diminution of interest in the first two years of the child, in early language acquisition. Brian MacWhinney believes that Piaget's influence is waning. Other panelists noted the emerging applications to writing and writing style, using standard errors and linguistic analysis. Also prophesied for increasing importance were language planning and sociolinguistics, discourse analysis (*sans* syntax), and neurolinguistics.

Other agenda items were the optimal proportion of future year program funds that ought to be committed to continuing grants and an evaluation of NSF peer review, including recommendations for its improvement.

The NSF Linguistics Panel comprises Melissa Bowerman, Michael Krauss, Susumu Kuno, Peter MacNeilage, Brian MacWhinney, and Gillian Sankoff.

### New at CAL

*Dialogue Journal Writing as a Communicative Event*. Volume I, Final Report, Jana Staton, Principal Investigator; Volume II, Research Papers, Jana Staton, Roger Shuy, Joy Kreeft, and Mrs. R. NIE-G-80-0122. Washington, DC, Center for Applied Linguistics, 1982.

The final report of the Dialogue Journal Project (see J. Staton, "Literacy as an Interactive Process," *LR* October 1981) is now available in two volumes directly from CAL. Volume I summarizes the study goals, methods, findings, and implications, including a brief overview of each research paper. It is intended to provide a summary for the general audience. Volume II contains the 12 articles that are the major research products of the study. Each article focuses on a specific aspect of the dialogue journal writing, and presents the methods for analysis and findings.

The contents and authors of Volume II [PLEASE NOTE THAT SINGLE PAPERS ARE NOT AVAILABLE]: "The Oral Language Basis of Dialogue Journal Writing," Roger Shuy; "Topics: What Do They Write About," Jana Staton & Joy Kreeft; "Analysis of Language Functions in Dialogue Journal Writing," Roger Shuy; "Why Ask: The Function of Questions in Dialogue Writing," Joy Kreeft; "The Function of Complaining," Roger Shuy; "Topic Continuation: Dialogue Writing as a Bridge to Unassisted Writing," Joy Kreeft; "Mutual Conversations: Written Dialogue as a Basis for Student-Teacher Rapport," Joy Kreeft; "Discussion of Problems in Dialogue Journal Writing," Jana Staton; "The Development of Topic Understanding. Analysis of the Dialogue on Math between Gordon and the Teacher," Jana Staton; "Analysis of Topic-Specific Elaboration in Dialogue Journal Writing," Jana Staton; "Spelling in the Dialogue Journals," Roger Shuy; and "The Teachers' Perspective," Mrs. R.

Volume I and Volume II may be ordered separately or as a set. Vol. I, 150 pages, \$8.00, with UPS shipping and handling, \$9.86. Volume II, 300 pages (each page contains two pages of text, reduced), \$14.00, with UPS shipping and handling, \$16.59. Special two-volume-set price, including shipping and handling, \$25.00.

The quoted prices are a "one time only" offer, based on a limited edition photocopied at cost with the labor donated by the project staff. After September 1, 1982, copies will be sold on a per-order basis, and the price will be raised to include the actual labor cost.

If you are interested in obtaining a copy of one or both volumes, please send a prepaid order to Louise A. Tucker, Publications, CAL.

# When & Where

## 1982

### June

- 2-5 International Symposium "Contact + Conflict", 2nd, organized by The Research Center on Multilingualism Brussels Topics: Theory, Methodology, Models, and Comparability of Language Contacts LR 24 6, p 7
- 2-6 International Conference on Contrastive Projects, 5th University of Jyväskylä, Finland LR 24 3, p 7
- 6-12 Minority Languages, Language Planning, & Language Preservation, 2nd International Conference Turku/Abo, Finland LR 24 7, p 8
- 7-11 International ALLC Symposium, 7th, on Computers in Literary and Linguistic Research Pisa, Italy Themes: Theories, Methods, Problems, & Applications of Literary and Linguistic Computing LR 24 7, p 9
- 11-12 Second Language Acquisition and Second Language Teaching Conference Univ of South Florida, Tampa, FL LR 24 5, p 10
- 12-13 Interdisciplinary Conference on Netherlandic Studies Univ of Maryland, College Park, MD LR 24 6, p 8
- 16-18 Annual Meeting of the Association for Computational Linguistics, 20th Univ Toronto, Toronto, Ontario, Canada LR 24 4 p 9
- 17-19 Conference of the Association for the Advancement of Baltic Studies Minneapolis, University of Minnesota LR 24 8, p 6
- 21 Aug 13 Linguistic Society of America, Linguistic Institute, 50th Univ Maryland, College Park LR 24 6, p 9
- 28-Aug 6 TESOL Summer Institute, 4th Northwestern Univ, Evanston, IL LR 24 6, p 8

### July

- 5-10 Conference on Computational Linguistics, 9th Prague, Czechoslovakia LR 24 1, p 7
- 6-10 Individualized Language Teaching Through Microcomputer Assisted Instruction Washington, D C LR 24 8, p 8
- 7-14 Annual Meeting of the Brazilian Linguistics Association State University of Campinas, Campinas, Brazil LR 24 7, p 9
- 12-14 Language at Home & at School University of Bristol, England LR 24 8, p 7
- 16-18 Conference on Formulaic Language College Park, MD LR 24 6, p 8
- 16-17 TESOL Summer Meeting, 4th Northwestern University, Evanston, IL LR 24 6, p 7
- 26-30 Teaching Scientific & Technical English to Non Native Speakers. University of Michigan, Ann Arbor, MI LR 24 8, p 7
- 27-29 World Congress on Reading, 9th St Patrick's College, Dublin, Ireland Theme: In Pursuit of Knowledge LR 24 3, p 6
- 30-Aug 1 Linguistic Society of America, Summer Meeting, 43rd College Park, MD LR 24 4, p 8

### August

- 1 Meeting of the Society for Cognition & Brain Theory Univ of Maryland, College Park, MD LR 24 6, p 8
- 1 American Dialect Society Summer Meeting Univ of Maryland, College Park, MD LR 24 6, p 8
- 2-4 International Symposium on LSP (Languages for Special Purposes) Eindhoven, The Netherlands Theme: Reading for Professional Purposes in Native and Foreign Languages LR 23 8, p 7
- 2-6 Annual LACUS Forum of the Linguistic Association of Canada and the United States, 9th Northwestern Univ, Evanston, IL LR 24 3, p 7
- 2-6 Workshop on Motivating Children & Adults to Acquire Another Language Calvin College, Grand Rapids, MI Application deadline: 4 July 1982 LR 24-6, p 7
- 10-14 Individualized Language Teaching Through Microcomputer Assisted Instruction Ashland, OR LR 24 8, p 8
- 23-26 International Basque Conference, 1st Fresno, CA Topics: Linguistics, Literature, Art, History, Anthropology, Folklore Information Society of Basque Studies in America, P O Box 93796, Fresno, CA 93796 LR 24 8, p 7
- 23-28 International Congress of the World Federation of Teachers of Russian Language and Literature (MAPRYAL) Prague, Czechoslovakia LR 24 1, p 6
- 23-28 Tenth World Congress of Sociology Mexico City LR 23 7, p 9
- 25-28 International Systemic Workshop, 9th Glendon College, York Univ, Toronto, Ontario, Canada Theme: Current Applications of Systemic Theory LR 24 3, p 7
- 25-Sept 1 Conference of the International Association for Neo-Latin Studies, St Andrews Univ, Scotland LR 24 8, p 7

## December

- 4-7 American Anthropological Association, Annual Meeting, 81st Washington, DC LR 24 5, p 8
- 18-31 International Symposium on Language Testing University of Hong Kong Language Centre Theme: Direct/Performance Testing, Large Scale Testing LR 24 7, p 10
- 27-30 Modern Language Association Annual Meeting Biltmore & Bonaventure Hotels, Los Angeles, CA With American Dialect Society Annual Meeting
- 28-30 Linguistic Society of America Annual Meeting, 57th Sheraton Harbor Hotel, San Diego, CA Abstract deadline: 10 Sept 1982 LR 24 5, p 8

## 1983

### February

- 1-3 Conference on Applied Natural Language Processing Santa Monica, CA LR 24 6, p 7
- 1-11 Congress of the Pacific Science Association, 15th Univ of Otago, Dunedin, New Zealand Section discussion: "Development, Standardization, and Intertranslatability of Names of Fish in the Pacific" LR 24 7, p 10
- 15-19 International Bilingual/Bicultural Education Conference, 12th, of NABE Sheraton Washington Hotel, Washington, DC Write: National Association of Bilingual Educators, Room 405, 1201 16th St, NW, Washington, DC 20036 \*

### March

- 15-20 TESOL Annual Convention Toronto
- 23-25 Linguistics Association of Great Britain Univ of Sheffield, England LR 24 4, p 9
- 26-27 Symposium on Comparative Literature and International Studies, 3rd Monterey, CA Theme: Literature as an Indicator of Change \*
- 27-30 International Conference for English Historical Linguistics, 3rd Sorby Hall Univ of Sheffield, England LR 24 4, p 9
- 31 April 2 Western Humor & Irony Membership (WHIM) Phoenix, AZ Theme: Far Fetched Figures The Humor of Linguistic Deviance \*

### April

- 5-8 International Association of Teachers of English as a Foreign Language (IATEFL) St Mary's College, Twickenham, Middlesex, England Theme: Motives & Incentives in the Learning of TEFL/TESL Write: Mrs B Thomas, IATEFL Executive Officer, 87 Bennevis Ave, Tankerton, Whitstable, Kent CT5 2HR, England \*
- 6-8 Association for Literary & Linguistic Computing San Francisco, CA Paper proposal deadline: 30 Sept 1982 LR 24 6, p 7

### May

- TBA Annual SIETAR Conference, 9th Strasbourg, France Theme: Intercultural Aspects of Urban Life \*
- TBA Society of Italian Linguistics, 17th Urbino, Italy Theme: Problems of Spoken Italian Information Prof Mioni, University, Padova, Italy \*

### July

- TBA World Congress of Phoneticians, 4th, "Speechology Congress" Tokyo, Japan Information: Phonetic Society of Japan, 12-13, Daita-2, Setagaya, Tokyo-55, Japan \*
- 4 Aug 12 TESOL Summer Institute Toronto, Ontario, Canada

### August

- 1-6 International Congress of Phonetic Sciences, 10th Utrecht, The Netherlands Abstract deadline: 1 January 1983 LR 24 6, p 7
- 8-12 International Joint Conference on Artificial Intelligence Karlsruhe, West Germany LR 24 5, p 9
- 14-25 International Congress of Anthropological and Ethnological Sciences, 11th Phase I Quebec City, Aug 14-17, Phase II Vancouver, Aug 20-25 Theme: Anthropology & the Public: The Communication of Scholarly Ideas & the Human Context of Data Symposia due 1 June 1982, volunteered papers due 1 January 1983 LR 24 5, p 9
- 22-26 International Conference on Historical Linguistics, 6th Poznan LR 24 7, p 9

## September

# Conferences, Workshops, Seminars

Variouly billed as the stone-soup conference and the humorous metaphor conference, a 1983 WHIM (Western Humor & Irony Membership) Call for Papers reads:

"The theme for the 1983 stone-soup WHIM conference will be 'Farfetched Figures: The Humor of Linguistic Deviance.' I [Don L. F. Nilsen] am presently soliciting papers dealing with any aspect of metaphor including (but not confined to) the following: LIVE METAPHORS: The metaphors and symbols of literature, including synecdoche, metonymy, metaphor, simile, personification, double entendre, anacoluthon, zeugma, chiasmus, oxymoron, antithesis, schemes, tropes, and other figurative language; DEAD METAPHORS: The metaphors of language, including idioms, cliches, lexical extension, lexical packing and unpacking (generalization, specialization, amelioration, pejoration, etc.), dead metaphors borrowed from other languages or dialects, etc; CONTROLLING METAPHORS: Extended metaphors that influence our perceptions of reality, such as John Dean's there's-a-cancer-in-the-White-House metaphor as contrasted with Richard Nixon's you-should-be-a-team-player metaphor; TEACHERS' METAPHORS: Metaphors such as those of Christ (parables) in the Bible, or those of the scientist to explain the atom and the universe. See C. S. Lewis's "Bluspels and Flalanspheres." CULTURAL METAPHORS: RICH is GOOD is true for most mainstream

Americans, whereas RICH is BAD would be true for Trappist Monks. See Lakoff and Johnson's *METAPHORS WE LIVE BY*. METAPHORICAL EXTENSIONS, HIERARCHIES, COMPATIBILITIES, INCOMPATIBILITIES, THE TENSION PRODUCED BY METAPHOR, GOOD AND BAD MIXED METAPHORS, Etc. OTHER: Anything else metaphorical you would like to discuss." If you would like to propose a paper for next year's WHIM Conference (March 31-April 2 in Phoenix, AZ), or to get on the mailing list for information, write Don L. F. Nilsen; English Dept.; Arizona State Univ., Tempe, AZ 85287 . . . The American Society for Cybernetics's meeting in Columbus, OH October 18-20 will overlap with the American Society for Information Science convention. The ASC program will consist of panels, seminars, symposia, talks, tutorials, workshops, and paper presentation sessions. Particular aspects of the theme "Cybernetics and Education" to be given consideration are (1) how general education processes can be improved through cybernetics; (2) the education of specialists in cybernetics; and (3) other disciplines in which cybernetics should play a special part. Please send proposals to John Hayman; 1982 ASC Program Chairman; Hayman Associates, Inc.; P.O. Box 1626, Clanton, AL 35045 . . . Stephen Krashen and Migdalia Romero will be the two featured speakers at the Sec-

—CONTINUED on p. 14—

Date	Event	Reference
29-Sept 4	International Congress of Linguists, 13th Tokyo Japan	LR 23 7, p 9
<b>September</b>		
15	Bennial Conference of the Society for Caribbean Linguistics, 4th Univ of Suriname, Paramaribo, Suriname. Theme: New and Old Languages in the Caribbean	LR 24 4, p 9
5-12	International Congress of Egyptology, 3rd Skyline Hotel Toronto. Theme: Archaeology of Egypt & Egyptian Philology	LR 23 9 p 7
6-10	Bilingual Education in Friesland, International Conference. Location: Leeuwarden, Netherlands	LR 24 7, p 9
6-10	Teaching Scientific & Technical English to Non Native Speakers, Technical University of Aachen, Aachen, W Germany	LR 24 8, p 7
8-11	International Conference on Papuan Linguistics Goroka, Papua New Guinea	LR 23 9, p 8
8-11	Societas Linguistica Europaea Annual Meeting Athens, Greece. Topic: Language Typology & Universals	LR 24 6, p 6
15-17	Linguistic Colloquium of the IUSAL and the UPSAL. 17th Brussels Topic: Language Multilingualism/Society	LR 24 7, p 9
16-18	Colloque sur l'acquisition d'une langue seconde. Neuchâtel	LR 24 7, p 9
16-19	Communication in English Univ of Aston in Birmingham, U.K.	LR 24 7, p 11
17-20	British Association for Applied Linguistics Annual Meeting Newcastle upon Tyne, England. Theme: Learning & Teaching Languages for Communication	LR 24 6, p 8
22-24	Fall Meeting of the Linguistic Association of Great Britain, University of Kent, Canterbury	LR 24 6, p 6
25-26	Anniversary Conference & Annual Meeting of the Finnish Foreign Language Teachers' Association, 25th. Espoo Finland. Theme: New Language Teaching Methods in Different Countries. Information: Suomen Kielienopettajien liitto ry, Aamank 22 A 1, SF-00100 Helsinki 10, Finland	•
TBA	Inter African Conference on Linguistic Liberation and Unity of Africa, 1st Kampala, Uganda	LR 24 7, p 10
<b>October</b>		
12	National Association of Self Instructional Language Programs College Park, MD. Write Prof. John Mianas, Executive Director, Center for Critical Languages, Temple Univ Philadelphia, PA 19122	•
8-9	Communicative Competence in Bilingual Settings Challenging the Laminated English Proficiency Student. William Patterson College Wayne, NJ	•
8-10	Conference on Language Development, 7th Boston Univ., Boston, MA. Abstract deal file: 1 June 1982	LR 24 7, p 10
9-11	International Conference on Language Teaching, Tenrikyasen Gakuen Univ., Osaka. Write T. Vales Koopp, Programme Coordinator, Hyoshiin, 5-6-11 Takatsuki, Osaka 569, Japan. Abstract deadline: 15 June	•
11-13	Bulgarian American Symposium Boston, MA	LR 24 3, p 7
11-13	Southwestern Conference on Linguistics, 27th (SSCOL XXVII). Atlanta, GA. Write Prof. Reza Ordoobadi, Box 275, Middle Tennessee State Univ., Murfreesboro, TN 37132	•
11-16	Conference on Spanish in America 1st. Information: Instituto de Linguística, Facultad de Humanidades, Universidad de Puerto Rico, Rio Piedras, PR 00931	•
14-16	Delaware Symposium on Language Studies, 4th Newark, DE. Theme: Linguistics, Humanism, & Information Management	LR 24 5, p 10
14-16	Annual Meeting of the Linguistic Association on the Southwest (LASSO), 11th Albuquerque, NM	LR 24 5, p 10, LR 24 7, p 11
18-20	American Society for Cybernetics Annual Meeting Columbus, OH. Theme: Cybernetics & Education	•
21-23	New Ways of Analyzing Variation in English (N WAVE) Colloquium 11th Georgetown Univ. Inter-cultural Center, Washington, DC. Abstract deadline: 13 September.	•
21-24	Semiotic Society of America Annual Meeting 7th SUNY Buffalo, Buffalo, NY	LR 24 5, p 10
22-23	Mid America Linguistics Conference, 17th University of Kansas, Lawrence	LR 24 8, p 7
22-23	Colloquium on Dialogue Univ of Toronto, Toronto, Canada	•
29-31	Algonquian Conference, 14th Quebec City, Quebec, Canada	LR 24 7, p 10
<b>November</b>		
13	South Atlantic Regional Meeting of the American Dialect Society Atlanta, GA	LR 24 6, p 7
19-22	National Council of Teachers of English, 72nd Washington, D.C. American Dialect Society Session	LR 24 6, p 8
25-27	American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting New York City	LR 24 2, p 9
TBA	Linguistic & Sociocultural Aspects of Language Teaching Ghent, Belgium	LR 24 6, p 7

# Book Review

*Learning Through Interaction: The Study of Language Development*, edited by Gordon Wells. New York: Cambridge University Press, 1981. Pp. vii, 304. Paper \$10.95, Cloth \$39.50.

This is the first volume in the Language at Home and School Series, a result of the Bristol Language and Development Study of pre-school to primary school children, begun in 1972. The book consists of seven papers, written by members of Wells's research team, which focus on a range of issues in child language development.

The objective of the Bristol study was to replicate previous studies of American children (Brown, Cazden, Bellugi, 1969; Klima, Bellugi, 1966; Miller, Ervin, 1964), to provide data on the acquisition of language by children born and growing up in urban Britain.

The study's sample was 128 children, divided between two overlapping age groups—one from 14 to 42 months and the other from 39 to 66 months. Within each group were an equal number of children from each of four social classes, defined in terms of parental occupation and education. For each of these 129 children, 24 natural speech samples of 90 seconds' duration were audiotaped at 20-minute intervals throughout the day, in the child's home. The data base was later extended to include a study of 20 of the older group of children, videotaped periodically during their first two years of school. Wells explains the research design in detail in the Introduction.

For sociologists, psychologists, educators, and sociolinguists interested in a broad overview of past research on child language acquisition and the current focus on the importance of context and interaction in language development, this book is helpful. Wells's research team gathered a huge body of language data in both natural and experimental situations, and each chapter presents a key issue in child language studies, reviews past research, and then evaluates the research findings in light of these data.

Chapter 1, "Language as interaction," by Wells, presents the theoretical framework for the book—that all language occurs within a larger social and linguistic context, and as a collaborative enterprise. The other six chapters, written by Wells and other members of the Bristol research team, follow this framework, focusing on the child's developing ability to communicate (ch. 2) and to comprehend (ch. 3), the child's use of both physical and linguistic context in the mastery of meaning and interactive skills (chs. 4 & 5), the transition from home talk to school talk (ch. 6), and the role of literacy in cognitive development (ch. 7).

The reader gets a comprehensive review of past work on interaction, including that of Grice, Searle, and the ethnomethodologists, on the role of semantics in child language development, especially the work of Bloom, the role of context in comprehension, focusing on Bruner and Piaget, and on literacy, including the work of Goody and Watt, Olson, and Scribner and Cole. The bibliography adequately represents major work done in each of these areas.

The ambitious scope of the book makes it less effective as a resource for new ideas or for models of application of theory. In some chapters, a brief discussion of findings from the Bristol data simply confirms what others have already said. In others,

new findings are hidden among discussion of old ideas, so that they are almost missed. The most innovative chapter is Chapter 7, on literacy, in which Wells states that although some scholars have argued for a close relationship between cognitive development and either social class (Bernstein) or degree of literacy acquisition (Olson), the effect of literacy on level of cognitive development actually depends on the use to which reading and writing are put—that is, the role of literacy in everyday life.

In the chapter comparing talk at home and at school, MacLure and French seem to have come to their conclusions with only partial help from their data. They state, "From the point of view of the child participant, from whatever social background, there is little in the nature of the interactional demands which will be made of them in school that they will not already have become familiar with at home, at the level of conversational structure—we find the idea of children having problems with classroom discourse requirements somewhat difficult to entertain" (p. 237). Their conclusion rests on the fact that they found no major differences in the structures and demands of conversation at home and at school. They neglect to mention, however, cultural differences that may cause difficulties in the home-to-school transition—difficulties that have been observed and documented by many educators and researchers. Because the Bristol sample was socially stratified, one would expect that this important issue would be addressed. In fact, although Wells states in his Introduction that he wishes to shed light on Bernstein's (1971) and Tough's (1973, 1977) studies of the role of language in the socialization process by providing language data from a full range of social backgrounds, the tenor of the book is that language development is the same for everyone, regardless of social background.

Actual examples from the Bristol data make up a small portion of the book, and occasionally are given without adequate explanation, further, one wonders why, when Wells has stressed the importance of gathering spontaneously occurring conversation as data, he collected samples only 90 seconds long. With such a large sample of children and the desire to gather speech samples throughout an entire day, Wells correctly argues that sheer bulk of data necessitates some control of length of each sample, but 90 seconds seems awfully short.

Despite these criticisms, the book is well worth reading. It synthesizes the research to date and discusses key socio- and psycholinguistic themes in child language development. The data analysis that is presented is illuminating.

—Contributed by Joy Kreeft, Georgetown University

*International Directory of Applied Linguistics Organizations. An ideal companion to ERIC/CLL's Directory of Foreign Language Service Organizations: 2, this publication describes organizations engaged in applied linguistics research and related teaching materials development. Information includes name, address, telephone number, as well as descriptions of publications, kinds of research being done, and special resources and programs. The directory is loose-leaf (for easy updating). Price includes 3-ring binder. \$4.95, prepaid. Order from: P. St. Ives, User Services Coordinator, ERIC/CLL, Center for Applied Linguistics, 3520 Prospect St. NW, Washington, DC 20007.*

—APPLICATIONS, from p 3—

Problem 1, from computer science or rather from automatic language-data processing: How can one teach the computer to summarize a text?

Problem 2, from teaching English or, for that matter, from teaching any language to non-speakers (the field traditionally denoted by a misnomer, "applied linguistics"): Should one teach one's students the difference between some two "difficult" sounds?

Problem 3, from speech pathology: How can one help a child who sometimes stutters on a certain sound and sometimes does not?

Problem 1 basically involves linguistic semantics and syntax. To summarize a text (or to translate it into a different language, or to answer questions about the text) the computer must understand it first. This means that all the relevant syntactic and semantic information that is needed to approximate, or model, the understanding of the text by the native speaker should be introduced into the computer. To make this possible, a complete and adequate syntactico-semantic description of the language of the text should be available. A graduate in pure linguistics knows that no such description is available in full, and the parts that are there are fragmentary, controversial, and very complex. Even worse, such a graduate may be familiar with just one theory, which may be unsuitable for the application. If such a linguist is asked for help by an expert in information processing, this is the answer the linguist is likely to come up with. However, the one theory, one answer is obviously not good enough for the customer who needs the problem solved, anyway. The expert in automatic language-data processing begins looking for a solution without linguists and sometimes practically without linguistics, taking short cuts and, with luck, producing an acceptable (though almost always partial) ad hoc solution to one particular problem.

Problem 2 involves phonology. A good phonologist knows all about traditional phonology, structural phonology, generative phonology, and natural phonology. A not-so-good phonologist will know all about the one school in which he or she happened to be reared. Both, however, realize the enormous complexity of the involved phenomena and of the rules to describe them. A second-language teacher who faces the practical problem is likely to be turned off by the complexity or controversiality of the available linguistic information and, since the problem needs to be solved, will try to play it "by ear," in the literal sense of the phrase, and solve it without a linguist and perhaps without linguistics. As a result, the ESL person (no one we know, of course) may end up spending considerable time teaching a nonspeaker of English the difference between the aspirated and unaspirated /p/ or between the pronunciation of the diphthong in *ride* and *right*.

Problem 3 may involve more than what seems to be obvious. If the linguist attempts a purely phonetic or phonological solution it is likely to be falsified because in some cases the child can pronounce the sound very well and in others cannot. Unless the linguist is there and is knowl-

edgeable and innovative, a very important observation can be missed, namely, that the stuttering occurs on the syntactic boundaries. If the linguist is there and has everything it takes, he or she may still be not forthcoming with a solution to the practical problem because various syntactical theories draw some syntactic boundaries in different places. If, however, competent linguistic help is not available to the speech pathologist, much if not all of these treatments will be completely wasted.

These examples describe without much exaggeration what actually happens in the fields to which linguistics can be fruitfully applied and in which linguists can be gainfully employed. In most cases, however, the experts in those fields do not know anything about linguistics and its possibilities, or because somebody tried it once long before them and was burnt or because someone else, from an adjacent field, gave linguistics a bad name with regard to its utility for practical application. The result is clear enough: The fields go without linguists and pay the serious consequences, the linguists go without jobs and pay nothing because they are broke. The question is, "Do the fields need those linguists and do those linguists need those jobs?" The answer is an emphatic 'yes' to both, but with a very important qualification.

The applied fields need linguists only if the linguists can help them. The linguists need the jobs only if they can fill them *qua* linguists. Both seem to be attainable.

If the linguists want to be useful to an applied field, they do not have to forget all they know about the complex linguistic data, methods, and theories that have to be applied to the field, and to deal with the applied problem simplistically and condescendingly.

On the other hand, linguists should not try to apply their knowledge in all its complexity to the field—many have tried that and failed.

What the linguists should do is to be able to translate the best theory, method, or technique they have at their disposal in theoretical linguistics into a *usable applied theory*. As every other linguistic theory, such an applied theory would consist of a general part, universal for all fields of application, and particular parts, special for each field of application. The general part contains principles of simplification and reduction of linguistic theories for practical purposes without compromising or distorting the linguistic truth. The particular parts take into account the specific requirement of every particular field of application. The applied theory therefore bridges the often existing gap between linguistic theory and potential fields of application, and it does it always maintaining the high scholarly level attained in linguistics, complete with concerns for adequacy, explanation, and justification.

Thus, in the case of Problem 1, the computational problem, the linguist should realize perhaps that the text is written in a sublanguage, not in the whole language as it were, since in most cases when such problems arise practically, the text to be summarized comes from a narrow field of science or technology, and therefore many syntac-

—CONTINUED p. 12—

—APPLICATIONS, from p. 11—

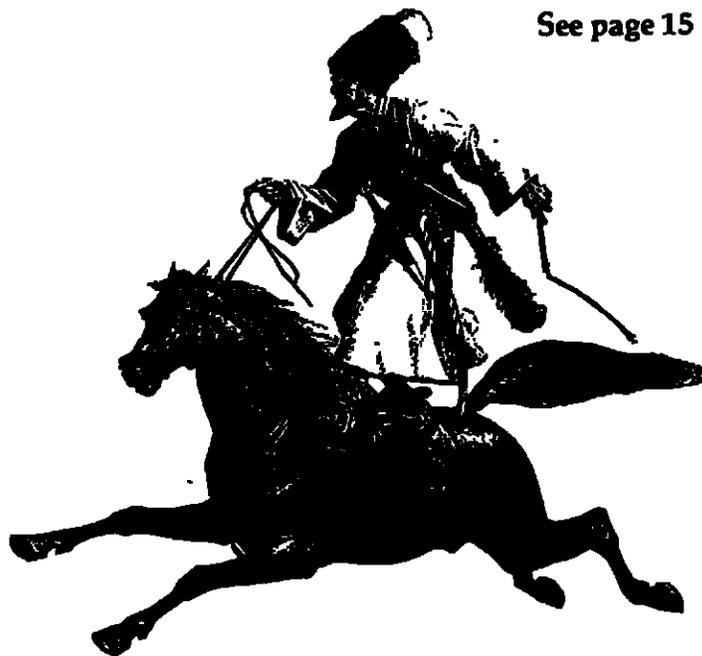
tic and semantic problems are simplified. The applied theory adapts the syntactico-semantic equipment available for the whole languages to the sublanguage used. Another strategy is to simplify the available theory through realizing that some parts of it are irrelevant for the field in question—a good example is something Terry Winograd, a computer scientist knowledgeable in linguistics, did in the early 1970s in SHRDLU, his artificial intelligence system based on natural language: He realized that transformational grammar was too complex for the limited syntax he needed in the system, and he deliberately opted to apply a simpler though inferior syntactic theory. His decision was correct because the theory chosen was adequate on the syntax of the system. He did not use it where transformational grammar was required.

In the case of Problem 2, the second language pronunciation problem, the linguist should realize that all the teacher and student want to know is the important distinction between sounds that distinguish words and sounds that do not. No matter whether this distinction is captured by the notion of phoneme or by rules or processes, what counts is that whatever the difference between two variants of /p/ or between two variants of the diphthong /ay/, it is not word-distinguishing, and therefore is less worthy of an effort than, say, the distinction between /b/ and /p/ or /ay/ and /oy/.

In the case of Problem 3, the speech therapy problem,

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See page 15



similarly, the linguist should come up with the applied theory that will put forward such a notion of syntactical phrase that will be helpful for the speech pathologist in determining where the stuttering is likely to occur. In fact, this problem is especially interesting because if it is established that stuttering is likely to occur on syntactic boundaries, the places where it does occur should be recognized as such, and this is valuable feedback for linguistic theory. If there are two competing syntactic theories that analyze sentences into phrases differently, then if stuttering occurs where one of the theories sees a syntactic boundary and the other theory does not, the former theory seems to be justified by speech therapeutical practice.

*In general, the linguist can only do applications well if they are maintained at the high theoretical and descriptive level that will make it possible for the linguist to continue his or her search for the linguistic truth. Good applications will provide the linguist with valuable feedback and can, in fact, be used as verification tests for various theories.*

Mainly because of the prevailing ignorance about linguistics but also as a result of unfortunate recent and not so recent histories of various linguistic applications, the burden of the proof of their usefulness for various applications lies now with linguists. They have to go aggressively for a targeted applied field, fully equipped with their theories and methods, and prove to the expert in the field that linguistics brings over the knowledge without which the field cannot be successful. This will either create jobs for linguists where now there are none, or vacate the existing jobs (now occupied by nonlinguists who are incapable of providing the necessary service to the applied field) for linguists to fill.

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**Qualifications:** Strong training in TESL/TEFL, in English for Specific Purposes and in Second Language Acquisition.

**Term:** Fall, 1982

**Salary:** \$19,000 minimum

**Duties:** Teach graduate courses in Second Language Acquisition Methodology, English for Specific Purposes.

Please send curriculum vitae, letters of reference, and supporting documents to  
Nessa Wolfson, Ph.D.  
Director, Educational Linguistics/TESOL  
Graduate School of Education  
University of Pennsylvania  
3700 Walnut Street/C1  
Philadelphia, PA 19104

teaching experience. Native speaker of standard American English. Fluency in Spanish desired. Experience in language laboratory operation and management. Experience in counseling and advisement of foreign students. Competitive salary. *Appointment:* 10 months. *Closing date:* 30 June, 1982. Send resume, transcripts, and credentials to: Mrs. Janet Owen, Intensive English Language Institute, 320 Baldy Hall, State University of New York at Buffalo, Buffalo, NY 14260. An equal opportunity, affirmative action employer.

Visiting Assistant Professor, August 1982 through May 1983. Two courses per semester in areas of Applied Linguistics, TEFL Methodology, Modern English Grammar, General Linguistics. Ph.D. required, relevant teaching experience highly desirable, publications related to the above areas expected. Send curriculum vitae, letters of reference, and representative publications to Gregory K. Iverson, Chair, Department of Linguistics, University of Iowa, Iowa City, Iowa 52242. Screening will begin immediately. The University of Iowa is an Affirmative Action/Equal Opportunity employer.

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**LECTURER IN ESL AND FOREIGN STUDENT ADVISOR:** Lecturer (non-tenure track position) and part-time FSA. *Duties* ability to instruct all skill areas in ESL. Supervise language laboratory. Part-time counseling and academic advisement of students from developing countries. *Qualifications* M.A. in TESL. At least two years ESL

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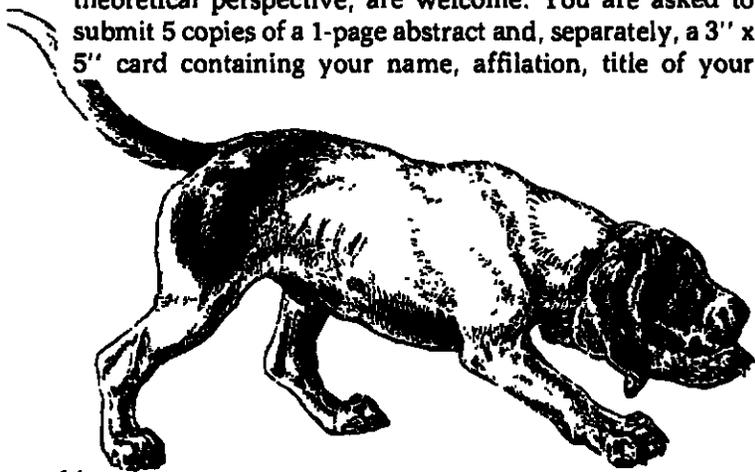


Stanford University Press

ond Annual Communicative Competence in Bilingual Settings: Challenging the Limited English Proficiency Student Conference in New Jersey the 8 and 9 of October. William Patterson College in Wayne, NJ is hosting the conference, which is being sponsored by the Georgetown Bilingual Education Service Center and the New Jersey Department of Higher Education—Bilingual Programs This conference will continue to explore issues raised in the 1981 William Patterson Conference "New Routes to Bilingualism." Teachers of limited English proficiency students will be able to choose from among several workshops For information about registration, contact the Office of Continuing Education; William Patterson College, Raubinger Hall; Wayne, NJ 07470; (201) 595-2436

The Eleventh N-WAVE Colloquium will be held in the Intercultural Center at Georgetown University on October 21-23 (The Intercultural Center, to be opened officially in September, will house several university departments including those of the School of Languages and Linguistics. It will be the largest solar-powered building in the United States.) The theme of the N-WAVE XI has been expressed negatively: "variation to which traditional variable rule analysis may NOT be appropriate," and the rationale is as follows: "Understanding of language variation and change has advanced considerably through variable rule analysis. But in recent years, it has become increasingly apparent that there are aspects of language variation that variable rule analysis is not or at least may not be suited to. At the largest-scale levels, such as language choice and discourse style, no one has even proposed that variable rules are appropriate. There has been a recent and lively controversy as to the suitability of variable rule analysis in syntax. Even in phonology, some aspects of vowel variation and change are best studied through measurements of acoustic properties, and it is not clear that low-level phonetic variation in vowels or consonants fit the variable rule mode. Even in those areas of language where variable rule analysis is most successful, refinements of the model are possible." Papers on non-variable-rule-analysis are eagerly solicited, but papers on any aspect of language variation, from any theoretical perspective, are welcome. You are asked to submit 5 copies of a 1-page abstract and, separately, a 3" x 5" card containing your name, affiliation, title of your

paper, and address by 13 September. Send abstracts and any questions to N-WAVE XI, Ralph Fasold; Dept of Linguistics; Georgetown Univ.; Washington, DC 20057 . . . For further information on the Colloquium on Dialogue to be held at the University of Toronto on October 22 and 23, with the participation of Jean-Claude Chevalier, Denise Deshaies, Louis Francoeur, A. Gombay, J. B. Grize, Catherine Kerbrat-Orecchioni, Danielle Laroche-Bouvy, John McClelland, Pierre Miranda, Joseph Melancon, Brian Merrilees, Henri Mitterand, Jean-Luc Nespoulos, Michel van Schaedel, Henry Schogt, and Daniel Vanderveken, please write Prof. Pierre R. Leon, Director; Experimental Phonetics Laboratory; 39 Queen's Park Crescent East; Univ of Toronto; Toronto, Ontario, Canada M5S 1A1 . . . The Monterey Institute of International Studies invites papers for its Third Symposium on Comparative Literature and International Studies (March 26-27, 1983) on the theme of "Literature as an Indicator of Change." Suitable topics include ways in which literature has shaped, implemented, or challenged public policy, theoretical considerations of the role literature can and should play in international studies; and individual literary works that have either reflected or resulted in political or social change, or a change in consciousness. Papers should be typed double-spaced, about 5-7 pages, and submitted by 30 June (though submissions will be considered until October, program space available) to Elizabeth Welt Trahan, Symposium Coordinator, Monterey Institute of International Studies; 425 Van Buren Street, Monterey, CA 93940 . . . One of the sub-themes for SIETAR'S 1983 Conference is "Language diversity and its consequences in the urban environment." The object of the Strasburg conference, under the general theme of "Intercultural Aspects of Urban Life," is to throw new light on the problems of urban life through combining the perspectives of urban planners, architects, administrators, educators, social workers, local residents, immigrants, religious and cultural organizations, and other interest groups. Those interested in submitting proposals for workshops, panel sessions, poster sessions, cultural presentations, or exhibits should write to Dominique Boyer, SIETAR/France, 68 rue de Babylone, F-75007 Paris, France; or Dianne L. Zeller, Executive Director/SIETAR; 1414 22nd St, N.W. Suite 102; Washington, DC 20037; or Prof. Klaus Zapotoczky; Soziologisches Institut, Universitat Linz; A-4040 Linz, Austria.



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## Limited Time Offer Inside (p. 15)

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## Book Notice

*Clinical Phonetics*, by Lawrence D. Shriberg and Raymond D. Kent. Somerset, New Jersey: John Wiley & Sons, Inc. 1982. Pp. xxvii, 481. \$19.95.



The field of speech and language pathology is an obvious area for the application of phonetic training, and most university curricula in this field require students to take a course in "phonetics." Unfortunately, such courses have often consisted of training in phonemic transcription in non-disordered Standard American English. This may constitute a start in phonetic training, but adequate preparation must extend well beyond to include the wide range of phonetic detail encountered in disordered systems. In fact, the phonetic details of phonological disorders offer one of the most intriguing challenges available to phoneticians.

*Clinical Phonetics* attempts in a systematic way to orient students to phonetics appropriate for the clinical setting of the speech and language pathologist. Whereas the text begins with broad phonetic, or phonemic transcription, it moves to a more detailed study of phonetic detail associated with particular phonological disorders. The book is replete with transcription exercises, many of which are dependent upon available audiotape recordings. There are also many helpful diagrams and a glossary at the end of each chapter. The last word concerning phonetic detail in disordered speech has not been spoken, but this text provides an important first step toward establishing a more responsible phonetic training of students in speech and language pathology.



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