

1959–1982

The *Linguistic*
Reporter

Volume 25

(1982)

CAL CENTER
FOR APPLIED
LINGUISTICS



ROMAN JAKOBSON
Oct. 11, 1896—July 18, 1982

Volume 5 SEPTEMBER 1982 Number 1

ISSN 0024-3906

The *Linguistic* REPORTER

Published by the Center for Applied Linguistics, 3520 Prospect Street, N.W. Washington, D.C. 20007

A National Language Policy for Australia?

Steps are being initiated in Australia to develop a national language policy. Australia is a multilingual nation, where, in addition to the dominant language English, at least 200 "migrant" and Aboriginal languages exist. Australia's is essentially an immigrant (or, in local terms, "migrant") population. Only 1% of today's population of 15 million is estimated to belong to the indigenous Aboriginal community while it is estimated that some 40% of the population is the product of post-World War II migration. Intake is currently running at 120,000 annually.

In recent years, members of the principal language associations in Australia (especially the Australian Federation of Modern Language Teachers Association and the Applied Linguistics Association of Australia) have been active in promoting the concept of a national language policy for Australia. And a more co-ordinated policy does seem to be needed. Despite its ethnically diverse population and the implementation of policies of multiculturalism by State and Federal governments, the nation's needs for language skills are not being met and language education is in a parlous state. Rapid progress has been made in the provision of radically new English Second Language programmes for migrants—other language needs have not fared so well. There is a shortage of qualified interpreters, for example. In the

—NEW BRIEFS continue on p. 7—

Did You Forget? (This issue compliments of the *LR* to non-renewed 6/82 expirers)

The *LR* is now entering its twenty-fifth year. We are gladly accepting renewals for 1982-82, Volume 25. The price of a no-frills U.S. subscription is \$15.00; international surface mail is \$18.00. If you want to receive the *LR* by first class mail (U.S., Canada, and Mexico) please remit \$20.00. International air mail delivery is \$28.00. (Get half a year free when you subscribe for three years. Prices are \$37.00, \$45.00, \$50.00, and \$70.00, respectively.)

We would be pleased to send the *LR* to new subscribers as well!

The Linguist as Writer

My reaction to LSA's panels and the *LR* article on non-academic jobs for linguists [June 1982] is a hearty "Bravo! It's about time!" It all came too late to help me, though. Three years ago, watching the academic job market dry up like a neglected house plant, I decided that professoring was, for the untenured, a career without a future. I resolved to seek my fortune outside the ivy-covered walls (actually, I was teaching at an urban university, so there was precious little ivy anyway). Today, I write speeches for the Chairman of the Board and other senior executives of Burroughs Corporation; I also write copy for the annual report, college recruiting brochure, and other major corporate publications.

The purpose of this letter is to reveal to your readers yet another series of nonacademic alternatives—professional writing for business (and for government agencies and non-profit organizations as well)—and to offer suggestions as to the kind of education that would prepare linguists for these careers.

The need for competent corporate writers is undeniable, vast, and growing. Technical writers and editors compile manuals for the sale, assembly, operation, and service of the myriad devices on which our society depends. Specialists in employee and marketing communications convey news and information, thereby promoting the coherence and unity of purpose that are so essential to the smooth running of a business. Financial writers address the shareholders and the investment community. Public relations people draft press releases and in many other ways deliver the company's message to the media and the community at large. Speechwriters practice the consummate rhetorical craft (excuse my personal bias), blending a speaker's individual style with a deep and subtle understanding of the audience and its expectations, the subject, and the effect to be achieved.

Virtually all businesses of any size require people to perform at least some of these tasks, and linguists are, I submit, uniquely qualified. Not that linguistic training makes you a good writer; much linguistic prose is abysmal. But

—FIRST PERSON continues on p. 5—

Recent Concepts in Chinese Grammatical Theory, Part II: Parts of Speech

LIU RINQING

[Liu Rinqing is a member of the English Department, Beijing Institute of Foreign Languages, Beijing, People's Republic of China. This is the second part of a three-installment review of three works that appeared in the PRC: Chen Wangdao's *A Brief Discussion of Grammar* (1978), Kuo Shaoyu's *Recent Exploration in Chinese Grammar and Rhetorics* (1979), and Lü Shuxiang's *Problems in Chinese Grammatical Analysis* (1979). Part I, on these scholars' approaches to "Speech Units," appeared in the December 1981 LR.]

Lü Shuxiang asserts that "the classification of parts of speech is mainly for the discussion of syntax" (p. 23). Chen Wangdao disagrees. Those who hold that "classification is merely for the convenience of syntactic discussion," Chen says, "do not fully realize the practical purpose and the significance of classification." "Classification is important," he argues, "because it gives clues to grammatical analysis. A good classification of parts of speech helps to explain speech constructions and reveal the usage of words" (p. 39). Words of any language fall into parts of speech. Because the real world is made up of different kinds of referents, words denoting them can not but assume corresponding characteristics. To discover this difference in words and classify them accordingly is itself an indispensable part of linguistic analysis, without which syntactic discussions are hardly imaginable.

Disputes have long continued over the criteria for classification of parts of speech. Today in the PRC there is still more disagreement than agreement. Both Chen Wangdao and Lü Shuxiang hold that function is an important criterion, but their approaches to the problem are widely apart. Chen notes that the function of words is related to the structure of a speech unit. Function, he says, is the ability of words to enter into collocations, while structure is collocation of words determined by their function. The following sentences,

人民创造历史 (The people create history)

战士热爱祖国 (The soldiers love their motherland)

differ very much in sounds, form and meaning. But their similarity is easy to notice. Their structure, or the relation of words, is the same. 人民 and 战士 can be subjects, 历史 and 祖国 can be complements, and 创造 and 热爱 can be predicates.

Chen Wangdao also gives a good analysis of the relation of form, function, and meaning. The relation between form and function is one between the surface structure and deep structure. The relation between function and meaning is one between longitude and latitude. Both form and meaning hinge on function. Starting from function, we can find the same parts of speech in collocation and then classify them. Consider:

RELATION OF COLLOCATION

RELATION OF THE SAME PART OF SPEECH	我	读	书
	(I	read	books)
	他	看	报
	(He	reads	newspapers)
	王同志	写	文章
	(Comrade Wang	writes	articles)

We find that if we read the above horizontally we see how words are collocated. And if we read vertically, we notice that one word can be substituted for another. This substitution is what we go by in classifying parts of speech.

Lü Shuxiang suggests two angles for looking at a speech unit: "downward looking" and "upward looking." By downward looking he means examining how a unit is composed of smaller units from below. Words may be divided into simple words, compound words; compound words are subdivided into coordinate type and subordinate type. This is called structural division. By upward looking he means finding the function of a given unit in a sentence. Words that are usually predicates are verbs. Words that usually serve as the actor or undergoer are nouns. This is functional division. Lü knows the complexities involved here. If words used as predicates are classified as verbs indiscriminately, the class would include some adjectives. Even if adjectives are thought to be verbs as well, there are still predicates made up of a preposition and a noun. Therefore, there have to be additional rules to go by. To decide whether a word is a verb, we can try and see if it can take on the negative 不 or 了, 过, 着 for different tenses.

Lü Shuxiang did not give much thought to his classification, it seems, though he has made some good observations of some classes of words. By contrast, Chen Wangdao's division is the result of deeper research (see Figure 1).

Chen does not agree with the assertion that only full words carry meaning whereas functional words are but "empty shells with nothing in them." He insists that both kinds have meaning. Full words contain meaning in themselves—functional words find their meaning in relation with the full words they modify. Entity words are used to specify objects. Statement words state how things are or reason things out. Relation words denote the relations of things, as 是 (be), 象 (like), 为 (be). These words, says Chen, are different from link verbs

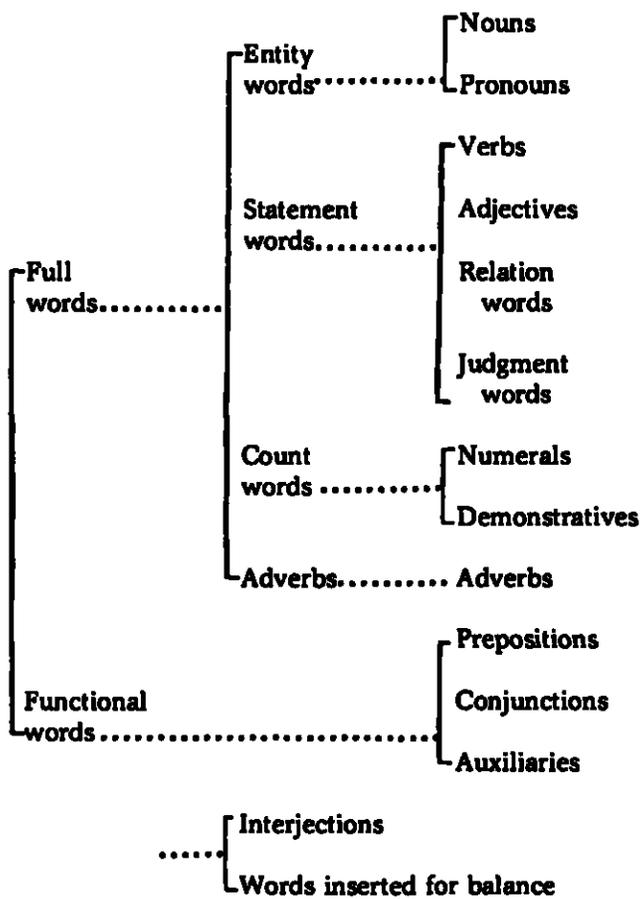


Figure 1. Chen Wangdao's Classification of Parts of Speech.

in European grammars. In function, they are identical with verbs, for they can serve as predicates by themselves (他是学生, He is a student), take on adverbs (他不是学生, He is not a student; 他一定是学生, He must be a student), and can formulate the question form the same way as verbs do (他是不是学生? Is he a student?)

What others call auxiliary or modal verbs Chen calls judgment words, as 应该 (should), 能够 (can),

可以 (may), 敢 (dare), 会 (will). He calls them so because they all express some kind of judgment or comment. Such words, he defends, should be treated as verbs because they can be predicates without the help of other verbs. Now consider:

(a) 王大姐爱唱歌 (Sister Wang loves singing)

(b) 王大姐能唱歌 (Sister Wang can sing)

爱 in case (a), instead of being considered as part of a "compound predicate," is treated as any independent predicate. In function, 能 in case (b) is just the same as 爱 in case (a). In forming a question, judgment words behave exactly like verbs by repeating themselves with a 不 inserted in between, as in 能不能, 肯不肯, 应该不应该.

Auxiliary words are used to emphasize or play up the words they go with. The underlined words in the following sentences are grouped into auxiliary words:

- (c) 我是不愿意去的 (I am not willing to go.)
 (d) 我是这么想着呢 (This is what I am thinking of.)
 (e) 喜欢呢, 和他玩玩笑笑 (If you like, you can play with him and be merry.)
 (f) 你成天忙着, 汤呀, 药呀, 冷呀, 暖呀, 连觉也没有好好睡过 (You were busy all day long, with soup, medicine, clothes and what not, hardly getting even a good sleep.)
 (g) 近日可有什么新闻没有? (Is there any news recently?)
 (h) 我的学会煮饭, 就在这时候 (This was when I learned cooking.)
 (i) 他慢慢地走过来 (He came over very slowly.)
 (j) 三个人你一句, 我一句, 说个没完 (The three talked on and on, interrupting one another.)

Inserted words, says Chen, apart from balance effect, help to show the characteristics of the words they go with and enrich their meaning. 阿 in 阿哥 (elder brother) and 阿妹 (younger sister), 老 in 老虎 (tiger) and 老鼠 (mouse), 第 in 第一 (first) and 第二 (second), 子 in 桌子 (table) and 窗子 (window), 儿 in 花儿 (flower) and 盆儿 (basin), are all inserted elements. They differ from auxiliary words. 子 is part of the word 窗子 whereas 的 is an independent word in 红的 (red). 窗子 is entered in the dictionary, but 红的 is not. Chen makes a very interesting observation of the inserted element 们. 们 is usually regarded as a signal for a plural number of things of one kind. Chen proves that it is not always so. 他们 (they) equals "he₁ + he₂ + he₃ + ...". But 我们 (we) is not equal to "I₁ + I₂ + I₃ + ...". 我 (I) is always one person. So 我们 has three possibilities:

(k) We₁ = I + you₁ + you₂ + you₃ + ...

(l) We₂ = I + he₁ + he₂ + he₃ + ...

(m) We₃ = I + you₁ + you₂ + you₃ + ... he₁ + he₂ + he₃ + ...

Clearly a lot of research has gone into Chen's classification and his argument for it is well-founded.

There is nothing extraordinary about the way Lü Shuxiang classifies his parts of speech. What does deserve a special mention is his insightful explanation about each of his classes. A few examples are enough to show his keen mind.

Noun. Nouns, Lü observes, raise the question of which verbs have been converted into nouns and which verbs, though used as nouns sometimes, have not. The question arises because one sentence element is not always realized by one part of speech, and it is inevitable for certain words to change their category in different contexts. Lü laid down four rules to decide whether conversion is involved or not:

(a) There is no conversion occurring if words of the same class are used in the same way under the same circumstances. All nouns can be modifiers of other nouns, for example. 木头 in 木头桌子 (wooden table) and 玻璃 in 玻璃眼镜 (glass spectacles) should not be said to have become adjectives.

(b) Accidental "creative use" of a word is not a permanent conversion. In 看这处! 别这么近视镜 (Look further ahead! Don't be so short-sighted), the noun 近视镜 (short sight) is only a momentary verb.

(c) If the meaning of a word is visibly changed and other words of the same class can not be used the same way, then conversion has taken place. 锁 (lock) in 锁门 (lock the door) is a verb derived from the noun. 挑 in 一挑柴 (two bundles of firewood on a shoulder pole) is a measure word derived from the verb 挑 (carry). Not all nouns can be used as verbs. We can say 锁门, but we cannot say 网鸟 (to net birds) or 网鱼 (to net fish).

(d). It is common in Chinese that verbs are used as nouns without much change in meaning, but with different grammatical features. In such instances it is hard to decide whether conversion has occurred or not. It has been suggested that the generic term "gerund" or "verbal noun" be used to cover them all. However, this does not solve any problem, for gerund or verbal noun apply not only to verbs used as nouns; they can also refer to real nouns that have come to express actions.

批评 (criticize) in 被批评 (get criticized) is only a verb used as a noun. But 批评 in 文艺批评 (literary criticism) is a noun in its own right.

Verb. Lü first notes that the Chinese verb and adjective have a lot in common. They can all serve as predicates, use 不 (not) to express the negative, and follow the pattern 不 X 不 X to formulate a question (你去不去?, will you go? 花红不红 Is the flower red?). Of course they also differ in several ways. Most verbs can use 没 (no) for the negative, can be followed by 着 and 了 for progressive tense and past tense, and can duplicate themselves (参观参观, to visit). But most adjectives can do none of these. On this account, Lü puts forth the idea that adjectives be included in verbs as a semi-independent subgroup. There is one perplexing thing though. Some adjectives can only be modifiers of nouns and can not function as predicates, such as

Guide to Grants & Fellowships in Languages & Linguistics 1982-1983

is available for \$2.50
from *The Linguistic Reporter*
3520 Prospect St., NW
Washington, DC 20007

雌 (female), 雄 (male), 个别 (individual), 主要 (main) and 多年生 (perennial). Lü calls this group "none-predicative adjectives." They will remain outside if adjectives are to be drawn into the verb group.

One other thing that complicates verbs is the difficulty in determining transitive and intransitive verbs. These two kinds of verbs in Chinese are not so distinct. If numerals as nouns following verbs are objects as some people suggest, then all verbs are transitive. What is more, transitive verbs themselves are of different kinds. There are general transitive verbs, causitive transitive verbs (上漆, to paint; 平整土地 to level the field), permissive transitive verbs (桥上走火车, 桥下走汽车, trains go on the bridge and buses pass under it), and other types. Lü asserts that further classification of transitive verbs is worth exploring.

Conjunction. Once the line is drawn between conjunctions and prepositions, there is still the question of how to distinguish conjunctions from adverbs expressing connection, such as 又 (again), 就 (expressing the natural result under given circumstances), 越 (the more . . . the more), and 才 (only then). The problem, Lü thinks, can be easily solved by one rule: those that occur either before the subject or after it are conjunctions:

如果他来, 我就去

(If he comes, I'll go)

他如果来, 我就去

(If he comes, I'll go)

Those that can only occur after the subject are adverbs:

他来找我, 我才去

(I didn't go until he came for me)

他来找我, 才我去

(I didn't go until he came for me)

As for phrases denoting connections, like 一方面 (on the one hand), 总而言之 (in a word), they should not be called conjunctions any longer; they are to be named "relator phrases."

—FIRST PERSON from p. 1—

what linguistics does do is to give you a thorough grasp of syntax, semantics, and communication in general, thus the basis for a formal, principled approach to improving your own writing—in other words, a direct path to the fluency, coherence, and readability that might take a non-linguist (and a talented one, mind you) years of practice and modeling to develop.

What else is necessary? To begin with, I suggest a short course in (if you'll pardon the expression) contrastive analysis of the differences between academic and non-academic work life. They're pretty much as Dr. Battison described them, but they have to be explained in detail, with plenty of examples, perhaps a little role-playing, and certainly some cognitive and attitudinal restructuring (uni-

versities have no monopoly on brilliance, for example, just as businesses have none on greed and politics—elemental facts, perhaps, but genuine revelations for some people). The course would also include self-presentation skills. It's one thing to tell linguists, as Battison did, to "promote yourself," but quite another to explain, behaviorally, how it's done.

A linguist who aspires to be a writer should be well-grounded in rhetoric, with heavy emphasis on the practical. He/she should know not only what Aristotle, Jakobson, and Wayne Booth have to say, but also how that is relevant to the composition of an employee newsletter, an annual report, a speech to the shareholders. Psycholinguistics, especially as it applies to readability, would also be useful. So would discourse analysis—in particular, the nature,

—CONTINUED p. 6—

New at CAL

Many of you are aware that during the past several months CAL Publications has been transferring the functions and services of book order fulfillment to Johns Hopkins University Press in Baltimore. Information on all CAL publications has been entered into the JHUP computer—author, title, publication date, number of copies printed, number of printings, price—paper, hard cover or both, ISBN numbers, and even the weight of each book or tape—and the books and tapes have been shipped from our former warehouse to JHUP's.

CAL Publications has joined other non-profit publishers (University Presses of Virginia, Tennessee, Pennsylvania, the State University of New York, Howard University, Catholic University, and the Smithsonian Institution Press, among others) using the Johns Hopkins fulfillment service. In Baltimore, a person assigned to each account is responsible for preparing invoices, monthly statements, and answering customer inquiries. Order information is keyed into the computer and an invoice is printed at the terminal printer in the JHUP warehouse several miles away, and the books are shipped from there.

CAL's new book /slide/ audio- and videotape (but not LR) ordering address

Center for Applied Linguistics
P.O. Box 4866
Hampden Station
Baltimore, Maryland 21211

CAL Publications new customer service number:
(301) 338-7898

The warehouse address (for returns) is Center for Applied Linguistics; Book Distribution Center; 2200 Girard Avenue, Baltimore, Maryland 21211.

Either Visa or MasterCard welcome when ordering CAL publications.

Two new ones (so new they're not in our 1982 catalog) you might consider are *Foundations and Strategies for Bilingual Vocational Education: A Handbook for Vocational and Technical Education Personnel*, by Curtis H. Bradley and Joan E. Friedenberg, and *Changing Schools: The Language Minority Student in the Eighties*, by Herbert Teitelbaum, Richard Hiller, Tracy C. Gray, and Victoria Bergin.

The *BVE Handbook* can be called a tool (for pre- and in-service instructor training) or a resource (for implementing CBVE for bilingual students, for example). It offers realistic and sound strategies, examples, and suggestions specifically for bilingual vocational education. The authors begin with a chapter on the terminology that is current in the field, followed by a historical overview of bilingual vocational education. Then the foundations for classroom methods and strategies are introduced in a chapter outlining and discussing the rationale and philosophy of BVE. Chapters on program design and course construction follow. Each chapter concludes with either a set of exercises or sections for analysis and discussion. Appendixes consist of Multilingual (English, Spanish, Haitian Creole, and Vietnamese) Lexicons of classroom, safety, and employment terminology; an Annotated Bibliography of BVE; information on the Cloze Technique, test construction, assessment instruments, and on sources of ESL and VESL materials. It is available for \$10.95, paperback. ISBN 0-87281-311-8.

Changing Schools outlines an educational management approach for offering technical assistance to school districts that are implementing or strengthening programs for their limited English proficient students, especially those students in bilingual programs. Because there is no single bilingual educational model appropriate for all districts and all schools, the monograph discusses the options for tailoring resources to the local school districts' needs and realities. It looks at a broad range of possible approaches to program design, staffing and training, evaluation, and overcoming resistance to change, with the weaknesses and strengths of particular choices spelled out. It also considers the benefits and limitations of outside technical assistance. It is of interest and use to educational agencies, school district personnel, and those who plan to provide technical assistance in this area. \$6.95, paperback. ISBN 0-87281-312-6.

Coming later this month is CAL's new test for limited English-speaking adults, *The Basic English Skills Test (BEST)*. This face- and content-valid assessment instrument measures basic English language skills that new arrivals to the US need to cope and function in our society. Write CAL, Office of Communication & Publications, Att.:R. Obbligato, 3520 Prospect St., NW, Washington DC 20007 to receive more information (including publication date and price), or watch this space.

structure, and production of written texts. The linguist/writer should be familiar with stylistics—emphasis again on the practical applications—so that he/she can consciously develop a wide range of styles (especially important in speechwriting). A course or two in management, public relations, marketing, or computer science—depending on the individual's aims and interests—would round out the curriculum.

Again, my congratulations on your efforts to see that linguists—who have chosen the most human of phenomena as the focus of their livelihood—will indeed be able to have a livelihood.

ALAN M PERLMAN, PhD
Manager, Speechwriting
Burroughs Corporation
Detroit, MI 48232

What about Specialized Dictionaries?

Considering the fact that G. & C. Merriam publish only a handful of reference books (and rarely, if ever, a new one), it is not surprising that Dr. Fred Mish (*LR*, June 1982) does not consider the making of general dictionaries a major growth industry. He was equally silent on the matter of specialized subject dictionaries. As the largest independent company in the world devoted to the research and preparation of dictionaries (and other reference books), Lawrence Urdang, Inc., Essex, CT, and its affiliate in Aylesbury, Bucks., England, have produced more than 100 reference works since 1971 and have almost 20 in preparation at any given time. We need linguists very badly!

LAWRENCE URDANG
Essex, CT

Letter to the Editor

On this occasion, I very much regret having to inform you that *EST/ESP Chile's* present editorial board has decided to stop publishing the journal as from N° 11. It is true such a sad decision was already being seriously considered in late 1981 when the journal's advisory editor and permanent secretary were both arbitrarily removed from their long-held university positions and at the same time our updated mailing records indicated that hardly a fifth of the journal's former national subscribers continued working in ESP. However, important as these facts were, the final decision was taken only when the journal's founder, advisory editor, and well-known ESP expert Jack Ewer tragically disappeared in a climbing accident last February.

On behalf of *EST/ESP Chile's* former editorial board I should like to thank you for the fruitful exchange of these years and at the same time wish your journal well in years to come for the benefit of our profession.

Should you or your colleagues have any enquiries about *EST/ESP Chile*, kindly address these to the address below: I will continue as the journal's secretary as long as there is need.

ODETTE BOYS
Secretary, *EST/ESP Chile*
Universidad de Chile
Casilla 16095
Santiago 9, Chile

Toward a Human-Improving Applied Linguistics

Although ours is said to be an increasingly interdisciplinary domain, surprisingly little has been achieved in applied linguistics that can be considered of immediate, *practical* relevance to the improvement of communicative relations between human beings. Yet paradoxically there have been circulating (not necessarily acted upon) a number of important, thought-provoking *insights* (some of which already translated into *principles*) into the acquisition, organization, and uses (and *misuses*) of languages. Such potentially productive, fertile ideas originate in varied fields of scientific-humanistic investigation but are intercomplementary in their sharing a common goal: a concern with language-based, language-related, or language-inspired problems experienced by human users of such systems. What would be some of those revealing, applicationally worthwhile insights? The listing is but suggestive of the range of insightful contributions made by distinguished scholars—a fuller treatment would deserve a monograph—and the interested reader is urged to add his/her own intellectually seminal statements.

1 "Communication is always an act of sharing."

Cherry, Colin. *On Human Communication. A Review, a Survey, and a Criticism* Third edition Cambridge, Massachusetts: The MIT Press, 1978, p. 306.

2 "... the more a speaker converges towards another the more positively he will be evaluated by his listeners."

Giles, Howard and Philip Smith. "Accommodation theory: Optimal levels of convergence." In Giles, Howard and Robert St Clair, *Language and Social Psychology*. Oxford Basil Blackwell, 1979, p. 54.

3 "It is the speaker's duty to cater to the need and comfort of the hearer. We might call this the law of communicative responsibility."

Bolinger, Dwight *Language, The Loaded Weapon. The Use and Abuse of Language Today*. London and New York: Longman, 1980, p. 181.

4 "... the user's ability to participate in its society as not only a speaking but also a communicating member."

Hymes, Dell. *Foundations in Sociolinguistics. An Ethnographic Approach* Philadelphia, University of Pennsylvania Press, 1974, p. 75.

5 "... when people know what they want to say and say it fluently, they are giving an ideal delivery ... people who speak fluently are very likely judged cleverer, abler, and more effective ..."

Clark, Herbert H., and Eve V *Psychology and Language An Introduction to Psycholinguistics*. New York: Harcourt, Brace Jovanovich, 1977, p. 261-262.

6 "... interactional etiquette ... refers to all the kinds of communicative knowledge that individual members of a cultural group need to possess to be able to interact with one another in ways that are both socially and strategically effective ... [Such communicative knowledge subsumes] shared ... communicative traditions ... verbal and nonverbal performance skills ... and interpretive skills."

Shultz, Jeffrey J., Susan Florio and Frederick Erickson "Where's the floor? Aspects of the cultural organization of social relationships in communication at home and in school," in Gilmore,

Perry, and Allan A. Glatthorn (Eds), *Children In and Out of School Ethnography and Education* Washington, D.C., Center for Applied Linguistics, 1982, p. 88.

7 "... conversations are cooperative endeavors where participants may be expected to comply with general principles of cooperation."

Grice, H. P. "Logic and conversation," In P. Cole and J. Morgan, *Syntax and Semantics*, Vol. 3. New York, Academic Press, 1975, p. 46.

8 "... the principle of self-selectivity... adults and adolescents tend to hear only that which is already in some measure familiar to them and so leaves them comfortable."

Curran, Charles A. *Understanding A Necessary Ingredient in Human Belonging*. Apple River, Illinois: Apple River Press, 1978, p. 80

9 "... the writer who resists this principle of least effort (the trivialization of language) by exploring new pathways and taking no meaning for granted, is in a real sense 'creative'."

Leech, Geoffrey. *Semantics. The Study of Meaning*. 2nd edition. Harmondsworth, Penguin Books, 1981, p.37.

If, as Fishman has cogently put it, "Languages must be

viewed as a precious natural resource" ("Language policy: past, present, and future" In Charles Ferguson and Shirley Brice Heath, *Language in the USA*, 1981, p. 522) what have applied linguists done to help language users enjoy their interactional rights and fulfill their communicative obligations appropriately, thus improving their own human condition? The VII Congress of the International Association of Applied Linguistics to take place in Brussels August 5-10, 1984 is very significantly devoted to the main theme *The Contributions of Applied Linguistics to International Understanding*. Is it not altogether opportune, therefore, that applied linguists and other interdisciplinary-minded professionals join hands in a search for and provision of effective ways of promoting and enhancing interpersonal understanding? Let's do our share and contribute to what is slowly (but still timidly) emerging as a human-improving applied linguistics.

FRANCISCO GOMES DE MATOS
Departamentos de Letras e Psicologia
Universidade Federal de Pernambuco
50 000 Recife, BRAZIL

—NEWS BRIEFS from p. 1—

school system, "foreign" language enrolments have declined sharply in most States so that today only about 15% of matriculation students take a language.

Official and professional concern at the situation is now being realized in serious moves to examine Australia's language needs and resources and eventually to develop a national language policy. With governmental encouragement, State and national conferences are being called by professional bodies and Ethnic Councils to consider the need for a national language policy and to solicit views on what such a policy might contain. The most positive step was taken on 17th March this year when the Chairman of the Senate Standing Committee on Education and the Arts, Senator Teague, moved in the Australian Senate that "The Development and Implementation of a Co-ordinated Language Policy for Australia" be referred to the Standing Committee for consideration. In doing so, Senator Teague stated

"... the reference is of very considerable national significance.

"There has never before been such a unifying inquiry into National Language Policy, nor has there been such a study of Australia as a multicultural society...

"... I envisage the reference may include the following ten aspects:

(a) all aspects of, including guidelines for, a national language policy;

(b) the role of English as a first and second language and its relationship to other languages in Australia;

(c) the present use of languages in Australia including use in the community, in the media (including newspapers, ethnic radio and multicultural television), in the arts and to extend equality of access to services and to the institutions of Australian society;

(d) the particular requirements arising from the community and educational use of Aboriginal languages;

(e) the current state of, and trends in, language teaching and learning in primary and secondary schools, tertiary education and other formal and informal programs in the community;

(f) the extent to which existing policies, practices, attitudes, resource allocations and programs are adequate to provide for the appropriate development of Australia's language resources;

(g) the language requirements in Australia necessary for trade, diplomacy, defense, tourism and cultural exchange especially taking into account Australia's regional and other international relationships;

(h) the special language needs of the deaf and other persons with disabilities;

(i) the ways and means of stimulating continuing public awareness of and interest in the development of Australia's language resources;

(j) arrangements for the on-going implementation of a national language policy including the identification of priorities and the allocation of resources."

—Contributed by D. E. Ingram, Department of Languages and Literature; Brisbane College of Advanced Education; Mount Gravatt Campus; Brisbane, Queensland, 4122; Australia.

Faculty Development Grant on Gender Difference at UT—El Paso—Brief Report

A University of Texas at El Paso Faculty Development Grant, obtained by Joyce Penfield, brought six researchers to campus this Spring semester who reported on different issues related to gender differences in speech and writing. Invited researchers not only presented formal lectures but also gave workshops, participated in informal brownbag

—CONTINUED p. 13—

When & Where

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

1982

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. Theme: Archeology of Egypt & Egyptian Philology	LR 23-9, p 7
6-10	Bilingual Education in Friesland, International Conference Ljouwert/Leenswarden, 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
14-17	International Language Testing Symposium of the Interuniversitaire Sprachtestgruppe (ISU), 6th Darmstadt, Federal Republic of Germany Theme: Tests im Fremdsprachenunterricht Contact: C. M. Elean Braley, Fachbereich 3, Univ Duisburg, Lotharstrasse 65, 4100 Duisburg 1, Federal Republic of Germany	★
15-17	Linguistic Colloquium of the FUSAL 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 East, 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 Kieltenopettajien liitto ry; Annank. 22 A 1, SF-00100 Helsinki 10, Finland	LR 24.9, p 9
TBA	Inter-African Conference on Linguistic Liberation and Unity of Africa, 1st Kampala, Uganda	LR 24 7, p 10

October

1-2	El Español en los Estados Unidos, 3rd Bloomington, IN	★ □
1-2	National Association of Self-Instructional Language Programs, College Park, MD Write: Prof John Mezza, Executive Director, Center for Critical Languages, Temple Univ, Philadelphia, PA 19122.	
8-9	Communicative Competence in Bilingual Settings: Challenging the Limited English Proficiency Student Wilkes Patterson College, Wayne, NJ	LR 24-9, p. 14
8-10	Conference on Language Development, 7th Boston Univ, Boston, MA.	LR 24 7, p 10
9-11	International Conference on Language Teaching Tesolokaryas Gakam Univ., Osaka	LR 24-9, p 9
11-13	Bulgarian-American Symposium Boston, MA.	LR 24.3, p 7
11-13	Southeastern Conference on Linguistics, 27th (SBCOL XXVII) Atlanta, GA.	LR 24 9, p 9
11-16	Conference on Spanish in America, 1st Information. Instituto de Linguística, Facultad de Humanidades, Universidad de Puerto Rico, San Pedro, PR 00931	
14-16	Delaware Symposium on Language Studies, 4th Newark, DE Theme: Linguistics, Humanities, & 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 Intercultural Center, Washington, DC Abstract deadline: 13 September.	LR 24-9, p 14
21-24	Semiotic Society of America Annual Meeting, 7th SUNY-Buffalo, Buffalo, NY	LR 24 5, p 10
21-25	American Translators Association National Convention, Stoffer's National Center Hotel, Arlington, VA. Information ATA, 109 Croton Avenue, Ossining, NY 10562-(914) 941-1500.	★
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	
22-23	International Conference, 14th Quebec City Quebec, Canada.	LR 24 7, p 10

1983

January

13-14	American Language Academy CAI Workshop Boston, MA.	★ □
27-28	American Language Academy CAI Workshop Colorado Springs, CO	★ □

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
11-14	American Ethnological Society Prince Murat Hotel, Baton Rouge, LA. Theme: Text, Play, & Story Abstract deadline 15 October.	★ □
11-14	Association for the Anthropological Study of Play, 9th Annual Meeting Prince Murat Hotel, Baton Rouge, LA Theme: The State of the Art in Play Research Abstract deadline 1 November.	★ □
15-19	International Bilingual/Bicultural Education Conference, 12th, of NABE Sheraton Washington Hotel, Washington, DC	LR 24 9, p 8
17-18	American Language Academy CAI Workshop Philadelphia, PA.	★ □
18-19	Applied Language Study Conference Oklahoma State Univ, Stillwater, OK. Abstract deadline 15 September.	★ □
25-27	Annual West Coast Conference on Formal Linguistics, 2nd Univ of Southern California, Los Angeles Information Letacia De La Rocha, Linguistics Dept. USC—(213) 743-2003	★
26	The Uses of Phonology Southern Illinois Univ at Carbondale Abstract deadline 1 November	★ □

March

3-4	American Language Academy CAI Workshop Cleveland, OH	★ □
11-12	Annual UWM Linguistics Symposium, 12th Univ of Wisconsin—Milwaukee, Milwaukee, WI Topic: Markedness. Abstract deadline 20 November 1982.	★ □
12-14	Conference & Research Colloquium on Language Testing Univ of Ottawa, Ottawa, Canada	★ □
15-20	TESOL Annual Convention Toronto	
23-25	Linguistics Association of Great Britain Univ of Sheffield, England	LR 24.4, p 9
24-26	Central States Conference on the Teaching of Foreign Languages, The Sheraton Hotel, St Louis, MO Theme: The Language Classroom Gateway for Growth Information: Gerard L. Ervin, Executive Secretary, Central States Conference, Slavic Dept (232 Com Hall), The Ohio State Univ, Columbus, OH 43210—(614) 422-4398.	★
26-27	Symposium on Comparative Literature and International Studies, 3rd Monterey, CA Theme: Literature as an Indicator of Change	LR 24-9, p 14
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	LR 24-9, p 9

April

5-8	International Association of Teachers of English as a Foreign Language (IATFEL) St Mary's College, Twickenham, Middlesex, England Theme: Motives & Incentives in the Learning of TEFL/TESL	LR 24 9, p 8
6-8	Association for Literary & Linguistic Computing San Francisco, CA Paper proposal deadline: 30 Sept. 1982	LR 24 6, p 7

- 5-7 Second Language Learning Contact Reno Theme, Via Madrasan 22, 1-00135 Roma, Italy
- 9-13 The Arms-Guide in Russia The Arts, Culture, & Society in Revolution, 1911-1930 Indianapolis Museum of Art, Indianapolis, IN Information Bureau & East European Institute, Ballantine Hall 566, Indiana Univ., Bloomington, IN 47405-(812) 335 7299
- 11-12 American Language Academy CAI Seminar Tampa, FL
Thinking & the Computer, 4th Term Books for Tomorrow's World London Press Centre
- 13 South Atlantic Regional Meeting of the American Dialect Society Atlanta, GA
- 18-19 American Language Academy CAI Workshop Washington, DC
- 19-22 National Council of Teachers of English, 72nd Washington, D.C. American Dialect Society Series
- 25-27 American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting New York City
- 26-29 MEXTESOL National Convention, 9th Hyatt Regency, Acapulco, Mexico
- TBA Linguistic & Sociocultural Aspects of Language Teaching Ghent, Belgium
- December**
- 4-7 American Anthropological Association, Annual Meeting, 81st Washington, DC
- 16-18 Greek Applied Linguistics Association International Conference, 1st Univ. of Thessaloniki, Greece Theme: Communicative Language Teaching & Communicative Methodology Abstract deadline 30 September.
- 18-31 International Symposium on Language Testing, University of Hong Kong Language Centre Theme: Direct/Performance Testing, Large Scale Testing
- 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.
- 28-30 American Association for Applied Linguistics, San Diego, CA Abstract deadline 10 September.

The IX National Convention of MEXTESOL (Mexican Association of Teachers of English to Speakers of Other Languages) will be held November 26-29 in Acapulco at the Hyatt Regency Hotel. For further information contact Joaquin Meza, MEXTESOL '82 Convention Chair; MEXTESOL: Nuevo Leon 213-102; Colonia Hipodromo Condesa; 06170 Mexico, D. F.; telephone: 271-5857 or John Schmidt, MEXTESOL '82 Organizational Committee; University of Texas International Office-Intensive English Program; Austin, TX 78712—(512) 471-4081 Keynote speakers at the conference on *El Español en los Estados Unidos* (Bloomington, IN, October 1-2) will be Guadalupe Valdes and Eduardo Hernandez-Chavez. Among the topics relating to the Spanish language in the United States are Spanish in the health and legal professions; teaching Spanish to the Spanish-speaking; the establishment of goals for Spanish language maintenance; Spanish in the media; Spanish language variation; language use and change among Spanish-speaking communities; and methodological concerns for data-based studies of U.S. Spanish. Anyone wanting details can contact Prof. John R. Gutierrez; Dept. of Spanish and Portuguese; Indiana Univ.; Bloomington 47405 Both members and nonmembers of the American Association for Applied Linguistics are invited to submit abstracts for short (12 min.) papers on the theme of "Bilingualism and Language Planning" for the meeting in San Diego December 28-30. Other topics in

28-30 Education & Latin America Tulane Univ., New Orleans, LA Abstract deadline 1 November 1982.

May

- 12-14 Pacific Northwest Council on Foreign Languages/Conferences of Oregon Foreign Language Teachers, Joint Conference, The Valley River Inn, Eugene, OR. Paper & Proposal deadline 1 December 1982. Contact Ray Versomson, PNCFL Exec Secretary, Dept of Languages & Literatures, Oregon State Univ., Corvallis, OR 97331-(503) 754-3498
- 16-22 Bi-annual Colloquium of Creative French Studies, 4th Univ. of Southwestern Louisiana, Lafayette, LA
- TBA Annual SIETAB Conference, 9th Strasbourg, France Theme: Intercultural Aspects of Urban Life
- TBA Society of Italian Linguistics, 17th Urbino, Italy Theme: Problems of Spoken Italian

June

- 6-12 International Conference on Minority Languages, 2nd, Also Albanian, Turkish, Also, Finland Topics: Language planning & preservation, and migrant languages, of the British Isles, Nordic countries, & northwestern European continental White Nordic Sprachstratien, Postbox 8107 Dep. Oslo 1, Norway
- 9-11 International Conference on Complementarity Brussels, Belgium (Organized by the Contact & Documentation Center for French Linguistics) Information Prof. Dr. Y. Peeters, CODOC, c/o UFRSAL, Vrijboschlaan 17, B-1060 Brussels
- 20-July-29 Linguistic Institute 1983 Univ. of California, Los Angeles Focus: Theoretical Linguistics

July

- TBA World Congress of Phoneticians, 4th, "Spectrobiology Congress," Tokyo, Japan
- 4-Aug 12 TESOL Summer Institute Toronto, Ontario, Canada

August

- 1-4 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 Submission deadline February 1983.
- 9-13 American Language Academy CAI Seminar Boston, MA.
- 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 Volunteered papers due 1 January 1983.
- 22-26 International Conference on Historical Linguistics, 6th Prague
- September**
- 8-12 International Lexicography Conference Exeter, Devon, U.K.

August

- 5-10 World Congress of Applied Linguistics, 7th (AILA Brussels 84) Brussels, Belgium Theme: The Contributions of Applied Linguistics to International Understanding Write AILA World Congress 1984, ITOMUB, Univ. of Brussels, Phalanx 2, B-1050 Brussels, Belgium
- 26-30 International Conference on the History of the Language Sciences, 3rd (ICHoLS III) Princeton Univ., Princeton, NJ Write Prof. Hans Amshel, Director, IChOLS III, Department of English, Princeton Univ., Princeton, NJ 08544

Conferences, Workshops, Seminars

1984

A PROVOCATIVE NEW WORK ON THE POLITICS OF LANGUAGE

THE CIVIC TONGUE

Political Consequences of
Language Choices

Brian Weinstein

Longman Professional Studies in Political
Communication and Policy

In this landmark study, Professor Weinstein probes the relationship between language and politics and argues significantly that language choice does affect public policy—that there is, in fact, a politics of language.

In his erudite analysis, the author draws on an impressive body of evidence from both the Third World and industrialized nations and uses both contemporary and historical cases. He demonstrates in clear, jargon-free style, that language choice is possible, and that language strategists and planners can influence national and world politics.

Readers will learn how, through language choice, this "cultural elite" is able to change frontiers between countries and ethnic groups . . . affect political participation, conflict, and nation building . . . and modify patterns of access to power, wealth, and prestige.

Order today!

October 1982, (approx.) 256 pages

ISBN: 0-582-29010-4

LC 82-15268

hardcover \$25.00 (tent.)



Longman

College and Professional Book Division
1560 Broadway
New York, NY 10036

applied linguistics are welcome, too. Send to Prof. Thomas Scovel, Vice President of AAAL, Department of General Linguistics, Univ. of Pittsburgh, Pittsburgh, PA 15260 by September 10 . . . The American Translators Association National Convention will feature this year new sessions on Japanese and Arabic . . . A conference organized by Aslib with the Aslib Technical Translation Group and the Translators' Guild of the Institute of Linguists at the London Press Centre in November is concerned with term banks and their users. It is the fourth in a series entitled *Translating and the Computer*. It discusses who should standardize vocabulary (Brian Roden, BSI) and the importance of an international vocabulary (John Dancer, Civil Aviation Authority); welding terminology in 18 languages (P. D. Boyd, International Institute of Welding); how terminologists work (Jürgen Vollmer, EURODICAUTOM) and how they can be trained (Heribert Picht, School of Economics and Business Administration, Copenhagen). Software and hardware for data banks will be described respectively by A. E. Negus and Chip Skagerlind (Rank Xerox (UK) Ltd); online or hard copy discussed by Beryl Atkins (Collins Publishers); and aspects of selling terminology covered by David Brown, Pergamon Press, and Joanne Davidson of the Office of the Secretary of State, Ottawa. Terminology for translators will be discussed by Professor N. B. R. Reeves (University of Surrey) and language and terms of Professor John Sinclair (Birmingham University) while a description of the developments of scientific terminology in Nigeria is promised by Dr Ayo Ojajune (University of Lagos). Some experience of term banks will be recounted by speakers from Sweden and LEXIS in Bonn, and the international cooperation of term banks within TermNet will be the theme of Professor Felber, Director of Infoterm. The organizers believe the conference to be of interest to an international audience of translators and users of translations; lexicographers; publishers; patent agents; users of standards; term bank compilers and users; information disseminators; makers of information hardware and software, and suppliers of information technology. The program can be obtained from The Conference Organiser, Aslib, 3 Belgrave Square, London SW1X 8PL. Tel: 01 235 5050. Telex 23667 London . . . The Greek Applied Linguistics Association is organizing an International Conference, which will be held at the Univ. of Thessaloniki the 16 through the 18 of December 1982. There will be plenary lectures (60 min.) and concurrent sessions (40 min.). Among those who have agreed to offer papers are S. Pit Corder, Henry Widdowson, and D. Wilkins. The organizers are calling particularly for papers discussing theoretical aspects, research findings, and practical applications. Those who wish to present a paper are requested to submit a 300-word abstract (in English or in French—the AILA official languages—or, if possible, in both these languages) no later than 30 September 1982. Abstracts will be xeroxed and circulated in a booklet before the conference. The full papers will be published in the *GALA Bulletin*. For further information write to Prof. S. Efstathiadis; GALA President, Dept of English, Aristotle Univ; Thessaloniki, Greece . . . The Association for the Anthropological Study of Play, The American Ethnological Society, and The Southern Anthropological Society will meet February 11-14, 1983, in Baton Rouge, Louisiana. One notable aspect of these meetings is that they have been planned to coincide with the activities of Mardi Gras, which begins Monday, February 15 (travel to New Orleans is being arranged for all participants interested in staying over). The Ethnological Society meetings will feature presentations by 20 distinguished scholars on the topic "Text, Play, and Story." Deadline for abstract submissions is 15 October; inquire of the AES business office, 1703 New Hampshire Ave., NW, Washington, DC 20036. More information: Miles Richard-

son, Dept. of Anthropology, Louisiana State Univ., Baton Rouge, LA 70803. The TASP program will include state-of-the-art symposia on research in the areas of play and language, play and literature, play theory, children's play, games, sports, primate play, and the ethnography of play. November 1 is the deadline for submitting a 250-word abstract for these meetings to Kendall Blanchard, P.O. Box 10; Middle Tennessee State Univ.; Murfreesboro, TN 37132—(615) 898-2508. Local arrangements information is available from Anna Nardo; National Humanities Center; P.O. Box 12256; Research Triangle Park, NC 27709—(919) 549-0661. The Keynote Speaker for the Meetings is Sir Edmund Leach . . . **Applied Language Study—New Objectives, New Methods** is an international conference to be held February 18-19, 1983, on the campus of Oklahoma State Univ., Stillwater. The deadline for submission of abstracts and proposals for panel discussions is 15 September, 1982. Papers are not to exceed 30 mins. in length—send a one-page abstract to: Director, Applied Language Study Conference, Dept. of Foreign Languages, Oklahoma State Univ.; Stillwater, OK 74078. The subdivisions of the conference reflect the need to adapt the goals of foreign language study to a changing world situation, and to revise the methodology to meet these goals: The first subdivision, Objectives I, will concentrate on the goals and motives for language study in the 1980s; Objectives II will outline specific foreign language needs of business, industry, foreign service, military, and universities.; Methods I will deal with applied language study in the classroom, Methods II will discuss new trends in textbook structure, immersion programs, lab design, computers and new audio-visual media. For more information write the conference address above or call (405) 624-5825 The Dept. of Linguistics at Southern Illinois Univ. at Carbondale invites the submission of abstracts for 15-min. papers for a conference on the application of current theories of phonology to areas such as second language acquisition. **The Uses of Phonology** (February 26, 1983) is envisioned as a forum wherein proponents of competing theories will be able to confront the real world by examining data from the acquisition of first and second languages, language pathology, and other applied disciplines. You are asked to send a one-page titled but anonymous abstract accompanied by a 3" x 5" card with your paper title, name, and address to Prof. Geoffrey S. Nathan; Dept. of Linguistics; Southern Illinois Univ.; Carbondale, IL 62901. Prof. Nathan can be reached at (618) 536-3385. Featured speakers for the conference are Peter Barkman, Dan Dinnsen, Patricia Donegan, James McCawley, and David Stampe For the 12th Annual UWM Linguistics Symposium [Topic: Markedness], Fred Eckman has asked that those who would like to present papers send 5 copies of a 2-page anonymous abstract to him at the Dept. of Linguistics; Univ. of Wisconsin-Milwaukee; Milwaukee, WI 53201, along with name and particulars on a 3" x 5" card, by November 20, 1982. The Symposium will take place March 11 and 12, 1983, at UWM The University of Ottawa Centre for Second Language Learning and the Carleton University Centre for Applied Language Studies are planning a Conference and Research Colloquium on Language Testing to be held at the University of Ottawa during the 3 days (March 12-14, Saturday-Monday) preceding the 1983 TESOL meetings in Toronto. The 2-day Conference, open to second language educators and testing specialists both from the local area and enroute to TESOL, will offer plenary addresses, workshops, and papers centering around the theme of *second language performance testing of adult learners*. Particular attention will be paid to testing situations related to university studies, the work place, and survival needs of new immigrants. Presentations will be in either English or French, with some simultaneous translation ser-

vices available for plenary addresses. In conjunction with the Conference, the two universities will host the 1983 *Language Testing Research Colloquium*. This Colloquium is held annually either before or during the TESOL Conference, and brings together active researchers in second language testing who meet to present and discuss their current work. A limited number of observers may attend the Colloquium. Those Colloquium research presentations that are related to adult second language performance testing will be scheduled on Sunday so that Conference participants can attend. Some Colloquium participants may also be involved in plenary and workshop presentations, and others may wish to attend these activities. The Colloquium will continue through most of the day Monday. The language of the Colloquium will be English. (Charter bus transport to Toronto will be arranged for Monday afternoon and evening for persons wishing to attend the TESOL meetings.) Further details on the Conference and Colloquium program, as well as accommodation, registration fees (minimal), and social activities will be available in the near future. In the meantime, proposals and suggestions are invited regarding plenary sessions by invited speakers, workshops (1½ hour sessions), and research papers (45 minutes) reporting the experimental results of completed studies. This is a preliminary survey only; follow-up abstracts will be required in the early fall. Proposals and requests for information should be addressed to: The Organizing Committee; Testing Conference/Colloquium; Centre for Second Language Learning; Univ. of Ottawa; 600 King Edward; Ottawa, Ontario; K1N 6N5; CANADA . . . First of its kind . . . Conference on Foreign Languages for Business, April 7-9, 1983: The Keynote Speaker will be Rose L. Hayden, Executive Director, The National Council on Foreign Language and International Studies. The organizers will consider papers, to be presented in English, on business French, German, Spanish and English as a Second Language. Preference given to presentations (lasting either 15 or 40 minutes) dealing with rationale and funding, employment opportunities, courses and programs, culture and business in language classes, articulation of new courses and programs and traditional ones, techniques, methodologies, textbooks and materials, proficiency examinations, internships, teacher retraining strategies, professional acceptance in academia. Program details, pre-registration materials, and guidelines for submission of abstracts available from the Conference Chairman, Geoffrey M. Voght, Associate Professor of Spanish; Dept. of Foreign Languages and Bilingual Studies; Eastern Michigan Univ.; Ypsilanti, MI 48197. (313) 487-0130/0178 . . . The Popular Culture Association/American Culture Association is sponsoring sections on Language and Popular Culture, on Technical Writing, and on the M*A*S*H phenomenon. The Language and Popular Culture section has panels planned on Language and Advertising, Language of Humor, Language and Sex, Language of Sports, and others. Send abstracts by November 1 to Bruce Southard; English Dept.; Oklahoma State Univ.; Stillwater, OK 74078. The Technical Writing section has issued a call for papers, panels, or workshops dealing with editing and technical writing, graphics (support or production), in academics or business and industry, dealing with directions, instructions, manuals, brochures, newsletters (hummmmm), proposals, documents (leases, insurance policies, warranties, contracts, government rules and regulations and the like), in popular magazines, television programs (specials or ones like "Nova" and "Cosmos"), and other popular explanations of science (Sagan, Asimov). Two other categories are listed: spoofs and literary genres, and the committee is open to other ideas as well. Graduate students and those outside the field of technical writing are invited to participate as are those already established in the field. Send proposals (with 250-word abstracts) by Novem-

ber 1 1982 to Dr. Sherry G. Southard; English Dept.; Oklahoma State Univ.; Stillwater, OK 74078. Tom Warren, the Chair of the M*A*S*H section of the conference, has posed a question: Trapper John and Frank Burns have something in common other than the obvious (males, doctors, etc.). It has to do with their personal lives. What is it? The first person submitting the correct answer along with their paper proposal will get special recognition at the convention. Your informative abstract (not more than 1,000 words) without author identification along with a cover letter identifying the author (and perhaps, the answer to the question) should be sent to Thomas L. Warren; English Dept.; Morrill 205; Oklahoma State Univ.; Stillwater, OK 74078. The topics for your paper or presentation can include (but are not limited to) the social impact of M*A*S*H, character, plot, and structure analysis; the trivia of M*A*S*H; M*A*S*H and the medical profession; the television version and the movie version, and who is the author of M*A*S*H?; teenagers and M*A*S*H (restricted to participants ages 13-19); humor, pathos, bathos, etc. in M*A*S*H; M*A*S*H as medieval drama, Greek tragedy, Renaissance tragi-comedy, etc.; M*A*S*H . . . Individuals representing any discipline are invited to submit papers concerning the education of Latin Americans for a conference, *Education and Latin America*, to be held at Tulane Univ., New Orleans, LA, April 28-30, 1983. Papers or panels may relate to issues of language, culture, health education, or pedagogy, either formal or non-formal education of people in or from Latin America. Submit a one-page abstract to Dr. Nancy Nystrom; Center for Latin American Studies; Tulane Univ.; New Orleans, LA 70118 by November 1. Completed papers selected for presentation must be available for session discussants by March 28, 1983 . . . The Fourth Bi-annual Colloquium of Creole French Studies will be held at the University of Southwestern Louisiana, Lafayette, LA, May 16-22, 1983. Organized by the *Comite International des Etudes Creoles* and hosted by USL,

the Fourth Colloquium will address the general theme of Creole-French and Regional French varieties. A broad range of topics will be covered: linguistic, cultural, sociolinguistic, and educational. Persons in North America who wish to present papers should contact the chair of the local organizing committee, Prof. David Barry; NAFS Dept. of Foreign Languages, Univ. of Southwestern Louisiana, P.O. Box 43331; Lafayette, LA 70504, or the American member of CIEC, Prof. Albert Valdman; Dept. of French and Italian and Linguistics; Indiana Univ.; Ballantine 602; Bloomington, IN 47405. Information about precise schedules, lodging, etc. should be addressed to Prof. Barry . . . The International Joint Conferences on Artificial Intelligence are the main forum for the presentation of Artificial Intelligence research to an international audience. The goal of IJCAI-83 is to promote scientific interchange, within and between all subfields of Artificial Intelligence, among researchers from all over the world. The conference is sponsored by International Joint Conferences on Artificial Intelligence, Inc., and co-sponsored by Gesellschaft Fur Informatik (West Germany), the Society for the Study of Artificial Intelligence and the Simulation of Behaviour (Britain), and Nederlandse Vereniging voor Kunstmatige Intelligentie (The Netherlands). IJCAI-83 will convene in Karlsruhe, 8-12 August 1983. Papers concerning all aspects of Artificial Intelligence will be considered including (but not limited to) the subfields listed below. Complete drafts, in English, should be received by the programme chairman by 1st February, 1983. Final versions of accepted papers will appear in the conference proceedings. Papers are invited in one of the following categories. *Long Papers* (max length 5,500 words, the equivalent of 11-12 single-spaced pages. 7 proceedings pages will be allocated and 30 minutes presentation). For the presentation of well-developed, original and significant new research as well as for works of synthesis. It is IJCAI-83's intention to encourage the submission of excellent papers in this category. Refereeing



NOW AVAILABLE FROM JOHN BENJAMINS NORTH AMERICA, Inc.

WODE, Henning *Learning a Second Language: an integrated view of language acquisition*, 1981 Bound \$43 00 ISBN 3-87808-251-7, Paper \$22 00 ISBN 3-87808-533-8

"One can scarcely indicate the richness of the work (a valuable bibliography, for example) *Choice* June 1982 " of particular interest in the United States for its inclusion of research efforts in other countries and languages other than English " *NCBE Forum* May 1982

DIXON, R M W & B J BLAKE (eds) *Handbook of Australian Languages*, 3 vols, 1979-1983 \$41 00 each volume ISBN 90-272-2002-6

Vol 1 Introduction, Guugu Yimathirr, Pitja-Pitja, Gumbaynggir, Yanyir (available)

Vol 2 Wargamay, Mpakwirth dialect of Anguthimn, Watjarrri, Margany and Gunya, Tasmanian (available)

Vol 3 Djapu dialects of Yulagu, Uradla, Nyawayga, Yukulta, Warumungu (Forthcoming 1983)

ÖSTMAN, Jan-Ola 'You Know' A discourse-functional study, 1981 Paper \$41 00 ISBN 90-272-2516-8

FORTHCOMING THIS AUTUMN

BLOOMFIELD, Leonard *An Introduction to the Study of Language* New edition (original 1914), \$40 00

Earlier than the classic *Language* (1933), this is Bloomfield under the influence of the psychologist Wilhelm Wundt

HOUSE, Juhane *A Model for Translation Quality Assessment*, 2nd ed., 1981 Paper \$22 00 ISBN 3-87808-088-3

"The book is full of valuable insights, and makes it an important work which deserves to be widely read by translators and consultants" *The Bible Translator* 1981

FELIX, Sascha (ed) *Second Language Development, Trends and Issues*, 1979 Bound \$42 00 ISBN 3-87808-252-5, Paper \$22 00 ISBN 3-87808-543-5

Articles by Felix, Wode, Claassen, Peneman, Bahns, Burmeister and Ufert, Neufeld, Lightbown, Hatch, Dittmar, Butzkamm, Jung, Burt and Dulay

CARTER, M G (ed) *Arab Linguistics*, an introductory classical text with translation and notes, 1981 Bound \$46 00 ISBN 90-272-4506-1

Using a translation and extensive commentary of the Arabic text *Nūr as-sajjīya fi hall'alfāz al-Ājurrūmiyya* by Muhammad al-Khatīb ash-Ahribī as an orthodox example of Arabic grammatical literature, the work aims to make accessible the essential features of Arab linguistics, particularly syntax and morphology

HAIMAN, John *A Papuan Language of the Eastern Highlands of New Guinea*, 1980

Bound \$46 00 ISBN 90-272-3004-8

HYMES, Dell H *Papers in the History of Linguistic Anthropology*, \$30 00 Seven of Hymes' most important papers from 1961-1976

Available from your bookstore or order direct.

One Buttonwood Square · Philadelphia PA 19130 · (215) 564-6379

standards will be strict and only papers of high quality will be accepted *Short Papers* (max. length 2,250 words, the equivalent of 5 single spaced pages. 3 proceedings will be allocated and 15 minutes presentation). For brief presentation of research and for reports of work in progress. Note that, to encourage submission in this category, the max. length is slightly longer than heretofore. It is expected that at least one author of every accepted paper will attend. The refereeing and the sessions will be organized around the following *subfields*: automatic programming; cognitive modeling; expert systems; knowledge representation; learning and knowledge acquisition; logic programming; natural language; planning and search; robotics; system support; theorem proving; vision. To ensure that papers are appropriately refereed and that they appear in appropriate sessions, authors are requested to express a preference for one or more of these subfields. If this is not possible then please specify a new subfield. In addition to the contributed papers, the programme will include several invited papers, panel discussions, and special interest sessions. Suggestions for these should be sent to the programme chairman. The conference will also include program demonstrations and exhibits. Submissions and requests in these categories should be directed to the local arrangements chairmen. Program demonstrations will not be refereed. *Details of Submission.* Four copies of submitted papers should be sent to the programme chairman, typed or printed, 10 characters per inch, in English. No electronic submission please. The following information must be included: (1) authors name, address, telephone number, and netmail address (if applicable), (2) whether submitted as long or short papers, (3) the preferred subfield name(s), (4) an abstract of 100-250 words, (5) the length in words. The timetable is—*Submission Deadline* 1st February 1983.—*Notification of Acceptance* 1st April 1983.—*Camera-ready Copy Due* 1st May 1983. Submissions to the technical programme and programme enquiries should be sent to the programme chairman Allan Bundy; Dept of Artificial Intelligence, Univ of Edinburgh; Hope Park Square, Edinburgh, EH8 9NW

SCOTLAND—[44-31] 667-1011, ext 6507, telex 72 7441 UNI VED G, ArpaNet BUNDY at RUTGERS. Enquires about program demonstrations and exhibits should be sent to the local arrangements chairmen Graham Wrightson, Joerg Slekmann, and Perter Raulefs, Institut fur Informatik I, Universitat Karlsruhe, Postfach 6380, D-7500 Karlsruhe 1, W GERMANY—[49-721] 608-3975; telex: uni d 07826521, ArpaNet WRIGHTSON at RUTGERS. General enquiries should be directed to the General Chairman Saul Amarel, Computer Science Dept., Hill Center/Busch Campus, Rutgers Univ., New Brunswick, NJ 08903, USA—[1-201] 932-3546, ArpaNet AMAREL at RUTGERS. The 1983 Linguistic Institute [sponsored by UCLA Summer Sessions, UCLA Dept. of Linguistics, and the Linguistic Society of America] will run June 20 through July 29, 1983. The focus is on Theoretical Linguistics. Diedre Wilson is the LSA Professor and Paul Hopper the Collitz Professor. If you think you might be interested in participating in the Linguistic Institute at UCLA, and want to receive the final brochure with all course listings, schedules, and special events, please write Mr Geoffrey Lindsey, Linguistics Dept. UCLA; Los Angeles, CA 90024 . . . The American Language Academy has announced an expanded schedule of workshops and seminars in Computer-Assisted Instruction (CAI) for Individualized Language Teaching. The workshops (two days) and seminars (five days) will be held at various locations throughout the country (see calendar) during 1982-1983. For more detailed information, please write or call their Executive Offices for a brochure: The American Language Academy; Suite 200, 11426 Rockville Pike; Rockville, MD 20852—(301) 984-3400 . . . The third International Conference on the History of the Language Sciences will be held at Princeton Univ., 26-30 August 1984 (Sunday through Thursday). To be placed on the mailing list, please write, with full return address, to the chief organizer: Prof. Hans Aarsleff; Director, ICHOLSC III; Dept. of English; Princeton Univ.; Princeton, NJ 08544; USA.

—NEWS BRIEFS from p. 7—

lunch discussions, and in some cases were given a reception by the Women Studies Center on campus. One of the main objectives of the lecture series was to sensitize the faculty and university community, in general, to gender differences in communication so that there would be a greater awareness of the subtle role of different modes of communication in societal behavior.

Nancy Henley, Director of Women Studies at UCLA, presented several slides along with her lecture illustrating gender differences in "Nonverbal Communication." Alleen Nilson of Arizona State University and author of *Changing Words in a Changing World* (Arizona State University) and co-author of *Sexism and Language* (NCTE) spoke on "The Challenge of Making Language Nonsexist." Vera John-Steiner, Director of Sante Fe Graduate Center and Professor of Linguistics/Educational Foundations at the University of New Mexico, presented empirical findings of her analysis of differences in teaching styles between male and female professors. Isabel Crouch and Betty Lou Dubois co-presented their reader's theatre script on the humorous results of "Linguistic disruption": "He/She, S/he, He or She." Crouch also brought three students who performed her own script, both serious and light, entitled: "Inferior Man." Finally, Carole Edelsky of Arizona State University lectured on seven myths that society has about women and how

they talk. For each of these folk beliefs, she surveyed research studies and additionally brought out some critical research methods for the study of interaction and language, in general, and women's speech in particular.

A long range expected outcome of this speaker series is an edited collection on *Language and Gender Roles* to include scholarly papers from each of the lectures mentioned as well as others. For further information about the series or the book, contact Joyce Penfield, Graduate School of Education, Rutgers University, 10 Seminary Place, New Brunswick, NJ 08903.

Bibliography on Computer

Although for some years the SIL Bibliography and its supplements have been composed using a computerized typesetter, it has not been available on-line for searching, sorting, or other functions. The Summer Institute of Linguistics has now begun the process and its bulletin of 1980 publications (January 1982) is the first to be published from on-line material. They are hoping by the end of 1982 to have at least 1976-81 of the SIL Bibliography and the WBT Bibliography on-line.

"Comments on the format and recommendations will be welcomed and thoughtfully considered."

Linguists Wanted

The Training and Examinations Service of the United Nations seeks applications for a Spanish Language Coordinator beginning as soon as possible. *Requirements:* (1) M.A./Ph.D. in applied linguistics with a major emphasis on the theory and practice of teaching Spanish as a second language to adult learners; (2) a minimum of three years of teaching Spanish preferably in work-related settings; (3) two years of pedagogical experience, teacher training, and teacher supervision; (4) Spanish mother tongue; fluency in English or French. *Duties:* (1) setting up and administering Spanish courses at the United Nations Headquarters in New York; (2) designing the curriculum, developing teaching materials, and preparing achievement tests; (3) supervising and training teachers; (4) teaching Spanish. *Salary:* Beginning net salary approximately \$24,000 per annum. Submit by 15 October 1982 letter of application and curriculum vitae to: Professional Recruitment Service; Room 3601-I; United Nations; New York, NY 10017 with copies to: Mr. Youssef Mahmoud; Administrative Officer; Language Training Programme, Room 729-A; United Nations; New York, NY 10017.

Language Acquisition Institute, Department of General Linguistics, University of Pittsburgh. Opening for Arabic language instructor. Non-tenure position. *Qualifications:* Three years college-level experience teaching Arabic as a Foreign Language, M.A. in TAFL or Linguistics, some background in theoretical and applied linguistics, ability to teach both Modern Standard Arabic and a colloquial dialect, preferably Egyptian, and to engage in some materials development. *Salary* \$8,000—\$12,000. Send CV, letters of reference, and publications to: Christina B. Paulston, Chairman; Department of General Linguistics; University of Pittsburgh; Pittsburgh, PA 15260. Deadline for receipt of all materials: December 1, 1982.

The Department of English at the University of Kiel (Germany) is inviting applications for the position of *'Lektor'* for the term beginning Oct. 1, 1982. The position carries a 10-hour teaching load (translation courses German-English, essay-writing, conversation classes, and 'Landeskunde,' i.e. life and culture courses) as well as participation in related Departmental activities. An M.A. in English, TESL, and good knowledge of German is expected. *Salary* range: 2.800—3.500 DM before tax per month. Send applications and resume to Dr. Detlef Ufert; Englisches Seminar der CAU; Olshausenstrasse 40-60; 2300 Kiel; W-Germany.

In the Laboratory for Language and Cognitive Studies, we study all aspects of *American Sign Language*, comparing signed and spoken languages (history, structure, processing, poetry, acquisition, and so forth). The position is for a deaf or hearing person, fluent in ASL, to take part in all phases of the research. This is an exciting opportunity to explore American Sign Language, while working with a community of people towards the same goal. For more in-

formation, please send resume and background information to: Dr. Ursula Bellugi; The Salk Institute for Biological Studies; P.O. Box 85800; San Diego, CA 92138. TTY (714) 453-5470 or VOICE: (714) 453-4100 ext. 221.

English Language Center, The University of Petroleum & Minerals, Dhahran, Saudi Arabia invites applications for TESL positions [native fluency] for the academic year 1983-84, starting 1 September 1983. *QUALIFICATIONS:* M. A. 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/TBFL 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 the University's on-going Summer program with good additional compensation.

Apply with complete resume on academic, professional, and personal data, list of references, publications, and research details, and with copies of transcripts and degrees, including home and office addresses and telephone numbers to: University of Petroleum & Minerals; Houston Office; 2223 West Loop South, Suite 410; Houston, Texas 77027.

Anticipated opening at the University of California, Santa Barbara for a full-time English As a Second Language program coordinator and lecturer beginning 1 July 1983; at least three years of ESL teaching experience and one year of ESL administrative experience are necessary; must be able to supervise ESL teachers and teach courses in applied linguistics; Ph.D. in language acquisition required. Experience in foreign languages highly desirable. Application, including curriculum vitae and three letters of recommendation, should be sent to Professor Charles N. Li, Chairman of the ESL Search Committee, Linguistics Program, University of California, Santa Barbara, California 93106. Closing date for application is 30 November 1982. An Equal Opportunity/Affirmative Action Employer.

Position No. 83294 (Rev. 7/82) • The Department of English as a Second Language, University of Hawaii at Manoa, invites applications for an assistant professor, tenure-track, to begin either January 1983 or August 1983, from individuals with strong interest in English syntax and phonology. We encourage applications from individuals with a demonstrated capacity for research in ESL and quality teaching. *Minimum qualifications:* Ph.D. or its equivalent

in an appropriate field; ESOL teaching; active research interests. *Desirable qualifications:* ESOL experience in Asia or the Pacific Basin; experience in ESL graduate programs. *Duties:* Teach graduate and undergraduate courses in English syntax and phonology, other areas of ESL, and in the department's English Language Institute; 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; Department of English as a Second Language; University of Hawaii at Manoa; 1890 East-West Road; Honolulu, Hawaii 96822. Applicants should indicate position number on the letter of application. Deadline for receipt of all materials: November 1, 1982. UHM is an EEO/Affirmative Action employer. Applications from women and minority group members are encouraged.

Position No. 84532 • The Department of English as a Second Language, University of Hawaii at Manoa, invites applications for an associate or full professorship, tenure-track, to begin Fall 1983 from established members of the ESL profession with strong instructional interests in English grammar and TESL methodology. We seek to fill this position with an individual with an established reputation for excellence in research in ESL/applied linguistics and a quality teaching record. *Minimum qualifications:* Ph.D. or equivalent in an appropriate field; ESOL teaching; experience in an ESL graduate program; scholarly publication record. *Desirable qualifications:* ESL experience in Asia or the Pacific Basin. *Duties:* teach graduate and undergraduate courses in English grammar, TESL methodology, and other areas of ESL; supervise graduate research. Salary range as of July 1, 1982: Associate—\$21,300—\$32,400; Full—\$27,120—\$41,736. Send curriculum vitae, letters of reference, publications, and other supporting documents to: Richard R. Day, Chairman; Department of English as a Second Language; University of Hawaii at Manoa; 1890 East-West Road; Honolulu, Hawaii 96822. Applicants should indicate position number on the letter of application. Deadline for receipt of all materials: November 1, 1982. UHM is an EEO/Affirmative Action employer. Applications from women and minority group members are encouraged.

Visiting/Temporary Appointments • The Department of English as a Second Language, University of Hawaii at Manoa, anticipates two (2) full-time visiting/temporary positions for the academic year 1983-84, pending availability. *Minimum qualifications:* Ph.D. or equivalent in an appropriate field; ESOL teaching; experience teaching in an ESL graduate program, active research interest. *Duties:* To teach graduate and undergraduate courses in ESL (e.g., methodology, language acquisition, reading, bilingual education). *Salary:* Rank and salary dependent upon qualifications and experience. Send letter of application, curriculum vitae, letters of reference to: Richard R. Day, Chairman; Department of English as a Second Language; 1890 East-West Road; Honolulu, Hawaii 96822. Deadline for receipt of all materials: November 15, 1982. UHM is an EEO/Affirmative Action employer. Applications from women and minority group members are encouraged.

The Department of English as a Second Language, University of Hawaii at Manoa has available graduate assistantships for the academic year 1983-84 for persons accepted into the M.A. in ESL program. To qualify for appointments, all applicants must have taken the aptitude portion of the Graduate Record Examination and have experience in ESL/EFL teaching. Foreign applicants must be a resident for at least one semester to be eligible for consideration, with TOEFL scores over 600. Initial appointments, which begin at the end of August, are for the academic year, and are normally renewed for a second year in order to provide support until conclusion of the M.A. in ESL program. Assistantship responsibilities, occupying about 20 hours a week, consist of supervised teaching in the department's English Language Institute or Grammar Laboratory, or other related duties such as course assistant, research assistant, reading room coordinator. Stipends begin at \$5016 per academic year, payable in 12 monthly installments, plus waiver of tuition. Application forms for assistantships and for admission to the M.A. program are available from: Professor Richard R. Day, Chairman; Department of English as a Second Language; University of Hawaii at Manoa; 1890 East-West Road, MO 570; Honolulu, HI 96822.

Completed forms for the assistantships, GRE scores, letters of recommendation, admission applications, and all supporting documents must be submitted no later than February 1, 1983. Successful applicants will be notified of their appointment as soon as possible after March 20, 1983.

The Other Tongue

ENGLISH ACROSS CULTURES

Edited by Braj B. Kachru

The Other Tongue is the first comprehensive attempt to provide empirical data and hypotheses for some of the least-understood but increasingly significant aspects of English in the modern world. Twenty essays encompass the varieties of English found in the South Pacific, Nigeria, Kenya, Puerto Rico and the Caribbean, China, Japan, Singapore, India, and the United States.

This long-needed study will be especially useful to scholars in linguistics and comparative literature, to TESL instructors, and to students of the English language and literature.

LC 81-14798 ISBN 0-252-00896-0 \$17 50



UNIVERSITY OF ILLINOIS PRESS
Box 5081, Station A, Champaign, IL 61820

The Articulated Langouste

Word reached us that Joshua A. Fishman (Yeshiva Univ.) will be spending the 1982-83 academic year as a Fellow-in-Residence at the Netherlands Institute of Advanced Study in Wassenaar. He'll be writing up his recent research on intergenerational ethnolinguistic continuity in the United States . . . Michael Jungo (new address: Stift, 8840 Einsiedeln, Switzerland) has established the International Archives for (early) Bilingualism at the Cantonal Library of the Univ. of Fribourg. The Archives contain approximately 13,000 titles, a veritable goldmine! Correspondence re the Archives (subscriptions, invoices) should go to the Library at the University, CH-1700 Fribourg, Switzerland . . . There's a new Editor for the *Indian Journal of Applied Linguistics*: U.S. Bahri. Send all correspondence, books for review, and other inquiries about the *Journal* to him at 57 Santnagar; Post Box 7023; New Delhi-110065, India . . . The National Center for Bilingual Research in Los Alamitos, California, has announced the appointment of Amado A. Padilla as its new Director. Dr. Padilla is a Professor of Psychology at the Univ. of California, Los Angeles—his research interests have concentrated primarily on questions

of childhood bilingualism . . . Claire J. Kramsch's *Discourse Analysis and Second Language Teaching* (Center for Applied Linguistics, 1981) has been nominated for the second annual Kenneth W. Mildenberger Medal for an outstanding research publication in the field of teaching foreign languages and literatures. The Medal is awarded by a selection committee of the Modern Language Association . . . The John P. and Catherine MacArthur Foundation (Chicago) has named Charles Bigelow and Michael Silverstein among the 19 "exceptionally talented" people to receive cash awards (\$24,000—\$60,000) annually for the next five years, freeing them, it is hoped, to work creatively (Note readers—one does not apply to the MacArthur Prize Fellows Program. Recipients are simply . . . announced—remember the TV program, "The Millionaire"?). Charles Bigelow, trained in anthropological linguistics, is designing letter forms for Indian languages (he's added expertise in typography and graphic design). Michael Silverstein (Anthropology, Univ. Chicago) is currently compiling a dictionary of Wasco Chinook (Oregon) . . .



Administrative Division

G. RICHARD TUCKER
Director

JOHN H. HAMMER
Deputy Director

ALLENE GUSS GROGNET
Associate Director

DIANA RIEHL
Secretary

Programmatic Offices and Divisions

DORA E. JOHNSON
Director, Office of Communication & Publications

JOHN L. D. CLARK
Director, Foreign Language Education

TRACY C. GRAY
Director, Office of Language & Public Policy

ALLENE GUSS GROGNET
Director, Native & English Language Education

WALT WOLFRAM
Director, Research

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, nonprofit 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 Subscription Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgment is given. Subscription rates: 1 yr.—\$15.00, \$18.00 (foreign surface mail), \$20.00 (U.S., Canadian, and Mexican airmail), \$28.00 (foreign airmail), 3 yrs.—\$37.00, \$46.00, \$50.00, and \$70.00 respectively.

Linguistic Reporter
Consulting Editor
Editor
Subscription Secretary

JO ANN CRANDALL
ALEXANDRA DI LUGLIO
DEBORAH TUCKER

BOARD OF TRUSTEES

COURTNEY B. CAZDEN, Professor of Education, Harvard University, *Chair*

FRANK E. ROBBINS, Executive Vice President, Summer Institute of Linguistics, *Vice-Chair*

VICTORIA A. FROMKIN, Secretary-Treasurer, Linguistic Society of America, *ex-officio*

JOSE CARDENAS, Director, Intercultural Development Research Association

JAMES A. CUDNEY, Regional Administrator for Ass & the Pacific, National Rural Electric Cooperative Association

CHARLES A. FERGUSON, Professor of Linguistics, Stanford University

MELVIN J. FOX, Ford Foundation, retired
VARTAN GRIGORIAN, President, The New York Public Library

ALLEN H. KASSOP, Director, International Research and Exchanges Board

ILSE LEHISTE, Professor of Linguistics, Ohio State University

NGUYEN HY QUANG, President, Mekong Corporation

G. RICHARD TUCKER, Director, Center for Applied Linguistics

WILLIAM W. TURNBULL, Distinguished Scholar in Residence, Educational Testing Service

ELIZABETH WHATLEY, Professor of Reading, Cheney College

ARNOLD M. ZWICKY, Professor of Linguistics, Ohio State University

The Linguistic Reporter

Center for Applied Linguistics

3520 Prospect Street, N.W.

Washington, D.C. 20007

nonprofit organization

U.S. POSTAGE

PAID

WASHINGTON, D.C.

PERMIT NO 4129

The Linguistic REPORTER

 Annual Index
in this issue

Published by the Center for Applied Linguistics, 3520 Prospect Street, N W , Washington, D C 20007

The Language Situation in Taiwan (The Republic of China)

ROBERT B. KAPLAN
and
JOHN KWOCK-PING TSE

The 1949 edition of the *Encyclopaedia Britannica*, in its lead article on China, quotes (without bibliographic citation) Emile Hovalaque:

Everywhere, under the blazing skies of the far south as in the icy north, one feels the same weight of abstract and all-powerful influence which, stronger than any difference of climate, race, circumstance or destiny, inexorably mould mankind, imposing everywhere an identical civilization, an absolute moral unity in the diversity of a country which is in itself a continent. All China is thus present in every corner of its vast expanse and at every moment of its history: the mysterious force, which through thousands of years, has fashioned these myriads and immobilized them in their immutable habits is the supreme reality of this land: and this force is a social one. [*China*, tr. Mrs Laurence Binyon; *EB*, 5. 514.]

The quotation can be taken as prototypical of western views of "China"; monolithic in its culture, in its language, in its values, in its customs. Given this popular view, one may ask why anyone would undertake to write an article describing the language situation in what is obviously a monolingual nation. In fact, of course, "Chinese" is not a language but a language family, and the Republic of China (indeed, even "the essential China") is not monolingual. On the contrary, one of the strands that runs constant through Chinese history is the quest for a single national language.

China has a history of language planning going back as far as the time of Confucius (c. 550-478 B.C.; for a history of language planning, see Tse 1980). Though there have been language planning activities over the past two thousand years, large-scale activities involving massive governmental effort can only be traced to a period beginning after 1911 (the date usually given for the establishment of the Republic of China). Any review of the current language situation in Taiwan must, therefore, begin with some summary of language planning activities that transpired in the earliest days of the Republic, since the situation in Taiwan

is the direct result of the National Language Movement (NLM; see Tse 1980, 1982a).

The National Language

The initial notion of the NLM was described in quite broad terms: the standardization and dissemination of the National Language (NL). In a general sense, these broad policy considerations are still valid, though Mandarin, the NL, has moved into the cultivation stage of its development. The choice of Mandarin as NL was remarkably easy, not at all like the political convulsions that often accompany the search for a national language. Certainly, there were controversies, but agreement far outweighed disputation (Tse 1980). To achieve the broad policy objectives, the government made a number of key decisions and implemented a number of actions. The following list is a cursory summary of achievements between 1911 and 1949 on the Mainland:

- 1 Standardization of pronunciation of the NL;
- 2 Design and authorization of the *Transcribing Alphabet* (subsequently modified to *National Phonetic Symbols* and *Romanizing Alphabet*);
- 3 Promulgation of a standard wordlist of commonly used vocabulary items in the NL;
- 4 Publication of a pronouncing dictionary of the NL;
- 5 Modification of the designation *Chinese Literature* to *Chinese Language* in the primary-school curriculum;
- 6 Issuance of regulations for the promotion of the *transcribed characters* (printed characters accompanying the *National Phonetic Symbols*);
- 7 A policy decision that the teaching of the *National Phonetic Symbols* would precede the teaching of any characters during the first term of the first grade of primary school;
- 8 Making copper molds for the subsequent availability of lead type for the *transcribed characters*.

After 1949, when the Republic of China moved to Taiwan, the NLM continued with remarkable success. For the sake of convenience, language developments in Taiwan can be divided into two phases; from 1949 to 1959 (i.e., from the relocation of the government to Taiwan to the abolition of the Taiwan Provincial Committee for the Propagation and Promotion of the National Language), and from 1959 to date. During the first phase, attention was focused on the following:

- 1 Setting standards for the pronunciation of the NL;
- 2 Compilation of a wordlist known as the *Standard Pronunciation of the NL*;
- 3 Training personnel for the NLM in Taiwan (especially a group of National Language Promoters who were at the forefront of the movement and who actually taught).

After 1959 attention shifted to the maintenance and cultivation of the NL; for example, there have been a series of contests in reading, writing, and transcribing the NL, there have been a series of workshops and conferences on NL education, on dictionary compilation, on computerization of the NL, and on various areas of academic research related to the NL, and there have been a number of less visible activities as well (see Tse 1982a).

Major and Minority Languages

Just before 1949, the population of Taiwan was estimated at about six million people. As the result of the relocation of the government to Taiwan, the accompanying movement of people from all parts of the mainland, and the subsequent period of 30 years of natural population growth, the present population (based on the 1980 census) is approximately 18 million. At this time, the major languages spoken in the Republic of China with number of speakers:

Mandarin (NL)	no population estimate
Southern	
Fukienese/Taiwanese	15 million
Hakka	1 million
Minority languages	2 hundred thousand

The minority languages are defined as a set of related Austronesian languages spoken by native Taiwanese aboriginal populations. Other dialects of Chinese are also spoken in Taiwan, but by relatively small populations; these would include Southwestern Mandarin, Hsiang dialect, Wu dialect, and Cantonese.

Language information has never been included in the census questionnaire or in the household registration records. As a result of the general lack of interest in such statistics on the part of the government, it is necessary to infer linguistic information from ancestral birthplace/domiciliary information; thus, the information is subject to question and probably is not terribly accurate. It is even more difficult to estimate the number of speakers of Mandarin; indeed, it would be impractical to try to do so (see Tse 1982a for a description of the complexity of the problem).

In brief, although Mandarin is not the native language of the majority of the population, as a result of the success of the NLM it is *de facto* a common language for the entire population as well as *de jure* the national language. And, although it is not useful to try to estimate the number of native speakers of Mandarin, it is possible to provide a sociolinguistic estimate. Except for about one million people in the 40-50+ age group who still cannot speak the NL (and except for monolingual speakers of the NL), it would be fair to say that the entire population is bilingual in the NL and a native dialect/language—a diglossic situation in which the NL serves as *lingua franca* and Southern Fukienese (SF) serves as the major vernacular.

In addition to varieties of Chinese, foreign languages are also evident in Taiwan. The following major world languages are taught in the ROC:

Arabic	Japanese
English	Korean
French	Russian
German	Spanish

For the same reasons that it is difficult to differentiate among varieties of Chinese in terms of numbers of speakers, it is difficult to estimate the numbers of learners, users, or native speakers of these foreign languages. No systematic surveys have ever been conducted. Although there have been several surveys of the teaching of English, of its sociolinguistic uses, and of the perceived need for English (Sedlak 1976, Derwing, Schultz, and Yang 1977, Tse 1982b), these studies do not provide any reliable statistical information on the distribution of English. In sheer quantitative terms, however, it would be fair to assert that English enjoys an overwhelming edge.

Foreign language (FL) instruction is available through two channels—instruction offered in the public educational system, and instruction available through private commercial language training institutes. English predominates in both channels. In the public educational system, English is required at least from junior middle school through the first year of tertiary level; other FLs are offered only at the tertiary level. In the private sector, English predominates, with Japanese a distant second. Thus, judging by the number of students enrolled in both channels in the study of English, one can safely assert its important position. It is clear, however, that study is not a good indicator of use.

In a small-scale survey of the uses of FLs in the society, Tse (1982b) showed that, where FLs are needed at work, more than 85% of the sample claimed that they use English. The next most commonly used FL was Japanese, followed by Cantonese, German, and French, in that order. With respect to the numbers of native FL speakers in the population, again it is difficult to provide any satisfactory figures, but visual observation suggests that the largest group consists of native English speakers, primarily holding U.S. citizenship.

English

Because English is *the* dominant FL, its status deserves

some greater analysis. The analysis can be undertaken from two directions—the teaching/learning of English in the public education system, and the use of English in the society. The teaching/learning situation may be characterized in the following way:

1 The objectives established in TEFL policy are unrealistic, and the lack of realism has an adverse influence on teaching;

2 Teacher-training is largely audio-lingual in orientation;

3 Text materials are not designed to produce competence in speaking or listening;

4 Many English-language teachers are inadequately trained both in terms of English and in terms of language teaching methodology;

5 Both teaching practice and text material tend to stress reading and writing;

6 In-service training for teachers is rarely available, although its value is recognized and it is often requested by teachers;

7 The amount of classroom contact time per week is inadequate to the stated objectives;

8 The NL remains the chief medium of instruction;

9 Grammar and translation receive a disproportionate amount of the available instructional time;

10 Only approximately half the teachers are satisfied with the assigned texts at any given time;

11 Audiovisual aids are unavailable or underutilized;

12 Officially, both the Joint College Entrance Examination and the Joint Senior High School Entrance Examination are viewed as effective measures of performance, despite many objections raised against both examinations over the years;

13 The amount of real opportunity for English practice outside the classroom is negligible;

14 In the opinion of teachers surveyed, reading is the most highly developed skill among teachers, to the exclusion of speaking and listening.

The preceding list is most applicable to the secondary level of education, but the situation at the tertiary level is at least closely comparable (Tsai 1978). It is not possible to provide the same kind of information for the schools in the private sector, in part because no systematic survey of teaching conditions in the private sector has ever been conducted, and in part because the private institutions are extremely reluctant to release information (perhaps because of the highly competitive environment in which the private institutes operate). Nevertheless, a very large number of private institutes are in existence, and observation would suggest that these institutes enroll an enormous number of students. In addition to the institutes that purport to teach English, there are also a large number of institutes that purport to prepare candidates to pass the TOEFL; although it would be inappropriate to count such institutes as language-teaching institutes (on the grounds that many teach test-taking techniques and probability), still it is possi-

ble to assume that some at least also engage in language teaching to varying degrees.

With respect to the actual use of English in the society at large, Tse (1982b) showed that:

1 English is the FL most commonly used in the work environment;

2 Even English, however, is not frequently used;

3 In those circumstances where English is used in the work environment, it is most commonly used to read (e.g., operations manuals, instruction) and to write (forms, orders, and occasionally business letters);

4 English is rarely used outside the work environment, but in the rare instances when it is used, it is most often used in recreational activities;

5 Whereas the attitudes of a significant number of respondents are favorable toward English for instrumental and pragmatic purposes, a somewhat smaller number of respondents oppose the use of English for nationalistic reasons;

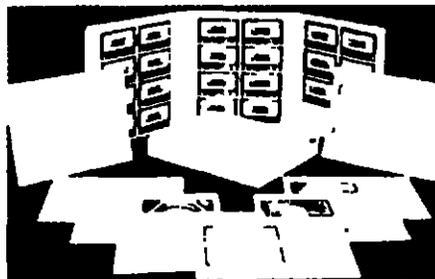
6 Those respondents who hold favorable attitudes toward English for instrumental and pragmatic purposes generally agree about its importance in national development and in international communication;

7 This group of respondents is in favor of placing greater emphasis on the teaching of English in the public schools.

THE LEARNABLES

Harris Winitz

An audio-visual course which teaches comprehension of over 3,000 basic English words and realistic dialogue through picture stories



The set consists of eight follow along picture work books (8,000 pictures) coordinated with 41 tape cassettes of about 40 minutes to one hour each. Widely used throughout the world. Available also in French, German and Spanish.



International Linguistics Corporation
401 West 89th Street
Kansas City, Missouri 64114

Aside from the issues of language policy, the sociolinguistic distribution of English, the relationship of English to other FLs, and the problems associated with the teaching of English, there are a number of other problems; specifically, the examination structure (touched on above), a set of issues relating to immigration, and the complex problem of technology transfer.

The examination structure in the ROC is quite complex; the structure rests on a dense formal establishment that has a significant influence on every aspect of the life of the population. The problem is too intricate to discuss in any great detail in a summary paper; suffice it to say that there appears to be some important tension between the stated objectives of FL teaching and the way in which achievement in FL is assessed, but this tension is not unique to the ROC. (For a detailed discussion of some of the issues see Tse 1980.)

The ROC does not receive a large number of immigrants; consequently, the kinds of issues that arise around large immigrant populations simply do not occur in the ROC. (For a discussion of the kinds of problems that may arise in large immigrant populations see Kaplan 1980.) Of the immigration that does occur, a substantial segment consists of individuals of Chinese origin. For this population, the problem of language need is minimal because of the syntactic and morphological similarity between Mandarin and other Chinese dialects, because of the universality of the writing system, and because of the immediate cultural environment. Still, some migrant workers not of Chinese origin do come, largely for short-term employment. Because the employment is of short duration, language may not be a problem at all. Such short-term workers are most likely to be employed in the higher scientific and technical spheres where English is the language in general use. There are, however, excellent Mandarin training centers for those who wish to or need to learn Mandarin.

Technology Transfer

The technology transfer issue needs some slight discussion because the ROC is a developing nation dependent on science and technology for national development. Because English is the dominant language of technical information storage and retrieval, English is widely used in the scientific and technical communities in Taiwan; indeed, technology transfer, particularly at the levels of greatest sophistication, occurs in English in the ROC as it does in much of the world. But there is another rather special element in technology transfer in the ROC that relates to the composition of the ROC technical community. First, a substantial segment of the ROC technical community has received its training in the United States or in Britain; in this segment, the use of English is the result of both individual training and the dominance of English in technical fields. (In fact, it is not uncommon for native-speaking Chinese to use English as the language of instruction in technical fields in tertiary education and in industry even when the trainees are also native speakers of Chinese; the "English"

used in these circumstances may in fact be a technical pidgin containing a high percentage of English lexical items embedded in a Chinese syntax. It is also not uncommon for instruction to be given in English by native English-speaking instructors imported from the United States or Britain.) But there is another factor that derives from the special political relationship between the United States and the ROC that obtained for many years. This political relationship allows citizens of the ROC to hold dual citizenship in the United States and to move rather freely between the scientific and technical communities of both countries. Kaplan has argued elsewhere (1982) that the development of an indigenous science information capability is key to modernization and development; the case of the ROC is unique, however, because ROC scientists have had direct access, through the mechanisms of dual citizenship and free movement, to the science information capabilities of the United States. This special condition has reduced the pressure on the ROC to develop its own science information capability as fully as, for example, Japan has. Obviously, the capacity to draw on the U.S. science information network requires fairly sophisticated ability in English. But to be fair, the Bureau of Compilation and Translation has worked diligently to develop special collections of scientific and technical terminology in the NL; regrettably, perhaps because of the special relationship described above, this work has never been seriously promoted or propagated by the ROC government. In sum, English is the language of science and technology at the higher levels of technical sophistication in the ROC. That does not mean that English is necessary or is used at all levels; workers at lower levels of sophistication (assembly-line workers, for example) are trained in the NL.

Technology transfer has of course occurred in a variety of ways. One interesting technology element is mass communication. The ROC has long used radio for language propagation; more recently, television has also been used. The electronic media are a powerful mechanism for language standardization, and radio and television have been used to standardize the pronunciation of the NL. More recently, through a cooperative effort among the three television stations in the country, a documentary program entitled "Chien-Tuan" (literally, "the top and foremost point") has been developed. The aim of the program is to present recent technological innovations in electronics, laser technology, ecology, scientific waste disposal, genetic engineering, urban planning, cancer research, and even weaponry, with particular emphasis on domestic achievements in these areas. Even though the program does not fit the general category of "entertainment," it has proved to be extremely popular. To the surprise of its producers, the program has attracted considerable commercial interest; more important, it has become a vehicle for information transfer, for the early introduction of science education to the youth of the country in a palatable form. Thus, the media have proved to be useful not only for language standardization but for popular education and science education. There are three television channels, and more than 15 radio stations in the Taipei area alone, all broad-

casting in the NL; in addition, there are 13 daily newspapers (3 evening editions and 10 morning editions) having national distribution, and literally hundreds of weekly and monthly magazines, all printed in the NL and all serving the basic purposes of standardization and cultivation. The media outreach in FLs is not so extensive; there are two daily newspapers published in English, largely intended to serve foreign populations but also intended to enrich FL education. To the best of our knowledge, there are no other FL newspapers published in the ROC, though some FL magazines are regularly imported.

The ROC, like many other countries, still relies heavily on English for technological development, but the NL has gradually assumed a larger role, particularly in mass education (including the use of the electronic media). It is likely that, granted the continuing elaboration of the NL and a more sophisticated role for the Bureau of Compilation and Translation, the NL will assume an even larger role, but at the same time it is likely that English will continue to play a significant part in national development, particularly at the more sophisticated levels of technology. It is quite clear, in any case, that the movement to establish the NL

has been successful; the NL is and will continue to be the *lingua franca* for all practical purposes, though it is likely that at least SF will remain in place as a major vernacular, and the bilingual/diglossic condition will persist.

REFERENCES

- Derwing, B L, N W Schutz, and C M Yang. 1977 Project on English for students of science and technology in the Republic of China. Chung-tai: National Central University Mimeo
- Kaplan, R B 1980 *The Language Needs of Migrant Workers* Wellington. New Zealand Council for Educational Research
- _____ 1982. Information science and ESP Unpublished paper read at the TESOL Conference, Honolulu
- Sedlak, P A S 1976. *Report on the National Taiwan Normal University/University of Southern California Survey of English teaching in the Republic of China* Taipei Wan Pang Press.
- Tsai, C Y 1978 A study of Freshman English teaching in the Republic of China Master's Thesis, National Taiwan Normal University
- Tse, J K -p 1980. *Language Planning and English as a Foreign Language in Middle-School Education in the Republic of China* Ph D. dissertation, University of Southern California
- _____ 1982a Language policy in the Republic of China In R B Kaplan, Ed., *Annual Review of Applied Linguistics* (II) pp 33-47 Rowley, MA Newbury House
- _____ 1982b A survey of the use of English in Taiwan, the Republic of China Unpublished paper read at the TESOL Conference, Honolulu

PITT SERIES IN ENGLISH AS A SECOND LANGUAGE

formerly TESOL TEXTS
and TAPES



University of Pittsburgh Press
Pittsburgh, PA 15260

NEW

DEVELOPING BASIC WRITING SKILLS IN ESL Marie Hutchison Eichler

These materials are for beginning students who need a great deal of work on writing at the sentence level as they progress toward writing compositions

Beginning writing classes often have students who are at somewhat different proficiency levels These materials are designed to be used by the class as a whole or by individuals or small groups within the class To this end, the grammar explanations are simple and can be used by the student alone

Each lesson consists of a model paragraph containing two or three teaching points, grammar explanations, and exercises which allow the student to progress systematically from supervised writing to creative freedom of expression

The text is in its fourth term of class testing and revision

\$5 95s

Other Texts and Tapes in the Series

MMC: DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH AS A SECOND LANGUAGE by Mary Newton Bruder (1974) 479 pages \$9 95s*

STUDENT'S WORKBOOK OF GRAMMAR EXERCISES by Dorothea Gottlieb Akhand (1976) 100 pages \$4 95s

DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ENGLISH AS A SECOND LANGUAGE by Judith Carl Kettering (1975) 64 pages \$3 95s*

DEVELOPING COMMUNICATIVE COMPETENCE: ROLEPLAYS IN ENGLISH AS A SECOND LANGUAGE by Christina Bratt Paulston, Dale Britton, Barry Brunetti, and John Hoover (1975) 56 pages \$3 95s

AMERICAN ENGLISH SOUNDS AND SPELLINGS FOR BEGINNING ESL STUDENTS by Judy Vernick and John Nesgoda (1980) 245 pages \$7 95s*

PRONUNCIATION EXERCISES FOR ADVANCED LEARNERS OF ENGLISH AS A SECOND LANGUAGE by Gary Esarey (1977) 132 pages \$5 95s*

CONVENTIONS IN THE MECHANICS OF WRITING: A LANGUAGE LABORATORY MANUAL FOR FOREIGN STUDENTS by Barbara L Jaramillo (1974) 89 pages \$4 95s

Catalogs are available on request

* Audiotapes (cassette and/or reel) to accompany the text are also available (*s following price denotes short discount)

Series Editors Christina Bratt Paulston and Mary Newton Bruder

Announcement of ACTFL Proficiency Workshops

The American Council on the Teaching of Foreign Languages has announced that the project "Professional Development in Foreign Language Education: Oral Proficiency Testing and Training" has been funded for a second year by the U.S. Department of Education. This project will prepare college and university professors to administer oral proficiency interviews to their students. The grant provides for two five-day workshops in the coming year. A workshop for professors of German and Italian is scheduled for early in 1983, and a workshop for professors of French and Spanish is scheduled for Spring 1983.

The German and Italian workshop will expose educators of those languages to an interviewing and rating process similar to that of the Foreign Service Institute. The training will include whole-group sessions in English as well as language-specific sessions conducted by experienced trainers in German and Italian.

The French and Spanish workshop will be conducted for professors who have had previous oral proficiency interview training from ACTFL or from another source, such as Educational Testing Service or one of the government language schools. The goal of this workshop is to begin to prepare a team of educators that will be able to train others in the field.

Applicants for the workshops should be professors of foreign languages or foreign language teacher education who are able to (1) score 4 or better on the 0-5 FSI scale; and (2) secure released time to attend a five-day workshop.

A demonstration of institutional support and a commitment to the concept of proficiency testing are crucial.

Transportation will be paid by ACTFL, but on-site expenses will be paid by the participant or the sponsoring institution. Inquiries and requests for applications should be addressed to Project Director; ACTFL; 385 Warburton Avenue; Hastings-on-Hudson, NY 10706.

Strengthening the Humanities Through Foreign Language and Literature Programs

Claire Gaudiani has announced a major project, "Strengthening the Humanities Through Foreign Language and Literature Programs," funded by the National Endowment for the Humanities. Through a series of four regional conferences and the establishment of 80 permanent foreign language centers, the grant proposes to: (1) create a sense of local responsibility for the quality of professional foreign language activities by using the existing models of the county bar associations and medical societies; (2) create a mechanism for the ongoing regional collaboration of secondary and postsecondary foreign language instructors; (3) stress the importance of the improved teaching of reading, writing, critical thinking, and self-awareness in the foreign language and literature classroom to the entire humanities curriculum; and (4) create a model for other humanities faculty members.

A number of secondary and postsecondary foreign language and literature faculty members have agreed to serve as consultants.

Departments interested in participating in this project should contact Dr. Claire Gaudiani, CGS, Logan Hall, Univ. of Pennsylvania, Philadelphia, PA 19104.

New at CAL

BASIC ENGLISH SKILLS TEST

B.E.S.T. is a competency-based test of adult English language proficiency covering the four skill areas of listening, speaking, reading, and writing. The individually administered CORE Section is a face-to-face 5- to 15-minute oral interview test, which covers such topics as personal identification, time, numbers, money, shopping for food and clothing, health and body parts, emergencies, and directions. Stimuli for the conversations are a series of realistic photographs, making the test suitable for literate and nonliterate students. The test yields separate scores for listening comprehension, communication, pronunciation, fluency, and sightword reading and writing.

Like the CORE Section, the Literacy Skills Section is based on such real-life tasks as reading food and clothing labels, reading want ads, and completing job applications. This section can be administered on either a group or individual basis and requires 45 minutes to complete.

The test package includes: one re-usable Examinee Photograph booklet; 20 Examiner CORE Section books; 20 Literacy Skills booklets with scoring sheets, and one Test Administration/Score Interpretation booklet. (No single copies available.)

\$25.00 per test package, order from CAL, P.O. Box 4866, Hampden Station, Baltimore, MD 21211.

Briefs

Special Notice to Departmental Chairpersons Re the *LR*

The Linguistic Society of America Executive Committee has decided, for financial reasons, to end a two-year tradition of providing complimentary *LR* subscriptions to Departments and Programs of Linguistics in the U.S.A. and Canada.

We regret that the LSA has found it necessary to discontinue this service, and regret even more than the *LR* cannot shoulder the cost of printing and mailing these almost 200 subscriptions.

We hope—and from what we hear, we believe—the *LR* has been useful to you, your colleagues, and to your students and, perhaps, habit-forming. The test comes now. The timing of this announcement may not be the best to allow those affected to include an *LR* subscription in their departmental or personal budget, or to make an appropriate suggestion to their library. But that's what we're suggesting.

Call for Articles

The *LR* staff will consider for publication short (9 pages double-spaced or approx. 21,000 characters maximum) articles on any aspect of applied linguistics. We are especially soliciting timely articles on discourse analysis, pragmatics, language and the professions, computer-assisted instruction, testing, history and philosophy of science, and project outlines and updates. We also welcome insightful reports of conferences.

Relocation

The National Clearinghouse for Bilingual Education is now to be found at 1555 Wilson Boulevard, Suite 600, Rosslyn, VA 22209. The Clearinghouse has taken old phone numbers with them: (703) 522-0710 or (800) 336-4560.

Conferences, Workshops, Seminars

The Keynote Speaker for the **Stanford Child Language Research Forum** (March 25-27, 1983) will be Annette Karmiloff-Smith. Abstracts for this year's Forum are due by *10 January 1983*. Send your abstract or request for more information to: Coordinator, SCLRF-1983; Department of Linguistics; Stanford Univ.; Stanford, CA 94035. . . . The **Fourth Annual Ethnography in Education Research Forum** (also March 25-27) will be an opportunity for those interested to present and/or discuss current issues (theoretical, methodological, ethical) in ethnography in education research in the form of completed research as well as works in progress. The organizers welcome contributions in such specific areas of interest as literacy, play and learning, the development of social and communicative competence, bilingualism, adult learning, and others. This year's Forum will have a slightly different format. There will be three strands of presentations: Traditional Professional Panels; Working Sessions; and Special Interest Groups. Papers presented in the Traditional Panels should be fairly polished. Time provisions will be ample—care will be taken in seeing that these are organized into coherent sessions. Please submit an abstract of 200 words AND a 2-3 page summary of finished research with the author's name and address on a separate sheet. For the Working Sessions

the presentations will be work in progress. The sessions will be practical workshops for problem-solving and skill-building in a particular area (for example, text analysis, criteria for ethnographic observation, role of researcher, video ethnography). There will also be sessions focusing on key issues in ethnographic research (practitioner concerns, racism, mainstreaming). Accomplished researchers and/or practitioners will be invited to help work through problems and to suggest directions for data analysis. The criteria for selection are different from those for Traditional presenters (blind review). Selection for Working Sessions will be in response to presenters' expressed interests and needs. Working Sessions will be 2-3 hours long. Please submit a 2-3 page summary proposal of your current work or area of interest. Include some of your key questions or problem areas. The Special Interest Groups will be organized early-on so that there can be some exchange of ideas via the mail, which will lead up to the face-to-face exchanges at the SIG sessions at the Forum. Once organized these groups will be self-functioning. To aid in the formation of the groups send a 2-3 page summary of the work you would like to have dealt with in a SIG. You can include suggestions of topics, people you have met at previous Forums, etc. The deadline for all submissions is *8 January 1983*. Please send proposals to: Eleanor Childs; Ethnography in Education Research Forum; Graduate School of Education; Univ. of Pennsylvania; 3700 Walnut Street; Philadelphia, PA 19104. You can also call (215) 898-3273 or 898-6998 for more information.

When & Where

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

1982

October

- 1-2 El Español en los Estados Unidos, 3rd Bloomington, IN LR 25 1, p 9
 1-2 National Association of Self-Instructional Language Programs College Park, MD LR 25 1, p 8
 7-9 Non European French Literature Conference Wake Forest Univ., Winston-Salem, NC ★
 Contact Raymond LePage, Dept. of Foreign Languages & Literatures, George Mason Univ., Fairfax, VA 22030
 8-9 Communicative Competence in Bilingual Settings: Challenging the Limited English Proficiency Student William Patterson College, Wayne, NJ LR 24 9, p 14
 8-10 Conference on Language Development, 7th Boston Univ., Boston, MA LR 24 7, p 10
 9 North Central Names Institute Wauaboose Community College & Illinois Place Names Committee, Sugar Grove, IL Information Laurence E. Setta, Wauaboose Community College, Sugar Grove, IL 60554, (312) 466-4811 ★
 9-11 International Conference on Language Teaching Tezukayama Gakuen Univ., Osaka LR 24-9, p 9
 10-12 New York State Association of Foreign Language Teachers, Kinnelon Lake, NY Theme: Words to Worlds—The Critical Connection Write: Russell Webber, 3660 Monroe Ave., Pittsford, NY 14534 ★
 10-22 NATO Advanced Study Institute Hotel Villa Del Mare, Maratea, Italy Theme: Dyslexia: A Global Issue Contact R. N. Malateanu, School of Education, Oregon State Univ., Corvallis, OR 97331, (503) 754-3648 OR Harry A. Whitaker, Dept. of Speech & Hearing Sciences, Univ. of Maryland, College Park, MD 20742; (301) 454-6901 ★
 11-13 Bulgarian-American Symposium Boston, MA LR 24.3, p 7
 11-13 Southeastern Conference on Linguistics, 27th [SECOL XXVII] Atlanta, GA LR 24 9, p 9
 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 of the Southwest (LASSO), 11th Albuquerque, NM LR 24.5, p 10, LR 24.7, p 11
 14-17 American Association for the Advancement of Slavic Studies Washington, DC Write: D. Atkinson, P.O. Box A-O, Stanford, CA 94305 ★
 18-20 American Society for Cybernetics Annual Meeting Columbus, OH Theme: Cybernetics & Education LR 25 1, p
 21-23 New Ways of Analyzing Variation in English (N-WAVE) Colloquium, 11th Georgetown Univ. Intercultural Center, Washington, DC LR 24-9, p 14
 21-23 Rocky Mountain Modern Language Association Salt Lake City, UT Contact Wolf von Schmidt OR Joel Hancock, Dept. of Languages, Univ. of Utah, Salt Lake City, UT 84112 ★
 21-24 Semiotic Society of America Annual Meeting, 7th SUNY-Buffalo, Buffalo, NY LR 24 5, p 10
 21-25 American Translators Association National Convention Stauffer's National Center Hotel, Arlington, VA LR 25 1, p 8
 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 LR 24 9, p 14
 28-30 College Reading Association, Annual Conference Philadelphia Centre Hotel, Philadelphia Theme: Reading/Communications: Changes & Challenges Information: Marilyn G. Emet, Reading & Study Skills Center, Rhode Island College, 600 Mt. Pleasant Ave., Providence, RI 02908, (401) 456-8071 ★
 29-31 Algonquian Conference, 14th Quebec City, Quebec, Canada LR 24 7, p 10
 30 Foreign Language Teachers Conference Youngstown State Univ., Youngstown, OH ★

1983

January

- 13-14 American Language Academy CAI Workshop Boston, MA LR 25 1, p 12
 27-28 American Language Academy CAI Workshop Colorado Springs, CO LR 25 1, p 12

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
 10-12 Conference on Hispanic Languages & Literatures Tulane Univ., New Orleans Contact: Gilbert Paulin, Dept. of Spanish & Portuguese, Tulane Univ., New Orleans, LA 70118 ★
 11-14 American Ethnological Society Prince Marat Hotel, Baton Rouge, LA Theme: Text, Play, & Story Abstract deadline 15 October LR 25 1, p 10
 11-14 Association for the Anthropological Study of Play, 9th Annual Meeting Prince Marat Hotel, Baton Rouge, LA Theme: The State of the Art in Play Research Abstract deadline 1 November LR 25.1, p 10
 15-19 International Bilingual/Bicultural Education Conference, 12th, of NABE Sheraton Washington Hotel, Washington, DC LR 24 9, p 8
 17-18 American Language Academy CAI Workshop Philadelphia, PA LR 25 1, p 12
 18-19 Applied Language Study Conference Oklahoma State Univ., Stillwater, OK LR 25 1, p 11
 24-27 Eastern Educational Research Association Conference Hyatt Regency Hotel, Baltimore, MD Contact: James Hennessy, School of Education, Fordham Univ., 113 West 60th St., New York, NY 10023 ★
 25-27 Annual West Coast Conference on Formal Linguistics, 2nd Univ. of Southern California, Los Angeles LR 25 1, p 8
 26 The Uses of Phonology Southern Illinois Univ. at Carbondale Abstract deadline 1 November LR 25 1, p 11

March

- 3-4 American Language Academy CAI Workshop Cleveland, OH LR 25 1, p 12
 11-12 Annual UWM Linguistics Symposium, 12th Univ. of Wisconsin—Milwaukee, Milwaukee, WI Topic: Markedness. Abstract deadline 20 November 1982. LR 25 1, p 11
 12-14 Conference & Research Colloquium on Language Testing Univ. of Ottawa, Ottawa, Canada LR 25 1, p 11
 15-20 TESOL Annual Convention Sheraton Centre Hotel, Toronto
 17-19 Conference on College Composition & Communication Detroit Plaza Hotel ADS Session, "The English of Broadcasting" Contact: NCTE, 1111 Kenyon Road, Urbana, IL 61801, (217) 328-3870 ★
 23-25 Linguistics Association of Great Britain Univ. of Sheffield, England LR 24 4, p 9
 24-26 Central States Conference on the Teaching of Foreign Languages The Sheraton Hotel, St. Louis, MO Theme: The Language Classroom Gateway for Growth LR 25.1, p 8
 25-27 Stanford Child Language Research Forum, 15th Stanford, CA ★
 25-27 Workshop on Maya hieroglyphic writing Univ. of Texas, Austin Contact: Institute of Latin American Studies, Univ. of Texas, Austin, TX 78712 ★
 25-27 Rhythmography in Education Research Forum, 4th Philadelphia, PA ★
 25-27 Symposium on Comparative Literature and International Studies, 3rd Monterey, CA. Theme: Literature as an Indicator of Change LR 24-9, p 14
 27-30 International Conference for English Historical Linguistics, 3rd Sorbey 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 LR 24 9, p 9

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 LR 24 9, p 8
 6-8 Association for Literary & Linguistic Computing San Francisco, CA LR 24 6, p 7
 7-9 Conference on Foreign Languages for Business, Eastern Michigan Univ., Ypsilanti, MI LR 25 1, p 11
 Abstract deadline 5 November

- 1-4 International Conference of the AILA Commission on Psycholinguistics Theme First & Second Language Learning LR 25 1, p 9
- 4 American Dialect Society Midwest Regional Meeting Cincinnati, OH Write Jim Vandegriff, ADS, English Dept., Central Missouri State Univ., Warrensburg MO 64093 ★
- 4-5 Southeastern Conference on Linguistics Atlanta GA Information Reza Ordoubadian, Box 275, Middle Tennessee State Univ., Murfreesboro, TN 37132 ★
- 4-6 Midwest Modern Language Association Conference Cincinnati, OH Write Thomas E. Lewis, 423 EPB, Univ of Iowa, Iowa City 52242 ★
- 5-6 Annual Fall Meeting of MIDTESOL, 4th Iowa State Univ., Ames Write Barbara Schwart, Dept of English, 347 Ross Hall, ISU, Ames IA 50011, (515) 294 5411 ★
- 5-7 The Avant Garde in Russia The Arts, Culture, & Society in Revolution, 1911-1930 Indianapolis Museum of Art, Indianapolis, IN LR 25 1, p 9
- 9-13 American Language Academy CAI Seminar Tampa, FL LR 25 1, p 12
- 11-12 Translating & the Computer, 4th Term Bonks for Tomorrow's World London Press Centre LR 25 1, p 10
- 11-13 South Atlantic Modern Language Association Peachtree Plaza Hotel Atlanta, GA. Women's Caucus Workshop—'Woman & Language Pedagogical Perspectives' Contact Donald Kay, Exec. Director, SAMLA Office, Drawer CA, University, AL 35406, (202) 348 7165 ★
- 12-13 Symposium on Spanish & Portuguese Bilingualism, 6th Mayaguez, PR Write Bilingual Symposium Director, Dept of Spanish & Portuguese, Univ Massachusetts, Amherst, MA 01003 ★
- 12-14 Philological Association of the Pacific Coast Meeting Univ of Oregon, Eugene, OR Contact Francis Smith Foster, English Dept., San Diego State Univ., San Diego, CA 92182 ★
- 13 South Atlantic Regional Meeting of the American Dialect Society Atlanta, GA LR 24 6, p 7
- 18-19 American Language Academy CAI Workshop Washington, DC LR 25 1, p 12
- 18-21 American Speech Language Hearing Association Annual Convention Toronto, Canada Contact Frances J. Johnston, ASLHA, 10801 Rockville Pike, Rockville, MD 20852, (301) 897 5700. ★
- 19-22 American Dialect Society Session at NCTE Washington, D C LR 24 6, p 8
- 19-24 National Council of Teachers of English Annual Convention, 72nd Washington Hilton Hotel, Washington, DC Contact NCTE, 1111 Kenyon Road, Urbana IL 61801, (217) 328 3870 ★
- 25-27 American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting New York City LR 24 2, p 9
- 25-28 American Association of Teachers of German Meeting New York Information Robert A. Gower, AATG, Suite 201, 523 Building, Route 38, Cherry Hill, NJ 08034 ★
- 26-29 MEXTESOL National Convention, 9th Hyatt Regency, Acapulco, Mexico LR 25 1, p 9
- 29-30 Mid Hudson Modern Language Association Meeting Marist College, Poughkeepsie, NY Contact George J. Sommer, English Dept., Marist College, Poughkeepsie, NY 12601 ★
- TBA Linguistic & Sociocultural Aspects of Language Teaching Ghent, Belgium LR 24 6, p 7

December

- 1-3 Native American Language Issues Conference, 3rd, "Bridging the Gap Between School & Home" National United Indians Cultural Education Foundation, downtown Hilton, Seattle, WA Write NALIC, Suite 515, 1107 Northeast 45th St., Seattle, WA 98105 ★
- 2-5 International Reading Association, Eastern Regional Conference, "The Humanistic Dimensions of Literacy" Boston, MA Write Marie DiBasso, 175 Spring Valley Dr., East Greenwich, RI 02818 ★
- 4-7 American Anthropological Association, Annual Meeting, 81st Washington, DC LR 24 5, p 8
- 16-18 Greek Applied Linguistics Association International Conference, 1st Univ of Thessaloniki, Greece Theme Communicative Language Teaching & Communicative Methodology LR 25 1, p 10
- 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 & 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 Theme Bilingualism and Language Planning LR 24 5, p 8
- 29-30 American Association for Applied Linguistics San Diego, CA LR 25 1, p 9
- 30 Microcomputers & Literary Scholarship Editions Concordances, Stylistic Analyses and Publications. William Andrews Clark Memorial Library & Univ of California at Los Angeles, Los Angeles Write George Gulley, William Andrews Clark Memorial Library 2520 Cusumano Ave., Los Angeles, CA 90018 ★

November 1982

May

- 12-14 Pacific Northwest Council on Foreign Languages/Confederation of Oregon Foreign Language Teachers, Joint Conference The Valley River Inn, Eugene, OR Paper & Proposal deadline 1 December 1982 LR 25 1 p 9
- 16-22 8-annual Colloquium of Creole French Studies, 4th Univ of Southwestern Louisiana, Lafayette, LA LR 25 1, p 12
- TBA Annual SIBTAR Conference, 9th Strasbourg, France Theme Intercultural Aspects of Urban Life LR 24 9 p 14
- TBA Society of Italian Linguistics, 17th Urbino Italy Theme Problems of Spoken Italian LR 24 9, p 8

June

- 6-12 International Conference on Minority Languages, 2nd Abu Akademi, Turku Abo, Finland Topics Language planning & preservation, and immigrant languages, of the British Isles, Nordic countries, & northwestern European continent LR 25 1, p 9
- 9-11 International Conference on Complementation Brussels, Belgium (Organized by the Contact & Documentation Centre for Flemish Linguists) LR 25 1, p 9
- 9-11 American Dialect Society Summer Meeting with Biennial Meeting of The Dictionary Society of North America University of Delaware, Newark. ★
- 20 July 29 Linguistic Institute Univ of California, Los Angeles Focus Theoretical Linguistics Fellowship applications due: 11 February 1983. LR 25 1, p 12

July

- TBA World Congress of Phoneticians, 4th, "Speechology Congress." Tokyo, Japan LR 24 9, p 8
- 4 Aug 12 TESOL Summer Institute Toronto, Ontario, Canada Theme English in Bilingual & Multicultural Societies Write TESOL 83, School of Continuing Studies, 158 St George St., Toronto, Ont M5S 2V8 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 Submission deadline February 1983 LR 25 1, p 12
- 9-13 American Language Academy CAI Seminar Boston, MA. 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 Volunteered papers due 1 January 1983 LR 25 1, p 12
- 22-26 International Conference on Historical Linguistics, 6th Poznan LR 24 7, p 9
- LR 24 8, p 7

September

- 8-12 International Lexicography Conference Exeter, Devon, U K LR 24 7, p 10

1984

August

- 5-10 World Congress of Applied Linguistics, 7th (AILA Brussels 84) Brussels, Belgium Theme The Contribution of Applied Linguistics to International Understanding Write AILA World Congress 1984, ITO/VUB, Univ of Brussels, Pléinlaan 2, B-1050 Brussels, Belgium
- 26-30 International Conference on the History of the Language Sciences, 3rd (ICHoLS III) Princeton Univ Princeton, NJ LR 25 1, p 12

Publications Received

- Deborah Tannen (Ed.) *Spoken and Written Language Exploring Orality and Literacy*. (Advances in Discourse Processes, 9.) Norwood, NJ: Ablex Publishing Corporation 1982
- Ladislav Tondl *Problems of Semantics. A Contribution to the Analysis of the Language of Science* (Boston Studies in the Philosophy of Science, 66.) Boston: D. Reidel Publishing Company 1981
- Charles E. Townsend *Czech Through Russian*. Columbus, Ohio: Slavica Publishers 1981
- J.L.M. Trim *Developing a Unit/Credit Scheme of Adult Language Learning* (Council of Europe Modern Languages Project.) Oxford: Pergamon 1980
- J.L.M. Trim, R. Richterish, J.A. van Ek, & D.A. Wilkins *Systems Development in Adult Language Learning*. (Council for Europe Modern Languages Project.) New York: Pergamon 1980
- Rudolph C. Troike, Lester S. Golub, & Ismael Lugo *Assessing Successful Strategies in Bilingual Vocational Training Programs*. Rosslyn, VA: National Council of Bilingual Educators 1981
- Henry T. Trueba and Carol Barnett-Mizrahi (Eds.). *Bilingual Multicultural Education and The Professional: From Theory to Practice*. Rowley, MA: Newbury House 1979.
- Carole Urzua. *Talking Purposefully*, Edited by Curtis W. Hayes & Carolyn Kessler. (The Teacher Idea Series. A Practical Resource Library for Second Language Teachers, 1.) Silver Spring, MD: Institute of Modern Languages 1981
- Albert Valdman & Arnold Highfield (Eds.) *Theoretical Orientations in Creole Studies*. New York: Academic Press 1980
- Johan Van der Auwera (Ed.) *The Semantics of Determiners*. Baltimore: University Park Press 1980
- J.A. van Ek & L.G. Alexander *Threshold Level English*. (Council of Europe

- Modern Language Project.) New York: Pergamon 1975.
- J.A. van Ek, L.G. Alexander, & M.A. Fitzpatrick, *Waystage English*. (Council of Europe Modern Languages Project.) New York: Pergamon 1977.
- Susanne Vam & Joseph Tommasino. *Exercises in Spanish. 100 Oral Performance Questions*. New York: Regents 1980.
- Thomas Wasow *Anaphora in Generative Grammar*. (Studies in Generative Linguistic Analysis, 2.) Ghent: E. Story-Scientia P.V.B.A. 1979
- Natalie Waterson *Uzbek-English Dictionary*. New York: Oxford University Press 1980
- Robert B. Wentworth (Ed.) *Correspondence Education: Dynamic and Diversified*. (Proceedings of the International Council for Correspondence Education, 2.) London: H. Johnstone & Co. of Tuition House 1979
- James V. Wertsch (Ed.) *Recent Trends in Soviet Psycholinguistics*. White Plains, NY: M.E. Sharpe 1978
- Kenneth Wexler & Peter W. Culicover (Eds.). *Formal Principles of Language Acquisition*. Cambridge, Mass.: MIT Press 1980.
- Ronald V. White. *Teaching Written English*. (Practical Language Teaching, 4.) Winchester: Allen & Unwin 1980
- Anna Wierzbicka *The Case for Surface Case*. (Linguistic Extranca Studia, 9.) Ann Arbor, Mich.: Karoma 1980
- Terence H. Wilbur *Prolegomena to a Grammar of Basque* (Amsterdam Studies in the Theory and History of Linguistic Science IV, Current Issues in Linguistic Theory, 8.) Amsterdam: John Benjamins B.V. 1979
- Anthony Wilden *System and Structure: Essays in Communication and Exchange*, 2nd ed. New York: Tavistock 1980.
- Joseph M. Williams *Style. Ten Lessons in Clarity and Grace*. Glenview, Ill.: Scott, Foresman 1981.
- Richard Yorkey *Checklists for Vocabulary Study*. New York: Longman 1981

The American Language Academy
announces:

INDIVIDUALIZED LANGUAGE TEACHING THROUGH MICROCOMPUTER ASSISTED INSTRUCTION

CAI Workshops
and Seminars
1982-83

Based on the highly successful 1981-82 CAI Seminars, the American Language Academy is offering an expanded schedule of courses:

Two-Day Workshops

Washington, DC	November 18-19, 82
Boston, MA	January 13-14, 83
Colorado Springs, CO	January 27-28, 83
Philadelphia, PA	February 17-18, 83
Cleveland, OH	March 3 - 4, 83
Tampa, FL	April 21-22, 83

Five-Day Seminars

Tampa, FL	November 9-13, 82
Boston, MA	August 9-13, 83

For more information, contact:

CAI Seminars/LR
Executive Offices
Suite 200
11426 Rockville Pike
Rockville, MD 20852

Cable: Amerexec

Telephone:
(301) 984-3400

Telex: 248777 ALA UR



NEW
TWO-DAY
WORKSHOPS

Book Notices

Georgetown University Round Table on Languages and Linguistics 1980: Current Issues in Bilingual Education, edited by James E. Alatis. Washington, DC: Georgetown University Press, 1980. ix, 355 pp. \$8.95, paper.

"Current Issues in Bilingualism" was the theme of the 1980 Georgetown University Round Table on Languages and Linguistics (GURT). This volume represents the third major GURT collection focusing on bilingual education: the 1978 volume dealt with "International Dimensions of Bilingual Education" and the 1970 volume with "Bilingualism and Language Contact." The "current issues" include questions of public and private support for bilingual education (with articles by Jose Gonzalez and Joshua Fishman); on bilingual assessment (John W. Oller, Jr. and Harvey Rosenbaum) on trends in bilingual assessment in specific states (with a variety of states included in the session chaired by Heidi Dulay and Marina Burt); on new developments in bilingual education (Robert Lado, et al., Stephen Krashen, and Dulay & Burt); on research directions in bilingual education (Courtney Cazden et al., James Cummins, Edward A. De Avila & Sharon E. Duncan, Carlos A. Sole, and Richard Figueroa); on bilingualism as a factor in interpretation and translation (with papers by Margareta Bowen, Jean Delisle, and Daniel Birnbaum). There are several contributions on cross-cultural communication both inside the classroom and out (Timothy Light, Josef Rohrer, Tazuko Ajiro Monane, Carolyn Kessler & Mary Ellen Quinn, Lily Wong Fillmore, Deborah Tannen, and Muriel Saviile-Troike).

The collection provides perspectives on current issues facing bilingual education from classroom teachers, translators, researchers, public policy makers, and others.

The Communicative Approach to Language Teaching, edited by C. J. Brumfit and K. Johnson. Oxford: Oxford University Press, 1979. 256 pp. \$10.95, paper.

This collection of articles provides explanation of the theoretical base and the development of the communicative approach to second language education. A presentation of the background theories for notional-functional and communicative approaches is followed by discussion of the more practical aspects of their relationship to applied linguistics and the classroom.

Divided into four sections (the linguistic background, background to teaching, applications and techniques, and methodological perspectives), the papers are linked together by commentaries emphasizing the major points and marking how they relate to one another. Extracts from existing teaching materials, included in the appendix, illustrate the state of the art at this point.

This volume provides a sound basis for understanding the current theories and presents ideas for their practical application by teachers.

Linguistic Anthropology, by Nancy Parrott Hickerson. New York: Holt, Rinehart, and Winston, 1980. viii, 168 pp. \$6.95, paper.

This is one of a series of Basic Anthropology Units under the general editorship of George and Louise Spindler. This unit contains chapters on historical linguistics, descriptive linguistics, psycholinguistics, sociolinguistics, language and culture, language classification, and on the origin and evolution of language. The text, which is intended for those with no prior knowledge of linguistics, evolved from the author's attempts to develop a one-

semester course on language for anthropology students. It could also be used as a supplement in beginning social and behavioral science courses, as a core text in a beginning course in language and culture or as the basis for a general undergraduate course in language, such as might be offered at a two-year college.

Discourse Analysis in Second Language Research, edited by Diane Larsen-Freeman. Rowley, Mass: Newbury House, 1980. 200 pp. \$11.95, paper.

This collection of articles represents the work of second language researchers who have adopted the approach of discourse analysis in their investigations of second language acquisition. This approach, according to the editor, "allows the researcher to study the acquisition of the semantic, communicative and pragmatic functions of language, the input to the learner, and the input/product interaction," which may lead to a more satisfactory account of language learning than a focus on forms alone could provide.

A clear discussion of the approach of discourse analysis and its relevance to the study of second language acquisition is presented in the "Introduction," by the editor Larsen-Freeman, and in the first chapter, "Discourse Analysis, What's That?" by Hatch and Long. These entries are extremely useful in that they provide an overall view of the discourse approach to language study, with some consideration of the contribution this perspective can make to the study of second language acquisition.

The remaining nine papers report on specific studies in second language research that employ a discourse approach. Several contributions focus on particular English structures that are being acquired, including yes-no questions ("Discourse and Second Language Acquisition of Yes-No Questions" by Vander Brook, Schlue, and Campbell), and tense (Godfrey's "A Discourse Analysis of Tense in Adult ESL Monologues"). Fraser, Rintell, and Walters investigate the language use competence a second language learner needs to develop and specifically looks at the speech act of requesting ("An Approach to Conducting Research on the Acquisition of Pragmatic Competence in a Second Language").

Other chapters deal with interactional aspects of second language acquisition. In one article, the input to the learner is explored in terms of the modifications native speakers make in conversations with non-native speakers, a phenomenon referred to as "foreigner register" (Arthur, et al., "The Register of Impersonal Discourse to Foreigners: Verbal Adjustments to Foreign Accent"). The structure of conversations in which second language learners participate is also considered. Two contributions look at the process of repair, or the way corrections are accomplished in a conversation, either by the speaker or by a co-participant. Gaskill ("Correction in Native Speaker-Nonnative Speaker Conversation") considers a language learner's interaction with native speakers, while Schwartz's study deals with conversations between non-native speakers ("The Negotiation for Meaning: Repair in Conversations between Second Language Learners of English"). The contribution of language play to learning is also treated (Peck, "Language Play in Child Second Language Acquisition").

Finally, two articles deal with the classroom context of language learning (Celce-Muria, "Contextual Analysis of English: Application to TESL" and Allwright, "Turns, Topics and Tasks: Patterns of Participation in Language Learning and Teaching"). These contributions round out a well-planned volume that provides a useful introduction to discourse study along with informative applications of this approach in research on second language acquisition.

English Language Center, The University of Petroleum & Minerals, Dhahran, Saudi Arabia invites applications for TESL positions (native fluency) for the academic year 1983-84, starting 1 September 1983. **QUALIFICATIONS:** M. A. 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/TEFL 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 the University's on-going Summer program with good additional compensation.

Apply with complete resume on academic, professional, and personal data, list of references, publications, and research details, and with copies of transcripts and degrees, including home and office addresses and telephone numbers to: University of Petroleum & Minerals; Houston Office; 2223 West Loop South, Suite 410; Houston, Texas 77027.

The Psychology Department at the University of Pennsylvania expects to make an appointment in cognitive psychology, cognitive sciences, or psycholinguistics at the junior level. Candidates should send a vita, reprints, and a letter outlining their research plans and teaching competence, and they should have three letters of recommendation sent. Materials should be sent by 1 February 1983 to the Cognitive Search Committee, Department of Psychology, University of Pennsylvania, 3815 Walnut Street, Philadelphia, PA 19104. The University of Pennsylvania is an Affirmative Action/Equal Opportunity Employer.

TEMPORARY APPLIED LINGUISTICS POSITION: Visiting Assistant Professor (or Instructor), Spring Semester, 1983. Teach two of the following three courses: Applied Linguistics, Modern English Grammar, TEFL Methodology. Participate in departmental service, EFL advising, Ph.D. or A.B.D. in general or applied linguistics required. Send curriculum vitae, representative publications, three letters of reference 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.

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.

The Department of Linguistics at the University of Massachusetts—Amherst solicits applications for a probable full-time tenure-track position beginning 1 September 1983 for a specialist in theoretical linguistics with concentration in syntax. Rank and salary commensurate with experience. Please send a curriculum vitae and names of three references as soon as possible to Edwin Williams, Recruitment Committee, Department of Linguistics, University of Massachusetts, South College, Amherst, MA 01003. Deadline for receipt of application is 10 December 1982. An Equal Opportunity/Affirmative Action Employer.

COMMUNICATIONS ANALYST

The Institute for Defense Analyses is seeking an experienced communicator to assist defense scientists and engineers in organizing, structuring, and preparing publications and briefings, and in communicating their results to senior Department of Defense and other Government officials. Responsibilities will also include coordinating preparation of publications which have several authors to ensure consistency of style, focus, and organization. Requirements include a Ph.D. in English, linguistics, or communication sciences plus several years experience performing communications analysis, conducting technical communications seminars, or teaching communications and writing. Prior defense community experience helpful. Salary is commensurate with experience, and U.S. citizenship is required.

Interested parties should send resume and a letter indicating salary requirements to:

Mr Thomas J Shirhall
Manager of Professional Staffing
Institute for Defense Analyses
1801 N Beauregard Street
Alexandria, Virginia 22311



An Equal Opportunity Employer M/F

Wanted

The University of California at Davis is seeking applications for a tenure-track position in theoretical linguistics. Appointment will be made at the Assistant Professor level (\$19,700-\$23,100) beginning in the 1983-84 academic year. Applicants should have the Ph.D. in hand or expect to complete it no later than June 30, 1983. Principal duties include teaching and research in current linguistic theory. A Ph.D. in linguistics with a concentration in syntax/semantics is required; additional work in pragmatics would be welcome. Publications relating to these fields are highly desirable. Teaching responsibilities: a lower division introductory course in linguistics, two upper division courses in generative syntax, a graduate seminar in modern linguistic theory, and an additional course in a chosen area of specialization. Deadline for application is December 1, 1982. Send vitae and supporting materials to: Professor Lenora A. Timm, Linguistics Committee, University of California, Davis, CA 95616. The University of California is an Affirmative Action, Equal Opportunity Employer.

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) is on an 11-point scale: HK\$129,840-217,380 (US \$1 = HK\$6.10). 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 7½% of salary, children's education allowances, 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 30 November 1982.

The University of Pittsburgh is seeking applications for a tenure-track position in *general linguistics*. Appointment is expected to be made at the Assistant Professor level, beginning in the 1983-84 academic year. Applicants should have the Ph.D. in hand or expect to complete it no later than June 30, 1983. Principal duties include teaching and research in general linguistics. The specialty is open, but the applicant must be able to teach syntax at all levels. A knowledge of language other than English is required. Publications are desirable. Applications should also include evidence for teaching ability and administrative ability. **DEADLINE FOR APPLICATION: 1 DECEMBER 1982.** Send curriculum vitae and supporting materials to: Professor C.B.

Paulston, Chairman; Department of General Linguistics; University of Pittsburgh; Pittsburgh, PA 15260. The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer.

The University of Pittsburgh is seeking applications for a tenure-track position in *psycholinguistics*. Appointment is expected to be made at the Assistant Professor level, beginning either January 1983 or April 1983. A Ph.D. in linguistics is required with research experience in language acquisition. Principal duties include teaching and research in psycholinguistics. The applicant must be willing, if not done previously, to develop a research interest in second language acquisition. Teaching duties will include courses in psycholinguistics, theory of second language acquisition, introductory general linguistics courses, and, if possible, neurolinguistics. **DEADLINE FOR APPLICATION: 1 DECEMBER 1982.** Send curriculum vitae and supporting materials to: Professor C.B. Paulston, Chairman; Department of General Linguistics; University of Pittsburgh; Pittsburgh, PA 15260. The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer.



"François Grosjean has undertaken a truly formidable task — to give the serious student and the earnest layman some

insight into what a generation of intense research has taught us about bilinguals and bilingualism."

—Einar Haugen, Professor Emeritus, Harvard University

"A cogent, succinct, readable, and thoroughly enjoyable treatment of the phenomenon of bilingualism."

—G. Richard Tucker, Director, Center for Applied Linguistics

\$20.00 illustrated

Life with Two Languages

An Introduction to Bilingualism

François Grosjean

Index to Volume 24

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

AUTHORS/CONTRIBUTORS

Lynn Brackenridge/D 2-4; Donald R. Byrd/Je 1-4; Paul Chapin/N 1,3-5,11; Miriam R. Eisenstein/My 1-2; Perry Gilmore & David Martin Smith/A 1,3-5; Tracy C. Gray/M 1,10, A 3, My 5-8, Je 5-6; Kyoko Inoue/O 10-12; Robert B. Kaplan/J-F 1-4; Joy Kreeft (R)/Je 10; Tetsuo Kumatoriya/A 12-13; Alexis McCray, see Shaefer; Joyce Penfield/D 11; Victor Raskin/Je 11-12; Liu Rinqing/D 12-13; Len Shaefer & Alexa McCray/A 6-7; Roger Shuy/My 3-4; David Martin Smith, see Gilmore; Jana Staton/O 1-5; Ida Stockman, see Vaughn-Cooke; Siti Suprpto/M 2-4; Andrew Taylor/S 2,8-9; Fay Vaughn-Cooke & Ida Stockman/S 1,3-5; Walt Wolfram/D 10-11

FIRST PERSON

Robert J. Di Pietro/ S 10; Francisco Gomes de Matos/ S 11

SUBJECTS

Applied Linguistics—General

Linguists' Misconceptions About Applied Linguistics (Gomes de Matos/ S 11; More on Field Linguistics (Di Pietro/ S 10; NSF and Applied Research/ Je 6-7; Survey of the Teaching of Applied Linguistics/ N 9

Bilingual Education

Automatic Data Processing as a Tool for Teaching ESL in Bilingual Vocational Training Programs (Shaefer & McCray/ A 6-7; Bilingual Education Resource Guide/ J-F 4; Colorado Statute Change/ O 7

Black English

A New Thrust in Developmental Research in Black English (Vaughn-Cook & Stockman/ S 1, 3-6; Black English and Education Volume Available/ J-F 4; Learning About 'Englishes' As a Second Language (Eisenstein/ M 1-2

CAL Activities

Better Late Than Never/ D 16; New at CAL/ O 6, N 8, A 2, Je 7

Conference Previews, Reports

Applied Linguists Meet in Sweden/ S 1, 10; Aspects of Linguistic Variation/ D 10, 16; Big Apple Greets LSA, AAAL, and ACL/ D 1, Among Research Conference/ N 8; Mexican-American (Chicago) English Conference/ D 11; Origin of Language Discussed in Paris/ N 9; Research Conference on the English Language in the Southern U.S./ D 10-11

English As a Second Language

Automatic Data Processing as a Tool for Teaching ESL in Bilingual Vocational Training Programs (Shaefer & McCray/ A 6-7; Learning About 'Englishes' As a Second Language (Eisenstein/ M 1-2

Grants, Awards, Fellowships

Gustave O. Arlt Award in the Humanities/ A 5, Foreign Language Majors: Tuition for MBA Studies/ J-F 5, 12; Grants and Fellowships Awarded (Title IV/ D 14-15; The Private Sector/ A 16; 1982 Edward Sapir Award for Student Papers in Linguistics/ J-F 4; What to Do When the Pie Gets Smaller: The Case of the NSF Linguistics Program (Chapin)/N 1, 3-5, 11

Language Acquisition, Retention, Attrition

A New Thrust in Developmental Research on Black English (Vaughn-Cook & Stockman/ S 1; 3-5; Update on Language Attrition Project/ O 7

Language and Employment

Automatic Data Processing as a Tool for Teaching ESL in Bilingual Vocational Training Programs (Shaefer & McCray/ A 6-7, Linguistic Careers and Linguistic Applications in the 1980s—One Man's View (Raskin/ Je 3, 11,12; What Color Can Your Parachute Be? Panels Describe Linguistic Careers Outside Academia (Byrd/ Je 1-4

Language and Ethnography

Classroom Researchers' Data Bank/D 10; Ethnography in Educational Research—Comments on Two Issues (Gilmore & Smith/ A 1, 3-5

Language Policy and Planning

Language Policy in Papua New Guinea (Taylor/ S 2, 8-9; The Language Situation in the Philippines (Kaplan/ J-F 1-4; Second Appearance of LAD/ J-F 5

Language and Sex

Session Topics Requested for 1984/ A 16

Languages for Special Purposes

LSP Publications/ J-F 4

Language Teaching and Learning

Automatic Data Processing as a Tool for Teaching ESL in Bilingual Vocational Training Programs (Shaefer & McCray/ A 6-7; Classroom Researchers' Data Bank/D 10; Foreign Students: New Educational Resource/M 5; Free Newsletter/ Je 6; Japanese Language Teaching in Chicago—Past and Present (Inoue/ O 10-12; Language Instruction Via Satellite/ A 16

Linguistics and the Professions

Linguistics and Medicine. Doctor-Patient Communication (Suprpto/ M 2-5; Overview on the Law (Brackenridge/ D 2-4; Overview on Linguistics and Advertising (Kumatoriya/ A 12-13, What Did the Abscam Tapes Really Say? (Shuy/ My 3-4

Literacy

Literacy as an Interactive Process (Staton/ O 1-5; OISE Language and Literacy Series/ J-F 5

Native American Languages

Hokan Languages Workshops/ N 8

New Associations

Aboriginal Languages Association/ J-F 5

New Publications

Free Newsletter/ Je 6; *Not Just Words: The Newsletter of Transpersonal Linguistics*/ N 8

Summer Opportunities

J-F 13-14; M 8-9; A 7

Washington Speak (Gray)

And Debate Goes On/ A 3; Bilingual Program? What's That?/ Je 5-6; 1984 NIE Research: Was Orwell Right?/ My 5-8; Reagonomics and Education/ M 1, 10

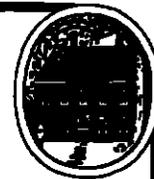
OTHER

Brazilian Linguistics Association/ D 10; Corrigenda for the April '82 LRI/ Je 6; Free to Librarians, Teachers, and Students/ O 8; Indispensible/ O 8, In Memoriam to David DeCamp/ A 5; News of the *Carnar Pidgin*/J-F 4

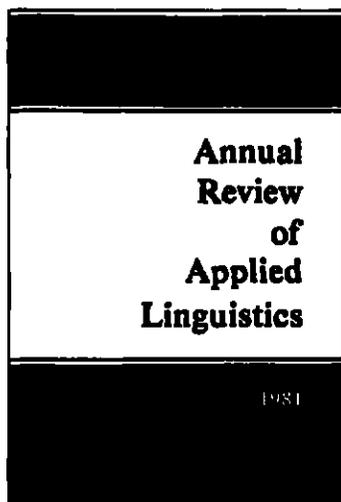
BOOK NOTICES, REVIEW

Agar, Michael H., *The Professional Stranger: An Informal Introduction to Ethnography*/A 11; Bach, Kent, & Harnish, Robert M., *Linguistic Communication and Speech Acts*/J-F 14, 16; Bell, Roger T., *An Introduction to Applied Linguistics: Approaches and Methods in Language Teaching*/My 9; Brislin, Richard W., *Cross-Cultural Encounters: Face-to-Face Interaction*/A 11; Edwards, John, Ed., *The Social Psychology of Reading*/O 16; Hunter, Carman St. John, & Harman, David, *Adult Illiteracy in the United States*/My 9; Kramarae, Cherie, *Women and Men Speaking: Frameworks for Analysis*/J-F 16; Orasanu, Judith, Slater, Mariam K., & Adler, Leonore Loeb, Eds., *Language, Sex, and Gender. Does 'La Difference' Make a Difference?*/O 14, 16; Pride, J.B., *Sociolinguistic Aspects of Language Learning and Teaching*/A 11; Robinson, Gail L. Nemetz, *Issues in Second Language and Cross-Cultural Education: The Forest Through the Trees*/S 12; Rothstein, Robert A., & Halina, Comps. and Eds., *Polish Scholarly Prose: A Humanities and Social Science Reader*/O 16; Shriberg, Lawrence D., & Kent, Raymond D., *Clinical Phonetics*/Je 16; Trueba, Henry T., Guthrie, Grace Pung, & Au, Kathryn Hu-Pet, *Culture and the Bilingual Classroom: Studies in Classroom Ethnography*/My 9; (R) Wells, Gordon, Ed., *Learning Through Interaction: The Study of Language Development*/Je 10

from *NEWBURY HOUSE*



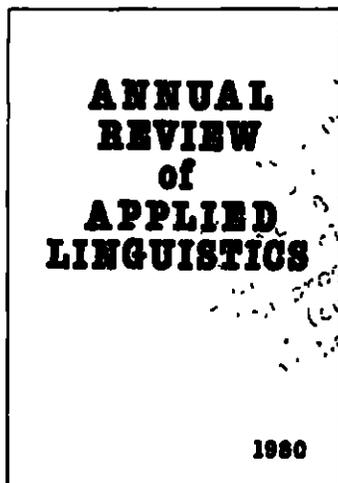
An important new series of annual reviews in the field of applied linguistics. Each volume contains state-of-the-art papers and annotated bibliographies of seminal works for that year. For your personal reference/school library.



Robert Kaplan, General Editor
Alison d'Anglejan, J. Ronayne Cowan,
Braj B. Kachru and G. Richard Tucker, Co-editors

The general theme of the second Annual Review is language issues related to the movement of people across national boundaries for a variety of reasons. It includes current worldwide viewpoints on language in education policies.

7258R \$17.95



Robert Kaplan, General Editor
Randall Jones and G. Richard Tucker, Co-editors

This volume reviews the fields of Bilingualism, Language Teaching/Language Learning: New Pedagogical Approaches and Texts, Psycholinguistics and Sociolinguistics.

7201R \$14.95

Save 25%. Send prepaid order to LR-11-82 and deduct 25% from total.

**NEWBURY HOUSE
PUBLISHERS, INC.**
Rowley, MA 01969



Order Department: 1-800-343-1240
Massachusetts Residents, call: (617) 948-2840
Main Office: (617) 948-2704

LANGUAGE SCIENCE • LANGUAGE TEACHING • LANGUAGE LEARNING

The Articulated Langouste

Is it coincidence? An associate dean and the director of NTID (that's the National Technical Institute for the Deaf), Alan Hurwitz and William Castle, respectively, have been elected president of The National Association of the Deaf and of the Alexander Graham Bell Association for the Deaf, respectively. Do things happen in threes in Rochester? . . . Career plans for Jihan Sadat include returning to Cairo University as an assistant professor of Arabic literature . . . Langouste hears from a reliable source that the Chair of Linguistics at Harvard went to grammar school with the Crown Prince of Japan . . . Another coincidence, *mes homards*, two professors emeritus (two emeriti?), both with surnames indicating Scots ancestry, are being awarded honorary degrees. James McMillan (Alabama) received the Doctor of Humane Letters in May from the University of Alabama and Raven I. McDavid, Jr. (Chicago) will garner a Franco equivalent from the Université de la Sorbonne Nouvelle at the beginning-of-term convocation in November . . . For all you fans of Koko, the poetic gorilla, Thos. A. Sebeok's review of Francine Patterson and Eugene Linden has just (Sept. 10) hit the

stands in the *Times Literary Supplement*. Gnashing of teeth, Kokophiles! Nim Chimsky advocates will be saddened to learn that Nim is now working as a hepatitis vaccine subject . . . You might want to catch Umberto Eco's act—he had limited engagements in Oklahoma and New York before settling in for a longer run in California. See him in either Berkeley or Stanford until June, when he'll be playing Bloomington, Indiana for a month . . . Chas. Ferguson is spending the academic year with 'Stanford in Germany'—write him c/o Stanford Program in Berlin; Villa Muthesius; Pacelliallee 18/20; D1000 Berlin 37; Federal Republic of Germany . . . The LSA logo debut rapidly approaches. 'Nuff said. . . Kenneth Pike is facing tough competition as a nominee for the Nobel Peace Prize. It may all be over by the time you read this, but Ken is running with a crowd as distinguished as himself: Phillip Habib, Lech Walesa, and His Holiness.

[Do you know a timely or intriguing fact for Langouste? If so, please send it to us with the exact source of your information. We look forward to reading any other comments. Thank you all! Write. The Articulated Langouste, The Linguistic Reporter, 3520 Prospect Street, NW, Washington, DC 20007.]



Administrative Division
G RICHARD TUCKER
Director
JOHN H HAMMER
Deputy Director
ALLENE GUSS GROGNET
Associate Director
DIANA RIEHL
Secretary

Programmatic Offices and Divisions
DORA E JOHNSON
Director, Office of Communication & Publications
JOHN L D CLARK
Director, Foreign Language Education
TRACY C. GRAY
Director, Office of Language & Public Policy
ALLENE GUSS GROGNET
Director, Native & English Language Education
WALT WOLFRAM
Director, Research

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and works to promote cooperation between linguistics and other disciplines. The 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 Subscription Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgment is given. Subscription rates: 1 yr \$15.00, \$18.00 (foreign surface mail), \$20.00 (U.S., Canadian, and Mexican airmail), \$28.00 (foreign airmail), 3 yrs. \$37.00, \$45.00, \$50.00, and \$70.00 respectively.

Linguistic Reporter

Editor ALEXANDRA DI LUGLIO
Subscription Secretary DEBORAH TUCKER

BOARD OF TRUSTEES

COURTNEY B CAZDEN, Professor of Education, Harvard University *Chair*
FRANK E ROBBINS Executive Vice President Summer Institute of Linguistics, *Vice-Chair*
VICTORIA A FROMKIN, Secretary-Treasurer Linguistic Society of America *ex-officio*
JOSE CARDENAS Director Intercultural Development Research Association
JAMES A OLDNEY Regional Administrator for Asia & the Pacific, National Rural Electric Cooperative Association
CHARLES A FERGUSON Professor of Linguistics Stanford University
MELVIN J FOX Ford Foundation, retired
VARTAN GREGGRIAN, President The New York Public Library
ALLEN H KASSOP Director, International Research and Exchange Board
ILSE LEHISTE, Professor of Linguistics, Ohio State University
NGUYEN HY QUANG President, Mekong Corporation
G RICHARD TUCKER, Director, Center for Applied Linguistics
WILLIAM W TURNBULL, Distinguished Scholar in Residence, Educational Testing Service
ELIZABETH WHATLEY, Professor of Reading, Cheney College
ARNOLD M ZWICKY, Professor of Linguistics, Ohio State University

The Linguistic Reporter
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007

nonprofit organization
U S POSTAGE
PAID
WASHINGTON, D C
PERMIT NO. 42479

The Linguistic REPORTER

Published by the Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007

Observations on Literacy Education in China

SYLVIA SCRIBNER

Functional illiteracy has emerged in our own and other industrialized countries as a distinctive, and publicly prominent, educational concern. At one time, many believed that "literacy" and "schooling" are co-terminous; today we recognize that the relationship between schooling and functional literacy skills is a complicated matter. As issues involving literacy have become more complex, United States educational researchers have broadened their learning and teaching questions beyond those traditionally covered in classical reading research. Experiences of other nations are of particular interest now, because of the innovative educational approaches these countries have devised to meet inherited problems of widespread child and adult literacy.

Even if literacy had not been a priority research topic of several of us on the 1980 NIE delegation, a study of educational research in China would not have been complete without a look at its literacy programs, which are considered an outstanding world achievement (*World of Literacy*, 1979¹). Also, I can offer a personal interest: much of my professional life in the past ten years has been devoted to studying social and psychological factors involved in popular literacy. I hoped to learn more about what lay behind China's success story—and to satisfy as well a haunting skepticism: Given the complexities of China's writing system and shortages of teaching personnel, could mass popular literacy actually be achieved through short-term literacy campaigns?

As it turned out, we had time only to nibble away at these questions. We obtained almost all of our information on

literacy in one meeting in Chengdu with the head of the adult education unit of the municipal education bureau, and his counterpart from the Sichuan provincial bureau.² Other discussions provided some corroborative information and useful background knowledge, but our report remains factually meagre, with detailed statistics only for Sichuan Province. It may still be useful as an up-date of earlier information and for the broader research questions it suggests.

I will begin with a factual description of the status of literacy education and research as reported to us and then make some interpretive comments on issues that are of general concern.

Extent of Literacy

Since 1955, the People's Republic of China has been engaged in a massive national effort to achieve universal literacy. Before liberation in 1949, the illiteracy rate was an estimated 80%-90% (*World of Literacy*). Today, according to officials of the Chinese Central Educational Research Institute, some 140 million individuals are illiterate, representing approximately 14% of the total population (estimated here as one billion). We are told that this figure is the outcome of a nationwide count in which literacy was assessed by the administration of locally developed tests. (We have no detailed information on the date or nature of this census nor its verification. It was not clear, for example, whether the count of illiterates includes children or is confined to youth and adults. We have some suggestion that the reference population is the working population. Recent estimates by outside demographers give this population as 622 million people (15-64 year age range). Measured against this base, the illiteracy rate would amount to 22.5%.)

As in other nations, nonliteracy is unevenly distributed throughout the populace; it is concentrated among the

Written while the author was a Senior Scientist at CAL, this article was prepared as part of the Report of the NIE Educational Research Delegation to the People's Republic of China. Dr. Scribner is a professor in the Developmental Psychology Program, Graduate School and Center, City University of New York.

peasantry and inhabitants of more isolated mountain regions. Statistics provided for Sichuan Province give some sense of the distribution pattern. In this county, the age range of 12-45 years is the main target for literacy efforts. Among peasants in this bracket, 27% are reported as still nonliterate; in contrast, fewer than 1% of office and factory workers in the same age range in Chengdu municipality are nonliterate; and the literacy rate for farmers on the outskirts of that city is reported as higher than for the Province as a whole.

The city-country differential is familiar to literacy workers world-wide, but the discrepancies reported to us in Sichuan Province reflect, at least in part, priorities established by educational authorities there. With a limited number of teachers, the ministry decided to work first in the big cities and communities in the plains regions; proceed to hill regions; then to remote mountain areas, and finally to minority nationalities. "We started our work in easier places and then went step by step to more difficult places" (Mr. Gong Chenhen).

Chengdu municipality also observed a set of priorities when "big literacy movements" unfolded after liberation: first office workers, then in descending order, factory workers, peasants in the outskirts, and citizens of the city. By 1955, "most office and factory workers had reached the level of graduates of junior middle school" (Mr. Lung Kuiyan). During the ten years of the cultural revolution, adult education programs were scuttled, we were told. We have no current figures on overall educational levels of the urban work force to compare with those offered for 1955. The personnel of the #1 Cotton Mill on the outskirts of Chengdu, however, a factory that has somewhat more than 10,000 employees (60% female), confirmed that workers' educational needs now are primarily at middle school and technical levels, and that basic literacy among them is a near-universal. Today, Chengdu municipal literacy activities are concentrated on "peasants in the outskirts," with gains reported for post-cultural-revolution years as follows: 70,000 peasants reached literacy levels in 1979 and 30,000 in 1980. Chengdu expected to realize the Central Ministry of Education's target of 80% literacy among the peasants in its municipality by 1981. By self-report, Chengdu has one of the best records in the country in literacy education.

Measures of Literacy

Standards of basic literacy are set by the Central Ministry of Education; current guidelines were issued in 1978. In light of the many definitional controversies surrounding literacy and its measurement, China's solution to the problem of determining minimal literacy levels is an interesting amalgam of traditional and contemporary approaches. Basic literacy is measured by the number of script characters an individual has learned; this measure reflects the emphasis on a set amount of knowledge and skill that is characteristic of traditional literacy assessments. This

criterion, however, is in turn determined by functional considerations—what a person must know to function in his/her milieu—the dominant conception of literacy in present-day international literacy programs. China has chosen to define functionality as reading newspapers and writing letters, and has determined the number of characters required for these activities. In practice, however, more seems to be involved in functional competence than newspaper reading and letter-writing; different standards have been set for industrial and agricultural populations: A criterion of 1,500 characters is considered sufficient for literacy tasks peasants are likely to encounter whereas workers are thought to need 2,000 characters to fulfill literacy requirements in production.

To put these numbers in some perspective we can compare them to the 2,500 characters children are required to learn in the first two or three years of school (learning time varies with instructional method); with the 3,000 "most often used characters" and with the 6,196 standardized script characters used in printed material. Using a simple arithmetic comparison, minimal functional literacy for peasants at work is approximately 60% of the level of children in their fourth year of primary school; it may well be that neither number represents an acceptable functional level but is rather considered a "generative threshold" for further learning, each adapted to its special setting. School children, for example, are expected to go on to master 3,000-3,500 characters by the end of the sixth grade and the set of 1,500 characters constituting the minimal adult standard includes 500 independent characters, which, the Chengdu representative told us, might rapidly lead to learning additional combined characters of which they are components. Sichuan officials also told us the 1,500-character criterion was determined by research, but did not describe its nature. By whatever method the number was initially set, it may receive continuing validation (or invalidation) through the examination program conducted in spare-time literacy courses. Inspection groups (it is not clear from my notes which administrative unit they represent) administer three exams to students as tests of basic literacy proficiency: (a) character recognition (the worker-student must know 85% of 2,000); (b) reading a passage from a newspaper; (c) writing some letters. Correlations among scores might be used to determine relationships among character knowledge and comprehension and production of written material, but we were given no indication that this kind of analysis was or is being carried out.

Literacy Education Programs

Literacy education is conducted under guidelines set by the Central Ministry of Education, but textbooks are compiled by each province. In Sichuan, consideration is "given to the needs of production" in determining textbook content. Yet the same textbooks are used in all classes, whatever the auspices. In the countryside, many education departments are involved, paralleling organizational levels of

production (commune, brigade, and team). In the city, management and union-sponsored courses are given in factories and offices; block committees in large cities such as Beijing organize reading and writing classes; and many other settings and organizational units also seem to be involved.

Some basic literacy programs are offered on a full-time basis, with estimated time needed to reach criterion variously reported as 2 to 3 months (Chengdu municipal education official) and 4 months (education director of #1 Cotton Mill). As is true of all mass literacy campaigns, the bulk of the work is carried out through spare-time classes. These are held two to three times a week as group sessions with a teacher. In #1 Cotton Mill in Chengdu, literacy classes meet twice a week after the work shift for one-and-a-half-hour sessions; members of the Communist Youth League also give individualized coaching there. In our Chengdu meeting we were told that it takes spare-time students about one year to learn the required 1,500 characters. Translated into hours (assuming twice-a-week classes and one and a half hours per class), approximately 150 hours of classroom instruction are required for attainment of minimal literacy.

[Evaluations of literacy programs conducted under UNESCO's Experimental Worldwide Literacy Program (*World of Literacy*, 1979) have found that, on the average, adults master basic skills taught in primary schools in 200 hours. Nevertheless, the concept "basic skills taught in primary schools" is too ambiguous to help us place the Chinese experience in proper international perspective. Our ignorance of the actual content of "basic literacy" in China, or elsewhere for that matter, further complicates an attempt to appraise the efficacy of instruction. One informative comparison is with reported literacy acquisition rates among primary school children in China. Under the concentrated reading method that involves both learning of characters and reading with comprehension, and daily lessons, children are said to be able to master 500 script characters the first half year and 700-800 the following semester. This is a considerably slower rate than demonstrated by adults in spare-time classes.]

Mr. Lung Kuiyun of Chengdu Municipal Education Bureau talked at some length about how adult literacy teaching differs from primary school teaching, and how adults learn faster than children. "Adults have more life experience and children cannot compare with them. For example, adults use many words in conversations and know their meanings before they start to read." (Mr. Kuiyun's example was the word *discussion*.) He claimed that the concentrated reading method, which combines memorization of characters with reading, was invented in adult education programs (another source said it was first introduced in army literacy courses), and that it is more effective with adults than with children. According to Mr. Kuiyun, the major national problem is not learning but "consolidation." The retention problem is particularly acute in the country: "Because farmers are busy in work

and have less time to review lessons," follow-up is needed to ensure consolidation of learning. This problem seems to be attacked largely by encouraging continuing classroom education. Literacy learning is seen as only the first link in a comprehensive program of worker and peasant education that includes spare-time, and some full-time, courses covering the primary and middle school curricula, technical training, and TV university courses. As we pointed out earlier, continuing education is now predominant among factory workers in Chengdu. The same range of courses is provided in the countryside but the basic literacy/continuing education ratio is the opposite of that reported for the industrial population. The following are enrollment figures for Sichuan Province farmers:

Peasant enrollment in Sichuan Province, 1980

Basic literacy	330,000
Short technical courses	100,000
Primary school	28,000
Middle school	30,000

Some Observations

China's commitment to universal literacy seems unquestionable and its progress toward this goal impressive. As in other socialist countries that have been acclaimed for their literacy achievements (USSR, Cuba, to some extent Tanzania; see *World of Literacy*) socialist philosophy on human development, combined with planning and organizational resources, has led to achievements in mass education that often elude other basically agrarian societies. At the present time, China's commitment to worker and peasant education is also undergirded by its modernization aims. Education ministry personnel spoke emphatically of China's need to raise the technical level of its production force, especially in industry; this is now one of the principal objectives of adult education. This emphasis, of course, may impose a new set of priorities on literacy education; and this brings us to questions that require further attention.

One such question is the extent of literacy today. It is somewhat difficult to square the officially cited 14% illiteracy figure nationwide with the detailed picture we secured in Sichuan Province and with the information that an 80% literacy rate still remains to be achieved among the peasantry there. All indications suggest that popular literacy has been achieved in urban areas, but substantial segments of the adult rural population still lack functional literacy skills. How "substantial" is a question we cannot address.

Several strands of evidence point to the unfinished nature of China's mass literacy efforts. Officials of the Central Educational Research Institute acknowledged concern with the continuing problem of illiteracy. Three groups make up the nonliterate sector: adults not yet reached by literacy programs; "newly emerging illiterates" among children who either do not enter school or leave without attaining minimal skills; and once-literate adults who "forgot the

characters." Special problems presented by these latter groups are recognized. Institute representatives listed as one of their major educational problems the fact that completion of primary school is not yet universal: The ranks of nonliterate children and youth will continue to swell. They also felt the quality of spare-time worker and peasant education is low. Sichuan officials stressed the gravity of the retention problem. China is not alone in finding that adult minimal literacy is often a transitory accomplishment. But we know that retention rates are very much affected by whether or not a "critical level" of adult literacy has been achieved, sufficient to sustain a popular climate of literacy and individual skills. (The critical level is estimated at 60%-70% of a nation's adult population; *World of Literacy*. I have not seen any estimates for regions or communities.) I interpret China's consolidation problem as indicating, at least in part, that literacy has not yet penetrated certain areas of the countryside in that reading and writing activities are naturally encountered, or required, in the daily practice of farming or in social and recreational pursuits.

Although China's literacy programs represent a tremendous mobilization of national resources, it seems that even in early stages they followed a priority policy. It will be interesting to see whether the present emphasis on building a more skilled work force will drain resources from rural areas or whether efforts will continue, or intensify, to complete the "literacization" of the peasantry.

We had no way of judging the efficiency of literacy programs. Some educators we met expressed the opinion that literacy acquisition would be accelerated if the script were simplified or alphabetized, but this sentiment was not expressed by Sichuan adult education people. The necessity of memorizing a large number of characters before reading can begin may account for the top-down, didactic nature of the literacy instruction described to us and for the use of uniform textbooks. This approach stands in contrast to

the "inductive, participatory" approach that international literacy analysts report as most effective in other industrializing nations (see *World of Literacy*).

We had no opportunity to see literacy instruction in progress, and educational interactions may be richer and more varied, and involve more local participation in curriculum, than our report suggests. On the other hand, it may be that China's experience is instructive as a caution against over-emphasis on the search for a "one best technique."

In one aspect, China's adult literacy activities are much like ours and those of other countries: Research is not an integral component. It is true that research was credited with establishing the functional literacy criterion of 1,500 characters. But basic research in adult education was not mentioned as an ongoing or planned-for activity by any group—education ministry officials, psychologists, or university personnel. The Central Research Institute has a research section on early childhood education but none on adult education. Developmental psychology models go only as far as Piaget's adolescent period. The Institute of Psychology is stressing research and pedagogy for preschool children. Although the concentrated reading method was reported as effective with adults, evaluative studies on this method seem to be restricted to child populations. We heard of no studies specifically directed at the consolidation problem of adult learners. Given the importance attached to worker and peasant education in China, and insights shared with us as to the special needs and learning competencies of adults, it would seem that research might serve a useful function in this domain as well as make a contribution to scientific knowledge in general.

On a less grandiose scale, detailed descriptive reports and documentations of literacy programs would be most helpful to other nations, including our own, which are still seeking to break down age-old barriers in access to the written word.

Notes

¹ To put the account of China's literacy programs in some comparative context, I have used as a major reference work an analysis of world literacy programs that draws on authoritative UN and scholarly sources:

International Council for Adult Education. M. Gayter; B. Hall; J. R. Kidd; & V. Shrivastava. *The World of Literacy: Policy, Research and Action*. Toronto: International Development Centre, 1979. (Cited as *World of Literacy*).

² Our primary source of information was an evening meeting in Chengdu held October 15, 1980. Participating for the U.S. delegation were Michael Timpane, Director of the National Institute of Education, and myself.

Chinese representatives were:

Mr. Lung Kuiyun
The Research Group on Education of Workers and Peasants

Chengdu Municipal Education Bureau
Sichuan

Mr. Gong Ghenhen
Section of Education of Workers and Peasants
Sichuan Administration Bureau of Education
Chengdu, Sichuan

I am also drawing here on comments on literacy made in the following meetings: delegation meeting with representatives of the Central Institute for Educational Research and Editorial Department of *Education Research* magazine, held October 3rd in Beijing; meeting with the Director of the Political Department, Director of Education, and numerous other personnel of the #1 Cotton Mill of Sichuan Province, October 14th. Other meetings and conversations contributed background information.

News Briefs

Insertion for *Guide to Grants and Fellowships*

The National Research Council plans to award approximately 35 Postdoctoral Fellowships for Minorities in a program designed to provide opportunities for continued education and experience in research to American Indians and Alaskan Natives (Eskimo or Aleut), Black Americans, Mexican Americans/Chicanos, and Puerto Ricans. Fellowship recipients will be selected from among scientists, engineers, and scholars in the humanities who show greatest promise of future achievement in academic research and scholarship in higher education.

In this national competition sponsored by the Ford Foundation, citizens of the United States who are members of one of the designated minority groups, who are preparing for or already engaged in college or university teaching, and who hold doctoral degrees may apply for a fellowship award of one year's duration.

Awards will be made in the areas of behavioral and social sciences, humanities, EMP fields (engineering sciences, mathematics, physical sciences), life sciences, and for interdisciplinary programs of study. Awards will not be made in professions such as medicine, law, or social work, or in such areas as educational administration, curriculum supervision, or personnel and guidance. Tenure of fellowship

provides postdoctoral research experience at an appropriate nonprofit institution of the Fellow's choice, such as a research university, government laboratory, national laboratory, privately-sponsored nonprofit institute, or a center for advanced study.

The deadline date for the submission of applications is 14 January 1983. Further information and application materials may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, DC 20418.

West European Center Offers Resources and Programs to Foreign Language Educators

Indiana University's new National Resource Center for West European Studies provides information, resources, materials, and services on a national scale.

The West European Center supports a highly successful program that brings young people from Western Europe to secondary schools in the U.S., and the High School Honors Program in Foreign Languages, which sends outstanding students to Europe for intensive language training. It underwrites language instruction in key areas that are generally unavailable in the U.S. (Catalan Spanish, Danish, Dutch).

—CONTINUED p. 12—

Oxford University Press

Language Two

Heldi Dulay, Marina Burt,
and Stephen Krashen

This book is one of the most comprehensive course texts on second language acquisition. The authors cover such topics as the effects of environment, age, and personality on second language acquisition; the role of the first language; and error analysis. Chapter summaries, study questions, and suggestions for further research follow each unit. The book includes numerous tables, graphs, and charts, an extensive glossary, a bibliography, and an index.



Oxford University Press

200 Madison Avenue • New York, New York 10016

November

1-4	International Conference of the AILA Commission on Psycholinguistics. Theme: First & Second Language Learning.	LR 25:1, p. 9
4	American Dialect Society Midwest Regional Meeting. Cincinnati, OH	LR 25:2, p. 9
4-5	Southeastern Conference on Linguistics. Atlanta, GA.	LR 25:2, p. 9
4-6	Midwest Modern Language Association Conference. Cincinnati, OH	LR 25:2, p. 9
5-6	Annual Fall Meeting of MIDTESOL, 4th Iowa State Univ., Ames.	LR 25:2, p. 9
5-7	The Avant-Garde in Russia. The Arts, Culture, & Society in Revolution, 1911-1930. Indianapolis Museum of Art, Indianapolis, IN	LR 25:1, p. 9
9-13	American Language Academy CAJ Seminar. Tampa, FL	LR 25:1, p. 12
11-12	Translating & the Computer, 4th. Teren Banks for Tomorrow's World. London Press Centre	LR 25:1, p. 10
11-13	South Atlantic Modern Language Association. Peachtree Plaza Hotel, Atlanta, GA. Women's Caucus Workshop—'Women & Language: Pedagogical Perspectives.'	LR 25:2, p. 9
12-13	Symposium on Spanish & Portuguese Bilingualism, 6th. Mayaguez, PR.	LR 25:2, p. 9
12-14	Philological Association of the Pacific Coast Meeting. Univ. of Oregon, Eugene, OR. Contact: Francis Smith Foster, English Dept., San Diego State Univ., San Diego, CA 92182	LR 25:2, p. 9
13	South Atlantic Regional Meeting of the American Dialect Society. Atlanta, GA.	LR 24:6, p. 7
18-19	American Language Academy CAJ Workshop. Washington, DC.	LR 25:1, p. 12
18-21	American Speech-Language-Hearing Association Annual Convention. Toronto, Canada	LR 25:2, p. 9
19-22	American Dialect Society Session at NCTE. Washington, D.C.	LR 24:6, p. 8
19-24	National Council of Teachers of English Annual Convention, 72nd. Washington Hilton Hotel, Washington, DC	LR 25:2, p. 9
25-27	American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting. New York City	LR 24:2, p. 9
25-28	American Association of Teachers of German Meeting. New York.	LR 25:2, p. 9
26-29	MEXTESOL National Convention, 9th. Hyatt Regency, Acapulco, Mexico.	LR 25:1, p. 9
29-30	Mid-Hudson Modern Language Association Meeting. Marist College, Poughkeepsie, NY	LR 25:2, p. 9
TBA	Linguistic & Sociocultural Aspects of Language Teaching. Ghent, Belgium	LR 24:6, p. 7

December

1-3	Native American Language Issues Conference, 3rd, "Bridging the Gap Between School & Home." National United Indians Cultural Education Foundation, downtown Hilton, Seattle, WA. Write: NALIC, Suite 515, 1107 Northeast 45th St., Seattle WA 98105.	
2-5	International Reading Association, Eastern Regional Conference, "The Humanistic Dimensions of Literacy." Boston, MA. Write: Marie DiBianca, 175 Spring Valley Dr., East Greenwich, RI 02818	
4-7	American Anthropological Association, Annual Meeting, 81st. Washington, DC	LR 24:5, p. 8
16-18	Greek Applied Linguistics Association International Conference, 1st. Univ. of Thessaloniki, Greece. Theme: Communicative Language Teaching & Communicative Methodology	LR 25:1, p. 10
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 & 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. Theme: Bilingualism and Language Planning.	LR 24:5, p. 8
28-30	American Association for Applied Linguistics. San Diego, CA.	LR 25:1, p. 9
30	Microcomputers & Literary Scholarship: Editions, Concordances, Stylistic Analyses, and Publications. William Andrews Clark Memorial Library & Univ. of California at Los Angeles, Los Angeles.	LR 25:2, p. 9

When & Where

◀ = details elsewhere in this issue

★ = first listing

TBA = to be announced

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/TESI.	LR 24:9, p. 8
6-8	Association for Literary & Linguistic Computing. San Francisco, CA.	LR 24:6, p. 7
7-9	Conference on Foreign Languages for Business. Eastern Michigan Univ. Ypsilanti, MI. Abstract deadline 5 November.	LR 25:1, p. 11
11-13	The Hatfield Polytechnic Conference on Discourse Structure. Hertfordshire, England. Write: E. Winter, Linguistics Group, The School of Humanities, Hatfield Polytechnic, Hatfield, AL10 9AB, Great Britain.	★
21-22	American Language Academy CAJ Workshop. Tampa, FL.	LR 25:1, p. 12
21-23	National Conference of the National Association for Asian/Pacific American Education, 5th. Chicago, Illinois. Theme: Education for Unity in Diversity. Write: National Association for Asian/Pacific American Education, Our Lady of Holy Cross College, New Orleans, LA 70114.	★
24-26	Linguistic Symposium on Romance Languages, 13th. Univ. of North Carolina, Chapel Hill. Write: Larry D. King, Dept. of Romance Languages, Dey Hall 014-A, Univ. of North Carolina, Chapel Hill, NC 27514.	★
24-27	Popular Culture Association/American Culture Association. Wichita, KS. Theme: Language & Popular Culture. Abstract deadline 1 November 1982.	LR 25:1, p. 11
28-30	Education & Latin America. Tulane Univ., New Orleans, LA. Abstract deadline 1 November 1982.	LR 25:1, p. 12
29-30	Annual Convention of Illinois TESOL/BE. Springfield, IL. Pre-registration information from: Eliot Judd, Executive Secretary, Linguistics Dept., Univ. of Illinois at Chicago Circle, Chicago, IL 60680.	★

May

6-7	Eastern Conference on Austronesian Languages, 3rd. Ohio University Abstracts due 15 March. Write: TBCAL Coordinator, Linguistics Department, Ohio University, Athens, Ohio 45701	★
10-12	Annual Business & Conference of the New Zealand Association of Language Teachers. Auckland, New Zealand. Write: D. Thwaites, Secretary NZALT, P.O. Box 175, Huntley, New Zealand.	★
10-15	Annual SIETAR Conference, 9th. San Gimignano, Italy. Theme: Intercultural Perspectives in Today's World.	★
12-14	Pacific Northwest Council on Foreign Languages/Confederation of Oregon Foreign Language Teachers, Joint Conference. The Valley River Inn, Eugene, OR. Paper & Proposal deadline 1 December 1982.	LR 25:1, p. 9
16-22	Bi-annual Colloquium of Creole French Studies, 4th. Univ. of Southwestern Louisiana, Lafayette, LA.	LR 25:1, p. 12
23-25	International Colloquium of AIMAV (Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structuro-Globales). Paris, France. Theme: The Teaching of Arabic to Adults (including migrants) in Europe. Write: AIMAV, University, Faculte de Philosophie et Lettres, Hainautberg 2, B-9000 Gent, Belgium.	★
TBA	Society of Italian Linguistics, 17th. Urbino, Italy. Theme: Problems of Spoken Italian.	LR 24:9, p. 8

June

6-12	International Conference on Minority Languages, 2nd. Åbo Akademi, Turku Åbo, Finland. Topics: Language planning & preservation, and immigrant languages, of the British Isles, Nordic countries, & northwestern European continent.	LR 25:1, p. 9
9-11	International Conference on Complementarism. Brussels, Belgium. (Organized by the Con-	LR 25:1, p. 9

- 12-Feb 9 Brazilian Linguistics Institute, 8th Federal University of Pernambuco, Recife, Brazil Contact P Gomes de Matos, President, Associação Brasileira de Linguística, Depto. Letras, UFPE 50000 Recife, Brazil *
- 13-14 American Language Academy CAI Workshop Boston, MA LR 25.1, p. 12
- 27-28 American Language Academy CAI Workshop Colorado Springs, CO LR 25.1, p. 12
- 28-30 Sex Differences in Language Univ of Arizona, Tucson. *◀
- 28-1 Feb International Week of Languages & Cultures, 1st Paris, France Theme Languages of the World, the World of Languages. Information Centre d'Information et de Recherche pour l'Information et l'Emploi des Langues, 43, rue Cecille Dumant, F-92140 Clamart, France *

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
- 10-12 Conference on Hispanic Languages & Literatures, Tulane Univ, New Orleans. LR 25.2, p. 8
- 11-14 American Ethnological Society France Marat Hotel, Baton Rouge, LA Theme: Text, Play, & Story LR 25.1, p. 10
- 11-14 Association for the Anthropological Study of Play, 9th Annual Meeting, France Marat Hotel, Baton Rouge, LA. Theme: The State of the Art in Play Research Abstract deadline 1 November. LR 25.1, p. 10
- 15-19 International Bilingual/Bicultural Education Conference, 12th, of NABE Sheraton Washington Hotel, Washington, DC. LR 24.9, p. 8
- 17-18 American Language Academy CAI Workshop Philadelphia, PA LR 25.1, p. 12
- 18-19 Applied Language Study Conference Oklahoma State Univ, Stillwater, OK LR 25.1, p. 11
- 24-27 Eastern Educational Research Association Conference Hyatt Regency Hotel, Baltimore, MD LR 25.2, p. 8
- 25-27 Annual West Coast Conference on Formal Linguistics, 2nd Univ of Southern California, Los Angeles. LR 25.1, p. 8
- 26 The Uses of Phonology Southern Illinois Univ at Carbondale Abstract deadline 1 November. LR 25.1, p. 11

March

- TBA International Congress of the Semiotics Society of Africa Calabar, Nigeria Information: Dr S.F.X. Bittesum, SSA, P.M.B. 1115, University, Calabar, Nigeria. *
- 3-4 American Language Academy CAI Workshop Cleveland, OH LR 25.1, p. 12
- 9-12 Georgetown University Round Table Conference on Languages and Linguistics, Washington, D.C. Theme: Applied Linguistics & the Preparation of Second Language Teachers. Toward a Rationale. Write: Dean James R. Alatis, School of Languages & Linguistics Georgetown Univ., Washington, DC 20057. *
- 11-12 Annual UWM Linguistics Symposium, 12th Univ of Wisconsin-Milwaukee, Milwaukee, WI Topic: Markedness. Abstract deadline 20 November 1982. LR 25.1, p. 11
- 12-14 Conference & Research Colloquium on Language Testing, Univ of Ottawa, Ottawa, Canada. LR 25.1, p. 11
- 15-20 TESOL Annual Convention Sheraton Centre Hotel, Toronto.
- 17-19 Conference on College Composition & Communication Detroit Plaza Hotel, ADS Session, "The English of Broadcasting." LR 25.2, p. 8
- 18-19 Annual Conference on Portuguese American Education, Sacramento, CA *◀
- 21-25 Language & Language Acquisition Congress, 3rd Gent, Belgium Theme: Pragmatics & Education. Write: Secretariat, Communication & Cognition, Gent State Univ., Blau dynberg 2, B-9000 Gent, Belgium. *
- 23-25 Linguistics Association of Great Britain Univ of Sheffield, England LR 24.4, p. 9
- 24-26 Central States Conference on the Teaching of Foreign Languages, The Sheraton Hotel, St. Louis, MO Theme: The Language Classroom Gateway for Growth LR 25.1, p. 8
- 25-27 Stanford Child Language Research Forum, 15th Stanford, CA LR 25.2, p. 7
- 25-27 Workshop on Maya hieroglyphic writing, Univ of Texas, Austin LR 25.2, p. 8
- 25-27 Ethnography in Education Research Forum, 4th Philadelphia, PA LR 25.2, p. 7
- 26-27 Symposium on Comparative Literature and International Studies, 3rd Monterey, CA Theme: Literature as an Indicator of Change LR 24.9, p. 14
- 27-30 International Conference for English Historical Linguistics, 3rd Sorbey 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 LR 24.9, p. 9

- 27-1 July International Conference on Nordic Languages and Modern Linguistics, 5th Arhus, Denmark Information: K. Runggaard, Institute for Nordic Languages & Literature, Niels Juelsgade 84, DK-8200 Arhus N, Denmark. *

July

- 4-Aug. 12 TESOL Summer Institute Toronto, Ontario, Canada Theme: English in Bilingual & Multicultural Societies. Write: TESOL 83, School of Continuing Studies, 158 St. George St., Toronto, Ont. M5S 2V8, Canada.
- 18-22 International Conference of the Department of Psychology and the School of Education, 2nd University of Bristol, Great Britain Theme: Social Psychology & Language Write: School of Education, Univ of Bristol, 35 Berkeley Square, Bristol BS8 1JA, Great Britain. *

August

- 1-5 International Congress of the International German Teachers' Association, 7th Budapest, Hungary Theme: The Teaching of German in a Foreign Language Environment Write: Prof. Dr. K. Hyldgaard Jensen, Eriksholmsgatan 16a, S-21432 Malmö, Sweden OR P. Basel, TIT; H 1367 Budapest 5, Pf. 123, Hungary. *
- 1-6 International Congress of Phonetic Sciences, 10th Utrecht, The Netherlands. Abstract deadline: 1 January 1983. LR 24.6, p. 7
- 6-12 International Joint Conference on Artificial Intelligence, Karlsruhe, West Germany Submission deadline February 1983. LR 25.1, p. 12
- 9-13 American Language Academy CAI Seminar Boston, MA LR 25.1, p. 12
- 14-18 Conference of the American Association of Teachers of Spanish and Portuguese Boston. Information: R. Klein, AATSP, Holy Cross College, Worcester, MA 01610. *
- 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. Volunteered papers due 1 January 1983. LR 24.5, p. 9
- 15-20 World Congress of Phoneticians (Speechology Congress), 4th Kobe, Japan Theme: Speechology & Human Welfare Write: Phonetic Society of Japan, 12-13, Daza-2, Setagaya, Tokyo 155, Japan. *
- 19-21 Societas Linguistica Europaea, 16th Annual Meeting, Adam Mickiewicz Univ., Poznan, Poland. Write: W. Winter, Dept. of Linguistics, Univ. Kiel, Olshausenstrasse 40-60, NS01, D-2300 Kiel, West Germany. *
- 22-26 International Conference on Historical Linguistics, 6th Poznan LR 24.7, p. 9 & LR 24.8, p. 7

September

- 6-12 International Lexicography Conference Exeter, Devon, U.K. LR 24.7, p. 10

1984

August

- 5-10 World Congress of Applied Linguistics, 7th (AILA Brussels 84) Brussels, Belgium. Theme: The Contribution of Applied Linguistics to International Understanding. Write: AILA World Congress 1984, ITOVUB, Univ of Brussels, Pleuolan 2, B-1050 Brussels, Belgium
- 26-30 International Conference on the History of the Language Sciences, 3rd (IChOLS III) Princeton Univ., Princeton, NJ LR 25.1, p. 12

October

- TBA Edward Sapir Centennial Conference Ottawa, Canada. *◀

Conferences, Workshops, Symposia

An informal organizing committee has been established to plan an **Edward Sapir Centennial Conference**. The Conference is to be held in Ottawa in October, 1984. The committee would like the conference to address itself to Sapir's impact on such fields as general linguistics, anthropological linguistics, North American Indian language study, culture and personality research, and problems of time perspective, and invites comments and suggestions. (Please note that this is not a call for papers!) Send your comments and suggestions to one of the following: William Cowan (Dept. of Linguistics; Carleton Univ.; Ottawa, Ontario; Canada K1S 5B6); Michael K. Foster (Canadian Ethnology Service; National Museum of Man; Ottawa, Ontario; Canada K1A 0M8); Konrad Koerner (Dept. of Linguistics; Univ. of Ottawa; Ottawa, Ontario; Canada K1N 6N5). . . . There will be a special session at the December MLA Meetings (Los Angeles) devoted to "Archives of Regional Speech: Conservation, Continuity, Completion" organized by Raven I. McDavid, Jr. The session is open to all MLA Convention registrants; regional archive custodians are advised to take special note. . . . A "Sex Differences in Language" conference will be held at the University of Arizona, January 28-30, 1983. Nationally recognized scholars will present invited papers providing the basis for a technical discussion of cross-cultural, developmental, and biological perspectives. The conference is funded by the Research Conferences Program of the National Endowment

for the Humanities and sponsored by the Southwest Institute for Research on Women (SIROW), and the departments of Psychology, Linguistics, and Anthropology at the University of Arizona. For further information, contact Lynn Fleischman, SIROW, Modern Languages 269, University of Arizona, Tucson, AZ 85721, (602) 626-4477. . . . Members of the Dictionary Society of North America are invited to send abstracts of papers as soon as possible for the Biennial Meeting (Theme: "The Lexicon and Lexicography") to Professor Roger J. Steiner, Department of Languages and Literature, Univ. of Delaware, Newark, DE 19711. No abstracts will be accepted after April first, and camera-ready copy of each paper is necessary by 1 May 1983. The summer meeting of the American Dialect Society (ADS) will be held jointly with the DSNA meeting, June 9-11, 1983. Send abstracts of ADS papers, observing the same dates, to Professor W. Bruce Finnie, Department of English, University of Delaware, Newark, DE 19711. . . . Each year, for the past six years, the California State Department of Education, Office of Bilingual Bicultural Education, has assisted the Luso-American Education Foundation in the planning and implementation of the Annual Conference on Portuguese-American Education. This year the conference will meet March 18 and 19 (1983) in Sacramento, California. For information contact: David P. Dolson; California State of Department of Education; Office of Bilingual Bicultural Education; (916) 445-2872.



NOW AVAILABLE FROM JOHN BENJAMINS NORTH AMERICA, Inc.

WODE, Henning *Learning a Second Language* an integrated view of language acquisition, 1981 Bound \$43 00 ISBN 3-87808-251-7, Paper \$22 00 ISBN 3-87808-533-8

"One can scarcely indicate the richness of the work (a valuable bibliography, for example) *Choice* June 1982" of particular interest in the United States for its inclusion of research efforts in other countries and languages other than English " *NCBE Forum* May 1982

DIXON, R M W & B J BLAKE (eds) *Handbook of Australian Languages*, 3 vols, 1979-1983 \$41 00 each volume ISBN 90-272-2002-6

Vol 1 Introduction, Guugu Yimidjirr, Pitja-Pitja, Gumbaynggir, Yanyir
"This initial HAL volume is necessary reading for any serious student of Australian languages. Other readers, with interests in casemarking theory, phonology, or whatever, will also find engaging materials. These first HAL grammars have set solid standards for future volumes in the series. I look forward to them, meanwhile, I recommend this volume to any and all" *Language* 58 September 1982

Vol 2 Wargamay, Mpakwuth dialect of Anguthimn, Watjarn, Margany and Gunya, Tasmanian (available)

Vol 3 Djapu dialects of Yulngu, Uratir, Nyawaygi, Yukulta, Waramungu (Forthcoming 1983)

FORTHCOMING THIS AUTUMN

BLOOMFIELD, Leonard *An Introduction to the Study of Language* New edition (original 1914), \$40 00
Earlier than the classic *Language* (1933), this is Bloomfield under the influence of the psychologist Wilhelm Wundt

ÖSTMAN, Jan-Ola 'You Know' A discourse-functional study, 1981 Paper \$14 00 ISBN 90-272-2516-8

HOUSE, Juliane *A Model for Translation Quality Assessment*, 2nd ed., 1981 Paper \$22 00 ISBN 3-87808-088-3

"The book is full of valuable insights, and makes it an important work which deserves to be widely read by translators and consultants" *The Bible Translator* 1981

FELIX, Sascha (ed) *Second Language Development, Trends and Issues*, 1979 Bound \$42 00 ISBN 3-87808-252-5, Paper \$22 00 ISBN 3-87808-543-5

Articles by Felix, Wode, Clahsen, Piensman, Bahns, Burmeister and Ufert, Neufeld, Lightbown, Hatch, Dittmar, Butzkamm, Jung, Burt and Dulay

KETTEMANN, Bernhard & Robert ST CLAIR (eds) *New Approaches to Language Acquisition*, 1979 Paper \$ 18 00 ISBN 3 87808 087 5

WURM, Stephen A *Papuan languages of Oceania*, 1982 Paper \$41 00 ISBN 3 87808 357 2

WILLS, Wolfram *The Science of Translation Theoretical and Applicative Aspects*, 1982 Paper \$ 22 00 ISBN 3 87808 975 9

HYMES, Dell H *Papers in the History of Linguistic Anthropology*, \$30 00
Seven of Hymes' most important papers from 1961-1976

Please ask for our new catalogue. Direct orders are encouraged.

One Buttonwood Square · Philadelphia PA 19130 · (215) 564-6379

Linguists Wanted

A fee of \$35.00 (\$45.00 for orders received on or after January 1 1983) is charged for each listing of positions available at institutions. Payment should accompany entry, but the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the *LR* should submit their entries to the Editor by the 1st of the month preceding the month of publication. Advertisements are accepted only from organizations that subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

Possible tenure-track opening in linguistics with specialty in English syntax; subfield in ESL or other area of applied linguistics is desirable. Ph.D. by September 1983. Send full dossier, writing sample, stamped self-addressed envelope, to T. Comito, English Department, George Mason University, Fairfax, Virginia 22030 by November 22, 1982. Interviewees (MLA/LSA) will be notified by December 15. AA/EOE.

The American University in Cairo is seeking two Assistant, Associate, or Full Professors to teach (1) graduate courses in psycholinguistics, testing, and research design; and (2) graduate courses in general linguistics, phonology, English syntax, sociolinguistics, and history of English, and courses in an undergraduate Linguistics minor. Ph.D. required for both openings. Teach, in English, 3 courses per semester. Rank and salary are based on qualifications scale. Travel, housing, and schooling included for expatriates. Two-year appointments begin September 1983, with renewal possible. Write, with resume, to Dean of the Faculty, The American University in Cairo, 866 United Nations Plaza, New York, NY 10017.

The University of California at Davis is seeking applications for a tenure-track position in theoretical linguistics. Appointment will be made at the Assistant Professor level (\$19,700-\$23,100) beginning in the 1983-84 academic year. Applicants should have the Ph.D. in hand or expect to complete it no later than June 30, 1983. Principal duties include teaching and research in current linguistic theory. A Ph.D. in linguistics with a concentration in syntax/semantics is required; additional work in pragmatics would be welcome. Publications relating to these fields are highly desirable. Teaching responsibilities: a lower division introductory course in linguistics, two upper division courses in generative syntax, a graduate seminar in modern linguistic theory, and an additional course in a chosen area of specialization. Deadline for application is December 1, 1982. Send vitae and supporting materials to: Professor Lenora A. Timm, Linguistics Committee, University of California, Davis, CA 95616. The University of California is an Affirmative Action, Equal Opportunity Employer.

ASSISTANT/ASSOCIATE PROFESSOR (tenure-track): possible opening Fall 1983. Ph.D., thorough background in theory and demonstrated interest in applications of linguistics required. Interviews at LSA meetings. Send vita, three letters, and publications by latest 10 December 1982 to: Mark Aronoff, Chairman, Linguistics Program, SUNY Stonybrook, Stonybrook NY 11794. SUNY Stonybrook is an EO/AA Employer. AK 460A.

Educational Linguistics/TESOL Program, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania 19104, anticipates the following opening pending budgetary approval: *RANK*: Assistant Professor/Lecturer; *QUALIFICATIONS*: Strong training in TESL/TEFL, in English for Specific Purposes, and in Second Language Acquisition; *TERM*: Fall, 1983; *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/CI; Philadelphia, PA 19104. The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer.

—CONTINUED p. 12—

THE PH.D. PROGRAM in LINGUISTICS

of the Graduate School of the City University of New York announces an opening in a tenure-track position at the Professional level. Responsibilities will be in teaching doctoral level courses in a program that includes theoretical and applied areas of study. The applicant must have university level teaching and research experience and strong interests in linguistics research dealing with linguistically complex urban areas. The appointee will be expected to teach and supervise research in such areas as urban linguistics, sociolinguistics, dialectology, pidgin and creole languages, field research in linguistics. A substantial publication record as well as experience and success in the development of research grants will be expected.

Interested applicants should write to:

The Search Committee
PH.D. Program in Linguistics
The Graduate School, CUNY
33 West 42nd Street, N.Y., N.Y. 10036

Please enclose a current C.V. by December 1, 1982.

An Affirmative Action/Equal Opportunity Employer

Conference Reports

Acquisition of the Phonological System in Foreign Language Teaching

(Georgetown University Round Table pre-conference panel session, March 11, 1982)

When one communicates in a foreign language, the phonological level is the first one to strike the listener. The degree to which communication flows smoothly is in general the result of the "condition" of the speaker's phonological system. How to promote learners' effective acquisition of the phonological system was the focus of the presentations of this panel.

Daniel P. Dato (Georgetown Univ., "On the Acquisition of Spanish Phonology in Children's First- and Second-Language Acquisition") presented his research. Data were speech samples, both spontaneous and elicited using specially designed pictures (such as those used in clinical language tests), from 10 Ecuadorian monolingual speakers ranging from 13 months to 4 years of age and two Spanish-dominant bilingual speakers under two years of age. Data were examined within the framework of Jakobson's theory of phonological universals. Data from monolingual children with disordered communication supported the analysis of phonological processes. It is hoped these data and findings will contribute to the development of language stimulation materials for bilingual programs and the establishment of developmental norms for Spanish-speaking children who receive the services of speech-language-hearing clinics.

William W. Cressey (Georgetown Univ., "Spanish Phonology—Stumbling Blocks for the Learner") discussed three areas in which native speakers of English and Spanish encounter difficulty learning, respectively, Spanish and English phonology. Cressey discussed specific examples of vowel reduction and diphthongization by English speakers learning Spanish, phenomena that are tied to the different timing systems in the two languages (English is stress-timed; Spanish is syllable-timed). He then outlined reciprocal problems of these two sets of language learners revolving around the perception of Spanish /r/, which is the normal pronunciation for English *tt* and *dd* in intervocalic position (*latter, ladder*). Spanish /r/ is perceived as a *t* or *d* by the native speaker of English (the English speaker is unaware of producing a flap *r* and is unable to make use of it in Spanish). Similarly, native speakers of Spanish will produce a type of *d* in English words that should have flap *r*. Here the psychological reality of the phoneme works as a hindrance. Cressey concluded his presentation with examples of problems in learning the correct pronunciation of English-Spanish cognates.

J. Carlos Almeida (Georgetown Univ., "Teaching Pronunciation: From Sentence to Discourse") has taught both English and Portuguese as a foreign language. He suggests that "Instead of practicing pronunciation by starting with

phonemes in isolation and ending up with a combination of phonemes in sentences, we should systematically proceed from sentence to full discourse. At one end of the continuum we have citation forms including a list of sounds, stress patterns, and intonation contours. At the other end we have fluent, appropriate language *in use*, whose specific features include reduced forms occurring in tone-groups, assimilations, elisions, and typical intonation contours used to convey communicative functions through language."

The progression he informally experimented with to encourage learners to go from citation forms to discourse production was "(1) imitation of short discourse units, i.e., speech acts and speech events; (2) rhythm practice involving tone-groups; (3) practice of co-occurring sounds in poems, rhymes, and songs. The language style selected as the model for practice in (1) and (2) is not that of rapid conversation but preferably newsreading on radio and television."

Because students are often unable to discriminate differences in the target language that are not distinctive in their native language, Kathleen G. Albertson (Ohio Univ., "Teaching Pronunciation with Visual Feedback") has used a visual feedback teaching aid in her English-as-a-second-language classes. The Kay Elemetrics Visipitch, mated to a Tektronix oscilloscope, enables students to see important features of speech they cannot discriminate. Students can see displays of a variety of acoustic information, including pitch and duration. "In all the applications of the Visipitch in pronunciation training, its primary contribution seems to be its real-time, or immediate feedback feature. Students can see their mistakes and know just what feature of their pronunciation to correct. They can evaluate their own work quickly and need not feel threatened by someone else telling them they are wrong. When they are correct they will know it, and can speak with the confidence that comes from knowing so."

Stefan R. Fink (Georgetown Univ., "Possibilities and Limits of Audio-Cassettes for the Acquisition of Sounds and Intonation Patterns") noted that there is an assumption that use of more natural spoken language materials—such as open-ended functional conversational units—in foreign language instruction, combined with the flexibility of the audio-cassette, has led to improved pronunciation. This is incorrect. With the introduction of more authentic spoken language students have found themselves in a difficult situation of not only hearing and perceiving but also producing rapid phrases and sentences, and producing them with an acceptable degree of pronunciation and intonational accuracy. The tendency to adjust new foreign sounds to similar native sounds (especially in the case of vowels) is well known. In Fink's view, this assimilation pro-

ness becomes stronger with the accelerated speed and fragmentary character of spoken language. The important factor is that the students are *not aware* of this deviant pronunciation.

Awareness of correct pronunciation through guidance, control, and correction by the teacher plays a most significant part in the acquisition of near-native pronunciation. This guidance is crucial at the early stages of foreign language instruction. To fully use the benefits of the audio-cassette for pronunciation, the instructor must have a thorough knowledge of possible problem areas and the methodological know-how to deal with them.

Cornelia Meder-Lenski (Washington, DC, "The Verbotonal Method of Teaching Pronunciation") pointed out that the verbotonal method makes use of the relationships among physical, physiological, psychological, linguistic, and sociocultural factors that contribute to the accurate acquisition of a second language phonological system.

The teacher's guideline in this method is the learner's production, although the teacher's focus is the student's perception. By enabling the students to perceive relevant phonological components of their speech the teacher can change the students' emissions. Of great help to both teacher and learner in this process are electronic filter devices: SUVAG-Lingua classroom apparatus for group work in rhythm and intonation and SUVAG-Lingua for individual work. In addition to electronic devices (or in their absence) the teacher uses procedures (1) at the sentence and discourse level: rhythm and intonation combined with gestures in their linguistic and extra-linguistic contexts, and (2) procedures to inculcate specific operations: pronunciation nuancing, sound surrounding, sound positioning within the syllable, emotionally charged intonation and tempo. These are similarly taught in context.

The verbotonal method encompasses the relationships among sounds, words, and sentences and between speaker and listener. It prepares the teacher to alter perception using the learner's auditory, visual, motor, and psychological capacities. The teacher chooses procedures that create "optimal information" to impinge on the learner's perception so as to attain spontaneous satisfactory reproduction.

The panel presentations and the presenters' answers to audience questions pointed out that (1) contrastive analysis is not sufficient in teaching pronunciation; (2) physiological, psychological, and sociocultural parameters, in addition to linguistic ones, are indispensable to the satisfactory acquisition of a phonological system; (3) the panel's approach to teaching pronunciation is more global than specific, i.e., initial emphasis is on rhythm and intonation; (4) the teacher has a critical role as guide of the student in classwork and also when using teaching aids (cassettes, electronic devices); (5) the acquisition of the phonological system of a language is as important as the acquisition of its grammatical system for any student whose goal is oral communication in that language.

—Contributed by Cornelia Meder-Lenski

Linguists Convene in Beijing

The Fifteenth International Conference on Sino-Tibetan Languages and Linguistics met this year in Beijing (Peking), China, on the 17th, 18th, and 19th of August, hosted jointly by Peking University and the Chinese Academy of Social Sciences. This was the first international meeting of linguists that has taken place in the People's Republic of China. The sessions were held in an auditorium in the same complex as the Friendship Hotel in northwest Beijing where many of the visitors were lodged. The majority of those from abroad came from the United States, with sizeable delegations also from Japan, France, and Australia, and representation from eight other countries.

Because of the unusually large number of papers offered for a three-day conference, those by scholars from the People's Republic (some 80) were distributed only in written form. The Conference Committee requested that the authors from other countries make their oral presentations in Chinese whenever they conveniently could. Seventy-five papers on a wide range of historical and descriptive topics were crowded into the schedule. Titles illustrating this diversity: "Problems in the Reconstruction of Proto-Miao-Yao"; "Phonological Typology of Nepal Languages"; "Linguistic Position of the Kham Language in West Nepal"; "Voicing and Tone Register in Shanghai"; "Word and Phrase Stress in Mandarin"; and "Preschool Story-Tellers and the Chinese Oral Tradition: A Discourse Analysis."

In addition to the formal sessions, a gathering at Peking University on the evening of August 18 allowed small groups of Chinese and visiting scholars with similar interests to have an informal exchange of ideas. Two buffet receptions were given for the conferees. That on 17 August, sponsored by the Academy of Social Sciences, was held in the Great Hall of the People on Tian'an Square in the center of Beijing. On the evening of the nineteenth, Peking University's reception, at the dormitory where many other delegates were housed, closed the official program of the conference. An excursion to the Great Wall and the Ming Tombs was provided on the following day for all the foreign visitors who wished to take part.

The next morning 16 linguists left on a post-conference tour to Kunming, the capital of Yunnan province. Their itinerary was largely sightseeing, but included a briefing by the President of the Yunnan Institute of Nationalities about the language situation in Yunnan and the work of his institution. (It furnishes general higher education to approximately 1,500 students, nearly all from minority-language-speaking areas. It includes a Department of Minority Languages and Literatures and a Research Institute in which investigation into these languages and the culture and history of ethnic groups in Yunnan is carried on. Its Foreign Language Department teaches principally English at present.)

The Sixteenth Conference is to take place in Seattle, Washington, in October 1983.

—Contributed by William Gage

Among the resources available to educators through the West European Center are audio-visual modules, European language tape recordings, reprints from the contemporary press, and "Culturgrams" on 20 European countries. For further information, contact: West European Center, Indiana University, Ballantine Hall - 542, Bloomington, IN 47405.

Name Change

Teaching English to the Deaf has changed its name to *Teaching English to Deaf and Second Language Students*. The publication, which is edited at the English Department of Gallaudet College, Washington, DC, is acknowledging the wide range of its readers' interests and the fact that recently many ESL teachers have been called upon to teach hearing-impaired students along with their nonnative hearing students.

Catching Up

Need a Falklands bibliography fast? *A Selective Listing of Monographs and Government Documents on the Falklands/Malvinas Islands in the Library of Congress* is available free from the Library's Hispanic Division, Washington, DC 20540. This is just one of the Hispanic Division's new series of bibliographies.

The Department of English at The University of Texas at Austin invites applications for the position of Assistant Professor (tenure-track) in the area of English Language and Linguistics. Candidates should have strong commitments both to undergraduate teaching (including composition) and scholarly research and publication. Range of possible courses includes: undergraduate courses in English language, English grammar, American English, English as a world language, and history of English; graduate courses in English linguistics for students of literature, historical and contemporary language variation, and candidate's specialty. Ph.D. required by June 1983. Send applications by 30 November 1982 (arrival date, not postmark) to Joseph J. Moldenhauer, Chair; Department of English; University of Texas at Austin; Austin, TX 78712. An Equal Opportunity/Affirmative Action Employer.

It is anticipated that the UCLA ESL Section will have one tenure-track opening for 1983-84. Applicants should be fully qualified in one of the two following areas: (1) language policy/planning and sociolinguistics; (2) language methodology and classroom research. Ph.D. required for all openings. Applications deadline is 15 January 1983. Please send letters of application and curriculum vita to: Professor John Povey, Vice Chair, English Department ESL Section, UCLA, Los Angeles, California 90024. UCLA is an Affirmative Action Employer.



Administrative Division

G. RICHARD TUCKER
Director

JOHN H. HAMMER
Deputy Director

ALLENE GUSS GROGNET
Associate Director

DIANA RIEHL
Secretary

Programmatic Offices and Divisions

DORA E. JOHNSON

Director, Office of Communication & Publications

JOHN L. D. CLARK

Director, Foreign Language Education

TRACY C. GRAY

Director, Office of Language & Public Policy

ALLENE GUSS GROGNET

Director, Native & English Language Education

WALT WOLFRAM

Director, Research

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, nonprofit 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 Subscription Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgment is given. Subscription rates: 1 yr \$15.00, \$18.00 (foreign surface mail), \$20.00 (U.S., Canadian, and Mexican airmail), \$28.00 (foreign airmail), 3 yrs \$37.00, \$45.00, \$50.00, and \$70.00 respectively.

Linguistic Reporter
Consulting Editor
Editor
Subscription Secretary

JO ANN CRANDALL
ALEXANDRA DI LUGLIO
DEBORAH TUCKER

BOARD OF TRUSTEES

- COURTNEY B. CAZDEN, Professor of Education, Harvard University, *Chair*
- FRANK E. ROBBINS, Executive Vice President, Summer Institute of Linguistics, *Vice-Chair*
- VICTORIA A. FROMBIN, Secretary/Treasurer, Linguistic Societies of America, *ex-officio*
- JOSE CARDENAS, Director, Intercultural Development Research Association
- JAMES A. CUDNEY, Regional Administrator for Asia & the Pacific, National Rural Electric Cooperative Association
- CHARLES A. FERGUSON, Professor of Linguistics, Stanford University
- MELVIN J. FOX, Ford Foundation, *retired*
- VARTAN GREGORIAN, President, The New York Public Library
- ALLEN H. KASSOFF, Director, International Research and Exchange Board
- ILSE LEHISTE, Professor of Linguistics, Ohio State University
- NGUYEN HY QUANG, President, Melcong Corporation
- G. RICHARD TUCKER, Director, Center for Applied Linguistics
- WILLIAM W. TURNBULL, Distinguished Scholar in Residence, Educational Testing Service
- ELIZABETH WHITLEY, Professor of Reading, Cheney College
- ARNOLD M. ZWICKY, Professor of Linguistics, Ohio State University

The Linguistic Reporter

Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007

nonprofit organization
U.S. POSTAGE
PAID
WASHINGTON, D.C.
PERMIT NO. 41439



The Linguistic REPORTER

LSA Annual Meeting

San Diego, California is the venue for this year's Linguistic Society of America Annual Meeting, 27-30 December. The papers to be presented discuss data from some 50 languages, language families, and dialects (from Anatolian and Albanian to Yiddish and Yupik). At this December meeting there are sections devoted to American Sign Language and French.

In conjunction with the LSA gathering, there will be a meeting of the American Association for Applied Linguistics on 28 December.

Highlights of the LSA program include a symposium, "Distinguished Women in 20th Century Linguistics" (to be honored are Marguerite Durand, Eli Fischer-Jorgensen, Mary Haas, Kerstin Hadding, Adelaide Hahn, and Ruth Weir); two colloquia, "The Vastness of Natural Language" (D. Terence Langendoen and Paul M. Postal) and "Raising Rules and the Projection Principle" (Guy Carden, Lynn Gordon, and Pamela Munro); three talks on "Careers for Linguists"—legal (Roger Shuy), computer applications (Ivan Sag), and medical-clinical (TBA); and the Presidential Address by Dell Hymes, "The Language of Myth."

Additional special activities are scheduled—an open

meeting of the LSA Committee on the Status of Women in Linguistics, the formal inauguration of the Fund for the Future of Linguistics, and a public poetry reading by linguist-poets of their own works.

The third annual LR awards for Paper Titles Appearing in the Preliminary LSA Program go to

William J. Samarin, Alliteration Award, for "The Curious Case of the Kongo Copula";

Frank Heny, Most Elegant Title, for "Nouns are Quantifiers";

David Tuggy, Montgomery Scott Memorial Award, for "Nahuatl Causative/Applicatives in Space Grammar";

Gerald D. Lane, Psych Mass Market Award, for "Exploring the Stress-RT Advantage";

Erhard Hinrichs, Cryptozoology Award, for "The Semantics of Group Level Relative Clauses with Multiple Heads";

Alan Hyun-oak Kim, Most Provocative Question, for "Why Quantifiers Float?"

Linda Coleman, Garden Club Award, for "The Prosodic Treatment of Hedges in Advertising"; and

Grover Hudson, Best Pun, for "Arabic Noncatenative Morphology Without Tiers."

TV Channel Dedicated for Endangered Language

In 1979, when the Conservative government of British Prime Minister Margaret Thatcher took office, it reversed an election pledge to give Wales its own television channel. What followed was a campaign of sabotage against TV transmitters by nationalist groups, with more than a dozen people jailed, refusal by two thousand people to pay their annual television licence tax, and a threatened fast-until-death by a leading politician. The government, fearing the escalation of violence, reversed itself

In the early days of November 1982 Sianel Pedwar Cymru, or Channel 4 Wales, went on the air with an average of 22 hours a week of Welsh language programming, broadcast in the prime time of 6:30 to 9:30 p.m. (The rest of its programming is in English.)

The potential audience for these few hours a day is small. Welsh speakers account for only 20% of the population of

Wales. At any one time there may be no more than 50,000 to 75,000 viewers for Channel 4 Wales—the area is already served by two BBC channels and one commercial channel.

But the available audience is an essential base for preserving—and perhaps invigorating—the Welsh language and culture. The programs will be original material commissioned and produced locally and starring Welsh performers. There will be soap operas, adventure dramas, situation comedies, cartoons, music, sports, public affairs, and a half hour of news each night. Still, "Unless our service is seen as relevant and attractive to Welsh speakers, they won't watch. They certainly won't look at programs just because they are in Welsh, nor should we expect them to," says Owen Edwards, the channel's director. There is also the need to attract sponsors.

The channel's public relations officer Ann Beynon looks at it another way. Welsh was her first language at home

Conference Report

The 10th World Congress of Sociology, Mexico City
(August 16-21, 1982)

The World Congress of Sociology met five years ago in Uppsala, before that in Toronto. The range of interests of the Congress is enormous, organized into some 15 areas. Of these, sociolinguistics is one of the most active. The Research Group on Sociolinguistics publishes an informative *Sociolinguistics Newsletter* (misnamed, as it is a full-fledged journal, one of the best sources of hard data on researchers and their projects and publications).

The atmosphere in Mexico City during the week of the meeting was one of great tension and apprehension, with many rumors current as a result of the drastic devaluation of the peso that had just taken place. Persons from non-dollar countries experienced some difficulties, but everything considered, no "economic" disturbances occurred.

A discordant note of another sort did occur, and that was the demonstration staged by students of sociology and psychology of UNAM (Universidad Autónoma Nacional de México). They protested against the omission of Spanish as a working or official language of the Congress and the lack of interpreting facilities. Graffiti appeared all over buildings and meeting halls: "Spanish is Our Language" and "We Demand Interpreting Facilities and the Use of Spanish," and other messages. In the opinion of many of us, the omission of Spanish was a grievous and diplomatic gaffe, and it is hard to understand how the Mexican Organizing Committee let it pass. Few of the European (and other continent) participants knew Spanish. They were, indeed, at a loss when speakers used Spanish for their presentations, except for the handouts and copies of papers that happened to be furnished.

My participation consisted of presenting a paper on a topic that no one had focused on before. The title was "Language Policy in the Southwest of the USA: A Non-Explicit Pattern," and was presented as part of Interest Group 1: Language Policies in Multilingual Societies. The gist, in brief, is that legally and juridically mention of "official" or "national" language is avoided in the United States, and the Melting Pot concept has been expected to forge a monolingual nation. With the social ferment of the 1960s, the "right" to ancestral language became an issue, resulting in the Bilingual Education Act of 1967, the *Lau vs. Nichols* Supreme Court decision of 1974, and other legislation mandating bilingual education and disallowing deprivation of rights vis-à-vis non-English-speaking Americans. Nevertheless, measures like the Bilingual Education Act are still highly precarious and controversial, and in the long run, vulnerable. At the same time, politicization of Chicanos and Amerindians (the Southwest's "minorities") tends to strengthen the position of measures like Bilingual Education, and this may be the only area that will ultimately adhere to some sort of "other language(s) policy(ies)."

The audience, U.S., Mexican, and West European, showed

considerable awareness of the Chicano presence in the U.S. Southwest—the media have apparently devoted a good deal of attention to them, as well as to American Indians, sometimes in ways unflattering to our public policy.

The main benefit from hearing papers and discussions was through being sensitized and made aware of the many-sidedness of language problems the world over. It becomes apparent that there are "universals" that are observable when languages are in contact in other countries and regions (such as dominance, higher and lower status, linguistic interference), but the situations at local levels show many obvious and subtle differences. Language specialists in the U.S. and in the U.S. Southwest would definitely benefit from greater awareness of this reality, especially instructors of linguistics and practical language courses.

At any rate, the following are some of the papers, a mere sampling, that proved rewarding to me, despite differences in localities and orientations reflected: "Economics of Language and Language Planning," François Vaillancourt, University of Montreal, Quebec; "Language Planning in Guatemala," Stephen O. Stewart, Chadron State College, Nebraska (Ed. Note: see LR 23:6-7 (April 1981) for Stewart's "Language in Guatemala: Planning and Prospects"); "Language Planning in Mexico," Oscar J. Uribe-Villegas, UNAM, Mexico; "Position of Indigenous Languages and Official Language Policy in Mexico," Georgina Paulin-Siade, UNAM, Mexico; "National Language Policy Decisions for Creole-speaking Caribbean States," Lawrence D. Carrington, University of the West Indies, St. Augustine, Trinidad; "Language Policies and Core Values of Cultures: The Australian Experience," J. J. Smolicz, University of Adelaide, South Australia; "Sociolinguistic Aspects of TV-Film Translation," Raphael Nir, Hebrew University, Jerusalem; "Role of Mass Media in Language Planning: 'Speak Mandarin' Campaign in Singapore," Eddie C. Y. Kuo, National University, Singapore; "English Diglossia and Failures in Educational Policy in India," P. Mohan, Indian Institute of Technology, New Delhi; "Sociology of Sociolinguistic Problems of Scientific Communication," Maria Luisa Rodriguez, UNAM, Mexico; "The Language Situation in Iran: A Historical and Sociolinguistic Perspective," M. A. Jazayeri, University of Texas, Austin.

The "Pure Spanish" Campaign

Simultaneous with the World Congress of Sociology were a series of programs organized at the Museo de Antropología in Chapultepec Park by the Mexican Academy of the Language, the Committee for the Purity of the Language, and important branches of the Ministry of Education, and other entities. According to some Mexican friends who attended the sessions, a great deal of attention was paid to the campaign to rid Spanish of so many English neologisms. On the TV, I saw spot announcements with an actor first saying something using English loanwords and phrases, followed by an improved version in "pure"

—CONTINUED on p 4—

and as a child she learned English by watching television. "Why shouldn't the process work the other way around?" she asks.

We may find out when the government measures the impact of the Welsh channel in three years.

(Adapted from a story by Peter Osnos in *The Washington Post* November 11, 1982)

Sound Recordings in Native American Languages

A catalogue with the above-captioned title, in pre-print format (reproduction of correspondence-quality printout), is available for \$8.50 (including postage and handling) from the Language Laboratory of the University of California, Berkeley 94720.

The catalogue details Berkeley Language Laboratory archive material recorded on audiotape in 88 Native American languages, most of them from California. Some of these languages are no longer spoken, or are spoken by only a few native speakers. Most of the recordings were made by linguists, or by graduate students of the Department of Linguistics as part of specific graduate research projects. Some were done under the auspices of the Survey of California Indian Languages, now known as the Survey of California and Other Indian Languages, and field notes were filed with the Department of Linguistics.

The recordings contain, in addition to irreplaceable phonological and other linguistic evidence, much material that is of cultural, anthropological, or folkloristic interest—ceremonial and dance music, songs of love and invocation, game songs, tales, myths, and legends, information on crafts, subsistence activities, medical practices, trade, war, burial customs, and more.

Sound Recordings in Native American Languages: A Catalogue was completed recently as part of a project funded by the National Endowment for the Humanities to upgrade the archive of field recordings in the Language Laboratory so as to make the materials available and accessible to others—to the Native American tribes whose members had cooperated with the collectors in allowing the recordings to be made, and to linguists, anthropologists, historians, and other scholars.

The Project Director is Leanne Hinton, a professor in the Linguistics Department; the author is Catherine Rodriguez-Nieto, the Tape Librarian of the Laboratory.

Summer Fieldwork Training Catalog

The American Anthropological Association is preparing a 1983 catalog of summer field schools, internship programs, and volunteer opportunities for fieldwork in all sub-disciplines of the field (linguistics is one of the four major ones). There is no charge for listing in the catalog, but forms are necessary for submission of information. They are available from Summer Field School List, AAA, 1703 New Hampshire Ave., NW, Washington, DC 20009. The deadline for receipt of completed forms for inclusion in the

catalog is 31 December 1982. (Ed. Note: You might send information on all varieties of linguistic "Summer Opportunities" to the LR for inclusion in its section of the same title.)

Foreign Language Teaching Assistant Program

The Institute of International Education, which administers the Foreign Language Teaching Assistant Program, invites your participation for academic year 1983-84.

The Program brings young French and German graduate students into U.S. academic institutions. It provides opportunities for U.S. students and faculty to expand their knowledge of the French or German language and culture and to improve fluency in these languages. It is an opportunity for the institution to enrich its foreign-language teaching capabilities through use of a native speaker. For the assistant it offers a year's experience in an English language environment with many chances for interaction with U.S. citizens.

Candidates for assistantships are chosen by overseas personnel possessing a thorough knowledge of the U.S. system of education and considerable experience in the exchange of language teaching assistants. At IIE/New York, the student's background and experience are matched to the particular needs of the participating U.S. institution.

The participating U.S. institution may be a private or public school, college, or university. Each institution defines the assistantship to match its own needs. The incoming assistants may have classroom responsibilities including teaching grammar, literature, or civilization classes, holding conversation groups, or assisting in language laboratories; they may direct tutorial sessions or animate a language house or club. Frequently their responsibilities encompass a combination of tasks. The award made by the institution to the assistant usually includes room, board, tuition and fees for study, and a monthly stipend. The stipend offered often depends on the cost of living in a given area. Flexible arrangements, including homestays in lieu of room and board, can be worked out on an individual basis. With advance planning, an assistant can usually be found to meet almost any need or requirement.

Detailed information on this Program can be obtained from: Foreign Language Teaching Assistant Program; Office of English and Special Services; Institute of International Education; 809 United Nations Plaza; New York, NY 10017.

Especially Children of Migrant Workers

The full title is *International Bibliography for a Didactics of Early Bilingualism in the Education of Underprivileged Children, Especially Children of Migrant Workers*. It's an index to the Early Bilingualism Archives of Fribourg (see Langouste in September 1982 LR) and several other titles, rolled into microfiches and book. The editor is Michael Jungo.

We have room to list only the major subsections of the Bibliography here: Human Rights, Laws, Politics, and Multiculturalism; Socio-, Psycholinguistics, and Compen-

satory Education; Acquisition of Early Bilingualism; Methods of Bilingual, Bicultural, and Binational Schools (includes sections on general language learning theory, foreign language teaching, linguistics and language teaching, special problems of second language teaching and early bilingualism).

Canadian distribution is through the Presses de l'Université Laval, C.P. 2447, Quebec, Canada G1K 7R4. Inquire as to price. Other countries: Bucherdienst; CH-8840 Einsiedeln; Switzerland. Price is SFr/Frs 49.50, DM 56.50, prepayment required (include 4. SFr/Fr for postage and handling within Europe, 5. Sfr/Fr for outside Europe).

Call for Papers

Anthropology, a biannual journal, invites the submission of articles in linguistics (as well as cultural anthropology, archeology, and physical anthropology). Two copies of each double-spaced typewritten manuscript to be considered should be sent to Gretchen Gwynne, *Anthropology*, State Univ. of New York, Stony Brook, NY 11794.

New *Nieuwe West-Indische Gids*

The world's oldest continuously published journal devoted to Caribbean studies, *Nieuwe West-Indische Gids / New West Indian Guide*, is currently redefining its scope and direc-

tion. The language of publication (with few exceptions) will be English. The journal will focus on the social sciences and the humanities; natural science will no longer be included. There is a radically enlarged book review section with timely and comprehensive coverage of new books on the Caribbean. And, an international subscription drive offers a bargain for new subscribers: one year (1982) for only \$10.00 (Hfl.25). The regular one-year subscription is \$15.00. (Send U.S.-dollar checks, made out to Nieuwe West-Indische Gids, to H.U.E. Thoden van Velzen, Biltsweg 17, 3735 MA Bosch en Duin, Netherlands. In Dutch guilders, payment should be made directly to account #37.52.44.239 (RABO-bank, Zeist) or to Giro #3297608, Bosch en Duin.

The Linguistic Reporter is available in microform.

University Microfilms International

300 North Zeeb Road Dept PR Ann Arbor, Mi 48106 USA	30-32 Mortimer Street Dept PR London WIN 7RA England
--	---

Linguistic Concepts An Introduction to Tagmemics

Kenneth L. Pike

This book will introduce linguistics and tagmemics to undergraduates, graduate students, and scholars in linguistics, anthropology, and other social sciences. Tagmemics holds that verbal and non-verbal behavior are not discrete and that one cannot be studied without reference to the other. Kenneth Pike, the foremost proponent of tagmemics, here refines and develops the system to new insights within a broader linguistic framework xvi, 146 pages.

\$19.95; Paper BB 790 \$6.95



University of Nebraska Press

901 No. 17th Lincoln 68588

—SOCIOLOGY CONGRESS, from p 2—

Spanish. I am afraid that campaigns like this are doomed to failure for the most part, in view of the fact that heavy borrowings are occurring not only in African and Asian, little-developed languages, but also in others with a long literate tradition, like French and German. On the other hand, this probably constitutes a sort of nationalistic diversion to a people who are taking a heavy economic battering. In addition to the puristic theme, several linguists, including Juan Lope Blanch and Jose Moreno de Alba, addressed themselves to academic themes, with Lope reportedly speaking of research on the Mayan languages of the south of Mexico.

Some Final Observations

All in all, the Congress provided a useful forum for those interested in the interplay of languages beyond the "nuts and bolts" of their structure. Of most direct relevance to us in the U.S. Southwest are the data and insights into language planning and management and especially Bilingual Education in other countries, particularly Canada, Belgium, Israel, India, and Singapore. The implications are too broad to be discussed here, but it became obvious to me, at least, that in many, if not most, other nations, motivation for language study is markedly higher than here, despite our efforts to cope with the situation by improving and vitalizing classroom methodologies and practices. Despite this, they report their share of failures, as well.

—Contributed by Jacob Ornstein-Gallicia
University of Texas at El Paso

Linguists Wanted

CORNELL UNIVERSITY MELLON POSTDOCTORAL FELLOWS: Three two-year postdoctoral teaching-research fellowships/ beginning September 1983 at \$15,500 per year are being offered in 15 areas of the humanities including specified areas of Linguistics: historical linguistics; general linguistics; language acquisition; language and society.

Eligible candidates (U.S. or Canadian citizens) must have completed requirements for the Ph.D. degree after June 1978 and before the 15 February 1983 application deadline. For application information contact A. Geske, Mellon Postdoctoral Fellowships, Cornell University, A.D. White House, Ithaca, NY 14853.

The Department of Linguistics, Harvard University, expects to have the following two openings: (1) *Assistant or Associate Professor of Linguistics* in the areas of *syntax and semantics* (and preferably a third area such as psycholinguistics, philosophy of language, or logic), with a strong coverage in the syntax/phonology of at least one language or language family other than English. (2) *Assistant or Associate Professor of Linguistics* in the areas of *phonology and phonetics*, preferably also commanding a non-Indo-European language area or family (for example, African or American Indian). The initial contract for both positions is for 3 years, starting 1 July 1983. The Ph.D. by June 1983 is required. Please send a letter of application and curriculum vitae by 10 January 1983 to: Professor Susumu Kuno (syntax position) or Professor Karl V. Teeter (phonology position), Department of Linguistics, Science Center 223, Harvard University, Cambridge, MA 02138. Harvard University is an Equal Opportunity/Affirmative Action Employer

San Jose State University anticipates 2 full-time temporary positions starting August 1983, one in TESL and one in syntax/semantics.

TESL POSITION. *Minimum qualifications:* Linguistics Ph.D., ability to teach TESL theory, methodology, testing, second language acquisition, introduction to linguistics, structure of Modern English. *Desirable qualifications:* ability to teach English for Specific Purposes, psycholinguistics, syntax/semantics, or phonetics/phonology.

SYNTAX/SEMANTICS POSITION. *Minimum qualifications:* Linguistics Ph.D, ability to teach introductory and advanced courses in syntactic theory and universals, semantics and pragmatics, introduction to linguistics, structure of Modern English. *Desirable qualifications:* some knowledge of natural language processing by computers.

Send application (CV and names of three references) by 15 February to: Manjari Ohala, Linguistics Program, San Jose State University, San Jose, CA 95192. (Do not ask references to mail letters until contacted.) *Salary* is dependent upon level of appointment. SJSU is an EEO/Affirmative Action employer; women and minorities are encouraged to apply.

The Department of Chinese Comparative Literature and Slavic Languages and Literatures at Rutgers University, New Brunswick, New Jersey 08903 has hiring plans for a two-year Visiting Assistant Professor in Japanese Language and Linguistics or Japanese Language and Literature to begin Fall 1983. The deadline for receiving complete applications, including samples of scholarly writings and at least three letters of recommendation, is 15 January 1983. Qualifications for the job include a Ph.D. in hand by 1 July 1983 and native or near-native fluency in both spoken and written Japanese. Please send letters of inquiry and applications to Professor Janet Walker, Chairperson of the Search Committee, c/o the Department. An EO/AA Employer.

The Linguistics Department at the Ohio State University plans to make a three-year term appointment at the Assistant Professor level, to begin in Autumn 1983, for a specialist in psycholinguistics. Qualifications are the Ph.D. degree with specialization in psycholinguistics, a strong background in theoretical linguistics, background in psychology, and experience in experimental research. Within these requirements, any area of psycholinguistics would be appropriate as a research specialization. Duties include teaching psycholinguistics courses and general linguistics courses at the graduate and undergraduate levels and (eventually) supervising graduate research in psycholinguistics. The Ohio State University Linguistics Department maintains a well-equipped Phonetics Laboratory (with computer facilities) for research and teaching; a psycholinguist with phonetic or computational interests would also be expected to play a role in the running of this laboratory.

The appointment is for three years and carries no commitment beyond this term, although the possibility of reappointment is not necessarily excluded, pending administrative and fiscal considerations.

Applicants are asked to send a curriculum vitae before 1 January 1983 to: Arnold Zwicky, Search Committee Chairman; Department of Linguistics; The Ohio State University; 204 Cunz Hall; Columbus, Ohio 43210. Applications should include the names and addresses of three people who could be called upon to supply letters of recommendation. The Ohio State University is an Affirmative Action/Equal Opportunity Employer.

The Department of Communication (at the University of California, San Diego) is recruiting for at least one permanent position at the Assistant Professor level. In addition there is a strong possibility for 1 or more additional permanent positions at Assistant, Associate, or Professor levels. One year temporary positions may also become available at Lecturer to Acting/Visiting Professor levels. Appointment(s) will be made in one or more of the following areas: (1) *Communication and the individual*. Candidates should have expertise in some aspect of the impact of

—CONTINUED on p 9—

When & Where

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

1982

December

- 1-3 Native American Language Issues Conference, 3rd, "Bridging the Gap Between School & Home" National United Indians Cultural Education Foundation, downtown Hillco, Seattle, WA LR 25 3, p 6
- 2-5 International Reading Association, Eastern Regional Conference, "The Humanistic Dimensions of Literacy" Boston, MA LR 25 3, p 6
- 4-7 American Anthropological Association, Annual Meeting, 81st Washington, DC LR 24.5, p 8
- 16-18 Greek Applied Linguistics Association International Conference, 1st Univ of Thessalonika, Greece Theme Communicative Language Teaching & Communicative Methodology LR 25 1, p. 10
- 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 & Bonaventure Hotels, Los Angeles, CA. With American Dialect Society Annual Meeting LR 25 3, p 8
- 28-30 Linguistic Society of America Annual Meeting, 57th Sheraton Harbor Hotel, San Diego, CA Theme Bilingualism and Language Planning LR 24 5, p 8
- 28-30 American Association for Applied Linguistics, San Diego, CA LR 25 1, p 9
- 30 Microcomputers & Literary Scholarship Editions, Concordances, Stylistic Analyses, and Publications William Andrews Clark Memorial Library & Univ of California at Los Angeles, Los Angeles LR 25.2, p 9

1983

January

- 10-14 Advanced Seminar in Maya Hieroglyphic Writing, Univ of Texas, Austin ◀ ★
- 12 Feb. 9 Brazilian Linguistics Institute, 8th Federal University of Pernambuco, Recife, Brazil LR 25 3, p 7
- 13-14 American Language Academy CAI Workshop Boston, MA LR 25.1, p 12
- 27-28 American Language Academy CAI Workshop Colorado Springs, CO LR 25.1, p 12
- 28-30 Sex Differences in Language Univ of Arizona, Tucson LR 25 3, p 8
- 28-1 Feb EXPOLANGUIS. International Week of Languages & Cultures, 1st Grand Palais, Paris, France Theme Languages of the World, the World of Languages. Information Centre d'Information et de Recherche pour l'Information et l'Enseignement des Langues, 80, rue Vaneau, 75007 Paris, France ◀

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
- 10-12 Conference on Hispanic Languages & Literatures, Tulane Univ, New Orleans LR 25 2, p 8
- 11-14 American Ethnological Society Prince Murat Hotel, Baton Rouge, LA Theme Text, Play, & Story LR 25 1, p. 10
- 11-14 Association for the Anthropological Study of Play, 9th Annual Meeting, Prince Murat Hotel, Baton Rouge, LA Theme The State of the Art in Play Research LR 25.1, p 10
- 15-19 International Bilingual/Bicultural Education Conference, 12th, of NABE, Sheraton Washington Hotel, Washington, DC LR 24-9, p. 8
- 17-18 American Language Academy CAI Workshop Philadelphia, PA LR 25.1, p 12
- 18-19 Applied Language Study Conference Oklahoma State Univ, Stillwater, OK LR 25.1, p 11
- 24-27 Eastern Educational Research Association Conference Hyatt Regency Hotel, Baltimore, MD LR 25 2, p. 8
- 25-27 Annual West Coast Conference on Formal Linguistics, 2nd Univ of Southern California, Los Angeles LR 25 1, p. 8
- 26 The Uses of Phonology Southern Illinois Univ at Carbondale LR 25.1, p. 11

- 13-14 Minnesota Regional Conference on Language & Linguistics Univ of Minnesota, Minneapolis, MN ◀ ★
- 13-15 Conference on Native American Studies, 1st Oklahoma State Univ, Stillwater, OK ◀ ★
- 16-22 Bi-annual Colloquium of Creole French Studies, 4th Univ of Southwestern Louisiana, Lafayette, LA LR 25 1, p. 12
- 18-20 Cognitive Science Society National Conference, 5th Rochester, NY ◀ ★
- 23-25 International Colloquium of AIMAV (Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structuro-Globales) Paris, France Theme The Teaching of Arabic to Adults (including migrants) in Europe LR 25 3, p. 6
- TBA Society of Italian Linguistics, 17th Urbino, Italy Theme Problems of Spoken Italian LR 24 9, p. 8

June

- 6-12 International Conference on Minority Languages, 2nd Abo Akademi, Turku Abo, Finland Topics Language planning & preservation, and immigrant languages, of the British Isles, Nordic countries, & northwestern European continent LR 25 1, p 9
- 9-11 International Conference on Complementation Brussels, Belgium (Organized by the Contact & Documentation Centre for Flemish Linguists.) LR 25 1, p 9
- 9-11 American Dialect Society Summer Meeting with Biennial Meeting of The Dictionary Society of North America University of Delaware, Newark LR 25.3, p 8
- 10-12 International Conference on Data Bases in the Humanities & Social Sciences Rutgers Univ, New Brunswick, NJ Send paper abstracts in duplicate to Robert F Allen, Room 427, Alexander Library, Rutgers Univ, New Brunswick, NJ 08903 ★
- 15-18 SPEAQ Societe pour la Promotion de l'Enseignement de l'Anglais au Quebec, 11th Queen Elizabeth Hotel, Montreal, Quebec Write SPEAQ '83, 2121 St-Mathieu, Suite 1902, Montreal, Quebec, H3H 2J3, Canada ★
- 20-July 29 Linguistic Institute Univ of California, Los Angeles Focus Theoretical Linguistics. Fellowship applications due: 11 February 1983. LR 25 1, p. 12
- 27-1 July International Conference on Nordic Languages and Modern Linguistics, 5th Aarhus, Denmark LR 25 3, p 7

July

- 4-Aug. 12 TESOL Summer Institute Toronto, Ontario, Canada Theme English in Bilingual Multicultural Societies. ◀
- 18-22 International Conference of the Department of Psychology and the School of Education, 2nd University of Bristol, Great Britain Theme Social Psychology & Language LR 25 3, p. 7
- 30-6 Aug. World Congress of Esperanto, 68th Budapest, Hungary ◀ ★

August

- 1-5 International Congress of the International German Teachers' Association, 7th. Budapest, Hungary Theme The Teaching of German in a Foreign Language Environment LR 25 3, p 7
- 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 Submission deadline February 1983. LR 25 1, p 12
- 9-13 American Language Academy CAI Seminar Boston, MA LR 24 5, p 9
- 14-18 Conference of the American Association of Teachers of Spanish and Portuguese Boston 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 LR 25.1, p 7
- 14-25 The Construction of Scholarly Ideas & the Human Context of Data Valuated papers due 1 January 1983. LR 24 5, p. 9
- 15-20 World Congress of Phoneticians (Speechology Congress), 4th Kobe, Japan Theme Speechology & Human Welfare LR 25 3, p. 7
- 19-21 Societas Linguistica Europaea, 16th Annual Meeting, Adam Mickiewicz Univ, Poznan, Poland LR 25 3, p. 7
- 22-26 International Conference on Historical Linguistics, 6th Poznan LR 24 7, p. 9 & LR 24 8, p 7

6-9	New Approaches in Foreign Language Methodology Nijmegen, The Netherlands	LR 24.7, p 10
8-12	LESTER '83 International Lexicography Conference Exeter, Devon, U.K.	
October		
14-15	Education and Training of Translators & Interpreters San Diego State Univ - Imperial Valley Campus, Calzaco, CA	
1984		
July		
16-20	Methods V International Conference on Methods in Dialectology Univ of Victoria, Victoria, B.C., Canada	LR 25.1, p 12
August		
5-10	World Congress of Applied Linguistics, 7th (AILA Brussels 84) Brussels, Belgium Theme: The Contribution of Applied Linguistics to International Understanding, Write: AILA World Congress 1984, ITQVUB Univ of Brussels, Pléinlan 2, B-1050 Brussels, Belgium	
26-30	International Conference on the History of the Language Sciences, 3rd (ICHOLES III) Princeton Univ., Princeton, NJ	LR 25.3, p 8
October		
TBA	Edward Sapir Centennial Conference Ottawa, Canada	

Conferences, Workshops, Seminars

Methods V, The Fifth International Conference on Methods in Dialectology/La Cinquième Conférence Internationale des Méthodes en Dialectologie, jointly sponsored by the Canadian Linguistic Association and the American Dialect Society, will be held 16-20 July 1984 at the University of Victoria, Victoria, British Columbia, Canada. The deadline for abstracts is 15 July 1983. Further information may be obtained from Dr. H. J. Warkentyne; Dept. of Linguistics; Univ. of Victoria; Victoria, B.C., Canada V8W 2Y2 . . . The 68th World Congress of Esperanto will take place in Budapest, 30 July-6 August 1983, with the topic of Social and Linguistic Aspects of Modern Communications. For further information contact the Universal Esperanto Association (Universala Esperanto-Asocio) at 777 United Nations Plaza, New York, NY 10017 or at Nieuwe Binnenweg 179, 3015 BJ Rotterdam, Netherlands . . . An international colloquium, **New Approaches in Foreign Language Methodology** is being jointly organized by AIMAV, Brussels, Belgium, and the Department of Applied Linguistics of the University of Nijmegen, Netherlands. The aim is evaluate new tendencies in foreign language didactics—educational systems rather than isolated teaching techniques. The organizers hope to identify the scientific basis of the theories recently proposed and the extent to which the new methods can be applied on a larger scale. The colloquium will take into account differences in the sociocultural situations in which the new methods originated and the situations of other

3-4	American Language Academy CAI Workshop Cleveland OH	LR 25.1, p 12
9-12	Georgetown University Round Table Conference on Languages and Linguistics Washington, D.C. Theme: Applied Linguistics & the Preparation of Second Language Teachers Toward a National WJ Topic Manifestness.	LR 25.3, p 7
11-12	Annual UWM Linguistics Symposium, 12th Univ of Wisconsin—Milwaukee, Milwaukee, WI Topic: Manifestness.	LR 25.1, p 11
12-13	Gypsy Lore Society, North American Chapter Annual Meeting Ann Arbor, MI	LR 25.2, p 8
12-14	Conference & Research Colloquium on Language Testing, Univ of Ottawa, Ottawa, Canada	LR 25.3, p 8
15-20	TESOL Annual Convention Sheraton Centre Hotel, Toronto	LR 25.3, p 7
17-19	Conference on College Composition & Communication Detroit Plaza Hotel ADS Session, "The English of Broadcasting"	LR 24.4, p 9
18-19	Annual Conference on Portuguese American Education, Sacramento, CA	LR 25.1, p 8
21-25	Language & Language Acquisition Congress, 3rd Genl. Belgium Theme: Pragmatics & Education	*
23-25	Linguistics Association of Great Britain Univ of Sheffield, England	*
24-26	Central States Conference on the Teaching of Foreign Languages The Sheraton Hotel, St. Louis, MO. Theme: The Language Classroom Gateway for Growth	LR 25.2, p 7
24-26	International Conference on Culture & Communication, 5th Bellevue Stratford Hotel, Philadelphia, PA Contact: Sara Thomas, Dept. of Radio-TV Film, Temple Univ., Philadelphia, PA 19122. Tel (215) 787-8424.	LR 24.9, p 9
25-26	Language & Culture in South Carolina Annual Symposium, 7th Univ of South Carolina Columbia Abstracts & Titles due by 1 Feb 1983 to Karl G Heider Dept of Auth. Univ of South Carolina, Columbia, SC 29208	LR 24.9, p 9
25-27	Stanford Child Language Research Forum, 15th Stanford CA	LR 25.2, p 7
25-27	Workshop on Maya hieroglyphic writing, Univ of Texas, Austin	LR 25.2, p 8
25-27	Rhinography in Education Research Forum, 4th Philadelphia, PA	LR 25.2, p 7
26-27	Symposium on Comparative Literature and International Studies, 3rd Monterey, CA Theme: Literature as an Indicator of Change	LR 24.9, p 14
27-30	International Conference for English Historical Linguistics, 3rd Sorbey 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	LR 24.9, p 9

April

5-6	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	LR 24.9, p 8
6-8	Association for Literary & Linguistic Computing San Francisco, CA	LR 24.6, p 7
7-9	Conference on Foreign Languages for Business Eastern Michigan Univ Ypsilanti, MI	LR 25.1, p 11
11-13	The Hatfield Polytechnic Conference on Discourse Structure Hertfordshire, England	LR 25.3, p 6
21-22	American Language Academy CAI Workshop Tampa, FL	LR 25.1, p 12
21-23	National Conference of the National Association for Asian/Pacific American Education, 5th Chicago, Illinois Theme: Education for Unity in Diversity	LR 25.3, p 6
24-26	Linguistic Symposium on Romance Languages, 13th Univ of North Carolina, Chapel Hill	LR 25.3, p 6
24-27	Popular Culture Association/American Culture Association Wichita, KS Theme: Language & Popular Culture	LR 25.1, p 11
28-30	Education & Latin America Tulane Univ., New Orleans, LA	LR 25.1, p 12
28-30	Annual Convention of Illinois TESOL/BE Springfield, IL, 11th Pre registration information from Ellen Judd, Executive Secretary, Linguistics Depart., Univ of Illinois at Chicago Circle, Chicago, IL 60680 Abstract deadline: 5 January 1983. Send to Lucille Greco; 2837 N. Merrimac Ave., Chicago, IL 60634	
May		
6-7	Eastern Conference on Austronesian Languages, 3rd Ohio University Abstracts due 15 March	LR 25.3, p 6
10-12	Annual Business & Conference of the New Zealand Association of Language Teachers, Auckland, New Zealand	LR 25.3, p 6
10-15	Annual SIETAR Conference, 9th San Gimignano, Italy Theme: Intercultural Perspectives in Today's World Write: SIETAR International, 1414 22nd St., NW, Suite 102, Washington, DC 20037	
12-14	Pacific Northwest Council on Foreign Languages/Coalition of Oregon Foreign Language Teachers, Joint Conference The Valley River Inn, Eugene, OR	LR 25.1, p 9

educational settings, such as in developing countries. Special attention will be paid to the results of a survey of methods currently used in foreign language classrooms in countries all over the world, which is to be completed before the colloquium convenes, 6-9 September 1983, in Nijmegen. If you intend to present a paper or moderate a workshop please notify the Secretariat (with your provisional title and telephone number): Department of Applied Linguistics; Univ. of Nijmegen; c/o Mr. H. Bours; P.O. Box 9103; 6500 HD Nijmegen, The Netherlands, as soon as possible (phone: (31) 80512207 from abroad; 080-51 22 07 otherwise) to receive an instruction kit. The closing date for submitting abstracts and workshop proposals is February 1, 1983. . . The Inaugural Meeting of the European Chapter of the Association for Computational Linguistics will be held at the Univ. of Pisa, Italy, on the 1-2 September 1983. Papers are being solicited on linguistically and computationally significant topics. Authors wishing to present a paper should submit 6 copies of a 5 to 8 page (double-spaced) summary by 31 January 1983, to Giacomo Ferrari; Istituto di Linguistica Computazionale; Via della Faggiola 32; I-56100 Pisa, Italy. The European Chapter Secretary is Harold Sommers; Center for Computational Linguistics; U.M.I.S.T.; P.O. Box 88; Manchester M60 1QD, England. . . The Gypsy Lore Society, North American Chapter is soliciting papers for the annual meeting to be held 12-13 March 1983 in Ann Arbor, Michigan. Papers are sought for sections on Romany sociolinguistics and Gypsies and interethnic relations. Send abstracts of paper or request for more information to William G. Lockwood; Depart. of Anthropology; Univ. of Michigan; Ann Arbor, MI 48109; Tel. (313)764-7153. . . The organizers of an approved 1983 ICAES symposium are seeking papers on "Language as an Instrument of Dominance and of Transformation: The Politics of Bilingualism, Linguistic Sexism, and Social Dialectology." Contact Ruby Rohrlch; 303 West 66 Street, 6J-E; New York, NY 10023 and/or John Attunasi; Bilingual Teacher Training, Indiana Univ Northwest; 3400 Broadway; Gary, IN 48408. . . The first annual Conference on Native American Studies is scheduled for 13-15 May 1983 at Oklahoma State University in Stillwater. It is an attempt to draw together scholars from all academic disciplines whose research interests focus on topics relating to any of the Native American cultures of the North American continent. This first meeting will consist of paper presentations, panel discussions, distinguished plenary speakers, and special events. Titles of proposed papers (with a 150-word abstract) should be sent by 1 March 1983 to James S. Thayer; 225 Hanner Hall, Oklahoma State Univ; Stillwater, OK 74078. . . The annual Minnesota Regional Conference on Language and Linguistics will be held on a Friday and Saturday, 13 and 14 May 1983, at the Univ of Minnesota, Minneapolis. Papers are invited on any field of language study, such as theoretical and applied linguistics, psychology, philosophy and sociology of language. Send an anonymous one-page abstract (with a sheet containing name, title of paper, affiliation, and mailing address) to Jeanette K. Gundel, 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 25 February 1983. . . The Spanish section of San Diego State Univ.—Imperial Valley Campus will sponsor a two-day conference on the Education and Training of Translators and Interpreters on 14-15 October 1983. Papers are invited on any aspect of pedagogical theory, methodology, and techniques. Topics for workshops, demonstrations, and panel discussions are also solicited. Please submit an outline or abstract as soon as possible to Dr Jose Varela-Ibarra, San Diego State Univ, Imperial Valley Campus; 720 Heber Ave.; Calexico, CA 92231. The TESOL

Summer Institute 1983 will be held in Toronto 4 July-12 August 1983. The Summer Institute will be hosted jointly by the Department of Linguistics, Univ. of Toronto, and the Modern Language Centre, Ontario Institute for Studies in Education. The theme of the 1983 Institute will be "English in Bilingual and Multicultural Societies." The annual summer meeting of TESOL will be held during the Institute, 21-23 July. Accommodation for Institute participants will be available on the campus of the Univ of Toronto. A handbook containing details of all matters relevant to the Institute (course descriptions, faculty, scheduling, mini-courses, accommodation, fees, visa requirements, lectures, scholarships, related activities) will be available in January 1983. Requests and inquiries should be addressed to TESOL Summer Institute; School of Continuing Studies; 158 St. George Street, Toronto, Ontario, M5S 2V8 Canada. The Cognitive Science Society will have its next national conference at the Univ. of Rochester (NY), 18-20 May 1983 (immediately before the Rochester Lilac Festival). Authors are invited to submit papers for consideration for presentation at the meeting. Papers may report current work in a research field relevant to the understanding of cognition; point out and/or elucidate an interdisciplinary link between fields; or address a point of current controversy or discussion within cognitive science. Three copies of submissions must be received by 15 February 1983—authors will be notified of acceptance after 15 March 1983. Accepted papers will be published in the Proceedings (camera-ready copy is due 15 April; papers must fit completely into 4 8-1/2" x 11" pages). Send papers and queries to Cognitive Science Conference, Univ. of Rochester, Dewey Hall, Rochester, NY 14627; Tel (716)275-5402. . . An Advanced Seminar in Maya Hieroglyphic Writing will be taught at the Univ of Texas at Austin, 10-14 January, by Linda Schele, and will concentrate on the Maya script. Participants will be expected to go thoroughly into the functioning of the writing system and to do actual glyph decipherments and research work. Applicants must demonstrate that they have already achieved an understanding of the basic nature of the Maya writing system and the functioning of the glyphs. To receive further information write Nancy P. Troike, Institute of Latin American Studies, Univ. of Texas, Austin, TX 78712. The International Conference on Lexicography—LEXeter '83 already has a large number of preliminary registrations and offers of papers. The *LR* has received the following information. There will be a number of Plenary meetings devoted to such fundamental issues as 'Lexicography as an Academic Field,' 'Users and Uses of Bilingual Dictionaries,' 'The Pedagogical Dictionary,' 'Dictionaries Past, Present, and Future,' 'Computers in Dictionary-Making,' and 'Terminology Standardization.' Plenary papers will last 45 minutes, followed by 15 minutes discussion. There will be 5 main sections. The convenors and reporters are Reuven Merkin (Jerusalem)—The Historical Dictionary; Ladislav Zgusta (Urbana, IL)—The Bilingual Dictionary, Tony Cowie (Leeds)—The Learner's Dictionary; Frank Knowles (Birmingham)—Computer-Aided Lexicography, and Juan Sager (Manchester) and a joint committee representing TERMI, Infoterm, FID/LD, and AILA-Comterm—Terminological Lexicography. Section papers will last for 20 minutes, with 10 minutes for discussion. Abstracts of not more than 300 words are requested as soon as possible. Reinhard Hartmann (Univ Exeter) will be assisted by several co-sponsoring organizations in the organization of this conference; the Dictionary Society of North America, The British Association for Applied Linguistics, the Association for Literary and Linguistic Computing, and the International Association of Terminology. It is hoped that on the occasion of the conference a European Association for Lexicography will be established.

mediated communication on individuals (e.g., impact of T.V. on psycho-social development; comparative analysis of semiotic systems; impact of modes of communication on modes of thought; computers and cognition). (2) *Social/political impact/context of communication*. (3) *Literary theory*. (4) *Myth/ritual/popular culture*. Candidates must have Ph.D. or equivalent and demonstrated research and teaching ability. Significant publication record required at senior levels. Salary dependent on level of appointment. Send vita, statement of interests, and names of three references (DO NOT SEND LETTERS OF REFERENCE OR PLACEMENT FILES) to: Recruitment (LR), Communication D-003, UCSD, La Jolla, CA 92093, by 1 February 1983. UCSD is an Equal Opportunity/Affirmative Action Employer.

The Program in Cognitive Sciences at the University of California, Irvine, has an opening for a tenure-track Assistant Professor in the area of Cognition. Candidates will be considered from any subarea of cognition; examples include, but are not limited to artificial intelligence, cognitive development, decision making, language acquisition, perception, psycholinguistics. Responsibilities will include research and teaching. The Cognitive Sciences Program is an interdisciplinary program, emphasizing formal approaches. Applicants should send letters of interest, vitae, and names of three references to: Cognitives Sciences Search Committee; Professors Tom Cornsweet & Kenneth Wexler, Chairs; School of Social Sciences; University of California; Irvine, CA 92717; Att.: Ms. L. Anderson. Deadline for applications is 1 February 1983. An Affirmative Action/Equal Opportunity Employer.

The University of California, Los Angeles, Department of Linguistics expects to make one full-time and one half-time appointment, both one-year (1983-84) nonrenewable, in one or more of the following areas: (1) formal syntax or semantics; (2) psycholinguistics; (3) phonetics/phonology. Candidates should have Ph.D. completed by summer 1983. Salaries are not restricted to entry-level. established scholars who would like to visit are invited to apply. Send CV, sample publications, and *names* of referees (not letters) to Robert P. Stockwell, Chairman, by 15 December 1982. Interviews at LSA San Diego by appointment. UCLA is an affirmative action/equal opportunity employer.

The Pennsylvania State University announces a position as Assistant Professor of French and Linguistics effective September 1983, tenure-track. Prefer emphasis in phonology. Near-native fluency and Ph.D. required. Application deadline 1 February 1983. Send letter, vita sheet, and dossier to: Professor Richard L. Frautschi, Head; Department of French; 316 Burrowes Building; Penn State University; University Park, PA 16802. EO/AA.

The Department of Linguistics at Stanford University is seeking applicants for a tenure-track position in phonetics and phonology. Appointment will be made at the Assistant Professor level, beginning in the 1983-84 academic year. Salary approximately \$25,300. All requirements for the Ph.D. must have been completed by August 31, 1983. Ap-

plication deadline: January 7, 1983. Letter of application should be accompanied by a curriculum vitae and a sample of written work. Three letters of reference are also required. Address all materials to: Professor Will Leben, Chairman; Search Committee; Department of Linguistics; Stanford University; Stanford, CA 94305.

ESL INSTRUCTOR: The American Language Institute, University of Southern California, will have at least one opening at the instructor level for the 1983-84 academic year. Responsibilities include teaching ESL, supervision of teaching assistants and part-time lecturers, and other duties as needed. Basic requirements: Master of Arts in an appropriate field and at least three years' teaching experience. Preference will be given to those applicants with experience in teacher supervision. Major criteria: teaching excellence and professional commitment. Appointment is for one academic year, renewable annually. Salary is competitive. Summer teaching is also a possibility. Applications should be received by 4 April 1983. Some interviews can be scheduled to take place at the TESOL Convention in Toronto, Canada, 15-20 March 1983. Please submit a letter of application and a resume (containing a phone number) to: Dr. William E. Rutherford, Director; American Language Institute; University of Southern California; JEF 251, University Park, MC 1294; Los Angeles, California 90089-1294. An Equal Opportunity/Affirmative Action Employer.

The Department of Anthropology at the University of Michigan announces an opening at the Assistant Professor level in Linguistic Anthropology beginning in September 1983. Candidates must be interested in working with anthropologists from all subdisciplines and they will be expected to contribute heavily to the linguistic component of the training of anthropologists of all sorts. Candidates must be fully trained in linguistics and must also be interested in cooperating with linguists from other units of the University. Preference will be given to candidates with research experience with non-European languages. Ph.D. must be completed before employment begins. Teaching experience is desirable. The University of Michigan is an equal opportunity employer. Race, sex, age, religion, and ethnic origin are immaterial. Address inquiries and applications to: Chairman; Linguistic Search Committee; Department of Anthropology, 1054 L.S.A. Building; The University of Michigan; Ann Arbor, Michigan 48109.

The University of California at Santa Cruz announces the opening of a permanent ladder position in Linguistics. Teaching responsibilities will include both advanced courses in the Linguistics curriculum and lower division courses in Linguistics and general education. Applicants should have a Ph.D. in linguistics, a minimum of two to three years teaching experience beyond the Ph.D., and a strong research interest in psycholinguistics, sociolinguistics, or ethnolinguistics is desirable. Applications from ethnic minorities are particularly welcome, as are applications from individuals whose research and teaching interests include ethnolinguistic or sociolinguistic issues.

RANK: Assistant Professor/Associate Professor. **MINIMUM QUALIFICATIONS:** Ph.D in Linguistics; at least two to three years teaching experience after the Ph.D.; evidence of excellence in undergraduate teaching; and a record of quality research in phonology, syntax, or semantics. **SALARY:** Commensurate with qualifications and experience. **EFFECTIVE:** Fall quarter 1983. **APPLY TO:** Applicants should send curriculum vitae and three letters of recommendation to Jorge Hankamer, Chair; Board of Studies in Linguistics; Cowell College; University of California; Santa Cruz, CA 95064. **CLOSING DATE:** 15 January 1983. An EEO/AA Employer.

BILINGUAL/BICULTURAL EDUCATION: GRADUATE SCHOOL OF EDUCATION. The University of California, Santa Barbara anticipates a position in the Department of Education beginning Fall 1983. A tenure-track Assistant Professor appointment is contemplated, but exceptionally well-qualified persons whose background and experience warrant a tenure-level appointment (Associate or Full Professor) are also encouraged to apply. Applicants should have primary research and teaching interests in the general areas of bilingualism/biculturalism (Hispanic emphasis), bilingual education, and language acquisition. Position responsibilities include graduate teaching and research supervision at the master's and Ph.D. levels, Title VII grant and program administration. A primary criterion for selection will be demonstrated evidence of a sustained program of national caliber research and publication. Salary commensurate with qualifications and competitive with other major universities. Send letter of interest, vita, and three letters of reference to: Chair, Bilingual Search Committee; Graduate School of Education; University of California; Santa Barbara, CA 93106. Application deadline: 15 February 1983. UCSB is an Affirmative Action/Equal Opportunity Employer.

The Linguistics Department at New York University anticipates a possible tenure-track appointment for Fall 1983. Rank and specialization are open. Please send a curriculum vitae to Frank Anshen, Acting Chairman; Department of Linguistics; 10 Washington Place, Room 602; New York, NY 10003. BOE/AA.

FACULTY POSITION, University of Louisville. Anticipated opening for a full-time ESL lecturer starting July 1, 1983. M.A., or equivalent, in teaching English as a second language or in a related field; at least one year of adult ESL teaching experience (excluding practice teaching), preferably in an intensive English program; and native-speaker proficiency required; must be able to teach and test all levels and skill areas of ESL; foreign language and residence in a non-English speaking country highly desirable. Full-time appointment on a twelve-month, renewable contract at \$14,000-\$15,000. Application letter and full credentials, including curriculum vitae, official transcripts, and four references to Dr. Karen A. Mullen, Director of IESL Program, Department of English, University of Louisville,

Louisville, KY 40292. Deadline: 1 March 1983. Equal Opportunity/Affirmative Action Employer.

CROSS-CULTURAL COMMUNICATIONS PROGRAM, University of Alaska, Fairbanks. Position for Instructor or Ass't. Professor (tenure track) of Cross-Cultural Communication. Depending on qualification, may be a joint appointment with an appropriate other discipline. Development and instruction of freshman level and developmental courses in written communication and learning strategies for students from Alaska Native cultural backgrounds. Minimum qualifications: Master's degree (Earned doctorate for Ass't. Prof.). Successful experience teaching college level writing in a bilingual/bicultural setting and demonstrable understanding of communication problems across linguistic and cultural boundaries. Salary range from Instructor to Ass't. Professor: \$24,850-\$36,618 for nine months. Application should include a letter outlining interest and relevant ideas, a current vitae, transcripts, three letters of reference, and two most recent employers. Send to: Russell L. Currier or Patricia Kwachka, Cross-Cultural Communications, 314 Chandalar South, Fairbanks, Alaska 99701. Closing date: 4 January 1983.

The University of Alaska is an EO/AA Employer and educational institution. Your application for employment with the University of Alaska may be subject to Public Disclosure if you are selected as a finalist.

The Monterey Institute of International Studies anticipates an opening for the 1983-84 academic year for a Ph.D. (or ABD) to teach applied linguistics courses in a TESOL MA program and to coordinate and teach courses in an intensive ESL program. Duties include course preparation, teacher supervision, and interface with MA-TESOL program. The salary is \$17,500 for a nine-month contract with possibilities for summer employment. Administrative experience is desirable. Candidates should send three letters of recommendation, an updated CV and a letter listing possible TESOL courses to Kathleen M. Bailey, Director; TESOL Program; Monterey Institute of International Studies; 425 Van Buren Street; Monterey, CA 93940.

One or more part time instructors for an intensive 7-week summer program in the areas described below. Some positions may be continued during the Fall, 1983, term. (1) ESL instructor to teach 7½ hours a week in conjunction with another instructor in an intensive English program. Desired area of specialization: teaching writing to non-native speakers of English. *Requirements:* M.A. in teaching English as a second language or a related field and prior experience in an ESL program; native speaker proficiency in English. (2) ESL instructor to teach 7½ hours a week in conjunction with another instructor and a lab instructor in an intensive English program. Desired area of specialization: teaching beginning and intermediate English skills to non-native speakers of English. *Requirements:* Same as above. (3) Lab instructor for ESL language laboratory to work in

conjunction with two classroom instructors at the beginning and intermediate levels. Experience with both ESL instruction and knowledge of the language laboratory essential. Application deadline for all positions: 15 February 1983. Send letter of application and vitae to: Dr. Barry E. Weingarten; Department of Classics and Modern Foreign Languages; College of Notre Dame of Maryland; 4701 N. Charles St.; Baltimore, MD 21210.

The School of Communication at Gallaudet College is seeking applications for faculty positions in teaching communication courses in the newly formed School of Preparatory Studies. Applicants are expected to have background and experience in several of the following areas: Interpersonal and Small Group Communication; Role Theory and Practice; Action Training Methods; Language and Attitude Assessment; Deaf Education. Applicants must be fluent in American Sign Language and preferably have a Ph.D. or terminal degree. Depending on the applicant's background, faculty status will be granted in one of the following departments within the school of Communication: Audiology, Communication Arts, Linguistics, Sign Communication, Theatre Arts, or Visual Media. Rank: Assistant Professor/Instructor. Send letter of application, resume, and three letters of recommendation to Dr. David Tweedie; Dean, School of Communication; Gallaudet College; 800 Florida Avenue, NE; Washington, DC 20002. Application deadline: 15 March 1983. Gallaudet College is an Equal Opportunity Employer/Educational Institution.

Brown University is seeking applications for a tenure-track assistant professor in linguistics for three academic years, 1983-1986. Requirements: theoretical linguist with expertise in historical linguistics or in semantics. Ph.D. necessary by June 1983. The deadline for application is 1 February 1983. Please submit curriculum vitae and three letters of recommendation; do not send other materials at this time. Applications should be addressed to: Professor Philip Lieberman; Search Committee; Department of Linguistics; Box E, Brown University; Providence, R.I. 02912. Brown University is an EEO/AA Employer.

General Linguist. The Department of Linguistics at the University of Michigan is seeking to hire an Assistant Professor or beginning Associate Professor with accomplishments in at least two of the following areas: phonetics, phonology, syntax, semantics. Please send letters of inquiry and vitas to Professor Eric S. Rabkin, Department of Linguistics, University of Michigan, Ann Arbor, MI 48109. The University of Michigan is an Equal Opportunity/Affirmative Action employer.

Applied Linguist. The Department of Linguistics and the English Language Institute of the University of Michigan are seeking to hire an Assistant Professor or beginning Associate Professor with accomplishments in at least two of the following areas: second language acquisition, ESL methodology, psycholinguistics, sociolinguistics. Please send letters of inquiry and vitas to Professor Eric S. Rabkin,

Department of Linguistics, University of Michigan, Ann Arbor, MI 48109. The University of Michigan is an Equal Opportunity/Affirmative Action Employer.

The Department of Linguistics in conjunction with the Women's Studies Program at the University of Michigan is seeking to hire a tenure-track Assistant Professor or Associate Professor with expertise in sociolinguistics and/or psycholinguistics with research interests in gender-related issues of language use. The position would be half time in each unit with tenure, if appropriate, in the Linguistics Department. Please send letters of inquiry and vitas to Professor Eric S. Rabkin, Department of Linguistics, University of Michigan, Ann Arbor, MI 48109. The University of Michigan is an Equal Opportunity/Affirmative Action Employer.

University of Maryland, College Park. The Hebrew and East Asian Languages and Literatures Program announces a tenure-track position beginning August 1983 on the associate professor/advanced assistant professor level in Chinese language and linguistics or literature. Requirements include: Ph.D.; native or near-native fluency; extensive experience in teaching Chinese language and in administering language programs; demonstration of scholarship through publications in area of specialization; strong interest in creating new ways of language teaching and in strengthening the language program. Although people with linguistic background, particularly sociolinguistics or applied linguistics, will be given primary consideration, scholars with a Ph.D. in literature and the qualifications outlined above are also encouraged to apply. Salary negotiable. Applicants are urged to submit their material before 1 March 1983. Send curriculum vitae and names of three referees to Dr. Adele Rickett; Hebrew and East Asian Languages and Literatures Program; University of Maryland; College Park, Maryland 20742. The University of Maryland is an equal opportunity employer.

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 post-doctoral fellows for the academic year beginning Fall 1983, supported by a Sloan Foundation grant. Individuals with an interest in study and research in the following and related areas are invited to apply: cognition, language acquisition, linguistic theory, psycholinguistics, neurolinguistics, cognitive neuroscience, perception, mathematical cognitive science. Applicants who are selected will be expected to participate in ongoing research projects in the Program. Please send a letter outlining research interests, a vita, and names of three of more references to: Post-Doctoral Cognitive Science Committee; c/o Ms. Lykke Anderson; School of Social Sciences; University of California; Irvine, CA 92717. An Equal Opportunity/Affirmative Action Employer. Applications for Fall 1983 should be received no later than March 1, 1983.

The Articulated Langouste

Langouste feels compelled to print verbatim part of a letter that crossed its desk, and to withhold comment: "The name of the International Communication Agency has been changed to United States Information Agency. To many, the name will sound familiar. The United States Information Agency was one of the two entities that were joined to form the International Communication Agency in 1978. The other was the Department of States's Bureau of Educational and Cultural Affairs . . . In the meantime continue to use the old forms until further notice. The function of the Exchange Visitor Office will remain the same, but it will now be an element of the United States Information Agency." Deborah Tannen (Georgetown) is the author of an article on conversational styles in the October issue of *Vogue*—such drama in all those cross-gender misunderstandings . . . Vladimir Ivir (Zagreb) will be at the Univ. of California, Berkeley, for winter and spring semesters, thanks to a Fulbright and sabbatical . . . John Baugh (Texas-Austin), styled by an admirer as "a sociolinguist in the Labovian tradition," was selected by the National Research Council as one of 35 Postdoctoral Fellows. He decided to grace the halls of CAL during this time . . . John Rouillard (Arizona State, Tempe) was chosen to present testimony before the Senate Select Committee on Indian Affairs. The new Director of the Nyelvtudományi Intézet (Magyar Tudományos Akadémia) as of October 1 is Jozsef Herman. Péter Hajdú has left the Directorship of said Linguistic Institute to resume teaching . . . Several linguists have been singled out for distinction by having their names misspelled in the *LR*. Once for the late Paul Pimsleur, twice for the gracious Laurence Urdang (that's LAURENCE URDANG), and innumerable occasions for Merrill Swain . . . There's been considerable agreement from readers of the *Chronicle of Higher Education* with a statement from Paul Connelly that computer pro-

gramming courses should not be used to fulfill foreign language requirements (*plus ça change*, remember when it was statistics?) . . . Langouste joins John Algeo this month in the typesetting business, only it's high-tech. Not only is this column keyboarded on the console of a personal computer (as is all the text in this issue save *When & Where*), but through the miracle of telecommunications (and some elegant translation tables), the substance of the *LR* is transformed into its typeset persona. (Contributions to Langouste can be sent to CompuServe 72305, 335.) Langouste has news from São Paulo that Frank R. Brandon's Portuguese-Sateré/Sateré-Portuguese dictionary is being made by an Apple, and includes some very nice graphics. . . There's a panel planned on (New) Careers in (Applied) Linguistics (for Linguists) for the LSA summer meeting. The idea is propaganda by example, and some areas to be covered are bilingual education, clinical applications, reading, and computerizing . . . When I was in New Hampshire last month I was privileged to see the page proofs of Sue Fisher and Alexandra Todd's (Eds.) *The Social Organization of Doctor-Patient Communication*, a tome to be available from CAL in January. "General Hospital" it isn't, but there's a full range of the-doctors-you-love-to-hate represented, and some underdog patients that I cheered on till the closing pages. Funny thing, I may take a few pointers for my own interactional gambits from the competent types on both sides of the encounters detailed in this blockbuster. Physicians, repair thy world views! Patients, know your interlocutor! The transcripts are first rate, and the analyses get four stars on my scale. Contributors are Aaron V. Cicourel; Sue Fisher; Richard M. Frankel; Per Måseide; Marianne A. Paget; Albert B. Robillard, Geoffrey M. White, & Thomas W. Maretzki, Roger Shuy; Deborah Tannen & Cynthia Wallat; Alexandra Dundas Todd; and Candace West.



Administrative Division

G RICHARD TUCKER
Director

JOHN H. HAMMER
Deputy Director

ALLENE GUSS GROGNET
Associate Director

DIANA RIEHL
Secretary

Programmatic Offices and Divisions

DORA E. JOHNSON

Director, Office of Communication & Publications

JOHN L. D. CLARK

Director, Foreign Language Education

TRACY C. GRAY

Director, Office of Language & Public Policy

ALLENE GUSS GROGNET

Director, Native & English Language Education

WALT WOLFRAM

Director, Research

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and works to promote cooperation between linguistics and other disciplines. The 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 Subscription Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgment is given. Subscription rates: 1 yr. \$15.00, \$18.00 (foreign surface mail), \$20.00 (U.S., Canadian, and Mexican airmail), \$28.00 (foreign airmail), 3 yrs. \$37.00, \$45.00, \$50.00, and \$70.00 respectively.

Linguistic Reporter
Consulting Editor
Editor
Subscription Secretary

JO ANN CRANDALL
ALEXANDRA DI LUGLIO
DEBORAH TUCKER

BOARD OF TRUSTEES

COURTNEY B. CAZDEN, Professor of Education, Harvard University, Chair

FRANK E. ROBBINS, Executive Vice President, Summer Institute of Linguistics, Vice-Chair

VICTORIA A. FROMKIN, Secretary-Treasurer, Linguistic Society of America, ex-officio

JOSE CARDENAS, Director, Intercultural Development Research Association

JAMES A. CUDVEY, Regional Administrator for Asia & the Pacific, National Rural Electric Cooperative Association

CHARLES A. FERGUSON, Professor of Linguistics, Stanford University

MELVIN J. FOX, Ford Foundation, retired

VARTAN GREGORIAN, President, The New York Public Library

ALLEN H. KASSOF, Director, International Research and Exchanges Board

ILSE LEHISTE, Professor of Linguistics, Ohio State University

NGUYEN HY QUANG, President, Mekong Corporation

G. RICHARD TUCKER, Director, Center for Applied Linguistics

WILLIAM W. TURNBULL, Distinguished Scholar in Residence, Educational Testing Service

ELIZABETH WHATLEY, Professor of Reading, Cheasey College

ARNOLD M. ZWICKY, Professor of Linguistics, Ohio State University

The Linguistic Reporter

Center for Applied Linguistics

3520 Prospect Street, N.W.

Washington, D.C. 20007

nonprofit organization

U.S. POSTAGE

PAID

WASHINGTON, D.C.

PERMIT NO. 41429