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Primer Writing For Adult Literacy in Bantu Languages

by Marian Halvorson

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In writing primers in any language, consideration should be given to three major factors: the learners and their abilities, interests, activities and customs, as well as their cultural taboos; the linguistic features of the language; and teacher training and the construction of primers.

THE LEARNERS

All too often primers for teaching reading and writing to adults are thought of as mechanical devices to introduce, in

rhythmic pattern, the syllables (or other symbols) which make up words. Once these are introduced in a series of words, it is assumed that the learner will want to enter the "world of books" and meaningful reading.

We often speak about learner-centered pedagogy, but a study of some fifty adult primers used in various projects in Africa indicate that only a few have been successful in applying such pedagogy. For example, in one African country a national was asked to read from the primer currently in use. Many times on each page he stopped, puzzled a bit, and com-

mented, "But we don't say that . . . Oh, I see, they wanted to use those words."

When a primer is thought of as an introduction to literature, rather than a mechanical device, it will take on a new form. Characters will speak in natural idiom and act according to custom. Learners will find their own lives portrayed in the primer—in stories, conversation, and illustrations. But these learners may be city dwellers or farmers, mountain folk or plains people, teenagers, young adults, or grandparents. All these represent a variety of interests and customs. It is not easy to include stories appealing to all these groups, and at the same time teach the mechanics of reading within a controlled vocabulary. But only so will thoughtful reading habits be created from the first lessons.

THE LANGUAGE

Knowing all the linguistic features of the language and the correspondence of sound to symbol is essential in writing a primer. Most Bantu languages (East, Central, and South Africa) have a generally consistent correspondence of sound to symbol, having been phonetically, though not always phonemically, written. A major difficulty exists when seven-vowel languages have been written with five vowels. It is also to be noted that when Bantu languages have been written disjunctively the new readers have to go back again and again to pick up the particles to be joined for meaning.

Special attention should be given to the distinctive features of the language,



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i.e. nasalization, palatalization, labialization, consonant clusters, vowel length and vowel groupings, stress, tone, syllable structure, and word length.

Word length is a major problem for primer writers in Bantu languages. For example, in Swahili each verb-stem can be prefixed by subject, tense, relative, locative, or object morphemes. There are no less than 300 possible combinations of these prefix forms. Add to this the 30 or more variations of concordial suffixes to verbs, and words become very elastic. Seven to nine syllable words are common, e.g. *halitawapendezeni* 'it will not please you (pl.)' or *watakavyokupendeza* 'as they will please you (sing.)'

Since every syllable is a meaningful unit, primers must provide for a gradual building up of the more complicated structures from the simple forms. For instance, frames like the following have been found useful:

watapenda	watakavyompenda
watapendana	watakavyompendeza
watakavyopendana	watakavyokupendeza

Bantu language structure therefore demands that early attention be given to syllables, even though initial lessons are seemingly best presented through the global approach. Adults usually make more rapid progress than children in picking out the syllables and salient details. By the third or fourth lesson, or even earlier if desired, some of the sight words can be broken into syllables and these used in building new words.

In some languages, where words are mono-, bi-, or tri-syllabic and where the stress is on the initial syllable, the approach of teaching syllables from the initial syllable of words may be useful. But in Bantu languages, stress is only rarely on the initial syllable, especially in verbs. Tone is frequently phonemic, though it is only rarely written.

In Swahili (East Africa) and Ndebele (Rhodesia), the stress is consistently on the penultimate syllable. A primer which taught new syllables in initial position in Swahili brought considerable confusion, i.e. *u* was taught in *ugali* 'porridge', but *ga* is the stressed syllable; *ta* was taught in *tazama* 'look', but *za* is the stressed syllable. Many learners read *ga* for *u* and *za* for *ta* in later texts, until these lessons were revised.

It has been found useful, prior to scheduling a primer-writing workshop, to have word-frequency counts prepared for

both oral and written vocabulary if possible. A word-count of Swahili indicated that 252 word-stems represented 50% of a count of 50,000 nouns and verb-, adjective-, and adverb-stems. Functional stems (conjunctions, locatives, pronouns) accounted for another 23%. It does not follow, however, that learning these 250 words would enable meaningful reading of 50% of all texts, as the key word for meaning in a sentence could well be one which is not in the frequency list. However, introducing most of these frequently used words comes about naturally when a text is based on natural language and idiom. [It is worth noting that such lists are to be used with discretion and are more helpful in writing primers for those learning to read in a national language which is not their mother-tongue. Swahili, for instance, is a second language for the people of 130 different tribes in Tanzania.]

A frequency count of 35,000 Swahili syllables indicated that 80 syllables represented 85% of the total count. These 80 syllables, taught in 115 words in the first book (60 pages) of the *Jifunze Kusoma* series¹, use all the consonants and vowels, but not all the combinations. Books II and III of the primer series build on elements taught in Book I, so all combinations are introduced and drilled. It may be that eighty elements in Book I will be found to be excessive when in mass use.

PRIMER CONSTRUCTION

Since teachers of adult classes are generally not trained instructors but volunteers who have been given only several weeks' briefing, it is necessary to include in the primer drills and aids to assist them in the arduous task of teaching.

A general fault of adult primers (as well as children's) is the introduction of too many new words and syllables in a single lesson, or the presentation of elements so similar that adults do not readily see the differences. Listed below are some of the strategies that have been found useful:

(1) Global presentation of two or three dissimilar words in the first lesson.

(2) Adding only one, or at most two, new words in each of the next two or three lessons.

(3) Analyzing one or two sight words beginning in the third or fourth lesson and using several of these to build a new word.

(4) Avoiding in early lessons words that are minimally different, e.g. *nama* and *mama*; words that are reversals, e.g. *taka* and *kata*; words with similar letters, e.g. *baba* and *dada*.

(5) It is helpful in the early stages to introduce words with more than one vowel, e.g. *baba* and *lima* are learned more easily than *baba* and *kaka*. Using a single vowel for several lessons causes learners not to see the vowel and creates an unnatural reading habit.

(6) Writing reinforces reading from the first lessons. One should begin with one word such as *mama* or *nini*, so that only two letters need be learned, and in subsequent lessons, add one new letter per word as far as possible.

(7) Continuity in text and story sequence should begin early in the book. Characters, conversation, humor, drama, and suspense ought to be introduced, but the text must be kept simple.

(8) Gradual, controlled introduction of the elements is essential, even if a series of booklets is necessary. A maximum of two or three new syllables per lesson may be taught in stressed position in the word, but there should be no more than one or two built-up words in each lesson, on the basis of fifty to one hundred words in the first book.

(9) The drills for teaching aids should be varied following the story-text: after the first few lessons, all new words are broken into syllables and drilled in blocks, new words are built from known syllables built up in blocks; syllables and phonics of letters are analyzed through various frame drills; and syllable drills should be structured frequently to show vowel and consonant relationship, e.g.:

a	i	o	a	e	i	o	u
ba	bi	bo	ga	ge	gi	go	gu
sa	si	so	nga	nge	ngi	ngo	ngu

(10) There should be natural repetition of words three to five times in the text and drills, and frequently in succeeding lessons. Questions and answers with each lesson are helpful for repeating words.

(11) The use of word and syllable cards for the first twenty lessons is a valuable teaching aid to prevent rote learning.

1. *Jifunze Kusoma* [Learn to Read]: Books I, II, and III. Nairobi, Kampala, and Dar es Salaam: East African Literature Bureau. Books I and II include reading and writing exercises in the same booklet.

Language . . . the Social Arbiter is a series of seven film discussions produced in cooperation with the Center for Applied Linguistics. The series is specifically designed to aid teachers, and the administrators who work with them, to understand the language problems of students who do not speak standard English. While the films provide a brief overview of what linguistics is and what linguists do, they are primarily intended to assist classroom teachers who every day face children who come from a wide variety of language and dialect backgrounds. The films can be used in both regular and short-term teacher training programs.

Each film is in 16mm color and is 22–28 minutes long. The films cover such topics as the nature of language, linguistics and education, regional and social variation, and language and integration. Members of the discussion panels include public school teachers and administrators, university professors of English and linguistics, and staff members of the Center for Applied Linguistics

For information on preview policy, rental, or purchase, write to the distributor Stuart Finley Inc., 3428 Mansfield Road, Falls Church, Virginia 22041.

The Tenth International Congress of Linguists will be held in Bucharest, Roumania, August 28–September 2. Address correspondence to Comité d'Organisation du X-ème Congrès des Linguistes, 20, I C Frimu, Bucharest 22, Roumania.

Recent CAL Documents

The following CAL documents are available for distribution in limited quantities. Requests should be addressed to the appropriate *Office or Program*.

Academic Year Programs in English for Foreign Students; January 1967, 42 pp; provides brief description of courses available in 147 institutions, including level of instruction, fees, when offered, and hours per week, from *English Program*

Teaching English as a Second Language in Adult Education Programs: An Annotated Bibliography, compiled and edited by Sirarpi Ohannessian and Ruth E Wineberg; preliminary, December 1966, 19 pp; includes background readings, course materials, texts and dictionaries, from *English Program*.

Selected Bibliography in Programmed Instruction; January 1967; 24 pp; annotated listing covering English, foreign languages, and reading, from *ERIC Clearinghouse for Linguistics*

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems

The Linguistic Reporter, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$150; air mail, \$350. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the LINGUISTIC REPORTER provided acknowledgment is given.

Colloque International de Sémiologie

by Thomas A. Sebeok

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An international conference on semiotics was held under the auspices of the Polish Academy of Sciences, in cooperation with UNESCO, at Kazimierz, a small community by the river Wisła, in Poland, 12–18 September, 1966. Participants included representatives of Czechoslovakia, Denmark, France, the German Democratic Republic, Italy, Poland, the U.S.A. and the U.S.S.R. Each of the five scholars invited from the United States submitted a contribution, and four were present at the meetings. Roman Jakobson gave one of the three keynote addresses, he spoke on "Signatum and Designatum." The other U.S. participants were Henryk Hiż, who spoke on "The Grammar and Styles of Language"; Thomas A Sebeok, on "Zoosemiotics: An Approach to the Study of Animal Communication"; Meir Shapiro, on "Some Problems of Semiotics in the Visual Arts." Noam Chomsky's "Some Observations on the Problems of Semantic Analysis in Natural Languages" was read in the author's absence. The discussions were opened by Stefan Żółkiewski, the other two keynote speakers, besides Professor Jakobson, were H. S. Sorensen, who spoke on "Meaning and Reference," and S. K. Shaumian, on "Semiotics and the Theory of Generative Grammars." All in all, about forty papers — by linguists, logicians, and other specialists in auditory and visual sign

systems — were introduced and vigorously discussed; the proceedings will be published by the Polish Academy.

In the course of the conference, some dozen senior participants agreed to form a commission charged with responsibility for creating an International Association for Semiotic Studies, to function under the aegis of UNESCO, probably in double affiliation with its Conseil International des Sciences Sociales and its Conseil International de Philosophie et des Sciences Humaines. The commission — the three American members of which are Jakobson, Sebeok, and Shapiro — is also responsible for organizing the initial meeting of the new Association, now tentatively scheduled to be held in Warsaw during the first week in September 1967.

Further, a Standing Committee on Publications has been established, under the chairmanship of A. J. Greimas (Paris), the other three editors are M. J. Lotman (Tartu), Sebeok, and M. W. Skalmowski (Cracow). The existing UNESCO quarterly, *Social Science Information*, will serve as its publication outlet. Commencing with the January 1967 issue, a substantial section (64 pages) of every number will be at the disposal of the Committee, and will include original articles, reports, reviews, and the like, and will also incorporate the *Bulletin Sémiologique*, a systematic, analytic survey of current trends in semiotics (developed, and to be maintained, by Tzvetan Todorov). The Committee on Publications has already formulated ambitious plans for this enterprise; any of its members will be pleased to hear from potential contributors.

International Linguistics Congress at Debrecen

by William J. Nemser

[William J. Nemser is Director, Office of Special Projects, Center for Applied Linguistics. He attended the Congress described below as a representative of the Center and a member of the U.S. delegation.]

The International Linguistics Congress on the Structure and History of the Hungarian Language was held at Debrecen, Hungary, August 24–28. The Congress was co-sponsored by the Linguistic Institute of the Hungarian National Academy and the Linguistic Society of Hungary. Host institution for the Congress was the Lajos Kossuth University.

There were approximately 200 participants. In addition to the Hungarian representatives, scholars were invited from Czechoslovakia, East Germany, Finland, France, Great Britain, Japan, the Netherlands, Poland, Rumania, Sweden, the United States, the Union of Soviet Socialist Republics, and Yugoslavia. Some 110 papers were read to the Congress and will be published. With Hungarian, permitted languages included Russian, English, French, and German. No facilities for simultaneous translation were available.

The largest foreign delegation was from the United States. It included John Lotz and Robert Austerlitz of Columbia University, Robert Harms of the University of Texas, Alo Raun of Indiana University, and William Nemser of the Center for Applied Linguistics, all of whom contributed papers.

At plenary sessions, reports were read on Hungarian studies in Hungary (by Benko, Imre, and Szathmári), the Soviet Union (Majtinszkaja), Yugoslavia (Penavin), and Czechoslovakia (Sima).

Section A dealt with historical studies, considering questions in etymology and lexical, grammatical, and phonological development. (Harms contributed a paper entitled "Ugric reflexes of the Uralo-Jukaghir focus system.")

Section B dealt with the structure of modern Hungarian, including its grammatical categories, morphology and syntax, phonology (as analyzed in generative terms), and derivational system. Other papers discussed the typological classification of Hungarian, descriptive relationships between Hungarian speech and song, and contact between Hungarian and other language systems. (Lotz, Aus-

terlitz, Raun, and Nemser contributed papers to this section.)

Section C concerned Hungarian dialects, and Section D applied linguistics, with papers on language teaching, machine translation, automatic synthesis and analysis, stylistics and normative usage.

Other scheduled activities included a showing of the Haskins Laboratories—University of Rochester film on speech articulation, with commentary by Professor Lotz; a reception by the Rector of the University; trips to Hortobágy and Tokaj; a musical presentation by the Kodály Chorus; and a final banquet at the Aranya Bika Hotel (with brief expressions of appreciation on behalf of the Russian and United States delegations by Majtinszkaja and Nemser).

Since the Congress at Debrecen attracted an international representation of authorities in the field of Hungarian studies, the quality of the contributions was generally high. However, the significance of the conference transcends the scientific value of these contributions.¹ As the first Hungarian international linguistic conference, and the first international conference on the Hungarian language, the Debrecen Congress represented a further step away from the scientific isolationism which earlier characterized linguistic research in Hungary and the other socialist nations of Eastern Europe. Such international gatherings require party approval at the highest level. Therefore the Congress signifies not only a desire among Hungarian linguists to cooperate with their foreign colleagues but official governmental encouragement for these aspirations.

There was some trepidation among the planners of the conference concerning its international aspects. It is pleasant to report that in terms of representation, cooperation, and enthusiasm the Debrecen meeting was a great success. One concrete expression of the cooperative attitude of the participants was a decision to establish an international committee to coordinate activities in the field of Hungarian studies, and to promote the use of the most modern principles in both pure and applied areas. In language pedagogy, for example, methods developed in Great Britain, the United States, France, and the Soviet Union, as well as in Hungary, will be compared and evaluated.

Perhaps the most important result of the general relaxation of restrictions signified by the Congress at Debrecen was the opening of sources of information on linguistic activities within the Soviet Union. Only published documents are authorized for distribution outside the Soviet Union; material in less permanent form is not officially released even to the other socialist countries of Eastern Europe. However, scholars from these countries have established numerous contacts either directly within the Soviet Union or indirectly through scholars in other socialist nations. International conferences like that of Debrecen enable scholars and agencies in the United States to establish similar informal channels of communication, while laying the groundwork for the creation of formalized networks for the international dissemination of linguistic information.

Contacts made at the Debrecen Congress will also prove of great value in the implementation of such contrastive analysis projects as that currently in progress in Yugoslavia under Ford Foundation sponsorship, and those contemplated for Hungary and other nations of Eastern Europe.

Finally, these contacts should prove of significant benefit to the Center for Applied Linguistics' International Survey of the Language Sciences.² Along with offers of personal hospitality, the Center's representative received numerous invitations to visit institutions in Eastern Europe, many valuable suggestions on itineraries, and offers of help in obtaining official government invitations.

¹ I am grateful to Professor Lotz for many of the perspectives on the Debrecen Congress presented in succeeding parts of this report.

² A current world-wide survey of resources in linguistic study and research, language teaching, and the training of language teachers

The National Science Foundation will consider applications for a limited number of grants for travel to the 10th International Congress of Linguists, to be held in Bucharest, Roumania, August 28–September 2. Travel grants will be based on the most economical round-trip jet air fare. The closing date for applications is March 1; announcements of awards will be made by May 1. For application forms, write to Dr. Richard W. Lieban, Program Director for Anthropology, National Science Foundation, 1800 G Street, N.W., Washington, D.C. 20550.

NDEA Intensive Language Programs, Summer 1967

The U.S. Office of Education will allocate funds to nineteen universities for the partial support of twenty-one language and area centers during the summer of 1967. Each program will focus on a specific area of the non-Western world and will consist of intensive language instruction and courses in related area studies. The programs, supported under Title VI of the National Defense Education Act, will offer instruction in thirty-six modern foreign languages, representing seven world areas.

Language and area summer programs offer an opportunity to graduate students to accelerate the progress of their studies toward advanced degrees through intensive offerings in the non-Western languages and related area subjects. To the undergraduate student they provide opportunities for more advanced language study

than may be available at his home institution. In more general terms, the objectives of the Office of Education in supporting these programs are to further the development of non-Western language and area studies and to make such studies available to as broad a segment of students as possible.

About 550 undergraduate National Defense Foreign Language Fellowships for summer study have been allocated to the NDEA programs. An equal number of graduate awards and thirty postdoctoral faculty awards will be available for intensive summer language courses in conjunction with academic-year work in non-Western language and area studies.

Inquiries should be addressed to the appropriate NDEA Language and Area Center of the institutions listed below.

WORLD AREA	DATES	LANGUAGES OFFERED
EAST ASIAN		
Columbia	June 19–August 25	Chinese (Cantonese, Classical, and Mandarin), Classical Japanese, Japanese, Korean
Harvard	July 3–August 25	Japanese
Michigan	June 12–August 17	Chinese, Japanese
Stanford	June 26–September 2	Chinese (Cantonese, Classical, and Mandarin), Japanese
Washington University	June 19–August 25	Chinese, Classical Chinese, Japanese
SOUTH ASIAN		
California, Berkeley	June 22–September 8	Hindi-Urdu, Tamil
Illinois	June 20–August 25	Bengali, Hindi-Urdu, Kashmiri, Persian, Sanskrit, Tamil, Telugu
Pennsylvania	June 19–August 11	Hindi-Urdu, Sanskrit, Sinhalese, Tamil
SOUTHEAST ASIAN		
Hawaii	June 19–September 8	Chinese, Hawaiian, Hindi, Indonesian, Japanese, Korean, Thai, Vietnamese
Yale	June 19–August 25	Chinese, Indonesian, Tagalog, Thai, Vietnamese
MIDDLE EASTERN		
Michigan	June 26–August 18	Arabic, Aramaic, Coptic, Hebrew, Kurdish, Pehlevi, Persian
Princeton	June 14–August 11	Arabic, Classical Arabic, Persian, Syrian Arabic, Turkish
Utah	June 26–August 19	Arabic
AFRICAN		
California, Los Angeles	June 19–August 11	Afrikaans, Hausa, Swahili
Duquesne	June 12–August 4	Bantu Linguistics, Hausa, Lingala, Mende, Swahili, Yoruba
SLAVIC		
Fordham	June 19–August 11	Lithuanian, Polish, Russian
Indiana	June 21–August 11	Czech, Lusatian, Polish, Russian, Serbo-Croatian
Kansas	June 12–August 18	Polish, Russian
LATIN AMERICAN		
Stanford	June 26–September 2	Portuguese, Spanish
Texas	June 6–August 8	Portuguese, Spanish
Wisconsin	June 19–August 12	Portuguese

Arabic Summer Institute

Portland State College and the American University in Cairo, in cooperation with the U.S. Office of Education, will offer an eight-week Summer Institute in Arabic Studies in Cairo. The program of the Institute, equivalent to one regular academic year of study, consists primarily of intensive language training at all levels, involving both literary and colloquial Arabic, with courses in literature and history. The program is open to both undergraduate and graduate students. Students should have completed at least one year of Arabic prior to application.

The Institute will provide air transportation and room and board in Cairo. Students will be required to pay \$175 to cover tuition and fees. Course credits will be arranged through Portland State College. For further information write to the Director, Middle East Studies Center, Portland State College, Portland, Oregon 97207.

new journals

Foreign Language Annals: A Review of Current Progress in Teaching Foreign Languages. Published by the Modern Language Association of America. Two or three issues annually. First issue: October 1966. Free of charge. All correspondence to: Modern Language Association of America, 4 Washington Place, New York, New York 10003.

An experimental publication intended to develop a new medium for reaching members of the language-teaching profession at all levels of education (and others interested in foreign language instruction) with news and information of immediate significance. The first issue includes a description of the MLA/ERIC Clearinghouse on the Teaching of Foreign Languages, a list of meetings and conferences, and brief articles on trends in FL enrollments, Latin programs, and 1967 NDEA FL institutes.

Occasional Papers. Published by the American Language Institute of New York University. Bi-annual. First issue: late 1966. Subscription \$8.00 (student rate \$6.00); single issues \$4.00 each. Editor: Alex de Jona. Order from Educational Division, Chilton Books, 401 Walnut Street, Philadelphia, Pennsylvania 19106.

A journal to discuss classroom teaching of English as a foreign language. Each issue will contain feature articles, a calendar of conferences, meetings, and seminars concerning TEFL, book reviews, and a discussion of questions on specific points about teaching English received from teachers and students in the field.

book notices

Directions in Psycholinguistics, edited by Sheldon Rosenberg. New York, Macmillan, 1965. x, 260 pp. \$7.50.

This volume contains the revised and expanded versions of eight papers originally presented at a June 1963 Institute sponsored by the Department of Psychology of George Peabody College for Teachers. The Institute was designed to serve as an introduction to major contemporary developments in psycholinguistic research and theory, and included papers under five headings: The Psychology of Grammar; Psycholinguistics and Verbal Learning; The Modification of Verbal Behavior; Individual Differences in Verbal Behavior; and Psycholinguistics and Language Pathology. The book also contains an "Introduction to Psycholinguistics" by the editor and James H. Koplin. Author and subject indexes are provided.

Cambodian Basic Course, Vol. 1, Units 1-45, by Richard B. Noss and Im Proum, with the assistance of Dale I. Purtle and Someth Suos. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1966. iv, 449 pp. \$2.00. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Cambodian, or Khmer, with between five and six million speakers, is the official and principal language of the Kingdom of Cambodia. This course provides samples of the two most-important dialects: Standard Cambodian, the approved language of public education and mass communications, and the dialect of Phnom Penh, the capital, which differs sharply from the Standard in phonology but not appreciably in other respects. The material is arranged in groups of five units with a common theme, the first four being based on a dialog (usually in the Phnom Penh dialect) and the fifth on a narration (in Standard) which reviews the preceding material. Each unit contains grammatical notes and drills. The Cambodian material is given in transcription.

The materials were produced under a contract with the U.S. Office of Education. Accompanying tape recordings will be made available through the Center for Applied Linguistics.

Introduction to Bahasa Indonesia, by J. P. Sarumpaet and J. A. C. Mackle. Melbourne University Press; New York, Cambridge University Press, 1966. 115 pp. \$3.95.

Intended as a rapid introduction sufficient to give the student a working knowledge of the structure of Indonesian, this text utilizes a small vocabulary with emphasis on discussion of grammar. Each of the 12 lessons is composed of a vocabulary list, grammar notes with examples, and translation exercises. Pronunciation is treated in a preliminary section. Indonesian-English glossary.

Outline of Stratificational Grammar, by Sydney M. Lamb, with an Appendix by Leonard E. Newell. Washington, D.C., Georgetown University, School of Languages and Linguistics, 1966. v, 109 pp. \$3.75.

A revised and expanded edition of the author's 1962 report, this new version of the *Outline* is intended as a more complete and up-to-date interim document pending publication of a fuller treatment of stratificational theory. The author notes that in this edition the characterization of linguistic structure has been emphasized, expanded, and consolidated. The main section of the book is divided into three parts: Introduction, Linguistic Structure, and Linguistic Description. Supplementary material includes a bibliography, index, and exercises. The Appendix provides a tentative analysis of an English text on the model of stratificational theory.

Linguistics and the Teaching of English, by Albert H. Marckwardt. (Indiana University Studies in the History and Theory of Linguistics.) Bloomington, Indiana, Indiana University Press, 1966. 151 pp. \$4.75.

This book presents an analysis of the possible applications of linguistics to English teaching at all levels of instruction. Chapters are devoted to current approaches to English grammar; usage; linguistics and the teaching of composition, spelling and reading, the study of literature; and the role of language in the curriculum.

Sociolinguistics: Proceedings of the UCLA Sociolinguistics Conference, 1964, edited by William Bright (Janua Linguarum, Series Maior, 20) The Hague, Mouton & Co., 1966. 323 pp. \$16.50.

Proceedings of a conference held May 11-13, 1964, under the sponsorship of the UCLA Center for Research in Languages and Linguistics. The volume consists of the thirteen prepared papers and the tape-recorded discussions, as revised for publication by the participants and the editor. In his introduction, "The Dimensions of Sociolinguistics," the editor identifies and discusses a number of separate lines of interest which run through the field.

Glossary of Linguistic Terminology, by Mario Pei. New York, Columbia University Press, 1966. xvi, 299 pp. \$6.50. [Paperback ed.: Anchor Book A-497, \$1.95.]

This glossary attempts to include the general terminology used by American and European linguists that has gained a measure of acceptance in the field. For many of the terms a list of synonyms, near-synonyms, and opposites is given. Examples are given where feasible, and there are numerous cross references. As an aid to the beginner, more technical explanations are generally accompanied by shorter and simpler ones. For some terms, e.g. *formant*, several definitions are given.

Modern Portuguese, by Richard Barrutia, Fred P. Ellison, Francisco Gomes de Matos, Frederick Hensey, Henry W. Hoge, and James L. Wyatt, with dialogues and original readings by Rachel de Queiroz. Trial edition. Austin, Texas, 1966. 2 vols., \$3.75 each. [Order from Identity Publishing Co., P.O. Box 375, Austin, Texas 78767.]

A beginning-level textbook for Brazilian Portuguese based on the audio-lingual approach, prepared as a project of the Portuguese Language Development Group, with the support of the Modern Language Association of America. It features culturally authentic dialogues and realistic treatment of conversational usage. Each of the twenty units contains a dialogue, cultural notes, vocabulary supplement, pronunciation practice, vocabulary and pattern drill, a section on essential grammatical structures, dialogue expansion, and, beginning with Unit 6, a reading selection. In the second volume, Units 11-20, Portuguese is used in the headings, cultural notes, and directions for exercises, and there is provision for extensive writing practice.

A set of tapes to accompany the course has been prepared. For information on obtaining the tapes write to Fred P. Ellison, 108 Batts Hall, University of Texas, Austin, Texas 78712.

Trends in Language Teaching, edited by Albert Valdman. New York, McGraw-Hill, 1966. xxii, 298 pp. \$6.95 cloth; \$4.50 paper.

A collection of fourteen articles on recent developments relative to the field of language teaching. Topics include the psychology of language learning, contrastive analysis, testing, programmed instruction, language laboratories, television, FLES, and literature.

Kannada: A Cultural Introduction to the Spoken Styles of the Language, by William McCormack with the assistance of M. G. Krishnamurthi. Madison, Wis., University of Wisconsin Press, 1966. xi, 204 pp. \$5.00.

Kannada, a member of the Dravidian language family, is spoken by about 20,000,000 people, most of whom live in the State of Mysore in South India. There are two major regional dialects of the language, a northern and a southern; this book attempts to set out an "interdialect" variety, based on the urban usage of Davangere City.

The text consists of 20 Units, with sections devoted to dialogues, grammar, and drills; pronunciation is treated in Unit 1. Units 1-17 make use of a phonetic alphabet in roman letters; the traditional Kannada script appears from Unit 3 onward. Units 1-13 deal with the informal style of spoken Kannada, Units 14-20 present the formal style, which draws on literary Kannada and Sanskrit. A Kannada-English glossary appears at the end.

The material was developed under a contract with the U.S. Office of Education.

Transformational Grammar and the Teacher of English, by Owen Thomas. New York, Holt, Rinehart and Winston, 1966. ix, 240 pp. \$4.95.

This book is a pedagogical rather than a scientific grammar. It describes those aspects of transformational grammar that, in the opinion of the author, have the greatest relevance for teachers of English. The eight chapters in the book deal with such topics as terminology, the function of grammar, words and morphemes, the sentence, nouns and nominals, verbs, adverbs and adjectives. Many illustrations and models of transformational handling of these topics are given throughout the book. The author concludes with proposals for a new philosophy of grammar, and the reflection of this philosophy in the teaching situation.

Beginning Polish, Volume I, by Alexander M. Schenker (*Yale Linguistic Series*) New Haven, Conn., Yale University Press, 1966. ix, 494 pp. \$7.50 cloth, \$3.75 paper.

This volume consists of twenty-five lessons, each lesson having three main sections: Sentences (a dialog), Grammar, and Vocabulary. The sounds and spelling are treated in a twenty-page preliminary chapter, and Lessons 1-17 each contain a pronunciation section. The Polish material is given in the normal Polish orthography with some use of transcription in discussions of pronunciation. Volume II (forthcoming 1967) contains drills for the lessons of Volume I. A Polish-English glossary appears at the end.

This material was prepared under a contract with the US Office of Education. Accompanying tapes will be made available through the Center for Applied Linguistics.

Beginning Cebuano, Part I, by John U. Wolff (*Yale Linguistic Series*, 9) New Haven, Conn., Yale University Press, 1966. xxv, 686 pp. \$7.50 cloth; \$3.75 paper.

Cebuano (also called Cebuano Bisayan, Visayan, Cebuan, and Sugbuhanon) is a language of the Philippines spoken in Cebu, Bohol, western Leyte, Negros Oriental, Mindanao, and other areas. In 1960, there were about 7,500,000 native speakers of Cebuano. It is also widely spoken as a second language in contiguous areas.

This is the first of two volumes of a basic elementary course, presenting the grammatical structure and illustrating this structure with conversations and exercises. A brief section in the introduction describes the phonology and the first chapter includes some pronunciation drills. Each chapter includes dialogues of basic sentences and a commentary on these, a treatment of several grammatical points, extensive pattern practice drills, supplementary dialogues, and, beginning with Chapter 4, readings. Chapters 7 and 15 are review lessons. There is a Cebuano-English glossary of roots at the end. These materials were prepared under a contract with the US Office of Education

meetings and conferences

- February 2-4. Southern Conference on Language Teaching, 3rd. Atlanta, Georgia.
March 17-18. Georgetown University Annual Round Table on Linguistics and Language Studies, 18th. Washington, D.C.
March 18-19. Linguistic Circle of New York, Annual National Conference on Linguistics, 12th. New York City.
March 20-22. Association for Asian Studies, 19th. Philadelphia, Pennsylvania.
April 3-5. Linguistics Association of Great Britain. Reading, Berkshire, England.
April 6-8. Conference on College Composition and Communication, 18th. Louisville, Kentucky.
April 13-15. Northeast Conference on the Teaching of Foreign Languages, 14th. Washington, D.C.
April 20-22. Convention of Teachers of English to Speakers of Other Languages, 1st. Miami Beach, Florida.
April 21. Association for Machine Translation and Computational Linguistics. Atlantic City, New Jersey.
April 24-27. National Association for Foreign Student Affairs, 18th. Houston, Texas.
April 27-29. University of Kentucky Foreign Language Conference, 20th. Lexington, Kentucky.
May 3-6. International Reading Association, 12th. Seattle, Washington.

The Genesis of Language: A Psycholinguistic Approach, edited by Frank Smith and George A. Miller. Cambridge, Mass., The MIT Press, 1966. xii, 400 pp. \$10.00.

This volume constitutes the proceedings of a conference entitled "Language Development in Children," sponsored by the National Institute of Child Health and Human Development, National Institutes of Health, and held April 25-28, 1965. The thirteen papers, together with following discussions, fall into three broad areas: the development of competence, the development of performance, including deviations from normal performance in child language; and the evolutionary matrix for language. A final chapter, "Reflections on the Conference," suggests that "there is a strong agreement on the general outlines of the coming paradigm for psycholinguistics . . . the paradigm of the generative grammarian."

More Basic Course, by Marianne Lehr, James E. Redden, and Adama Bahma. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1966. xxxviii, 340 pp. \$1.75. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

More is a Niger-Congo language spoken by the Mossi people who live, along with Bambara and Fula speaking people, in the central part of Upper Volta. There are about two million native speakers and about one million more who also use the language regularly.

Following introductory sections on the phonology, including the tones and intonation patterns, and basic morphology and syntax, the course is arranged in three "cycles": the first is devoted mainly to socially useful set expressions and to general notes on social usage and the major points of

grammar, the second concentrates on developing fuller control of the language structure within the context of high frequency situations; and the third presents additional material for comprehension and conversation practice aimed at consolidation of skills developed in Cycle Two.

The materials were developed under a contract with the US Office of Education. Accompanying tape recordings will be made available through the Center for Applied Linguistics.

linguists wanted

BAGHDAD COLLEGE has openings in TEFL in Iraq and other areas. Programs include work with primary and secondary students, adults in specialized programs, and teachers of English; preparation of teaching materials; revision of English teaching curricula. Positions open to men only. Graduate work in linguistics or TEFL preferred. 2 year appointments, salary dependent on qualifications. Write: Rev. Robert J. Sullivan, S.J., Director of Programs, Baghdad College, P.O. Box 260, Baghdad, Iraq.

AMERICAN UNIVERSITY OF BEIRUT, Lebanon, has several TEFL positions beginning October 1967. Instructors or Assistant Professors to teach intensive English, work on research and materials development, or teach in workshops and in service seminars. M.A. or Ph.D. in TEFL required, overseas or teacher training experience preferred. Also INSTRUCTOR for Language Laboratory M.A. in TEFL, electronics training, and English teaching experience required. Salary and rank dependent on qualifications. 3-year appointments; transportation allowance and benefits. Send detailed resume to Personnel Services Secretary, American University of Beirut, 555 Fifth Avenue, New York, New York 10017.

PAHLAVI UNIVERSITY, Shiraz, Iran, has positions for Ph.D.'s in Linguistics and English Literature and M.A.'s in TEFL or English with experience in teaching freshman English, preferably with TEFL qualifications. Teaching fellowships and research appointments are available for M.A. and Ph.D. degree candidates. Write to Dr. M. Vessal, Provost, Pahlavi University, Shiraz, Iran.

The Linguistic Reporter

Newletter of the

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Charles A. Ferguson Leaves CAL

Dr. Charles A. Ferguson, Director of the Center for Applied Linguistics since its establishment in 1959, has resigned from the Center to accept a position as Professor of Linguistics and Chairman of the Committee on Linguistics at Stanford University, effective January 1, 1967. Pending appointment of Dr. Ferguson's successor, Dr. A. Hood Roberts has been designated Acting Director. Dr. Ferguson will maintain his association with the Center through membership on its Board of Trustees.

American Council of Learned Societies has announced the 1967 competition for grants for Summer Study in Linguistics. The A.B. degree is a minimum requirement, but students expecting to receive this degree in June 1967 will be eligible. Grants are not made for the study of specific foreign languages except as part of over-all linguistic programs.

Stipends will be based on need and will be for university fees and tuition, subsistence, travel within the U.S. or Canada, and other essential costs. Tenure will be during the summer of 1967. The deadline for receipt of applications is March 1. For further information write: Grants for Summer Study in Linguistics, American Council of Learned Societies, 345 East 46th Street, New York, New York 10017.

U.K. Centre for Information in Language Teaching

The Centre for Information in Language Teaching (CILT) was established in Great Britain in 1966 to collect, coordinate, and disseminate information about all aspects of language teaching and learning for the benefit of teachers and others professionally concerned in these fields.

Serving as a clearinghouse for information about available teaching materials and the development of new aids and techniques, CILT's work includes the provision of information about recent research findings in linguistics, language studies, psychology and teaching methodology, and the maintenance of a register of current research projects. Initially the Centre will aim to deal with those foreign languages (including English as a second language) most widely taught in Britain. A reference library and documentation services will form part of its resources, and a specialist staff qualified to deal with particular languages will be appointed.

CILT will be housed in State House, High Holborn, adjoining the English-Teaching Information Centre (ETIC) of the British Council, which deals with English overseas. The two Centres will work in close cooperation and have access to common resources for the benefit of both. G. E. Perren, formerly Director of ETIC, has been appointed Director of CILT.

Canadian Summer School of Linguistics

The Summer School of Linguistics, sponsored jointly by the University of Alberta and the Canadian Linguistics Association, will be held July 3-August 16 at the University of Alberta in Edmonton. Courses carrying university credit will be offered in general linguistics, language and culture, language typology, pidgins and creoles, contrastive linguistics (French and English), English structure, history of the English language, and methods of teaching English as a second language. Fees will be about \$100 per course, plus small general fees for both undergraduate and graduate students.

Advanced registration is required in all courses and must be completed by May 1. Students who have not previously attended the University of Alberta should request application for admission and registration forms from the Registrar of the University and must submit the completed forms not later than April 3. A bulletin giving full details concerning the Summer School of Linguistics and the official *Announcement* of the Summer Session are available upon request from the Registrar's office of the University. For additional information please write to Dr. Gary D. Prideaux, Associate Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.

Linguistics and Programmed Instruction

by Timothy F. Regan

[Timothy F. Regan is Assistant Professor in the Department of Languages and Linguistics of Florida Atlantic University, Boca Raton, Florida, and a consultant for the Office of Economic Opportunity on literacy programs.]

The American school of linguistics today is undergoing some changes, i.e. transformational grammar, which have affected greatly the newly burgeoning allied field of programmed instruction.

Programmed instruction (PI) is a relatively new entry into the lists of educational techniques in terms of its influence. It has been in existence for over fifty years with the invention by Sidney Pressey in 1915 of a multiple-choice teaching machine. However, it owes its recent general impetus to the efforts of B. F. Skinner of Harvard University (*Verbal*

Behavior, New York, Appleton-Century-Crofts, 1957), and its impetus in linguistics to the promise of F. Rand Morton (*The Language Laboratory as a Teaching Machine*, Ann Arbor, University of Michigan, 1960). One of the reasons for its sudden success has been that PI materials have proven to be surprisingly effective, especially in large group instruction. PI is the process of determining the sequential steps that the learner must follow in order to lead him to a desired terminal behavior. The main principles which characterize programmed instruction are generally: (1) stimulus, (2) overt response, and (3) immediate reinforcement. Existing programs typically utilize a pre-planned sequence of material that is presented to the student one small step at a time. These steps (frames) require an overt response which is promptly confirmed. Indeed, it is felt that these principles are present, or should be, in all learning. Applied linguists early recognized these principles in their attempts to write audio-lingual texts; thus in foreign language learning, and chiefly in classroom or language laboratory drill, these principles are presented under the audio-lingual terms of "cue, student response, model answer, student response." Programs are usually considered to be of two main types depending on the format and the kind of response required of the student. The first type is linear, i.e. the student follows a linear sequence from frame to frame in minimal steps, being reinforced constantly. It is supposed that student error rate will be very low. This assumption is based on research done with the program on a large student

population in which an item analysis is conducted and each frame is evaluated as to its effectiveness. The second general type of programming is branching, in which students are permitted to skip certain material in the program because of high achievement in the material leading up to that point. If, on the other hand, achievement is low, students are required to continue through additional frames or are branched to remedial portions of the program. Thus the programmer is aiming for optimal steps using this type of programming, which has taken several formats—including scrambled books, in which the pages are not in order, and true self-pacing. It is, of course, branching programming which is used in computer-assisted instruction.

The initial success claims for PI led to a glutting of the educational market with unresearched programs. The name "teaching machine" became a near-synonym for PI and was nearly the cause of its demise because of the failures of the programs inside the so-called teaching machines. Thus, programmers have come to realize that in the final analysis, it is the program that teaches, regardless of the sophistication of the educational or electronic hardware.

Concurrently with the development of PI there was a plethora of programmed foreign language (FL) texts chasing Morton's dream. Because most programming up to that point was linear, there was a tendency to program FL in a linear fashion. This pattern became more prevalent as linguists' view of language learn-



Timothy F. Regan

ing engaged other theories such as Skinner's "operant behavior." It is understood by these FL programmers that language is a complex set of habits which can be controlled through operant conditioning techniques which rely on the shaping of behavior. This necessitates a molecular-functional and linguistic analysis of language. It gave rise to an exhaustive work by Morton (*Spoken American Spanish*, Ann Arbor, University of Michigan, 1962), in which the student spends a great deal of time learning and producing shorthand symbols to describe Spanish phonemes. This work, patterned on his earlier program at Harvard, was rigidly programmed along Skinnerian lines, and would seem to be quite unrealistic. In addition, in attempting to follow the dictates of applied linguists, Morton programmed a strict aural-oral section for discrimination and pronunciation designed to eliminate interference. Not surprisingly, all it eliminated was interest.

A significant commercial commitment to PI in FL has been made by Behavioral Research Laboratories which, in the face of audio-lingual zealots, has departed from strict audio-lingual principals by introduction of the four fundamental skills simultaneously. Thus BRL's texts (Eliane Burroughs' *Modern French*, Michael Sullivan's *Modern Spanish*, Palo Alto, California, Behavioral Research Laboratories, 1966) expose students to phonemic-graphemic equivalents immediately in a monostructural approach to syntactic structures, spending additional time specifically on significant phonological problems. In addition, BRL has published several series of programmed readers based on a linguistic development of skills.

It is at this point that a strong dichotomy develops. There are those linguists who have accepted one of John B. Carroll's earlier principles that any grammar could be programmed, and thus are programming a grammar derived from the findings of applied linguistics. The drawback here, for other linguists, is that neither traditional grammar nor applied linguistics has been developed to a point where it can be successfully programmed. The rather recent school of transformational grammarians holds that language is an abstract system related in a highly complex fashion to observable sensory manifestations and is not a behavior which can be shaped by reinforcement, association, and generalization. They

would thus reject the possibility of programming language. In addition, this group rejects the theory of finite grammar, which states that in any language there is a finite number of sentences which can be generated. Structural linguists, on the other hand, hold that these represent a set and that the student will be able to give one or more responses of a set and be reinforced as correct. Past attempts at programming by linguists have not always ended successfully. While it is not meant as a criticism, Skinner always felt that the failure of a program was the fault of the programmer. In some current programs it was mostly a fault of technique or lack of sophisticated equipment which caused the failure; in other cases it was more a lack of the pedagogical grammar. This is perhaps why Fernand Marty (*Programming a Basic Foreign Language Course: Prospects for Self-Instruction*, Roanoke, Va., Audio-Visual Publications, 1962), Albert Valdman ("Linguistics and Programmed Instruction," *Florida FL Reporter*, Winter 1966-67), and others have retreated from the position established by Morton that programming can render language learning auto-instructional.

The two most significant experiments in PI have been made by Harlan L. Lane, et al. ("A Self-Instructional Device for Conditioning Accurate Prosody," in Valdman's *Trends in Language Teaching*, New York, McGraw-Hill, 1966) and Carroll (*Programmed Self-Instruction in Mandarin Chinese: Observations of Student Progress with an Automated Audio-Visual Device*, Wellesley, Mass., Language Testing Fund, 1963). These rather successful examples of PI, utilizing an extremely complicated array of electronic equipment, are a clear indication of the future of technology in lan-

English Teaching Center in Beirut

The Center for English Language Research and Teaching (CELRT), a part of the American University of Beirut, Lebanon, has as its main goal the promotion and improvement of English language teaching in the Middle East and Africa. There are several ways in which CELRT operates to achieve its aim; basically there are four functions.

The first of these is the Master of Arts program in the teaching of English as a foreign language, designed to train teachers, inspectors, and supervisors in effective methods of language teaching.

guage teaching. At this point, however, both set-ups are too expensive to duplicate, with too narrow a range of application to warrant purchase or imitation.

The most important step in designing a language teaching man-machine relationship has been by Juan Estarellas (*Psycholinguistics and Foreign Language Teaching: the Search for Pedagogical Grammars*, Boca Raton, Fla., Florida Atlantic University, 1966), who has planned and is implementing a program which applies psycholinguistic theories to language learning, focusing on a development of what George Miller calls the "verbal context" of the learner in the target language. It utilizes a linear approach in which concepts are communicated in the text through carefully researched illustrated frames, then reinforced and expanded by a programmed television presentation which parallels the text. Conversations, dialogues, etc., are thus presented "live" between human beings and between the teacher (TV) and the student. This program attempts to furnish the student with the verbal context in which he is operating, by systematically building up from simple verbal units to more complex structures. This approach is then able to establish the cues which are redundant to the native speaker. It is an attempt to approximate as closely as possible the process of human communication between two human beings, a process which attempts to relate language to experience. This indeed seems to be the direction in which we should be progressing—toward a final attempt at the description of language behavior, the technique of shaping it in a meaningful manner, and a judicious use of technology, so that the student is led to successful achievement of the predetermined terminal behavior.

The program is sponsored by CELRT and the Departments of English and Education. The twenty-one students currently enrolled are supervised by Professors Richard C. Yorkey (Director of CELRT), Daniel Cook (for the English Department), and Munir Bashshur (for the Education Department).

The second is the establishment of a Country Assistance Program. Any of the seventeen countries served by CELRT (Afghanistan, Cyprus, Ethiopia, Iran, Iraq, Jordan, Kenya, Lebanon, Libya, Morocco, Nepal, Pakistan, Sudan, Syria,

Tunisia, Turkey, and Yemen) may request personnel for conducting in-service teacher training programs, seminars, and workshops in the host country. Arrangements for programs of this type are made by the head of Country Assistance, Professor James E. Redden, who travels to various countries and surveys the English language curriculums. From Professor Redden's reports, the CELRT staff can determine the best way in which a particular country might be served. In some cases it is possible to bring teachers to Beirut for short-term training courses, as was done in the summer of 1966 with fifty-six Jordanian teachers.

A third function of CELRT is research. Research projects range from such topics as a linguistic study of affixes to the development of material for classroom use. Again, the main goal is kept in mind: English language teaching can be implemented not only by training teachers, but also by studying linguistic problems the student may face when he tries to learn English.

Finally, CELRT sponsors the University Orientation Program at AUB. This program is an intensive course in English for students who are otherwise qualified to enter the University. Future teachers of English observe and practice-teach in Orientation Program classes to acquire practical experience in their field. There are eight full-time teachers in the Program, which is directed by Professor Thomas Buckingham.

CELRT also maintains a library and materials center that contains books on both the theory and practice of language teaching and includes a collection of textbooks and syllabi from various countries in the Arab world.

As part of its program of service, CELRT publishes a quarterly journal, *TEFL: A Bulletin for the Teaching of English as a Foreign Language*.

Carnegie Grant to Support ULS

The Center for Applied Linguistics is pleased to announce the receipt of a grant of \$430,000 from the Carnegie Corporation of New York. The grant, which will cover a two and a half year period beginning December 1966, is for the support of CAL's Urban Language Study and Materials Development Program to improve the teaching of English to disadvantaged Negro children. For an account of the Urban Language Study, see the *LINGUISTIC REPORTER*, October 1966.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The *Linguistic Reporter*, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, *THE LINGUISTIC REPORTER*, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the *LINGUISTIC REPORTER* provided acknowledgment is given.

New Language Association in Chile

by Leopoldo Wigdorsky

[*Leopoldo Wigdorsky is Professor of Applied Linguistics at the Universidad Técnica del Estado and at the Universidad Católica de Chile, Santiago.*]

Chile presents the paradox of a long and distinguished history of linguistic studies and language teaching contrasting with weak professional organizations. The reason for this is chiefly to be seen in unusually extensive and intensive working schedules, leaving virtually no time for activities other than teaching or research. The absence of stable professional groups, in turn, has been partly responsible for a constant though slow decline of the status of foreign languages in the course of studies for the secondary school.

Until fairly recently, foreign language teaching in Chile was second in quantity only to its counterpart in Uruguay or in the most foreign-oriented European countries, with two compulsory foreign languages (usually English and French) virtually throughout six years of secondary school, occupying approximately eighteen per cent of the total school time. Subsequent adjustments have reduced that proportion and we now fear that a general educational reform may be accomplished at the expense of one of the foreign languages. We need not enlarge on the serious consequences such a decision might have on a people who feel intellectually close to Europe.

Furthermore, as is to be expected, infrequent professional contact has resulted in a limited amount of team research and application (though individual work has often been remarkable) and in decreasing socio-economic status for language workers.

The above considerations and the stimulating presence of Dr. Theodore

Andersson of the University of Texas, as consultant for the Ford Foundation, led Chilean teachers, lecturers, professors, and research workers in the fields of language (both native and foreign), linguistics, and literature to associate in a single organization, the Asociación Chilena de Profesores e Investigadores de la Lengua y Literatura (APIL), which held its first meeting on June 3, 1965, with delegates from the universities, the National Association of Teachers of Spanish, the National Association of Teachers of English, the National Association of Teachers of French, the National Association of Teachers of German, the elementary school teachers especially concerned with language teaching, and several literary organizations. Representatives from several binational centers also attended as observers. Dr. Rudolfo Oroz, leading Latin American Latinist and philologist, was elected as APIL's first president. The newly created association had the moral support of the Chilean government and of the Chilean Council of Universities.

Heterogeneity notwithstanding, a remarkable unity of view and purpose was evidenced. There was a unanimous demand for increased and improved professional communication, both national and international, and for the fostering of scientific attitudes toward language and language learning. The following main objectives were accordingly stated:

(1) To promote study, criticism, research, and experimentation in the areas of the sciences of language, languages, and literature; to awaken interest in these activities; and to support individuals and institutions engaged in them.

See *Chile*, 4, Col. 1

(2) To favor cooperation among teachers working in the different school levels, both in the public and private sectors; between teachers and research workers in the same field; and between APIL and other institutions, both national and foreign, with similar objectives.

(3) To enhance the careful and efficient use of language, particularly of Spanish.

(4) To ensure the maintenance of the modern foreign languages prescribed in the existing secondary school curricula, and to promote the extension and improvement of instruction. APIL also favors the incorporation of additional foreign languages at the secondary school level.

(5) To encourage beginning foreign language study at an earlier age (at present, students begin to study a foreign language at twelve or thirteen).

(6) To support the extension of Classical Greek and Latin (at present restricted to the college level), and the incorporation of other ancient languages.

(7) To stimulate the preservation of the indigenous languages spoken in Chile (approximately 1.5 per cent of the population speak Araucanian or other Amerindian languages), research on such languages, and the survey of those languages in danger of extinction.

(8) To gather and distribute information on the progress of linguistic research and language studies.

(9) To promote the extension and a better appreciation of literary values, both in educational institutions and in other spheres.

(10) To offer specialized collaboration to the educational authorities.

In accordance with the objectives outlined above, APIL has planned a series of meetings, symposia, and lectures to study such topics as the following: correlated work of language teachers; agreement on terminology; degree of intensity of language and literature teaching; didactic and research material; cooperation in the preparation of a linguistic atlas of Chile; revision of the roles of grammar and literature in language teaching; proposals for graduate research through theses and seminars; exchange of teachers and students; relationships with similar institutions; organization of specialized libraries; publications.

There are, I believe, several remarkable aspects in the structure and in the aims of APIL. It is of great significance for language studies that the interests of traditionally mutually indifferent groups, such as elementary school teachers engaged in literacy and college professors of philology, become reconciled. It is relieving and promising, on the other hand, that APIL presents an eclectic and comprehensive platform. Furthermore, interest evidenced by speech therapists, specialists in electronic acoustics, specialists in optics, experts in communication, translators, interpreters, and journalists suggests wider interdisciplinary cooperation for the future.

It is characteristic of economically developing areas that projects not immediately rewarding, in terms of material output, are menaced by extinction from their very birth. APIL has, unfortunately, been no exception to this rule; public support (in the shape of government funds) virtually never materialized, while financial assistance from private sources proved scant. Survival has consequently been possible exclusively because of the economic contribution of a group of APIL members and, particularly, thanks to the enthusiasm and dedication of its Executive Secretary, Professor Adonina Salce, former Dean of the College of Arts of the Universidad Técnica del Estado.

Nevertheless, APIL may be directly or indirectly credited with important, if few, achievements: the publication of a newsletter; the recognition by government authorities that native language teaching at the primary school level has to be linguistically oriented, and the consequent request for one of APIL's members to provide a theoretical background; the creation of departments of Hebrew and Arabic; the growing importance given to applied linguistics in at least two universities; a significant increase of the number of research theses and seminars on language and language learning; the government publication of guides for language teachers; and, most important of all, an impact on the teaching profession and on the public in general.

The survival of APIL is, needless to say, of considerable importance to language studies in Latin America.

1967 Linguistic Institute To Be Held at University of Michigan

The University of Michigan announces that the 1967 Linguistic Institute will be held at Ann Arbor, June 26–August 17, under the joint sponsorship of the University and the Linguistic Society of America. The staff of the Institute will be made up of scholars from many different institutions in the United States and abroad, in addition to members of the University faculty.

The 1967 Institute will offer a full complement of basic courses designed to orient the newcomer to linguistic studies. More advanced students and scholars will benefit from a wide variety of advanced courses and seminars, and will have available the relevant research collections of the University.

As in the past, the series of Forum

Lectures will offer participants the opportunity to hear and discuss original research papers presented by distinguished scholars. There will be two Forum Lectures each week.

Concurrently with the Institute, the University will host the Far East Intensive Language Institute of the Committee on Institutional Cooperation, which will offer intensive courses in Chinese and Japanese.

A special feature of the 1967 Institute will be the meeting of the XXVIIth International Congress of Orientalists, August 13–19. In anticipation of this opportunity, the course offerings of the Institute and the Forum Lectures will give special emphasis to many themes in linguistics which fall within the purview

of this Congress.

The administrative staff of the Institute includes Herbert H. Paper of the University of Michigan, Director; Albert H. Marckwardt of Princeton University, Associate Director; O. L. Chavarria-Aguilar of the University of Michigan, Assistant Director; and Peter Fodale of the University of Michigan, Assistant to the Director. Undergraduate applicants should apply to the Director of Admissions, 1220 Student Activities Building, University of Michigan, Ann Arbor, Michigan 48104. Graduate students should apply to the Horace H. Rackham School of Graduate Studies at the University. For all other information write to O. L. Chavarria-Aguilar, Assistant Director of the Linguistic Institute.

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Barrutia, Richard, Henry W. Hoge, Francisco Gomes de Matos, Frederick Hensey, James Wyatt, and Fred P. Ellison. *Modern Portuguese, Vols. I and II*. D 5
Bazell, C. E., J. C. Catford, M. A. K. Halliday, and R. H. Robins, eds. *In Memory of J. R. Firth*. O 6
Broz, James, Jr. and Alfred S. Hayes, eds. *Linguistics and Reading: A Selective Annotated Bibliography for Teachers of Reading*. O 5

- Chang, Kun and Betty Shefts, with the help of Nawang Nornang and Lhadon Karsip. *A Manual of Spoken Tibetan*. Ag 6
- Chomsky, Noam. *Cartesian Linguistics: A Chapter in the History of Rationalist Thought*. O 6
- CINCO: *Ciencias de la Información y la Computación*. O 5
- Coltharp, Lurline. *The Tongue of the Tirriones: A Linguistic Study of a Criminal Argot*. Je 6
- Completed Research, Studies, and Instructional Materials in Modern Foreign Languages: List No. 5. Ap 5
- Conference on Critical Languages in Liberal Arts Colleges. F 6
- Corbin, Richard and Muriel Crosby. *Language Programs for the Disadvantaged: Report of the NCTE Task Force on Teaching English to the Disadvantaged*. F 7
- de Benko, Eugene, ed. *African Linguistic Serial Publications*. Je 7
- DeFrancis, John. *Character Text for Beginning Chinese*. Ap 6
- . *Character Text for Intermediate Chinese*. Ap 6
- , with the assistance of Teng Chia-ye. *Intermediate Chinese*. Ap 6
- Diekhoff, John S. *NDEA and Modern Foreign Languages*. Ap 5
- Dimock, Edward C., Jr., Somdev Bhattacharji, and Suhas Chatterjee. *Introduction to Bengali, Part I*. F 7
- Dixon, Robert M. W. *What is Language? A New Approach to Linguistic Description*. Je 6
- English as a Second Language in Elementary Schools: Background and Text Materials*. Ag 7
- English Teaching Bulletin*. Je 8
- Estudos Linguísticos, Revista Brasileira de Linguística Teórica e Aplicada*. Je 7; O 5; D 5
- Fairbanks, Gordon H. and Bal Govind Misra. *Spoken and Written Hindi*. O 6
- Fishman, Joshua A. and others. *Language Loyalty in the United States: The Maintenance and Perpetuation of Non-English Mother Tongues by American Ethnic and Religious Groups*. O 7
- Forum Linguisticum*. O 3
- Gleason, H. A., Jr. *Linguistics and English Grammar*. F 6
- Glottodactica, An International Journal of Applied Linguistics*. Ag 5; D 6
- Grants-in-Aid for Linguistics and Related Disciplines*. D 7
- Grierson, Sir George. *Linguistic Survey of India*. Ag 1
- Griffith, Janet D. and Catherine J. Garvey. *Supplement to Selective Bibliography of Materials Relating to Programmed Instruction in Foreign Languages*. F 5
- Hall, Edward T. *The Hidden Dimension*. Je 7
- Hall, Robert A., Jr. *Pidgin and Creole Languages*. O 7
- Hamp, Eric P., Fred W. Householder, and Robert Austerlitz, eds. *Readings in Linguistics II*. D 8
- Harrell, Richard S., with the assistance of Mohammed Abu-Talib and William S. Carroll. *A Basic Course in Moroccan Arabic*. Ap 7
- Haugen, Einar, ed. *Norwegian-English Dictionary: A pronouncing and translating dictionary of Modern Norwegian with a historical and grammatical introduction*. Je 6
- Hays, David G., ed. *Readings in Automatic Language Processing*. O 6
- Herdan, G. *Quantitative Linguistics*. Je 6
- Hickel, Raymond. *Modern Language Teaching by Television: A survey based on the principal experiments carried out in Western Europe*. Ap 6
- Hirtle, Walter. *English Grammar Practice and Review*. Ap 7
- Hoge, Henry W. *Portuguese Language Teaching Materials*. D 5
- . *A Selective Bibliography of Luso-Brazilian Linguistics*. D 5
- and Ralph Kite. *Advanced Oral Brazilian Portuguese*. D 5
- . *Auto-Instructional Language and Area Materials for Brazil*. D 5
- i.t.a. Foundation Report*. Ag 5
- Institute of Far Eastern Languages. *Dictionary of Spoken Chinese*. Je 6
- Inventory of Projects and Activities in Reading and English, No. 1*. Ap 7
- Joos, Martin, ed. *Readings in Linguistics I: The Development of Descriptive Linguistics in America, 1925-56*. D 8
- Journal of the Chinese Language Teachers Association*. Ag 5
- Katz, Jerrold J. *The Philosophy of Language*. Je 6
- Kohmoto, S. *Applied English Phonology: Teaching of English Pronunciation to the Native Japanese Speaker*. Ap 6
- Koutsoudas, Andrea. *Writing Transformational Grammars: An Introduction*. D 8
- Kreidler, Carol J., ed. *On Teaching English to Speakers of Other Languages, Series II: Papers Read at the TESOL Conference, San Diego, California, March 12-13, 1965*. Ap 6
- Kreidler, Charles W., ed. *Report of the Sixteenth Annual Round Table Meeting on Linguistics and Language Studies*. Ap 6
- Labov, William. *The Social Stratification of English in New York City*. Ag 6
- Lagerwey, Walter. *Guide to Netherlandic Studies Bibliography*. Ap 6
- . *Modern Dutch: A First Year College Level Audio-Lingual Course*. Ap 6
- Landar, Herbert. *Language and Culture*. Je 6
- Language Research in Progress, Report No. 2*. F 5
- Language Research in Progress, Report No. 3*. Ag 7
- Lehn, Walter and Peter Abboud. *Beginning Cairo Arabic*. F 7
- Lenguas Vivas*. Ag 4
- Leslau, Wolf. *An Amharic Conversation Book*. Ap 7
- Linguistic Bibliography for the Year 1963, and Supplement for Previous Years*. F 7
- Linguistic Society of America Meeting Handbook: Forty-first Annual Meeting, December 1966*. D 7
- Mansoor, M., ed. *Legal and Documentary Arabic Reader, with Explanatory Notes, Exercises, Vocabularies and Model Answers*. F 7
- Martinet, André. *La linguistique synchronique: Etudes et recherches*. Je 6
- Mead, Robert G., Jr., ed. *Language Teaching: Broader Contexts. Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages, 1966*. Ag 7
- Moulton, William G. *A Linguistic Guide to Language Learning*. D 8
- Müller, Gerhard, ed. *Modern Foreign Language Teaching: International Conference, August 31-September 5, 1964, Report*. Ag 7
- Naim, C. M. *Readings in Urdu: Prose and Poetry*. O 6
- Nostrand, Howard Lee, David William Foster, and Clay Benjamin Christensen. *Research on Language Teaching: An Annotated International Bibliography, 1945-64*. F 7
- Ohannessian, Sirarpi, ed., with the assistance of Carol J. Kreidler and Beryl Dwight. *Reference List of Materials for English as a Second Language, Part 2: Background Materials, Methodology*. Ag 6
- Outline Report on the Position and Teaching of English in India*. D 7
- Paternost, Joseph, ed. *Russian-English Glossary of Linguistic Terms*. Je 6
- Periodicals of Interest to Teachers of English to Speakers of Other Languages*. F 5
- Pfeffer, J. Alan. *Grunddeutsch, Basic (Spoken) German Word List: Grundstufe*. Ap 6
- . *Grunddeutsch, Index of English Equivalents for the Basic (Spoken) German Word List*. Ap 6
- Politzer, Robert L. *Foreign Language Learning: A Linguistic Introduction*. D 8
- Problems of Language*. Ag 6
- Programs in English for Foreign Students, Summer 1966*. Ap 7
- Ray, Punya Sloka, Muhammed Abdul Hai, and Lila Ray. *Bengali Language Handbook*. D 7
- Reif, Joseph A. and Hanna Levinson. *Hebrew Basic Course*. Ag 6
- Reyburn, William. *Problems and Procedures in Ethnolinguistic Surveys*. Ag 2
- Rice, Frank A., ed. *Study Aids for Critical Languages*. Je 4

Sebeok, Thomas A., ed. *Current Trends in Linguistics, Vol. III: Theoretical Foundations*. O 7
 ———. *Portraits of Linguists: A Biographical Source Book for the History of Western Linguistics, 1746–1963*. D 8
 Shnitnikov, Boris N. *Kazakh-English Dictionary*. Je 6
 Shuy, Roger W., ed. *Social Dialects and Language Learning: Proceedings of the Bloomington, Indiana, Conference, 1964*. F 6
El Simposio de Cartagena, Agosto de 1963: Informes y Comunicaciones. O 6
Spoken English for Turks. Ap 1
 Stewart, William A., Cheikh Babou, Dorothy Pedtke, and others. *Introductory Course in Dakar Wolof*. D 7
A Supplement to the Inventory of Projects and Activities in Reading and English. O 5
A Survey of Twelve University Programs for the Preparation of Teachers of English to Speakers of Other Languages. Ap 7
Swahili. Je 3
Swahili Basic Course. Ag 5

Swift, Lloyd B. and Selman Agrali. *Turkish Basic Course, Units 1–30*. O 7
T.A. Informations. Je 8; O 5
 Thompson, Lawrence C. *A Vietnamese Grammar*. O 7
 Turner, G. W. *The English Language in Australia and New Zealand*. O 6
University Resources in the United States for Linguistics and Teacher Training in English as a Foreign Language: 1966. Je 4
 Vachek, Josef. *The Linguistic School of Prague: An Introduction to Its Theory and Practice*. Je 6
 Wood, Frederick T. *English Verbal Idioms*. Ap 6
 Zide, Norman H., Colin P. Masica, K. C. Bahl, and A. C. Chandola. *A Premchand Reader*. O 6
 Zisa, Charles A. *A Statistical Profile of the Linguistic Community*. F 5

SEE ALSO: Article by Kreidler D 1.

C. languages and linguistics

- African languages Je 7
 Afrikaans Ap 2
 Afro-Asiatic (Hamito-Semitic) languages Je 2
 Amharic Ap 7; Je 3
 Arabic F 6, 7; Je 2; Ag 2; D 7
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 Etsako Je 5
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D. institutions, organizations, activities

- Adam Mickiewicz University
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American Association of Teachers of Arabic F 6
Anglo-American Conference on the Future of English Abroad F 4
The Applied Linguistics Foundation O 4
Association Internationale de Linguistique Appliquée Ag 4
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Carnegie Corporation of New York O 5
Center for Applied Linguistics F 2; Je 5
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Urban Language Study O 1
Centro de Estudos de Lingüística Geral e Aplicada D 5
Círculo Lingüístico de México O 7
Columbia University Teachers College Ag 8
Conference on Linguistic Method Je 4
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Congress of the West African Linguistic Society Ag 5
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Institute for the Study of English in Africa Ap 2
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Instituto Nacional Superior del Profesorado en Lenguas Vivas Ag 4
Inter-American Symposium on Linguistics and Language Teaching Ap 4
International Colloquium on Luso-Brazilian Studies D 4
International Congress of Linguists Ap 4
Kenyan Ministry of Education
Language Section, Curriculum Development Centre D 7
Latin-American Linguistic Institute Ap 4
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Center for Research on Language and Language Behavior Ap 3
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National Association for Foreign Student Affairs Je 5
National Council of Teachers of English Je 5; D 2
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Robert College
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Séminaire Européen de Linguistique Générale et Appliquée F 5
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Center for Research and Development in Teaching F 3
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TESOL Association Je 5
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Office of Education
Educational Research Information Center Ag 3
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Language Development Program Ap 5
Title VI Ag Supp
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SEE ALSO: "NDEA Title VI Projects for Fiscal Year 1966" Ag Supp.

new serial publications

Research in Education. Published by the U.S. Office of Education. Monthly. First issue: November 1966. Subscription \$11.00 (foreign \$2.75 additional); single issues \$1.00 each (domestic). Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

A catalog in the form of résumés and indexes providing up-to-date information about educational research sponsored by the Bureau of Research, U.S. Office of Education. The résumés, which highlight the significance of each research report and project, are listed sequentially within each separate section for reports and projects. The indexes following each résumé section cite authors and investigators, institutions responsible for the research, subjects, USOE programs, and contract and grant numbers. The catalog also announces research projects as they are initiated by the Bureau of Research.

The Educational Research Information Center (ERIC) is a nationwide, comprehensive information system designed to serve American education. Operating within the Office of Education as a Branch of the Division of Research Training and Dissemination, Bureau of Research, the headquarters office is referred to as Central ERIC to distinguish it from its components in the field. In addition to the overall development, coordination of field activities, and operation of the system, Central ERIC is responsible for making available to the public the findings of research supported by the Office of Education through the Bureau of Research. ERIC also currently includes twelve decentralized clearinghouses, each focused on a separate subject-matter area, and several contractors who provide specialized services. The ERIC Clearinghouse on Linguistics and the Uncommonly Taught Languages, directed by Dr. A. Hood Roberts, is located at the Center for Applied Linguistics and the ERIC Clearinghouse on the Teaching of Foreign Languages, directed by Dr. Kenneth W. Mildener, is located at the Modern Language Association of America, 4 Washington Place, New York, New York 10003.

Language Research in Progress, with particular reference to Great Britain. Published by the Linguistics Association of Great Britain. Report No. 1: November 1966. Free of charge. Editor: David Crystal. All correspondence to: David Crystal, Department of Linguistic Science, University of Reading, Whiteknights, Reading, Berkshire, England.

The first part of this Report consists of the alphabetical listing of the names and addresses of the contributors, followed by bracketed numbers referring to the place of the individual's contribution(s) in the body

of the Report. In the second part, the 266 projects are listed alphabetically by the contributor's name within the following thematic classifications: Communication theory, computing, etc.; Linguistic theory; Sociolinguistics; Historical linguistics; Description of English; Description of other languages; Dialectology; Phonetics and phonology; Semantics; Stylistics; Lexicography; Writing; Use of English abroad; Teaching and learning of English; Other applied linguistics; Language acquisition. The entries provide a description of the project, the aim of the research and whether it is to be published, and the length of time research has been in progress and is to continue.

The Report is based on a survey of language research being carried on in Great Britain which resulted from a decision of the Linguistics Association of Great Britain at the Easter 1966 meeting, held in Nottingham. The aim of the survey was to provide a source of accumulated information in one document about relevant linguistic work for interested scholars.

TEFL: A Bulletin for the Teaching of English as a Foreign Language. Published by the Center for English Language Research and Teaching of the American University of Beirut. Quarterly. First issue: December 1966. Free of charge. Editor: Marilyn Evers Norstedt. All correspondence to: TEFL, Center for English Language Research and Teaching, American University of Beirut, Beirut, Lebanon.

A professional publication for teachers of English in the Arab world, focussing mainly on practical discussions and demonstrations of English language teaching to Arabic-speaking students. Each issue will contain simple, non-technical articles about linguis-

tic theory and second-language teaching and learning; reviews of new books, articles, and materials of immediate interest and practical use; announcements and reports of conferences, meetings, ministry planning, and similar information about English teaching in the area; and answers to questions submitted by teachers about specific English teaching problems.

For an account of the Center for English Language Research and Teaching, see p. 2 of this issue.

Language and Language Behavior Abstracts. Published by Appleton-Century-Crofts. Quarterly. Sample issue: January 1967. Subscription \$22.50. Edited by the Center for Research on Language and Language Behavior of the University of Michigan and the Bureau pour l'Enseignement de la Langue et de la Civilisation Françaises à l'Étranger. Editorial correspondence to: Center for Research on Language and Language Behavior, City Center Building, 220 East Huron Street, Ann Arbor, Michigan 48108. Subscription correspondence to: Subscription Manager, LLBA, Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016.

The purpose of LLBA is to provide comprehensive, rapid, and selective access to the literature in language and language behavior. Initially, each issue will contain about 1000 entries, screened from over 500 journals, covering twenty-four disciplines in the fields of linguistics, psychology, speech, and hearing. The entries consist of the name and institutional affiliation of the author, the title of the article (with English translation where necessary) and the bibliographical reference, and an abstract, in English. A list of the journals represented and an author index are appended.

Tenth International Congress of Linguists

The Tenth International Congress of Linguists will be held in Bucharest, Roumania, August 28–September 2. Papers will be delivered by B. Malmberg, Lund — Synchronie et diachronie; E. Petrovici, Cluj — Interpénétration des systèmes linguistiques; R. Jakobson, Cambridge, Massachusetts — Linguistics and adjacent sciences; G. Devoto, Florence — La méthode comparative et les conceptions actuelles de la linguistique; Charles A. Ferguson, Stanford, California — Current problems of applied linguistics; and Olga Akhmanova, Moscow — Linguistics and the quantitative approach. The papers, full texts of which will be sent to participants by the Organizing Committee, will be

followed by discussions.

Besides the plenary sessions, the Congress will meet in sections and in groups. Topics proposed for the section meetings are as follows: (1) Theories of language, Sociolinguistics, Linguistic geography, History of linguistics; (2) Semantics, Syntax, Poetics, Child language learning; (3) Psycholinguistics, Stylistics, Language typology, Language pathology. The number and themes of the group meetings will be established when the participants have announced their subjects.

For further information, write to the Organizing Committee of the Tenth International Congress of Linguists, 20 I. C. Frimu, Bucharest 22, Roumania.

book notices

Linguistic Bibliography for the Year 1964, and Supplement for Previous Years. Published by the Permanent International Committee of Linguists . . . with a grant from UNESCO and by the support of the National Science Foundation through . . . the Center for Applied Linguistics. Utrecht/Antwerp, Spectrum, 1966. [Title page in French and English.] 1 + 612 pp. \$17.50.

The present volume (Vol. 19) of this comprehensive annual bibliography contains 12,254 numbered entries plus cross-references covering almost 1,100 periodicals as well as books, monographs, etc. Many review citations provide continuity with previous volumes. This issue contains a greatly increased number of references to the recent linguistic literature published in China, Japan, Korea, and the Arabic-speaking countries. [For a fuller account of the *LB*, see the *LINGUISTIC REPORTER*, February 1965, p. 6.]

Available in the U.S. from the Publications Section, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 and from Stechert-Hafner, Inc., 31 East 10th Street, New York, New York 10003.

Vietnamese Basic Course, Vol. I: Guide to Pronunciation and Lessons 1-10, by Eleanor H. Jordan, Charles R. Sheehan, Nguyen-Hy-Quang and associates. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1967. lxxviii, 328 pp. \$1.75. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

An introductory text for the Vietnamese language as it is spoken in South Vietnam. Following a preliminary section on pronunciation, there are ten lessons, each containing a basic dialogue, grammar notes, drills, supplementary dialogues, and exercises. The Vietnamese material is given in the standard orthography. A Vietnamese-English glossary appears at the end. Accompanying tape recordings are available through the Center for Applied Linguistics.

Basic Norwegian Reader, edited by Kenneth G. Chapman. New York, Holt, Rinehart & Winston, 1966. iv, 94, [33] pp. \$3.60.

This reader is designed to be used in connection with *Spoken Norwegian, Revised* by Einar Haugen and Kenneth G. Chapman (Holt, Rinehart & Winston, 1964). The subject matter and vocabulary of each reading selection have been closely coordinated with the lesson in *Spoken Norwegian* after which the selection is to be read. An attempt has been made to include only reading selections of genuine literary value. Includes questions following each selection and a final Norwegian-English vocabulary.

Svensk-Engelsk Fackordbok för näringsliv, förvaltning, undervisning och forskning / Swedish-English Dictionary of technical terms used in business, industry, administration, education and research, by Ingvar E. Gullberg. Stockholm, P.A. Norstedt & Söners Forlag, 1964. xvi, 1246 pp. \$32.00.

The purpose of this dictionary is to provide accurate English translations for the specialized vocabularies used in government bureaus, business firms, and academic institutions. It contains well over 100,000 entries, translated into English with numerous phrases and examples; wherever necessary, British and American usage are distinguished. It does not include literary and general everyday vocabulary or basic common terms. An interesting feature, of particular importance to translators, is the inclusion of the correct equivalent of a vast number of compounds, e.g. *Amerikanska modersmålläraförbundet* 'National Council of Teachers of English.'

English in Hawaii: An Annotated Bibliography, edited by Stanley M. Tsuzaki and John E. Reinecke. (*Oceanic Linguistics Special Publication No. 1.*) Honolulu, University of Hawaii Pacific and Asian Linguistics Institute, 1966. ix, 61 pp. \$1.50.

This bibliography covers the period 1818-1965 and includes works on many aspects of English in Hawaii, particularly the "pidgin English" dialect. Many of the titles are concerned with "errors" in Island speech. There is a limited coverage of peripheral areas, e.g. organic speech defects, the English standard schools, textbooks and drillbooks, and other languages spoken in Hawaii. The list includes a number of newspaper articles, editorials, and letters to the editor, as well as some unpublished masters' theses and doctoral dissertations. There are approximately 250 entries, arranged alphabetically by author; a chronological index appears at the end.

Readings in Japanese Language and Linguistics, edited and compiled by Joseph K. Yamagiwa. Part I: Selections; Part II: Annotations. Ann Arbor, University of Michigan Press, 1965. 2 vols. (1279 pp.) \$10.00.

In these readings the student of Japanese will find reproduced a variety of texts selected with a view to making available to the Western student a ready source of fully annotated reading materials representing the best of contemporary scholarship in Japan. The materials assume two to three years of preliminary training in the language. The basic selections and bibliographical headnotes were made by Professor Hiroshi Tsukishima of Toyko University. The texts are in Japanese; the annotations are in English, with the Japanese words and phrases given in *kanji* or *kana*, according to the original text, and in transcription. The materials were produced under a contract with the U.S. Office of Education.

Advanced Chinese, by John DeFrancis with the assistance of Teng Chia-ye and Yung Chih-sheng. (Yale Linguistic Series.) New Haven and London, Yale University Press, 1966. xvi, 574 pp. cloth \$6.00; paper \$2.75.

A continuation of the author's *Beginning Chinese* and *Intermediate Chinese*. This volume, like its predecessors, deals with spoken Chinese and is intended for use at both the high school and college levels. The book presents twenty lectures on academic and cultural topics, together with simulated classroom dialogues covering anticipated points of difficulty for the student and sentences illustrating the usage of all new words and grammatical constructions. The Chinese material is given in the *pinyin* romanization. The work was supported by a contract with the U.S. Office of Education.

Character Text for Advanced Chinese, by John DeFrancis. (Yale Linguistic Series.) Published for Seton Hall University by Yale University Press, New Haven and London, 1966. 712 pp. cloth \$7.50; paper \$3.75.

A character version of the author's *Advanced Chinese*. The texts of the companion volumes are identical. In addition to a *pinyin* index, there are three summary charts of characters. This work was supported by a contract with the U.S. Office of Education.

Beginning Chinese Reader, by John DeFrancis with the assistance of Teng Chia-ye and Yung Chih-sheng. (Yale Linguistic Series.) Published for Seton Hall University by Yale University Press, New Haven and London, 1966. 2 vols. (xxxii, 1004 pp.) Each vol. cloth \$6.00; paper \$2.75.

This reader, closely correlated with the author's *Beginning Chinese* and *Character Text for Beginning Chinese*, contains 120,000 characters of running text with emphasis on compounds and their extensive use in various types of exercises. In addition to a *pinyin* index, there are three summary charts of characters. The work was supported by a contract with the U.S. Office of Education.

The Transliteration of Modern Russian for English-Language Publications, by J. Thomas Shaw. Madison, Wis., University of Wisconsin Press, 1967. vi, 15 pp. \$1.00 per copy; \$3.00 package of five; 50 cents each for ten or more

A discussion of four systems, with recommendations for their use: System I, with no diacritical marks, for personal and place names; System II, the Library of Congress system with the diacritical marks omitted; System III, the international scholarly system; System IV, the LC system with diacritical marks. Also discussion of special problems, e.g. place names, and suggested solutions

Basic Course in Estonian, by Felix J. Oinas. (Indiana University Publications, Uralic and Altaic Series, 54.) Bloomington, Indiana; The Hague, Mouton & Co., 1966. x, 398 pp. \$11.50.

The main emphasis of this text is on the everyday conversational language of educated Estonians. Following an introductory section on pronunciation, the book is divided into 30 units, an Estonian-English glossary, and an index. Each unit typically contains the following sections: basic sentences; additional vocabulary; grammar notes; grammar exercises; conversations; and suggestions for conversation. Only highlights of Estonian grammar have been given. The Estonian material is presented in the official orthography, with added diacritics to indicate overlong vowels and consonants, palatalization, and, for a few words of foreign origin, stress.

These materials were prepared under a contract with the U.S. Office of Education.

Linguistics and English Linguistics, compiled by Harold B. Allen. (Goldentree Bibliographies.) New York, Appleton-Century-Crofts, 1966. xi, 108 pp. \$1.65.

This selective, unannotated bibliography of books and articles is intended for the graduate and advanced undergraduate student in English, education, and linguistics. As noted in the introduction, "the compiler has attempted to steer a middle course between the brief lists of references in the average textbook and the long professional bibliography." The major divisions are: Bibliographies, Dictionaries and Glossaries, Festschriften and Miscellaneous Collections, Linguistics, English Language and English Linguistics, Language Instruction, and Special Topics. The majority of entries fall within the "Linguistics" and "English Language and English Linguistics" sections, and such topics as bilingualism, idiom, lexicography, punctuation, and stylistics are covered in the "Special Topics" section. An index of authors appears at the end. Entries which are of special importance are marked with an asterisk and for allusive titles, a phrase describing the subject matter is included.

Recent CAL Documents

The following CAL documents are available for distribution in limited quantities. Requests should be addressed to the appropriate Office or Program.

Programs in English for Foreign Students, Summer 1967; March 1967; 14 pp.; lists offerings of 45 U.S. colleges and universities; from *English Program*.

Language Research In Progress, Report No. 4; February 1967; 48 pp.; cross-referenced list of documented language research projects current June-December 1966; from *Education and Research Program*.

meetings and conferences

April 13-15. Northeast Conference on the Teaching of Foreign Languages, 14th. Washington, D.C.

April 20-22. Convention of the Association of Teachers of English to Speakers of Other Languages, 1st. Miami Beach, Florida.

April 21. Association for Machine Translation and Computational Linguistics. Atlantic City, New Jersey.

April 25-28. National Association for Foreign Student Affairs, 18th. Houston, Texas.

April 27-29. University of Kentucky Foreign Language Conference, 20th. Lexington, Kentucky.

May 3-6. International Reading Association, 12th. Seattle, Washington.

June 6-14. International Seminar on Bilingualism. Moncton, N.B., Canada.

[Write: David W. Bartlett, Secretary-General, Canadian National Commission for UNESCO, 140 Wellington, Ottawa 4, Ontario, Canada.]

June 14-15. Canadian Linguistic Association. Ottawa, Ontario, Canada.

June 26-August 17. Linguistic Institute of the Linguistic Society of America. Ann Arbor, Michigan.

July 28-29. Linguistic Society of America, Summer Meeting. Ann Arbor, Michigan.

August 28-September 2. International Congress of Linguists, 10th. Bucharest, Roumania.

September 7-13. International Congress of Phonetic Sciences, 6th. Prague, Czechoslovakia.

Reviews of Office of Education Programs

"New Materials for the Teaching of English: The English Program of the USOE," by Michael F. Shugrue. *PMLA, Publications of the Modern Language Association of America, LXXXI, September 1966, 3-38.*

This report consists mainly of summaries of twenty-five Curriculum Study and Development Centers funded by the Office of Education English Program. The curriculum materials being developed in the Centers range from K-12 in language, literature, and composition, with attention to the problems of the disadvantaged, the deaf, the average as well as the able student, and the student learning English as a second language.

The author is Assistant Professor of English at New York University and Assistant Secretary for English of the MLA.

"An Evaluation of the NDEA Title VI, Modern Language Fellowships," by Stephen A. Freeman. *ACLS Newsletter, XVII, November 1966, 1-15.*

Beginning in 1959, fellowships for the study of modern foreign languages have been awarded to graduate students, post-doctoral fellows, and undergraduates under the provisions of Title VI, Section 601(b) of the National Defense Education Act. Through fiscal year 1965, some 4,550 individuals have held these fellowships, studying 63 different languages in over 63 different institutions. Over 21.5 million dollars have been obligated for this purpose.

At the request of the U.S. Office of Education, the American Council of Learned Societies agreed to undertake a study to determine whether these fellowship programs are fulfilling the aims of the legislation. The

Project Director was Stephen A. Freeman, Vice-President Emeritus of Middlebury College and Director of the Middlebury Language Schools. The period of the study was June-December 1965. Primary attention was given to the NDEA Title VI graduate fellowships, the most important group both in size and length of operation. For lack of time, little attention was paid to the Fulbright-Hays Act or to the NDEA Title VI post-doctoral fellowships. This article summarizes the Director's final Report to the Office of Education. It presents 22 major recommendations of the Report, each recommendation prefaced by background information and explanation.

The Uralic and Altaic Program of the American Council of Learned Societies (1959-1965), by John Lotz, with an Introduction by William Riley Parker. (Indiana University Publications, Uralic and Altaic Series, 63.) Bloomington, Indiana; The Hague, Mouton & Co., 1966. xii, 45 pp. \$4.00.

A report on a program carried out under contract with the U.S. Office of Education under Title VI of the National Defense Education Act. Professor John Lotz of Columbia University was the Project Director.

Under the program, language teaching materials and background materials were prepared for twenty-six Uralic and Altaic languages; the major part of this report is devoted to results and dissemination. It was a national program in which nearly all active scholars in the field in the United States participated. Altogether, seventy-four scholars participated, representing forty-two institutions.

Linguists wanted

FULBRIGHT LECTURESHIPS in applied linguistics and TEFL available for 1968-69. Address inquiries to T. W. Russell, Linguistics and Teaching of English, Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

Bulgaria September 1968-January 1969 or January-June 1969, at University of Sofia: Applied linguistics and TEFL methodology

Chile March-December 1968, at University of Chile, Valparaiso: Work with prospective English teachers in phonology, phonetics, and language structure 6 hours a week of lectures to 30 second- and third-year students.

Republic of China August 1, 1968-July 31, 1969, at Taiwan Provincial Normal University TEFL methodology for teachers-in-training. Assist Ministry of Education on curriculum development and assist summer re-training program.

Colombia February-November 1968, at Pontifical University Bolivariana, Medellin, and National Pedagogical University, Bogota: Lecturer-consultant on TEFL at both universities and assist with regional seminars for high school teachers, at Instituto Caro y Cuervo, Bogota: Courses in Spanish and English linguistics and introductory course in descriptive linguistics. Possibly also teach course in American literature.

Ecuador May 1, 1968-January 31, 1969, at University of Guayaquil and Catholic University of Guayaquil, October 1, 1968-July 15, 1969, at Central University in Quito: To work closely with Ecuadorian teachers of English in conducting seminars and special classes for teachers and in preparing teaching materials.

Greece September 1968-August 1969, at University of Athens and University of Thessaloniki: Lecturer-administrator trained in applied linguistics and with administrative experience to serve as coordinator of English language program with supervisory responsibility for country-wide program of in-service training of high school teachers. Fulbright high school teacher grantees assigned to schools will participate. With full professional status, grantees will teach applied linguistics and TEFL methodology at Athens and will lecture each month at Thessaloniki,

sharing responsibility with local faculty. Also act as consultant to Ministry of Education

Iran September 1968-June 1969, at Pahlavi University, Shiraz, at University of Tehran: Teach basic courses in English grammar, composition, and conversation, and give introductory course in American literature

Israel September 1968-June 1969, at Tel Aviv University, Senior and junior linguists for new English linguistics section at University. Senior lecturer will assist in curriculum planning and preparation of new teaching materials for high schools; junior linguist will provide in-service training for local staff

Italy October 1968-June 1969, at the Faculty of Education, University of Rome: Lecturer with strong background in applied linguistics to lecture in comparative Italian-English structure and take charge of English language program including supervision of laboratory. Fluent Italian required.

Japan September 1968-June 1969: Six linguists to be affiliated with teacher-training universities, and serve as demonstrator-advisors in TEFL in cooperation with prefectural board of education. One lecturer will be based at the Tokyo University of Education for lecture courses but will visit other universities

Jordan September 1968-June 1969: Program not yet received; probably 3 or 4 lectureships in TEFL and/or English and American literature, including grammar and composition

Malaysia May 1968-June 1969, at University of Malaya, Kuala Lumpur: Lecture in applied linguistics 8-10 hours weekly and participate in training of junior staff

Norway September 1, 1968-June 15, 1969, at Trondheim University (formerly Advanced Teachers Training College): Lecture in applied linguistics and the teaching of English, assist in preparation of language laboratory materials, and take part in staff discussions

Paraguay March-November 1968, at National University of Asuncion: Lecture in structural linguistics and TEFL. Fluent Spanish essential.

Philippines July 1968-May 1969, first semester at Lyceum of the Philippines and second semester at University of the Philippines: Professor of speech (voice, diction, phonetics) to conduct seminars for faculty and advanced students.

Poland September 1968-June 1969. Grant for lecturer in linguistics/TEFL will probably be offered at University of Poznan to teach introductory courses in applied linguistics and to assist in developing teaching materials. Interested persons are invited to indicate whether they might be available for more than one year.

Rumania September 1968-June 1969: One or perhaps two lectureships in applied linguistics and TEFL at Universities of Cluj and/or Bucharest

Spain October 1968-June 1969: 5 to 7 lectureships in TEFL will be available at University of Madrid, Higher Technical Schools, Madrid; Higher Technical Schools, Barcelona; Universities of Valladolid and Navarra and perhaps other universities. Fluent Spanish required for senior post at University of Madrid and desirable for other posts.

Syria October 1968-July 1969: Program not yet received; probably lectureship in TEFL or in English and American literature, including grammar and composition, at University of Damascus.

Thailand June 1968-March 1969, at University of Khonkaen: Lecture in TEFL and assist in setting up program for training teachers. Lecturer will be expected to live on campus and participate in campus life

United Kingdom September 1968-June 1969, at University of Edinburgh: Lecturer in linguistics and/or psychology to work in some aspect of socio- or psycho-linguistics as these disciplines relate to learning a second language. Possibility of renewal

Viet Nam October 1968-June 1969: Lectureships in TEFL are offered at University of Saigon and other universities.

Yugoslavia September 1968-June 1969. Program not yet received; interested persons are invited to write for late information.

MIDDLE EAST TECHNICAL UNIVERSITY, Ankara, Turkey, has instructorships open in teaching English as a foreign language for the 1967-68 academic year. Address inquiries to Alan C. Harris, Assistant Director, English Language Preparatory Division, Middle East Technical University, Ankara, Turkey.

Center for Applied Linguistics Welcomes John Lotz as Director

On 31 December 1966, Dr. Charles A. Ferguson retired from the Directorship of the Center for Applied Linguistics, which he was largely instrumental in creating in 1959, to accept a position as Professor of Linguistics and chairman of the linguistics program at Stanford University. During his seven years in office, the Center achieved international stature as a clearinghouse for information about

linguistics and as the organizer and agent for such activities in linguistics as the *Linguistic Reporter*, a distinguished series of independent publications, cooperation with national commissions of other countries concerned with languages of wider communication, Latin-American linguistics congresses, sociolinguistics conferences, annual meetings with government officials to survey the enormous federal commitment to the teaching of English as a second language, assisting in the creation of a program for the testing of English as a second language, strengthening the international *Linguistic Bibliography*, conducting studies of urban language problems, developing promising self-instructional devices for foreign language learning—the list could be greatly extended. Until 1965, the Center was part of the MLA; in October 1965 it was incorporated as an independent entity.

On 1 June 1967, Dr. John Lotz of Columbia University will become the second Director of the Center for Applied Linguistics. Born in Milwaukee, Wisconsin, Dr. Lotz attended primary and secondary schools in Detroit and in Hungary and took his graduate degrees at the University of Budapest as a member of the Eötvös-Collegium. His interest has always been divided between linguistics and philosophical and literary theory. He wrote theses in both, on the

Old Hungarian Conjugation (which won a University Prize in 1935) and on the Concept of Time in History (which won the Eötvös prize in 1936). In 1935 he became lector of Hungarian at the University of Stockholm, and in 1939 received the *venia legendi* from the University for a study of Hungarian grammar. In 1947 he joined the faculty of Columbia University, first as Associate Professor of Hungarian Studies and since 1949 as Professor of Linguistics. In 1954 he organized the first Department of Uralic and Altaic Languages in America, and between 1959 and 1965 was Director of Research for the Uralic and Altaic Program of the American Council of Learned Societies funded by the NDEA. In this program he administered 116 projects covering 26 languages and involving 74 principal investigators, and completed five of the projects himself. From 1959 on, he was Director of the Columbia University Uralic Language and Area Center. In 1966 he celebrated the completion of the Uralic and Altaic Project with a year as Fulbright-Hayes Fellow in Hungary and guest-professor at the University of Budapest.

[From a press release prepared by Dr. John Hurt Fisher, Executive Secretary of the Modern Language Association of America and Chairman of the Board of Trustees of the Center for Applied Linguistics]



John Lotz

The International Center for Research on Bilingualism

by William F. Mackey

[William F. Mackey is Executive Director of the International Center for Research on Bilingualism]

The problems of bilingualism are of great antiquity. From the time that two persons speaking different languages first came into contact, there have been necessarily cases of bilingualism. The histories of many areas of the world have recorded transfers from one language to another, mediated by periods of bilingualism.

Today, in most parts of the world, with the great acceleration in the possibilities of contact between peoples, the incidence of bilingualism is on the increase. This is affecting both the individual and the state.

Although several sciences have already studied the problems of bilingualism, the phenomenon has been central to none of them. Psychologists have been interested in the relation between intelligence and bilingualism, sociologists in the effect of bilingualism on group behavior, educators in the education of bilingual children, and linguists in the effects of bilingualism on the vocabulary and structure of languages. For all of these sciences, bilingualism is marginal.

There has long been a need for a discipline in which bilingualism would be the central preoccupation, for a place in which scholars might find everything of importance which has been written on the subject, and for a center in which specialists would initiate and direct basic research in the field.

Since bilingualism is at present the concern of many disciplines, it is necessary that from the beginning such a center be interdisciplinary. Since the phenomenon is found in most countries, it is important that the center be international. Since it would be useful that such a center have the support of a community for which bilingualism is of some concern, it is appropriate that such a center be situated in a bilingual country.

This was the reasoning behind the creation, in January 1967, at Laval University in Quebec, of the International Center for Research on Bilingualism. The purpose of the Center is international and interdisciplinary documentation and basic research in bilingualism, biculturalism, and related phenomena. This does not include the preparation of dictionaries,

grammars, and language teaching materials or the training of language teachers and translators.

In order to achieve its aims, the Center is organized to provide abundant documentation and facilities for basic research on bilingualism and biculturalism. An international advisory board of five leading authorities in the field of bilingualism (Joshua Fishman, Yeshiva; Einar Haugen, Harvard; Wallace E. Lambert, McGill; Werner F. Leopold, Northwestern; and William F. Mackey, Laval) decides the direction which the activities of the Center will take, helps formulate policy, and advises the Center on matters of importance. William F. Mackey is Chairman of the Board and Executive Director of the Center.

The chief work of the Center is carried out in its two divisions: the research division and the documentation division. Both of these divisions rely on a number of cooperating agencies for help in carrying out the work described below.

The work of the research division is limited to basic studies in the field, including the historical, juridical, psychological, sociological, and geographical aspects of bilingualism, techniques of measuring its incidence and distribution, the development of case-study methods, basic work on interference and language borrowing, and research on language acquisition. For this purpose, the division is further divided into sections, under full-time specialists in bilingualism, representing various disciplines. For the time being, only six sections have been planned to cover six of the main aspects of the phenomenon—differential, psycholinguistic, developmental, socio-cultural, institutional, and didactic.

Under differential studies are included the problems of language differences, bilingual interference, language alternation, language distance, language contact. The psycholinguistic group is concerned with questions of bilinguality, language balance, bilingualism and thought processes, bilingualism and mental achievement, and psycholinguistic measurement of bilinguals. The developmental approach deals with the bilingual child, personal language dominance, case studies of how people

become bilingual, and cases of language loss. The socio-cultural group is devoted to the study of biculturalism, group dominance, group attitudes, the interaction of language groups, and the behavior of bilingual minorities. The section on institutional studies covers questions on bilingual states and bilingual institutions as well as the demographic, juridical, and historical aspects of bilingualism. The didactics section carries on basic research in second language acquisition and on methods of making populations bilingual.

Supporting the work of the research division are a number of resident associates in such fields as experimental phonetics, language geography, differential linguistics, dialectology, political studies, and language didactics. The function of these associates, whose chief interest is not necessarily in the field of bilingualism, is to provide the "expertise" necessary to the design and development of research projects emanating from the various departments.

On an equal footing with this research division is a division of documentation. The documentation division gathers published material on bilingualism in general, case studies of bilingualism, language and nationality studies, language laws, language conflict, language differences, bilingual interference, and linguistic borrowing. It also processes documents on language dominance, demography and language statistics, second languages in various countries, and language testing.

Excluded from the documentation are language teaching materials, grammars, bilingual and unilingual dictionaries, works on translation, linguistics, phonetics, and pedagogy, since much of this is already taken care of by the University's division of language didactics, its department of linguistics, and centers in other countries. The scope of the documentation is wider than the preoccupation of research. The Center, for example, gathers documents, but not data, on differences between various pairs of languages and on the influences which one language may have had on another.

The division is under the direction of a documentation chief who is a specialist in bilingualism and an experienced research librarian. He has a small staff of cataloguers, documentalists, précis writers and technicians, and maintains close contact with the Data Processing Center and the Center Documentation Service of the University.

The function of this division is to supply to researchers in various branches information which is as complete and up-to-date as possible and of easy and rapid access. So that the documentation may be complete, the Center is purchasing everything obtainable in the field and is preparing an international bibliography on bilingualism, starting with a nucleus of five thousand titles. In order that the documentation may be up-to-date, the Center is entering into an agreement with one of its cooperating agencies, the Center for Research on Language and Language Behavior (Ann Arbor, Michigan), whereby some five hundred relevant journals are searched every three months, and abstracts and titles of all material pertinent to any aspect of bilingualism are sent to the Center by direct telex or relayed by private cable line to, or from, the European headquarters in Paris. When received, this material is fed directly into the computer (IBM 360) of Laval University's Data Processing Center and stored for further use.

So that the information may be of easy and rapid access, each document goes through a process of multiple classification. An abstract of the text is prepared and prefaced to the document, all of which is photographed on 16mm film for rapid retrieval by means of a numbered keyboard which, when operated, flashes the relevant information on a reading screen. These same abstracts are fed into the computer along with the multiple descriptors so that information may either be retrieved by computer print-out directly or automatically obtained via telex at one of the cooperating centers in North America or abroad.

The Center is dependent on a number of supporting agencies in matters of finance and operates on a three-year budget of \$720,000, of which \$400,000 is to be supplied by the Ford Foundation, \$130,000 by the University, and the remaining \$190,000 to be raised from various other sources.

1967 International Conference on Computational Linguistics will be held August 23-25 in Grenoble, France, at the Grenoble University Campus at Saint-Martin-d'Hères. Papers will be presented on language theory, language processing, and linguistic data. For further information write: Prof. Bernard Vauquois, C.E.T.A., B.P. No. 8, 38-Saint-Martin-d'Hères, France.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The *Linguistic Reporter*, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50 (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, *THE LINGUISTIC REPORTER*, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the *LINGUISTIC REPORTER* provided acknowledgement is given.

European Seminar on General and Applied Linguistics

[*The following is based on a communication from B. M. Haggis, Orienteur Pédagogique of the Bureau pour l'Enseignement de la Langue et de la Civilisation Françaises à l'Étranger (BELC)*]

The Second European Seminar on General and Applied Linguistics was held at Grenoble, July 11-30, 1966. It was organized under the aegis of l'Association Internationale de Linguistique Appliquée (AILA) by l'Association Française de Linguistique Appliquée (AFLA). About 210 participants from 27 countries attended the three-week Seminar. This considerable number of linguists and people interested in linguistics was successfully fitted into a varied series of regular courses held each day from 7:30 a.m. to 12:20 p.m.

Six eminent specialists from outside France offered courses: Professors Coseriu (Tübingen), Structural lexicography, Principles of functional syntax; Grize (Neuchâtel), Logic and natural languages; Huddleston (University College, London), Towards a systematic grammar of English; Keiler (Michigan), Introduction to transformational grammar; Larochette (Anvers), Structure of two African languages, Structural details of the Bantu and Sudanese languages; Madame Slama-Cazacu (Academy of Rumania), Psycholinguistics and applied linguistics.

A number of French faculty members also offered courses: Professors Bresson (Paris, Ecole Pratique des Hautes Etudes), Psycholinguistics; Chevalier (Lille), Description of contemporary French, Formal linguistics; Culioli (Sorbonne), Introduction to formal linguistics; Debyser (BELC), Linguistics applied to the teaching of French; Gsell (Grenoble), General phonetics; Mitterand (Reims), French

stylistics; Moreau (IBM Paris), Statistics applied to linguistics; Mounin (Aix-Marseille), Introduction to general linguistics; Vauquois (Grenoble), Formal theory of languages and automatic translation. Certain of these courses were directed particularly to newcomers to linguistics.

Seminars and practical work took place daily from 3.00 p.m. to 7.00 p.m. These sessions were led by some of the professors already mentioned and by the following distinguished visitors: Madame Gsell (Grenoble), Professors Brézard (Besançon), Faubiée (Paris, Langues Orientales), Faure (Aix-Marseille), Fonagy (Budapest), Gentilhomme (Centre National de la Recherche Scientifique), Greimas (Sorbonne), Hockett (Cornell), Manessy (Aix-Marseille), Rakatofringa (Grenoble), Sebeok (Indiana), Temesi (Higher Teacher Training College, Pécs, Hungary), Tréhel (Grenoble). Evenings were usually free, but there were four evening lectures, by Professors Greimas, Sebeok, Paris (IBM Nice), and Titone (Georgetown, Washington, D.C.).

The President of AFLA announced that British linguists would not be able to organise a 1967 Seminar under the aegis of AILA, as had been expected. He emphasised that although AFLA was quite willing to undertake the organisation of a third Seminar, probably at Grenoble again, he hoped that other European countries would also act as hosts for international seminars in the future.

New address for MLA. After July 1, the Modern Language Association of America will have a new address: 60 Fifth Avenue, New York, N.Y. 10011. (Address until July 1: 4 Washington Place, New York, N.Y. 10003.)

Summer Language Program in Poland

by Leo Engler

[Leo Engler is Chairman of the Interdepartmental Linguistics Committee and Director of the Program in English for International Students at Kansas State University, where he is an Associate Professor of Speech.]

Each summer the Polish Ministry of Education brings together their language teachers and university students majoring in foreign languages for three weeks of intensive work with visiting specialists. The program consists of concurrent seminars in each of several languages, notably Russian, German, and English, each featuring an instructional staff from countries where the subject language is the national language.

In 1966 the English seminar, with 180 Polish participants, was held at the Jagellonian University in Krakow, August 1-21. Instructors were provided by the British Council and by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The staff of 33 included four linguists, David deCamp (University of Texas), Leo Engler (Kansas State University), Harold King (University of Michigan), and John Pride (Edinburgh University).

About one-third of the participants

were lecturers, i.e. teachers of English in high schools and universities from various parts of Poland; another third were graduate students majoring in English at such universities as Warsaw and Krakow; the remaining 60 were students at the WSJO, an institution where translators and interpreters are trained.

The course plan called for some 72 hours of classroom instruction over the three-week period, plus scheduled evening activities. The classroom instruction was divided into blocks including linguistic theory, methodology of teaching English to speakers of other languages, English and American literature, British and American culture, and use of English. The instruction took the form of mass lectures, demonstrations, small group discussions, language drill sessions, films, and structured social activities.

On a typical class day, participants attended a plenary session lecture from 9:00 to 10:00 a.m. At 10:00 the lecturers went as a group to a methodology demonstration in one room, and the university students to a demonstration in another room. The WSJO students acted as dem-

monstration classes for both. At 11:00 the groups were subdivided into sections of twelve participants each. Each section retired to an assigned classroom for two hours of small group discussion on linguistics, methodology, or literature, or English language drill sessions. Lunch was served at 1:30. Afternoons were nominally free for study and preparations, but a series of non-scheduled topical lectures to special interest groups was always well attended from 3:00 to 4:00, and the common room was always well populated with participants who wanted to converse with staff members over tea or coffee. Three evenings a week were devoted to structured social and cultural activities.

The participants displayed a high degree of proficiency in English. They were, of course, highly selected and many had spent as much as a year in England or the United States. Since their own English was a source of little anxiety to them, the lecturers were more interested in methodology in TESOL at an advanced level, and the university students in linguistic theory. These trends were reflected in appropriate adjustments during the seminar, and one might expect that the program next year will feature increased emphasis on recent trends in linguistic theory.

Child Language Research Forum at Stanford

The Committee on Linguistics of Stanford University, in collaboration with the Center for Advanced Study in the Behavioral Sciences, Palo Alto, and the University of California, Berkeley, sponsored a Child Language Research Forum on the Stanford campus on March 17. The Forum was held in order to give several scholars in psycholinguistically-oriented child language research an opportunity to report informally on their current projects.

Dr. David Olmsted, University of California, Davis, opened the discussion with a description of his study of 100 children, aged 16 to 54 months. His object was to measure the frequency of different kinds of pronunciation errors in order to test a hypothesis about the acquisition of phonology based on ease of perception. Dr. Grace Yenikomshian, Johns Hopkins University, reported on two projects of the University's Neurocommunications Laboratory, a spectrographic study of the development of

voicing in stop consonants in children (English normal, English deaf, and Arabic normal) and a study of the effects of delayed auditory feedback on phonation from birth to four years. Dr. Susan M. Ervin-Tripp, University of California, Berkeley, outlined Berkeley's extensive cross-cultural study of the acquisition of communicative competence and commented on the problems involved in devising appropriate research techniques for the study. Dr. Martin D.S. Braine, Walter Reed Army Institute of Research, discussed the difficulties of transcribing and analyzing the intonation contours of the two-year-old child, and presented a suggested notation. Miss Ursula Bellugi, Center for Cognitive Studies, Harvard, reported some of her findings in the study of children's acquisition of English negation patterns.

Approximately forty-five specialists in child language research attended the Forum. Dr. Charles A. Ferguson of Stanford served as Chairman.

Book-Publishing in the Developing Countries

A Guide to Book-Publishing, by Datus C. Smith, Jr. New York, R. R. Bowker, 1966. xi, 244 pp. \$6.00.

This book is especially addressed to the many people just beginning careers in book-publishing in the developing countries of Asia, Africa, and Latin America. It tries to list some of the "universals" in book-publishing in broad terms applicable to any culture.

A series of chapters discuss book-publishing and national development; the book-publishing process, e.g. economics, editing, designing, producing, selling, promotion; kinds of book-publishing, e.g. trade books, textbooks, children's books, book clubs, translations; libraries, literacy, reading development; rights and contracts, accountancy, retail bookshops, book-industry training. Bibliography: pp. 229-33.

The author is president of Franklin Book Programs, Inc., a non-profit organization for international book-publishing development.

new journals

Journal of English Linguistics. One number a year. First issue: March 1967. Subscription \$3.00. Editor: Robert A. Peters. All correspondence to: Robert A. Peters, Department of English, Western Washington State College, Bellingham, Washington 98225.

A journal to deal exclusively with the English language. Subject matter includes the modern and historical periods of the language, all dialects and world varieties of English. The first issue contains articles by Dwight Bolinger, Robert D. Eagleson, Raven I. McDavid, Jr., John J. Quinn, Gilbert D. Schneider, and Robert D. Stevick, and two book reviews, by Elizabeth Bowman and Archibald A. Hill.

Research Notes. Published by the Department of Linguistics and Nigerian Languages of the University of Ibadan. Two numbers a year. First issue: March 1967. Subscription £1 or \$3.00 for the first four issues. All correspondence to: Head of the Department of Linguistics and Nigerian Languages, University of Ibadan, Ibadan, Nigeria.

Designed to make available data and research notes on West African languages. The object is not to publish finished articles and papers but rather word lists, texts or folktales, short notes, etc. The first issue contains a Higi folktale, two Ngwe folktales, Ijo proverbs, and grammatical notes on Mbe and Yala (Ikoma).

TESOL Newsletter. Published by the Association of Teachers of English to Speakers of Other Languages. Irregular. First issue: April 1967. Subscription through membership in TESOL Association. Editor: Alfred C. Aarons. All correspondence to: TESOL Newsletter, 801 N.E. 117th Street, North Miami Beach, Florida 33162.

Includes TESOL news items, articles, reports, and surveys. The first issue contains five articles, messages from the President and Executive Secretary of TESOL and the newsletter editor, a list of NDEA ESOL Institutes, and a TESOL bibliography.

TESOL Quarterly. Published by the Association of Teachers of English to Speakers of Other Languages. Quarterly. First issue: March 1967. Editor: Betty Wallace Robinett. Subscription through membership in TESOL Association. Address correspondence to: James E. Alatis, Executive Secretary of TESOL, Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007.

A journal to serve the varied interests in the field, with an emphasis on practical matters. Future issues will contain reviews of newly published texts and materials. Readers are invited to submit questions for an "exchange of ideas" forum.

Englisch: Eine Zeitschrift für den Englischlehrer. Four issues annually. First issue: January 1966. Subscription 8,80 DM (domestic), 12,80 DM (foreign). Subscriptions to the publisher: Franz Cornelsen Verlag, Binger Strasse 62, 1 Berlin 31, West Germany. Editorial correspondence to the editor: Harald Gutschow, Martin-Luther-Strasse 82, 1 Berlin 62, West Germany.

This journal is intended for teachers of English at all levels, with articles on methodology, the use of audio-visual materials, vocabulary and usage, conversation and reading. Each issue also contains book reviews. The majority of the material is in German with some contributions in English. Nos. 1 and 3 contain a four-page pictorial supplement; Nos. 2 and 4 contain a 6½-in. LP record.

CIC Receives Ford Grant

The Ford Foundation has awarded \$230,000 for support of a cooperative instruction program in Far Eastern Languages to the Committee on Institutional Cooperation (CIC), a voluntary association of universities formed in 1958 to strengthen higher education through pooling of scarce resources and avoiding unnecessary duplication of offerings. The CIC institutions include the Big Ten universities (Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Purdue, Wisconsin) and the University of Chicago.

The Far Eastern language program, developed as a CIC project, was started under a Ford grant in 1963 as a means of improving the training of undergraduate and graduate students in Chinese and Japanese. The program is conducted as a rotating summer institute supplementing the offerings available during the regular academic year. In the first four-year phase, institutes have been held, successively, at Michigan, Indiana, Ohio State, and Minnesota.

Enrollments in the program have been rising steadily, with some 183 students attending the 1966 institute at Minnesota. Admission is open to qualified applicants from both CIC and non-CIC institutions. The staff of the institutes is drawn from the faculties of CIC universities as well as from other institutions.

In addition to funding the program of formal instruction in Chinese and Japanese, the Ford grant will support scholarship aid for a number of students, a series of faculty conferences, preparation and publication of instructional materials, and project evaluation programs.

1967 TESOL Convention at Miami Beach

The first convention of the newly formed Association of Teachers of English to Speakers of Other Languages (TESOL) was held in Miami Beach, Florida, April 20-22. In general, the Convention followed the pattern set by the three preceding Conferences on the Teaching of English to Speakers of Other Languages, out of which developed the TESOL association in March 1966.

The Convention reflected the varied interests of the Association's membership, and covered as many aspects of the teaching of English to speakers of other languages as possible. For the first time, there was a sequence of sessions for each of five interest groups: teachers at the elementary-school, secondary-school, and college levels, teachers in adult programs, and teacher trainers. These and other small-group sessions covered such subjects as the teaching of composition, reading, and pronunciation; testing; and technological aids to teaching. Sessions for reports on research and on special ESL programs were also included, and as in previous years there were demonstration classes followed by critiques. Interest-group sessions alternated with general sessions on such topics as language learning, culture and language teaching, and the contributions of speech and literature to the teaching of English.

Matters concerning TESOL were discussed informally at an open membership meeting held at the beginning of the Convention. At the luncheon and business meeting on Saturday a report on the year's activities was given by Harold B. Allen, retiring TESOL president. Edward M. Anthony, University of Pittsburgh, was elected president for the coming year, and Paul Bell, Dade County Public Schools, and Russell N. Campbell, UCLA, were elected vice-presidents. The 1968 TESOL Convention will take place in San Antonio, Texas.

Canadian TESL Conference

A special session on English as a Second Language will be held August 21-23 in Vancouver, B.C., Canada, for the International Conference on the Teaching of English, sponsored by the National Council of Teachers of English and its Canadian affiliates. Participating chairman of the session will be Dr. Harold B. Allen.

book notices

A Linguistics Reader, edited by Graham Wilson, with an Introduction by Paul Roberts. New York, Harper & Row, 1967. xxii, 341 pp. \$5.50.

A collection of thirty-six essays on linguistic theory and its application to the study and teaching of English. The articles are grouped into six categories: "The Student and the Language", "Correctness", "Linguists and their Critics", "Grammar", "Related Matters", and "The Science of Language". Prefaces to each section and to the individual articles provide explanatory material and historical context. Each of the essays is followed by a series of discussion questions which includes some exercises and experiments for the reader.

Computation in Linguistics: A Case Book, edited by Paul L. Garvin and Bernard Spolsky. (Indiana University Studies in the History and Theory of Linguistics.) Bloomington, Indiana University Press, 1966. xii, 340 pp. \$7.95.

A collection of case studies exemplifying various degrees of computer participation in several fields of linguistics. The twelve papers, which were originally delivered at the 1964 Summer Linguistic Institute held at Indiana University, are organized here in terms of the two fundamental capabilities of the computer: data-processing problems and systems problems.

"Language Arts and Fine Arts," REVIEW OF EDUCATIONAL RESEARCH 37:2105-214 (April 1967). \$3.00. [Special price to readers of the LINGUISTIC REPORTER: \$2.50. Specify stock #L-046-0738 and mail check payable to NEA Publications Sales with your request to: Publications Sales Division, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036.]

This issue reviews the research which has appeared since the material covered by the April 1964 issue of RER. The field is reviewed under ten chapters, each intended to be "critical and interpretive rather than encyclopedic" and accompanied by a bibliography: The Psychology of Language (S. Jay Samuels, Minnesota); Reading in the Elementary School (James F. Kerfoot, Wisconsin State Univ., River Falls); Reading in the Secondary School (Edward G. Summers, Indiana); Listening (Thomas G. Devine, Boston); Written Composition (William W. West, Syracuse); Handwriting and Spelling (Thomas D. Horn, Texas); Literature in the Elementary and Secondary Schools (Margaret Early, Syracuse, and Norine Odland, Minnesota); Foreign Language Instruction (Emma Birkmaier and Dale Lange, Minnesota); Music Education (Ian H. Henderson, NY State Univ. College, Brockport); Art Education (Kenneth R. Beittel, Pennsylvania State Univ.). Contains a topical index.

Topics in the Theory of Generative Grammar, by Noam Chomsky (Janua Linguarum, Series Minor, 56.) The Hague, Mouton, 1966. 95 pp. \$2.90.

This monograph consists of the texts of four lectures delivered at the Linguistic Institute of the Linguistic Society of America, held at Indiana University, June 1964. The following topics are treated: "Assumptions and Goals," "Discussion of Criticisms," "The Theory of Transformational Generative Grammar," and "Some Problems in Phonology." A brief summary follows the texts.

Prague Studies in Mathematical Linguistics, Vol. 1: Statistical Linguistics, Algebraic Linguistics, Machine Translation, edited by Lubomir Doležel, Petr Sgall, and Josef Vachek. University, Ala., University of Alabama Press, 1966. 240 pp. \$8.50.

The nineteen papers (fourteen in English, five in Russian) of this volume deal with the quantitative analysis of language phenomena, the algebraic description of language systems, and the theory of machine translation. The quantitative analyses are of particular interest since they serve to establish a definite thematic and methodological link between the pre-World War II "Prague School" and the approaches of mathematical linguistics in the 1960's.

An Introduction to General Linguistics, by Francis P. Dinneen, S.J. New York, Holt, Rinehart and Winston, 1967. xi, 452 pp. \$7.95.

The initial chapters of this book deal with some elementary concepts of linguistic science, the description of language as sound, and some of the problems encountered in the formal description of grammar. The remainder of the book is historically organized. Chapters are devoted to movements and individuals that show some of the most important developments in linguistics, e.g. ancient and medieval linguistic theory, nineteenth century historical and comparative linguistics, de Saussure, Sapir, Bloomfield, Firth, Hjelmslev, and Chomsky. Bibliography, pp 427-41, and Index. Each chapter is followed by Review Questions and Suggested Readings

A Linguistic Study of the English Verb, by F. R. Palmer. (Longmans' Linguistics Library.) London, Longmans, Green, 1965. xi, 199 pp. 27/6.

This study is intended for students of linguistics and others interested in the description of modern English. The analysis presented is formal, i.e. the grammatical categories are defined in terms of the forms of the language and not upon meaning, semantics or notions. The various chapters treat the auxiliary verbs; the full verbs; the simple phrase (almost half the book); BE, HAVE, and DO; the complex phrase; and phrasal verbs and prepositional verbs.

Language Teaching Analysis, by William Francis Mackey. London, Longmans, 1966. xi, 554 pp. 50/-.

This book, addressed to language teachers and educational administrators, is divided into three main sections: Language, Method, and Teaching. Under "Language" such topics as the nature of language, descriptive analysis, contrastive studies, and language learning theory are discussed. The second section, "Method," deals primarily with selecting and ordering the language features to be taught, and the form in which these features are conveyed. The last section covers lesson planning, teaching techniques, programmed instruction, and language testing. A comprehensive topical bibliography of almost 1800 items appears at the end.

Language Conflict and Language Planning: The Case of Modern Norwegian, by Einar Haugen. Cambridge, Mass., Harvard University Press, 1966. xvi, 393 pp. \$10.00.

A comprehensive account of the language reform movement in Norway. The effort to establish a modern, national language has been marked by sharp socio-political conflict, and it is made clear here that any attempt to plan a language must constantly weigh linguistic considerations against regional, cultural, and nationalistic feelings. The first chapter treats the problem of language and its planning; the remaining six trace the history of the changes made in Norwegian during the specific steps of informal proposals and government regulations. There are appendices of statistics on language use and preference and of samples of the orthographic changes between 1900 and 1962.

TENES: A Survey of the Teaching of English to Non-English Speakers in the United States, by Harold B. Allen. Champaign, Illinois, National Council of Teachers of English, 1966. 158 pp. \$3.00.

This report, prepared originally for the U.S. Office of Education, consists primarily of statistical information on programs, teaching situations, and materials for English as a second language in the United States. Information on the teacher, i.e. educational background, native language, experience, etc. and a chapter on the needs in the field are also included. Representative programs, conference reports, and the questionnaires used in the survey appear as appendices.

Elements of General Phonetics, by David Abercrombie. Chicago, Aldine, 1967. 203 pp. \$4.95.

Assumes no previous knowledge of phonetics and presents the material with a minimum of diagrams and symbols. English is used as the source of most of the illustrative material, but the treatment is general and the book can serve as the basis for study in the phonetics of any particular language. Bibliography and subject index.

Psycholinguistics Papers: Proceedings of the Edinburgh Conference 1966, edited by J. Lyons and R. J. Wales. Edinburgh, Edinburgh University Press; Chicago, Aldine, 1966. 243 pp. \$7.95.

Contains the papers presented at Edinburgh University Conference in Psycholinguistics, held March 18-20, 1966. Each paper is followed by the comments of the discussants and a summary, edited version of the general discussion. The papers are: "On hearing sentences," by J. P. Thorne; "The organization of linguistic performance," by R. J. Wales and J. C. Marshall; "The creation of language by children," by David McNeill; "Some reflections on competence and performance," by J. Fodor and M. Garrett; and "Syntactic regularities in the speech of children," by E. S. Klima and Ursula Bellugi. The book also contains a 17-page bibliography and an index of names.

Language and Machines: Computers in Translation and Linguistics (Publication 1416.) Washington, D.C., National Academy of Sciences-National Research Council, 1966. 124 pp. \$4.00. [Available from the Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.]

A report by the Automatic Language Processing Advisory Committee of the National Academy of Sciences-National Research Council on the utility of support for the improvement of translation processes and computational linguistics.

Foreign Language Teaching: An Anthology, by Joseph Michel. New York, Macmillan, 1967. x, 404 pp. \$6.50.

A collection of nineteen essays, articles, and reports representative of current thinking about the theory of language and language teaching, practical aspects of language teaching, the nature of language and its relation to linguistics, literature, culture, physiology, philosophy, and psychology. "General Bibliography" (pp. 389-94). Intended for students at the college level.

Actes du Premier Colloque International de Linguistique Appliquée, Organisé par la Faculté des Lettres et des Sciences humaines de l'Université de Nancy, 26-31 octobre 1964. (*Annales de l'Est, Mémoire n° 31*) Nancy, Faculté des Lettres et des Sciences humaines de l'Université de Nancy, 1966. 359 pp. 30 F.

A collection of the papers and prepared discussions presented at the First International Conference on Applied Linguistics. The ten papers are grouped under the three main themes of the Conference "L'automatisation en linguistique" (Lamb, Hirschberg, Dubois, Gardin, Eggers), "Pédagogie des langues vivantes" (Coseriu, Isačenko, Catford), "La coordination des recherches dans le domaine européen" (Rivenc, Nord).

meetings and conferences

- June 16-17. Canadian Linguistic Association. Ottawa, Ontario, Canada.
 June 26-August 17. Linguistic Institute of the Linguistic Society of America. Ann Arbor, Michigan.
 July 28-29. Linguistic Society of America, Summer Meeting. Ann Arbor, Michigan.
 August 11-15. International Congress for Teachers of German, 1st. Munich, Germany. [Write: Dr. Manfred Triesch, Goethe Institut, Lengachplatz 3. 8-München 2, Germany.]
 August 13-19. International Congress of Orientalists, 27th. Ann Arbor, Michigan.
 August 16-23. Australasian Universities Language and Literature Conference, 11th. Sydney, Australia [Write: Prof. A.P. Treweek, University of Sydney, Sydney, N.S.W., Australia.]
 August 23-25. International Conference on Computational Linguistics. Grenoble, France. [Write: Prof. Bernard Vauquois, C.E.T.A., B.P. No. 8, 38-Saint Martin-d'Hères, France.]
 August 28-29. International Conference on Salish Languages, 2nd. Seattle, Washington. [Write: Laurence C. Thompson, Department of Linguistics, University of Hawaii, Honolulu, Hawaii 96822.]
 August 28-September 2. International Congress of Linguists, 10th. Bucharest, Rumania. [Write: Organizing Committee, Tenth International Congress of Linguists, 20 I.C. Frimu, Bucharest 22, Rumania.]
 September 7-13. International Congress of Phonetic Sciences, 6th. Prague, Czechoslovakia. [Write: Prof. Milan Romportl, Sixth International Congress of Phonetic Sciences, Valdejská 14, Malástrana, Praha 1, Czechoslovakia.]
 September 12-22. International Federation for Documentation, 33rd. Tokyo, Japan. [Write: Science Council of Japan, Ueno Park, Taito-Ku, Tokyo, Japan.]

Field Linguistics: A Guide to Linguistic Field Work, by William J. Samarin. New York, Holt, Rinehart and Winston, 1967. x, 246 pp. \$6.95.

Intended as a basic text for courses in linguistic field work, the book offers guidance on the selection of informants, the collection of data, eliciting techniques, and detailed information on data collation and the use of tape-recording equipment in the field. The nature of a linguistic corpus and the informant's part in producing it are stressed, and the final chapter provides a brief treatment of analytical methodology. Two lexicostatistical word lists, a bibliography, and a subject index are appended.

Intonation, Perception, and Language, by Philip Lieberman. (Research Monograph No. 38.) Cambridge, Mass., M.I.T. Press, 1967. xiii, 210 pp. \$7.50.

This study, which is intended for both the linguist and the experimental worker in speech analysis and synthesis, undertakes a linguistic analysis of some aspects of the intonation of American English and also attempts to deal with the problem of intonation for all languages. The analysis takes into account perceptual, physiologic, and acoustic data, and, for the study of American English intonation, isolates for special attention two features: the *breath-group* and *prominence*. The study also tries to show that intonation has a central, rather than a peripheral, status and that it must be the product of an innate, rather than an acquired, mechanism.

Recent CAL Publications

Swahili Language Handbook, by Edgar C. Polomé. (Language Handbook Series.) Washington, D.C., Center for Applied Linguistics, 1967. xvii, 232 pp., map. \$4.50.

This volume, directed to the non-specialist, aims at supplying comprehensive information about various aspects of the language with due regard to its cultural background. Chapter 1 is devoted to the language situation: geographical distribution, history, linguistic classification. Chapter 2, a structural sketch, discusses phonology, morphology, derivation, inflection, complex structures, syntax, and vocabulary. Chapter 3 treats the writing system, and Chapter 4 deals with contrasts with English. The final chapter is a survey of Swahili literature. Though the linguistic data are primarily elaborated from a synchronic point of view, a diachronic perspective has been introduced whenever it appeared to throw more light on complex descriptive problems. The form of Swahili described is the spoken form used by cultivated speakers in Zanzibar and along the Mrima coast. A fold-out map gives the geographical distribution of the language. The materials were developed under contract with the U.S. Office of Education.

Companion volumes: *Bengali Language Handbook*, by Punya Sloka Ray and others (1966; 137 pp., \$3.00); *Arabic Language Handbook*, by Mary Catherine Bateson (summer 1967); and *Vietnamese Language Handbook*, by William W. Gage (in preparation)

The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

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Linguists wanted

FULBRIGHT LECTURESHIPS in applied linguistics and TEFL are listed below. Address inquiries to T. W. Russell, Linguistics and Teaching of English, Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

Bulgaria September 1967–January 1968 or January–June 1968, at University of Sofia: Lectureship in applied linguistics and TEFL method.

Burundi September 1967–June 1968 and September 1968–June 1969, at Official University of Bujumbura: Lectureship in TEFL; young single male preferred. Fluent French required.

Korea September 1968–June 1969: 1 to 4 linguists to be affiliated with US Fulbright Commission in Korea English Language Consultant Center, Seoul, and Korean universities; lecture to high school teachers on modern methods of teaching English, conduct demonstration classes.

Nicaragua May 1968–February 1969, at National University of Nicaragua: Teach English in the English-teacher training section of the School of Education. Knowledge of Spanish required.

Poland September 1967–June 1968, at University of Pozan: Teach English language and introductory linguistics courses, provide assistance in developing teaching materials. Interested persons are invited to indicate whether they might be available for more than one year.

Rumania September 1967–June 1968, at University of Cluj: Lecture on linguistics and TEFL methodology and give occasional lectures on research trends in American linguistics.

Rwanda September 1968–July 1969 at National University of Rwanda: Lectureship in TEFL; male, preferably single. Fluent French required.

Sudan July 1968–March 1969, at University of Khartoum: Conduct courses in English and assist Ministry of Education in developing instructional materials.

Tunisia July 1968–June 1969, at Bourguiba School of Modern Languages, University of Tunis: Lectureship in TEFL. Excellent command of French required.

INDUSTRIAL TRAINING CENTER of Esso Standard Libya Inc needs training specialist to teach Libyan nationals at Marsa el Brega. Prefer M.A. in Education with major in TEFL. At least six years experience including administrative, curriculum development, and four years TEFL. Must be able to develop programs in English and Arabic language instruction and assist with industrial training programs including basic mathematics and science. Send detailed resume to Standard Oil Company (N.J.), Employee Relations Department, 30 Rockefeller Plaza, New York, N.Y. 10020.

COLLEGE OF GUAM has openings in TESL and Linguistics. For further information write to Don R. Vesper, Head, Linguistics Department, College of Guam, P.O. Box EK, Agana, Guam 96910.

Languages of the World, compiled and edited by C.F. and F.M. Voegelin, has been published in 19 fascicles in *Anthropological Linguistics* 6:3 (March 1964)–8:7 (October 1966). The editors would appreciate receiving corrigenda and addenda in preparation for a planned revision; write to Prof. C.F. Voegelin, Dept. of Anthropology, Indiana University, Bloomington, Indiana 47401.

National Science Foundation has provided a grant of \$11,430 for the Committee on Linguistics in Documentation of the International Federation for Documentation (FID), chaired by William N. Locke, Director of the Massachusetts Institute of Technology Libraries. The grant will subsidize the organization of the new Committee, its planning and development of programs, and its Secretariat at the Center for Applied Linguistics during the first year. A. Hood Roberts, Associate Director of the Center for Applied Linguistics, is Executive Secretary of the new Committee.

The Committee will provide a forum for discussion, coordination, and international cooperation. The administrative secretariat will serve as a base for surveying, planning, and programming for the area of linguistic applications in information systems research and development. The Committee will treat linguistics in the creation, improvement, and generalization of indexing and classification tools, and will experiment with and evaluate linguistic techniques and solutions in documentation.

International Conference on Scandinavian Teaching Materials

by Einar Haugen

[Einar Haugen has been Victor S. Thomas Professor of Scandinavian and Linguistics at Harvard University since 1964. Prior to that time he was chairman of the Department of Scandinavian Studies at the University of Wisconsin. He is the author of several textbooks in Norwegian as well as numerous scholarly articles and books, chiefly in the fields of bilingualism and Scandinavian languages. He is president of the Permanent International Committee of Linguists.]

From March 27 to 30, the first international conference on materials for the teaching of the Scandinavian languages to speakers of English was held in Cambridge, England, at the invitation of the Department of Scandinavian Studies and the Department of Linguistics of the Uni-

versity of Cambridge. The participants included instructors in Danish, Icelandic, Norwegian, and Swedish from a number of English and Scottish universities (Newcastle, Hull, London, Cambridge, Aberdeen, Edinburgh, Aberystwyth, Glasgow, Leeds), as well as teachers of these languages to foreigners in Scandinavian universities (Trondheim, Oslo, Stockholm, Lund, Copenhagen, Aarhus, Reykjavik). One delegate represented the Danish Association for International Cooperation, a Danish Peace Corps program. Linguistics was represented by W. A. Bennett and J. L. M. Trim of the Department of Linguistics at Cambridge, who conducted one session on the general principles underlying course design and types of course material. American teachers of Scandinavian and the Center for Applied Linguistics were represented by the writer. Observers were present from the Scandinavian cultural offices in England, The Nuffield Foundation, The Committee on Research and Development in Modern Languages (London), and The Swedish Institute. In all there were 55 participants.

The conference was opened on March 28 by Dr. Elias Bredsdorff, Head of the Department of Scandinavian Studies at the University of Cambridge, who deplored the lack of adequate modern courses and teaching materials in the Scandinavian languages and hoped that this meeting might initiate plans for courses that could be used in the language laboratories now rapidly being introduced in British and Scandinavian

universities. A demonstration of the Cambridge language labs was then offered, including an experimental laboratory with 30 places, having in each booth a closed-circuit television set, a mirror for phonetic work, and a tape recorder. The rest of the day was spent hearing and discussing reports by representatives of each language on the teaching materials available, including some demonstrations. The morning of the second session was devoted to the previously mentioned linguistic presentation by Messrs. Trim and Bennett. In the afternoon, proposals for further development were discussed in separate working groups for each language, which were then discussed in plenary session. In the evening each group drafted concrete proposals, and these were then presented to the final session of the conference on the morning of March 30 and adopted as the conclusions of the conference.

The Danish group called for a complete audio-lingual course in Danish, none being now available, from the elementary to a fairly advanced stage. The Icelandic group expressed itself in favor of a beginners' textbook, a short reader, a practical Icelandic-English dictionary, and a new linguistic course on tapes. The Norwegian group found that the existing elementary courses in Norwegian provided adequate material on that level and that the primary need was for a course on the intermediate and advanced levels. They believed that this need might best

See *Scandinavian*, 2, Col. 1



Einar Haugen

be met by a recorded anthology, containing taped extracts of plays, stories, interviews, discussions, and dialect samples, with accompanying text, commentary, and glossary. The Swedish group also felt that the elementary courses now available or being worked on were adequate, and that the next step should be a continuation course, including a collection of texts with recorded material.

Problems of implementation and financing were discussed, and some working committees were set up for this purpose. In view of the present wide interest in Scandinavian studies in Great Britain, it was hoped that British foundations might be tapped for some funds. At the same time it was felt that the Scandinavian governments ought to take an interest in

the promotion of language teaching abroad and to the foreigners in their midst, so that one might hope for some support from the cultural offices of these governments.

The greatest value of this conference was probably that it was held at all. The discussions were often highly tentative and fumbling, but many interesting observations were made which enabled teachers who had little previous contact to approach common problems with more confidence. The importance of inter-Scandinavian cooperation was frequently emphasized. Courses were displayed at the meeting and thereby made available to those who might otherwise not have seen them. Problems of quality in recording were discussed, along with the

linguistic principles underlying the construction of all language courses. The advantages and the problems of the language laboratory were explored. Even though the linguists as usual tended to speak above the heads of the teachers, it was a useful confrontation. The Swedish group distinguished itself by presenting surveys (by Claes Elert and Carin Leche) of research into the structure of oral Swedish, some of it completed and some being planned. There was little opportunity in so brief a conference to go deeply into the problems of linguistic analysis and its relation to textbook making, but there is reason to believe that progress was made and that this may be the dawn of a new era in the preparation of Scandinavian textbooks.

Scientific Methodology Center for the Russian Language

[The following is based on a communication from V. G. Kostomarov, Director of the Scientific Methodology Center for the Russian Language, Moscow, USSR.]

The Scientific Methodology Center for the Russian Language began operations at Moscow State University in the summer of 1966. The main objective of the Center is to provide assistance of various types to organizations and individuals studying Russian outside the USSR. In developing operating plans for the Center, three basic tasks have been outlined.

1. The Center will prepare programs, courses, textbooks, dictionaries, selected readings, exercises, and audio-visual aids for regular and correspondence courses in Russian for secondary and higher educational institutions abroad.

A model program is currently being developed for a one-year and a two-year course in Russian for adults. Towards the end of 1967, the program will be supplied with a set of instructional materials, which will include a curriculum guide, a basic text, structural and oral exercises, reading selections, a series of slides and records, teachers' guides, and possibly introductory phonetics courses for different languages. Each part of the set will be a complete and independent unit, but will be based on a single program constituting one text as a whole.

Work has begun on a television course in Russian, based on carefully selected conversational situations, including the most frequently used conversational con-

structions and a minimum vocabulary of 1200 lexical items. A necessary component of the course will be a guide which will include texts, notes on grammar and vocabulary, and a glossary. Future plans call for issuing the course on phonograph records with accompanying filmstrips. The first fifteen lessons of the course will be filmed by the Moscow studio Nauchfilm during 1967.

2. The Center will carry out a series of theoretical research projects on contemporary Russian taking into account psychology, logic, mathematics, and semiotics. The purpose of these projects will be to define optimal methods of studying Russian, involving consideration both of the structure of Russian and of the nature of the learner, e.g. specific features of his native language, his age, education, professional interest, desired period of study, etc. This type of description coupled with psychological data would permit a sharp curtailing of "theory" in the training process and the establishment of more concise methods for achieving practical speech habits.

Initial plans call for research (1) in phonetics—experimental study of Russian articulation and intonation, morphological and other analyses of Russian accent; (2) in grammar—creation of a basic grammar of Russian, which, as opposed to the traditional, would give information on the expression of "thoughts" and would set forth rules for word groups, with special attention to rules of predica-

tion; (3) in lexicon and phraseology—description of systemic "links" in vocabulary, and above all a vocabulary of the most important word groups.

Perhaps the most productive research will be that on various aspects of Russian structure based on a "speech typology" resulting from the production of a functional, stylistic map of the use of the language in contemporary Russian society. This will make it possible to carry out a multifaceted description of the fundamental phenomena which constitute the "nucleus" of the language and determine all its specific functional features and transformations in various spheres of society. The isolation of basic phenomena, the "core language", and the consistently systematic description of functional styles (mainly colloquial, journalistic, scientific-technical, and commercial) will create a basis for comparative-typological research and also for producing scientifically-based practical teaching aids.

Finally, it is proposed to conduct a series of psychological investigations into speech mechanism and second language learning, especially problems of interference and bilingualism.

The results of this research will be evaluated in appropriate study groups and published in the form of articles and monographs. For example, a conference is planned in October of 1967 on the theme "Psychology and Methodology of Teaching a Second Language", in the

course of which two basic problems will be considered: (1) types of errors in speech and the importance of their study for the methodology of teaching Russian as a foreign language, and (2) questions of statistical probability in teaching Russian to foreigners.

3. The Center will conduct short-term courses, seminars, and conferences with the aim of improving the teaching skill and factual knowledge of Russian among teachers and methodologists abroad. There are also plans for developing a system of correspondence courses and organizing a regular information and consultation service for questions on the methodology of teaching contemporary Russian and conversational usage. Because of the innate connection between language and civilization, the Center will pay considerable attention to acquainting foreign specialists with the Soviet way of life and with Russian culture and history.

In the past few years, in the light of the rapidly growing interest in Russian throughout the world, these questions are being resolved one way or another in various institutions of the USSR and in many other countries. However, the publication of texts, the development of teaching methods, and the improvement in the professional skill of teachers still fall short of satisfying the needs of those wanting to study Russian. The Scientific Methodology Center has been called upon not only to make an essential contribution to improving the situation, but also to act as a coordinator and organizer of current work.

In order to carry out these tasks, close contacts are necessary with all interested institutions and persons in the USSR and abroad. The Center welcomes their participation both in determining the areas of investigation and plans for preparing training materials, and in the actual development of texts. All recommendations and opinions on textbooks and other pedagogical materials, topics for scientific study and experimental testing, and means for improving the qualifications of teachers will be gratefully accepted, as will concrete suggestions for cooperation.

As a first step in such cooperation, the Center publishes a journal, *Russkij jazyk za rubežom* [The Russian Language Abroad], intended for foreign and Soviet teachers of Russian as a foreign language and for all who want to improve their knowledge of Russian.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistics to practical language problems.

The Linguistic Reporter, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50. Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the LINGUISTIC REPORTER provided acknowledgment is given.

Seventh West African Languages Conference

[The following is based on a communication from David W. Crabb, Director, Program in Anthropology, Princeton University.]

Linguists from most of the countries of West Africa were joined by linguists specializing in West African languages from the United States and at least eight countries in Europe in attending the Seventh West African Languages Congress, held at the University of Lagos, Nigeria, March 26—April 1. The conference was sponsored by the West African Linguistic Society (formerly the West African Languages Survey).

Public sessions included a speech from the head of the government, Lt. Col. Gowon, read by the Permanent Secretary to the Ministry of Education, which opened the Congress, and a lecture by Prof. Joseph H. Greenberg on the subject of "Language Universals."

Plenary sessions were devoted to problems of phonology, morphology, syntax, tone and "varia." Especial attention was paid to the application of the latest theories in linguistic science to the particular problems of West African languages, especially to the problems of tone. Much interest was also generated by the "working parties," which were as follows: (1) Benue-Congo working party (a continuation of a project initiated at the previous Congress in Yaoundé); (2) oral literature; (3) the teaching of English and French in West Africa; (4) Chadic languages; (5) Serer; (6) Bambara.

At the closing business session, it was decided to hold the next Congress at Dakar, Senegal, in 1969. Officers were reelected to serve on the Council until that time. The chairman of the West African Linguistic Society is Prof. Joseph H. Greenberg of Stanford University, and the secretary-treasurer is Dr. Ayọ Bam-

gbose of the University of Ibadan. The Society expressed its gratitude to the Ford Foundation for the series of grants which have enabled it to carry out its activities. For the general efficiency and comfort experienced by all, the participants at the Congress also expressed a vote of thanks to the organizer, Dr. S. A. Babalola of the University of Lagos.

Excellent facilities for simultaneous translation in French and English were provided through the kindness of UNESCO.

CAL Peace Corps Project for Africa

The Center for Applied Linguistics has entered into a two-and-one-half year contract with the Peace Corps to increase the effectiveness of language training for Peace Corps Volunteers assigned to Africa, both by developing language training materials and by improving in-service language training for Peace Corps Volunteers. Materials will be developed for Bambara, Baoule, and Kanouri. Linguists to assist in improving in-service training will be assigned initially to Sierra Leone, Togo, Dahomey, and Ivory Coast. Orientation and professional support will be provided by CAL.

CAL is seeking linguistically trained personnel for the above programs, generally at the predoctoral level. Other requirements include experience in West African languages, and in most cases, a working knowledge of French. Interested persons are invited to write to Dr. William J. Nemsler, Director, Foreign Languages Program, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

NDEA TITLE VI PROJECTS FOR FISCAL YEAR 1967

During the fiscal year ended June 30, 1967, fifty-seven contracts were negotiated by the U.S. Office of Education in support of projects designed to improve instruction in modern foreign languages in the three general areas authorized by Title VI, Section 602, of the National Defense Education Act:

STUDIES AND SURVEYS

Indiana University Foundation, Bloomington, Ind. Thomas A. Sebeok. To prepare Vol. VI of *Current Trends in Linguistics*, subtitled *Linguistics in Southwest Asia and North Africa*. November 10, 1966 to November 9, 1968. \$35,174.

Indiana University Foundation, Bloomington, Ind. Thomas A. Sebeok. To prepare a prepublication manuscript of Vol VII of *Current Trends in Linguistics*, subtitled *Linguistics in Sub-Saharan Africa*. November 10, 1966 to November 9, 1968. \$41,000.

Indiana University Foundation, Bloomington, Ind. H. Robert Cook. The relationship of comprehension to speech production in second language instruction: proportion and sequence. February 15, 1967 to February 15, 1968. \$32,321.

Yeshiva University, New York, N. Y. Joshua A. Fishman. An investigation into the measurement and description of language dominance in bilinguals. September 1, 1966 to August 31, 1967. \$278,868.

University of Florida, Gainesville, Fla. Robert J. Scholes. Derivation of phoneme inventories by native speaker responses. February 1, 1967 to January 31, 1968. \$6,999.

Princeton University, Princeton, N.J. Frederick W. Mote. To conduct a conference involving the development of a National Program of East Asian Linguistics. March 1, 1967 to December 31, 1967. \$11,100.

Georgetown University, Washington, D.C. Daniel P. Dato. Children's acquisition of Spanish syntax in the foreign environment. March 1, 1967 to October 30, 1968. \$42,490.

National Carl Schurz Association, Inc., Philadelphia, Pa. Hans W. Deeken. Investigation of the national potential for the advancement of the teaching of German. June 1, 1967 to July 31, 1968. \$37,750.

Vanderbilt University, Nashville, Tenn. Norwood Andrews. Vanderbilt Invitational Conference on High School Portuguese. June 1, 1967 to February 29, 1968. \$22,555.

Antioch College (Great Lakes College Association), Yellow Springs, Ohio. Raymond L. Gorden. Contrastive analysis of cultural differences which inhibit communication between Americans and Colombians. June 1, 1967 to May 31, 1968. \$52,336.

Center for Applied Linguistics, Washington, D.C. William J. Nemaer. Survey of materials in the neglected languages. June 1, 1967 to September 30, 1969. \$37,523.

San Diego Unified School District, San Diego, Calif. Walter Romanowski. A study of audio-lingual instruction needed by sixth-grade pupils prior to introducing reading in first-year Spanish. March 1, 1967 to February 28, 1968. \$132,653.

University of Minnesota, Minneapolis, Minn. Timothy Smith. Emigration, education, and social change among Eastern Europeans in their homelands and in the U.S.: 1890-1940. September 26, 1966 to June 30, 1967. \$107,527.

surveys and studies, research and experimentation, and the development of specialized materials.

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

Leland Stanford Jr University, Stanford, Calif. Paul Hanna. The content of elementary and secondary education for economic-political-social development of nations. December 15, 1966 to December 14, 1967. \$185,823.

METHODS OF INSTRUCTION

University of Washington, Seattle, Wash. James R. Shaw. A definition of one level of achievement in the reading and writing of Spanish. October 1, 1966 to September 30, 1967. \$9,598.

Westminster College, Fulton, Mo. Vern G. Williamsen. A pilot study in teaching Spanish: an intensive approach. March 16, 1967 to July 15, 1968. \$8,956.

University of California, Santa Barbara, Calif. Pierre Delattre. The general phonetic characteristics of languages. August 1, 1966 to September 30, 1967. \$127,566.

Department of Public Instruction, Harrisburg, Pa. Emanuel Berger. A comparison study of the effectiveness of the traditional and audio-lingual approaches to foreign language instruction utilizing laboratory equipment. October 1, 1966 to January 31, 1968. \$68,590.

University of Rochester, Rochester, N.Y. William H. Clark. Using programmed foreign language courses in secondary schools with specially trained teachers. June 1, 1967 to September 30, 1968. \$11,006.

Center for Applied Linguistics, Washington, D.C. Catherine J. Garvey. The developmental testing of the Self-Instructional French Course. March 1, 1967 to August 31, 1967. \$64,235.

MATERIALS IN THE COMMONLY TAUGHT LANGUAGES

University of Minnesota, Minneapolis, Minn. Rodney Swenson and Emma Birkmaier. A frequency count of contemporary German vocabulary based on three current leading newspapers. December 1, 1966 to September 30, 1967. \$8,440.

Common School District No. 16, Hamilton High School, Sussex, Wisc. Helmut Keitel. Development and dissemination of materials for the teaching of world history in a foreign language (German). June 1, 1967 to May 31, 1968. \$14,712.

MATERIALS IN THE UNCOMMONLY TAUGHT LANGUAGES

Indiana University Foundation, Bloomington, Ind. Carleton T. Hodge. Preparation of teaching materials in Chad Arabic. October 26, 1966 to March 30, 1968. \$14,115.

Indiana University Foundation, Bloomington, Ind. Carleton T. Hodge. Preparation of intermediate teaching materials in Moroccan Arabic. December 1, 1966 to May 31, 1968. \$7,049.

- Indiana University Foundation, Bloomington, Ind. Carleton T. Hodge. Tunisian Arabic teaching materials (basic course). October 26, 1966 to March 30, 1968. \$14,115.
- University of Chicago, Chicago, Ill. Kostas Kazazis. Expanded and improved *Pattern Drills* to supplement *Spoken Albanian*, by Leonard Newmark and Ismail Haznedari. May 1, 1967 to October 31, 1968. \$9,976.
- New York University, New York, N.Y. Abraham I. Katsh. The construction of a computer program for the classification of Hebrew word stems. January 1, 1967 to December 31, 1967. \$23,303.
- University of Rochester, Rochester, N.Y. Richard M. Harris. A basic Hindi reader. January 1, 1967 to December 31, 1967. \$11,439.
- California State College at Hayward, Hayward, Calif. Ved P. Vatuk. Advanced Hindi reader in the social sciences. January 9, 1967 to January 8, 1968. \$15,440.
- Institute of Islamic Studies, McGill University, Montreal, P.Q., Canada. M.A.R. Barker. A newspaper word-count, newspaper reader, poetry reader, and comprehensive course in Urdu and a basic course in Baluchi: Phase III. September 15, 1966 to September 14, 1967. \$51,380.
- Department of State, Washington, D.C. James A. McDevitt. Southeast Asian bibliographical directory. April 5, 1967 to June 30, 1968. \$5,000.
- Cornell University, Ithaca, N.Y. John U. Wolff. Cebuano-English dictionary: card file. November 15, 1966 to December 14, 1967. \$12,540.
- President and Fellows of Harvard College, Cambridge, Mass. Karl V. Teeter and Elinor C. Horne. Javanese-English dictionary. August 1, 1966 to January 31, 1968. \$78,401.
- Foreign Service Institute, Department of State, Washington, D.C. Mrs. Rebecca L. Moreton and Richard B. Noss. Preparation and publication of *Lao Basic Course*. October 1, 1966 to September 30, 1967. \$18,459.
- Cornell University, Ithaca, N.Y. James W. Gair. Preparation of camera copy and duplication of a basic text for *Colloquial Sinhalese*. April 15, 1967 to April 14, 1968. \$6,130.
- Foreign Service Institute, Department of State, Washington, D.C. Mrs. Absorn Tryon. Thai basic course. March 1, 1967 to August 31, 1968. \$19,882.
- University of Pittsburgh, Pittsburgh, Pa. Edward M. Anthony. Development of introductory Thai materials for university students: Phase II. December 15, 1966 to May 31, 1968. \$77,035.
- Cornell University, Ithaca, N.Y. R. B. Jones. A Thai cultural reader for American students (intermediate level). November 1, 1966 to April 30, 1968. \$45,752.
- University of California, Berkeley, Calif. Yuen Ren Chao. Readings in Sayable Chinese. June 1, 1967 to May 31, 1968. \$22,219.
- Seton Hall University, South Orange, N.J. Fred Fangyu Wang. English-Chinese dictionary for high schools. October 1, 1966 to December 31, 1967. \$32,199.
- Frederick Burk Foundation for Education, San Francisco State College, San Francisco, Calif. Leo Chen. English-Foochow student dictionary. November 10, 1966 to November 10, 1967. \$9,654.
- Columbia University, New York, N.Y. William T. de Bary. Teaching materials and texts for undergraduate area studies (China and Japan: Phase II). October 1, 1966 to September 30, 1967. \$116,668.
- Northwestern University, Evanston, Ill. Edward Soja and John Paden. Curriculum development for African studies. January 1, 1967 to June 30, 1968. \$62,781.
- University of California, Los Angeles, Calif. Wolf Leslau. An Amharic reference grammar. January 5, 1967 to October 31, 1968. \$30,035.
- Syracuse University, Syracuse, N.Y. J. Joseph Pia. A Somali cultural reader: elementary level. May 1, 1967 to October 31, 1968. \$25,936.
- Northwestern University, Evanston, Ill. Jack Berry. An introductory course in Ga. June 15, 1967 to August 15, 1968. \$29,123.
- Indiana University Foundation, Bloomington, Ind. Carleton T. Hodge. Basic teaching materials in Sara Gambai, a language of North Central Africa. October 26, 1966 to April 30, 1968. \$17,062.
- Indiana University Foundation, Bloomington, Ind. Carleton T. Hodge. Basic teaching materials in Dyula, a language of West Africa. November 14, 1966 to May 31, 1968. \$14,100.
- Indiana University Foundation, Bloomington, Ind. Carleton T. Hodge. A basic course and an intermediate course in Susu, a language of West Africa. August 9, 1966 to February 8, 1968. \$24,730.
- Indiana University Foundation, Bloomington, Ind. Carleton T. Hodge. Basic teaching materials in Ewe, a language of West Africa. October 26, 1966 to April 30, 1968. \$23,310.
- Foreign Service Institute, Department of State, Washington, D.C. Mrs. Aili Rytkonen Bell and A. A. Koski. Compilation and publication of intermediate Finnish reader. October 1, 1966 to September 30, 1967. \$9,371.
- Foreign Service Institute, Department of State, Washington, D.C. Richard B. Noss. Korean basic course. May 1, 1967 to October 31, 1968. \$24,856.
- University of Pennsylvania, Philadelphia, Pa. Morton Benson. Serbo-Croatian-English dictionary. April 1, 1967 to December 31, 1969. \$66,347.
- Tulane University, New Orleans, La. Dragan D. Milivojevic. A reader of the Macedonian literary language. January 3, 1967 to January 2, 1968. \$8,306.
- Calvin College, Grand Rapids, Mich. Walter Lagerwey. Augmented and revised edition of *Modern Dutch*. May 1, 1967 to November 1, 1968. \$11,155.
- University of New Mexico, Albuquerque, N.M. Theresa Gillett and Helen McIntyre. Compilation of a catalog of Luso-Brazilian materials in the University of New Mexico Libraries. November 1, 1966 to December 30, 1967. \$8,313.
- Brigham Young University, Provo, Utah. Robert W. Blair. Cakchiquel basic course. July 27, 1966 to October 31, 1967. \$9,794.

book notices

Approaches in Linguistic Methodology, edited by Irmengard Rauch and Charles T. Scott. Madison, University of Wisconsin Press, 1967. x, 157 pp. \$6.00.

This collection of thirteen essays, written in 1964 by members of the Linguistic Circle of Madison, presents varied approaches to linguistic description. Eleven of the essays illustrate the application of a particular methodological procedure to a specific linguistic problem. The remaining two essays are metalinguistic statements, one concerned with a conceptualization of the predominately mathematical nature of linguistic description, the other treating the problem of delimiting the proper bounds of linguistic investigation.

Language Learning: The Individual and the Process, Report of the Indiana University-Purdue University Foreign Language Conference held at Indiana University, March 11-13, 1965. Edited by Edward W. Najam and Carleton T. Hodge. (Indiana University Research Center in Anthropology, Folklore, and Linguistics, Publication 40.) Bloomington, Indiana University; Mouton, The Hague, 1966. xii, 273 pp. \$4.50.

Contains the texts of twenty-one papers presented at the Foreign Language Conference, grouped under three topics: Psychology and Language Learning; Toward Individualized Learning: Materials and Methods; Toward a New FL Classroom.

The Georgetown Bibliography of Studies Contributing to the Psycholinguistics of Language Learning, by Theodore W. Walters, S.J. Washington, D.C., Georgetown University Institute of Languages and Linguistics, 1965. x, 125 pp. \$1.50.

A partially annotated bibliography of 1293 items—books, dissertations, monographs, and articles—arranged alphabetically by author and followed by a topical index of the principal subjects represented.

On Teaching English to Speakers of Other Languages, Series III: Papers Read at the TESOL Conference, New York City, March 17-19, 1966. Edited by Betty Wallace Robinson. Washington, D.C., Teachers of English to Speakers of Other Languages, 1967. viii, 189 pp. \$2.50. [Also available from the Center for Applied Linguistics by special arrangement with TESOL.]

This volume represents a selection of the papers presented at the third annual TESOL conference. The twenty-seven papers are grouped under five headings: TESOL as a Professional Field; Reports on Special Programs; Some Key Concepts and Current Concerns; Materials: Their Preparation and Use; and What to Do in the Classroom: Devices and Techniques.

meetings and conferences

August 11-15. International Congress for Teachers of German, 1st. Munich, Germany. [Write: Dr. Manfred Treisch, Goethe Institut, Lengachplatz 3, 8-München 2, Germany.]

August 13-19. International Congress of Orientalists, 27th. Ann Arbor, Michigan.

August 16-23. Australasian Universities Language and Literature Conference, 11th. Sydney, Australia. [Write: Prof. A. P. Treweek, University of Sydney, Sydney, N.S.W., Australia.]

August 21-23. Vancouver International Conference on English. Vancouver, B.C. [Write: James R. Squire, Executive Secretary, NCTE, 508 South Sixth Street, Champaign, Illinois 61820.]

August 23-25. International Conference on Computational Linguistics. Grenoble, France. [Write: Prof. Bernard Vauquois, C.E.T.A., B.P. No. 8, 38-Saint-Martin-d'Hères, France.]

August 28-29. International Conference on Sialish Languages, 2nd. Seattle, Washington. [Write: Laurence C. Thompson, Department of Linguistics, University of Hawaii, Honolulu, Hawaii 96822.]

August 28-September 2. International Congress of Linguists, 10th. Bucharest, Rumania. [Write: Organizing Committee, Tenth International Congress of Linguists, 20 I.C. Frimu, Bucharest 22, Rumania.]

September 7-13. International Congress of Phonetic Sciences, 6th. Prague, Czechoslovakia. [Write: Prof. Milan Romportl, Sixth International Congress of Phonetic Sciences, Valdstejnáká 14, Malástrana, Praha 1, Czechoslovakia.]

September 12-22. International Federation for Documentation, 33rd. Tokyo, Japan. [Write: Science Council of Japan, Ueno Park, Taito-Ku, Tokyo, Japan.]

October 17-18. Academy of Aphasia. Ann Arbor, Michigan. [Write: Dr. Ronald S. Tikofsky, Program in Psycholinguistics, 182 Frieze Building, University of Michigan, Ann Arbor, Michigan 48104.]

November 1-4. African Studies Association, 10th. New York City.

November 17-19. National Conference on Content Analysis. Philadelphia, Pennsylvania. [Write: Dean George Gerbner, Annenberg School of Communications, University of Pennsylvania, Philadelphia, Pennsylvania 19104.]

November 23-25. National Council of Teachers of English, 57th. Honolulu, Hawaii.

Patterns of Language: Papers in General, Descriptive and Applied Linguistics, by Angus McIntosh and M. A. K. Halliday. (Indiana University Studies in the History and Theory of Linguistics.) Bloomington, Indiana University Press, 1967. 199 pp. \$6.00.

Eleven of the authors' own papers written within the last eight years. Seven have previously appeared in whole or in part in various journals.

Readings in Acoustic Phonetics, edited by Ilse Lehiste. Cambridge, Mass., M.I.T. Press, 1967. ix, 358 pp. \$10.00.

"This collection of articles is intended primarily for readers who come to acoustic phonetics with a background in general linguistics and articulatory phonetics. Meant to serve as a basic collection of references, the volume does not constitute a graded reader or a substitute for an introductory course in acoustic phonetics. A number of introductory textbooks are listed among the references at the end of the book . . ." (v). The 32 articles are grouped under three headings: 'Acoustic Theory and Methods of Analysis', 'Acoustic Structure of Speech', 'Synthesis and Perception'. Most of the articles deal with English.

Introduction to Computational Linguistics, by David G. Hays. (Mathematical Linguistics and Automatic Language Processing, 2.) New York, American Elsevier Publishing Co., 1967. xvi, 231 pp. \$9.75.

The primary purpose of this book is to serve as a basic text in university courses for students who have no previous experience with computational linguistics. "The logic of the book is to begin with the computer, then to proceed from the linguistically most superficial topics to those that have been most refractory and remain most difficult to grasp. Only after the elements have been treated are the fields of application examined" (vi). The 13 chapters are accompanied by exercises and references.

Essays on the Language of Literature, edited by Seymour Chatman and Samuel R. Levin. Boston, Houghton Mifflin, 1967. 450 pp. \$7.50.

Presents thirty-one articles by linguists and literary critics on critical analysis approached from a linguistic point of view. The articles appear in five sections: Sound Texture, Metrics, Grammar, Literary Form and Meaning, and Style and Stylistics.

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The following is a list of linguists who are changing their institutional affiliation as of the academic year 1967/68. It contains only those changes that have been brought to the attention of the Editor. An asterisk marks a Fulbright award.

	FROM	TO
*Arthur Bronstein	Queens College (NY)	Tel Aviv
James Broz, Jr.	CAL	Nebraska (Turkey EFL Project)
*Brice L. Bucklin	Puget Sound	Instituto Caro y Cuervo
O. L. Chavarria-Aguilar	Michigan	Rochester
*Saralyn R. Daly	California SC, Los Angeles	Tokyo & Tsuda C
*Joey L. Dillard	CAL	Official U (Bujumbura)
William Orr Dingwall	Simon Fraser	Maryland
*David W. Foster	Arizona State	La Plata & Lengua Vivas
Catherine J. Garvey	CAL	Johns Hopkins
John J. Gumperz	Yeshiva	California, Berkeley
*Robert T. Harms	Texas	Helsinki
*David P. Harris	Georgetown	Athens
*Curtis W. Hayes	Nebraska	Kumenoto (Japan)
*Archibald A. Hill	Texas	Belgrade
Edward S. Klima	MIT	California, San Diego (spring)
Andrew MacLeish	Northern Illinois	Minnesota
*André Malécot	Pennsylvania	U of Paris
Robert L. Miller	Maryland	McGill
*Mabelle B. Nardin	Hawaii	Chinese U of Hong Kong
Milos G. Pacak	Georgetown	NIH
*Gary D. Prideaux	Alberta	Trottori & Shisano (Japan)
*John A. Rea	Kentucky	U of Rome
Roger W. Shuy	Michigan State	CAL
*William R. Slager	Utah	Autonomous U (Guadalajara)
*William C. Sturtevant	Smithsonian Institution	Oxford
*Edith C. Trager	San Jose SC	Tel Aviv
*Frank B. Vecchio	Portland SC	Barcelona
Robert S. Wachal	US Educ Found (Athens)	Iowa State
W. H. Whiteley	University C (Dar es Salaam)	U of London
H. Rex Wilson	Royal Military C	Western Ontario

Kurdish Basic Course: Dialect of Sulaimania, Iraq, by Jamal Jalal Abdulla and Ernest N. McCarus. viii, 482 pp. \$6.50. **Kurdish Readers**, edited by Jamal Jalal Abdulla and Ernest N. McCarus. Vol. I, *Newspaper Kurdish*, vii, 180 pp. \$2.00. Vol. II, *Kurdish Essays*, ix, 147 pp. \$2.50. Vol. III, *Kurdish Short Stories*, ix, 115 pp. \$2.25. **A Kurdish-English Dictionary: Dialect of Sulaimania, Iraq**, by Ernest N. McCarus. x, 194 pp. \$3.50. Ann Arbor, University of Michigan Press, 1967.

The Kurds are an important minority occupying significant amounts of territory in Turkey, Iraq and Iran, and lesser amounts in Soviet Armenia and Syria. The Sulaimania dialect of Iraq is recognized as the culturally prestigious dialect, and is the language of all textbooks and other official publications.

The *Kurdish Basic Course* is divided into three main parts, Phonology, Spoken Kurdish, and Written Kurdish. The first part introduces the sounds of Sulaimania Kurdish and provides contrastive drills. Part II contains thirteen lessons, each composed of a basic dialogue, additional vocabulary, grammatical notes, and exercises. Part III introduces the writing system and serves as a transition from the conversational to the literary language.

Kurdish Readers, Vol. I contains twenty-eight newspaper selections, each followed by a phonemic transcription (lessons 1-15 only), glossary of new words, exercises, and a proverb to be committed to memory. Vols. II and III present essays and short stories of graded length, each with glossary and notes.

The *Kurdish-English Dictionary* includes all the vocabulary presented in the first four volumes, with some additions.

The series was developed under a contract with the U.S. Office of Education.

Yoruba Intermediate Texts, by H. David McClure and John O. Oyewale. Washington, D. C., Foreign Service Institute, U.S. Department of State, 1967. ix, 254 pp. \$1.25. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Intended for use after an introductory Yoruba textbook, this volume emphasizes the development of vocabulary and fluency. The course is based on a series of brief monologs, each of which is repeated in one or two slightly different versions in order to develop comprehension skills. Blank filling exercises and questions follow the texts. The Yoruba material is presented in the standard orthography with some diacritics added to indicate tone and other pronunciation features. This work was compiled and published with the assistance of the Peace Corps.

The University of Pennsylvania announces the Haney Foundation Series, a new monograph series in the humanities and social sciences. Books in the series, which may include works on linguistics, will be published by the University of Pennsylvania Press. The editorial committee (Kenneth S. Goldstein, Rudolph Hirsch, Gordon Hubel, Dell H. Hymes, Michael H. Jameson, William H. Marshall) believes that this series will perform a service of consequence by placing emphasis on scholarly works which might not otherwise easily find their way into print without financial assistance.

Manuscripts are invited; submit with a self-addressed envelope to: The Haney Foundation Editorial Committee, Van Pelt Library, University of Pennsylvania, Philadelphia, Pennsylvania 19104.

National Science Foundation has awarded a two-year contract to the Bunker-Ramo Corporation of Canoga Park, California, to conduct computer-based research on linguistic universals. Dr. Paul L. Garvin is principal investigator. The objectives of the research are: (1) theoretical and methodological investigation of the process of linguistic analysis as illustrated by informant work, and of the universal assumptions underlying it; (2) design and implementation of an on-line computer program for simulating pertinent phases of informant work; (3) conduct of on-line computer experiments in the simulation of linguistic informant work; and (4) interpretation of the progress and results of experimentation, particularly from the standpoint of their relevance to the understanding of linguistic universals.

The Linguistic Reporter
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CAL Employment Clearinghouse for Linguistics

In response to numerous requests for employment information in the field of linguistics and related disciplines, the Center for Applied Linguistics has established an Employment Clearinghouse for Linguistics which will maintain current information about vacancies and job applicants in linguistics, the teaching of English as a foreign language, and the teaching of languages not commonly taught in the United States. The major emphasis is on positions for which substantial training in linguistics is either a definite requirement or is highly desirable. The Clearinghouse will not handle employment information for translating, interpreting, or secretarial positions.

In order to inform prospective employers and job applicants of current needs and personnel resources in the field, the Clearinghouse publishes a *Bulletin*, which appears four times a year with listings of both vacancies and applicants. The *Bulletin* is at present distributed free of charge upon request. The first issue appeared in June. For further information, write: Coordinator, Employment Clearinghouse for Linguistics, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

American Council on the Teaching of Foreign Languages

The American Council on the Teaching of Foreign Languages, sponsored by the Modern Language Association of America, is an association of teachers of all foreign languages at all levels of instruction in a unified professional organization which seeks to advance the study of foreign languages. F. André Paquette, the MLA Assistant Secretary for Foreign Languages, is Executive Secretary of ACTFL.

Membership in ACTFL includes subscription to a pedagogical journal, *Foreign Language Annals*, devoted to the interests of teachers of all foreign languages at all levels of instruction. In addition to professional news, articles, and research reports, this journal will include in each issue several sections of an annual bibliography on foreign language pedagogy. Each section will deal with a specific area, such as Methods, Materials and Equipment, Testing, Linguistics, Teacher Education and Qualifications. ACTFL will also issue a newsletter as dictated by circumstances so that important current professional news can reach members quickly.

Members will be invited to participate in a meeting of national scope once each year. The first meeting is planned for Chicago, Illinois, in December 1967. Sessions for FLES, secondary, junior col-

lege, and undergraduate college teachers are planned. Editors of state FL newsletters, local FL supervisors, trainers of teachers (both school and college), specialists in the teaching of linguistics and culture, all will find useful professional discussions at the ACTFL Annual Meeting. It is anticipated that succeeding Annual Meetings will be held in different regions of the country.

Over fifty members of the foreign language profession in the United States and abroad are already at work on the ACTFL Bibliography on the Teaching of Foreign Languages. Other representative committees and commissions will be appointed as soon as possible to consider significant professional problems in areas such as FLES, testing, articulation, certification, study abroad, etc. Special research and study projects will be undertaken.

Membership in ACTFL is open to any individual engaged in or interested in the teaching of foreign languages. Dues are \$4.00 annually and \$4.50 for foreign membership (including Canada) and include subscription to the association's journal and newsletter. Payment of dues prior to 1 September 1967 constitutes charter membership and entitles the member to the first issues of ACTFL publications beginning in October 1967. For further information write to American Council on the Teaching of Foreign Languages, 62 Fifth Avenue, New York, New York 10011.

The Description and Measurement of Bilingualism/Description et Mesure du Bilinguisme

by William F. Mackey

[William F. Mackey is Executive Director of the International Center for Research on Bilingualism, Laval University, Quebec. Dr. Mackey served as chairman of the Organizing Committee of the International Seminar on the Description and Measurement of Bilingualism, held June 6-14, 1967, at the Université de Moncton, Moncton, New Brunswick. The following article presents the text of Dr. Mackey's remarks at the conclusion of the seminar, as delivered in French and English.]

Maintenant que nous sommes arrivés au terme de ce colloque, il m'incombe d'y apporter la conclusion et, si possible, la synthèse. Mais avant de dresser le bilan scientifique de nos discussions, j'aimerais mentionner le bilan humain. Je dirai donc quelques mots sur ce qui reste après que les discussions, les interventions et les résolutions seront terminées, après la publication des actes et la lecture du rapport final. Ce qui resterait ce sont toutes

ces choses qui nous ont apporté le contact humain, les rencontres personnelles et les discussions intimes des personnes qui nourrissent les mêmes intérêts, les mêmes liens établis entre les spécialistes d'une même préoccupation scientifique.

L'établissement de tels liens et de tels contacts est en soi une justification suffisante d'un colloque. A ce point de vue je crois que notre colloque a eu un grand succès. On a noué durant ces quelques jours des rapports humains qui vont certainement durer pendant des années, et qui vont peut-être apporter à l'étude de nos problèmes les fruits de la collaboration internationale et de l'étude interdisciplinaire. De retour dans nos foyers, nos bureaux ou nos laboratoires, nous allons pouvoir lire avec un renouveau d'intérêt et de compréhension les travaux de ceux qui ont bien voulu venir nous adresser la parole.

Au point de vue scientifique, il faut d'abord se demander dans quelle mesure le colloque a atteint le but qu'il s'est proposé. On aurait souhaité comme résultat d'un colloque international de ce genre, une élaboration de mesures universelles du bilinguisme. Pourquoi n'a-t-on pas réussi à établir de telles mesures? Si l'on examine de près la question, on se rend compte du fait que l'on n'a pas réussi d'abord à établir un accord préalable concernant l'identification de nos unités de base. Puisque toute mesure suppose une conception préalable de la matière à mesurer, cette conception, une fois arrêtée, empêche l'adoption et l'utilisation de toutes mesures basées sur des conceptions différentes. C'est que chaque

conception engendre des typologies de la matière, fondées sur la discipline que pratique le chercheur. N'empêche que les typologies utilisées par des chercheurs à l'intérieur de la même discipline peuvent différer énormément les unes des autres. Nous avons parmi nous des spécialistes de l'étude du bilinguisme venant de disciplines diverses, et à l'intérieur de chaque discipline des chercheurs, éloignés dans le temps et dans l'espace, qui travaillent plus ou moins isolément et qui ont réussi à élaborer pour les fins de leurs recherches leur propre typologie.

C'est aussi que nous avons éprouvé quelques difficultés à nous entendre sur la description du bilinguisme préalable à sa mesure. Mais puisqu'il s'agit seulement d'un premier colloque sur la mensuration du bilinguisme, c'était peut-être trop demander.

Même si nous n'avons pas réussi à élaborer un système universel pour la mensuration du bilinguisme, nous y avons tout de même apporté une contribution positive.

D'abord, le fait même que nous avons pu identifier les préjugés, les faiblesses et le manque de rigueur dans les mesures actuellement en usage, permettra aux chercheurs de réévaluer et d'améliorer leurs mesures ou d'en inventer d'autres. Un tel examen périodique est fort salutaire pour une discipline, parce qu'elle décourage l'utilisation continue de mesures fautives, préjugées ou peu rentables.

Ayant critiqué nos mesures actuelles, on était peut-être dans l'obligation d'en fournir de meilleures. Mais malheureusement



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ment nous n'en avons pas d'autres à proposer. Et ceci constitue une des faiblesses ou une des lacunes de ce colloque.

On aurait souhaité que, faute d'un système de mesures universelles, on ait au moins pu contribuer à l'évolution et au perfectionnement des mesures actuelles que constituent nos outils de découverte. Si nous voulons progresser dans l'étude du bilinguisme, il faut forger des outils de plus en plus puissants et en même temps de plus en plus délicats. Si nous n'avons pu élaborer de nouvelles mesures, nous n'avons pas hésité à proposer d'autres variables à mesurer, et de poser des problèmes — voir, des dilemmes — pour ceux qui entreprendront des recherches scientifiques sur le bilinguisme.

Sous le chapitre de l'acquisition linguistique, on a souligné le manque de validité des tests qui utilisent des représentations d'objets dans le cas des enfants bilingues qui n'ont pas encore atteint l'âge de la généralisation mentale. On a demandé aux chercheurs de tenir en ligne de compte dans leur mesure, la proportion de l'utilisation des deux langues dans le milieu de celui qui subit le test, de ne pas oublier de mesurer les attitudes envers la langue, les changements de la personnalité qui accompagnent l'individu quand il s'exprime dans la langue seconde.

On nous demande de décrire et de mesurer les types et les degrés du bilinguisme nécessaire pour toute une gamme de fonctions individuelles et d'élaborer des tests qui nous permettent de prédire le progrès linguistique d'un unilingue qui se trouvera placé dans un milieu où l'on utilise que l'autre langue.

On nous demande de mesurer le comportement physique, les gestes et les mouvements expressifs des bilingues, leur intelligibilité, leur répertoire et leurs variétés de bilinguisme, et en même temps le prestige social des différents types de bilinguisme. On propose également l'étude quantitative des rôles que peut jouer dans chaque langue l'individu bilingue. Les membres du colloque, qui ont tous longuement réfléchi à ces questions de la mesure du bilinguisme, n'ont pas hésité à poser des problèmes.

Dans le domaine de l'acquisition des langues, on se demande comment il est possible de mesurer la connaissance d'une langue en mesurant le comportement linguistique du sujet. Et dans la mesure des performances on se demande

s'il est légitime de mesurer séparément des automatismes, tels que l'utilisation des systèmes grammaticaux et lexicaux, qui fonctionnent toujours simultanément dans le sujet parlant. On a également critiqué la valeur des tests d'un seul automatisme qui présuppose des habitudes non pas encore formées, par exemple, les tests d'expression qui supposent un certain degré de compréhension de la langue.

On a également critiqué les tests qui supposent une connaissance analytique de la langue, comme si l'on voulait mesurer le rendement d'un ouvrier en lui demandant de décrire les fonctions de ses outils

En ce qui concerne la capacité linguistique des bilingues, certains l'ont mesurée en utilisant comme base le rendement linguistique des deux groupes unilingues. Et ici se pose la question du choix d'un groupe unilingue pour servir de norme. D'autres préfèrent une mesure de l'équilibre des deux langues à l'intérieur de chaque individu, de sorte que, ce qui importe, ce ne sont pas les connaissances de chacune des langues, mais plutôt les différences entre ses connaissances, nous permettant ainsi d'établir, pour chaque individu, le degré d'équilibre de son bilinguisme.

Ce qui complique l'interprétation de toutes ces mesures du bilinguisme, c'est le rapport intime entre la langue et la pensée. Si la langue sert d'instrument essentiel de la représentation mentale, la performance intellectuelle réalisée dans une langue ne peut pas avoir la même valeur que dans l'autre.

Mais ce qui a touché le plus profondément nos inquiétudes pour l'avenir des études sur le bilinguisme, est le fait que ce colloque a réussi à ébranler la confiance de certains collègues dans la validité de quelques notions fondamentales de nos disciplines. En linguistique, par exemple, quelle que soit la théorie de base, la plupart des linguistes ont toujours accepté la distribution entre langue et parole et la dichotomie analogue qui séparent la synchronie de la diachronie. Maintenant, paraît-il, ces distinctions s'appliquent difficilement à l'étude du bilinguisme

Chers collègues, pour sauver le principe du bilinguisme que ce congrès a adopté, j'estime que le temps est venu de continuer ces propos dans l'autre langue.

Out of respect to the principle of official bilingualism adopted by the seminar, I

shall now continue my remarks in English.

As I was saying, this seminar, which was designed as a study of the description and measurement of bilingualism, has ended up as a discussion on theory and method, since what we have been discussing are the basic conceptual problems of the study of bilingualism.

One of these is the concept of interference. Since the verbal behaviour of bilinguals has been measured in terms of interference, it was important to delimit this basic notion. We have still to determine the point at which interference becomes borrowing. It has been suggested that if interference is either constant or consistent it ceases to be interference. Although we do not all agree on what constitutes interference, one of its characteristics, on which most of us do agree, is that it is some sort of deviation from the norm. But there is still uncertainty about what exactly constitutes a norm. Is it what people do or what people expect? Is it what a person usually says in relation to what others usually say? How can it be determined? Must it be arrived at quantitatively in order to be of any use?

It has been suggested that the more defined the norm is the more definite the interference (for example, two patois *vs.* standardized national languages). To give an accurate picture of bilingualism we may have to measure linguistic and situational norms together.

But we cannot measure interference until we can assign items to different codes. And we cannot do this until we know what constitutes the code of each language. But since the languages are in contact, the codes themselves are not stable and evolve rapidly within the same community, while varying in time and space within and between individuals. The analysis and measurement of such situations is far beyond the capacity of the conventional synchronic techniques of description and requires new theories and methods. It has been suggested that the elaboration of a sort of quantum linguistics, designed to deal with inter-related and evolving codes and norms, is what is most needed.

But before we can quantify bilingualism, we need to know more about roles and role-expectation data of monolinguals. In recent years, researchers have attempted to define the notion of role in the study of situations and to define its relationship to the concepts of domain,

topic, and interaction in the construction of models for the study of bilingual behaviour. A number of different models have been suggested, including, in addition to these variables, those of social situation (time and setting), self-evaluation, sensitivity, proficiency, attitude, the presence of other persons and their personal relationship to the bilingual individual. What we need, therefore, is a multi-dimensional typology of multilingualism.

In attempting to describe the roles which a bilingual's languages play in his behaviour, a number of quite contradictory methods have been used, including those of the theoretical and experimental sciences. Some of us construct models, test them, modify and re-test, until an acceptable approximation has been achieved. Others are satisfied to pursue an empirical, down-to-earth, self-correcting approach, consisting mostly in the identification and measurement of variables. The value of certain types of survey methodology, however, has been questioned as a useful tool in the study of bilingual performance. So has the interview technique, which some field-workers have now replaced with taped samples of free or guided verbal behaviour, mostly in the form of conversation, reflecting social behaviour and analysed into socially functional units of speech. Still others are proposing the use of the techniques of modern mathematical psychology, information theory, and modern mathematical models.

In the study of bilingual behaviour we may need a concept of language proficiency quite different from the conventional notions of linguists and language teachers. We may have to describe proficiency in terms of communicative competences, each for a specific function, while measuring the communicative efficiency of an evolving code.

We must check the data supplied both by reports made by one generation on the behaviour of another, and that supplied by self-reports of bilinguals, these may vary considerably when the bilingual community is under some form of pressure.

In the study of the behaviour of bilingual groups, the very usefulness of the notion of language has been brought into question. We are asked to go beyond language in order to investigate the behaviour of bilinguals. And if we focus our attention on their different speech events we are permitted to forget about their

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistics to practical language problems.

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language differences. This may be true, provided (1) that we can establish standard units of speech events and (2) that we can create a grammar including two languages, two sets of rules by which syntactic material may be encoded into phonetic manifestations with sets of norms applying to particular social situations. This is the concept of bilingualism as rule-governed behaviour in contradiction to bilingualism as a set of strategies for encoding meaning into linguistic form.

Whether bilingualism is indeed governed by rules or motivated by strategies, we must develop quantitative techniques for the description of language choice and for the study of the inhibition of bilinguals in different types of situations.

We must also investigate those social rules of bilingualism governed by the distribution of power in society, of which language itself is a faithful reflection. Finally, we have been asked to measure how effectively the language may be controlled from above in a bilingual society.

Techniques for measuring the incidence and distribution of bilingualism have also been suggested. Among these are cohort analysis, refined sampling techniques, and the exploitation of multiple cross-tabulations based on conventional census data, permitting a comparison of bilinguals with unilinguals according to such variables as occupation, education, birth place, and income.

Other useful sources of data include readership and listenership surveys of the mass media, data from telephone directories, and publication figures. We could also measure the distribution of what and how much has been translated and how quickly. We cannot, however, solely rely on census questions, which are severely limited by the degree of tolerance that the public is judged to possess. The trouble with census data is that they

tend to be only enumeration. Some controlled samples can today be simpler, more reliable, and more efficient, while at the same time yielding more information. It has been suggested that professional polling institutions be hired to do such surveys of bilingual communities, in conjunction with specialists in the field. This would permit us to find out with whom bilinguals speak each language, and in what variety. It would also help us spot the strategic points for bilingual contact in a multilingual society, in order to plot on various communication models the amounts of line bilingualism and liaison bilingualism in a number of different areas. Investigations along these lines are likely to be most fruitful and could have far-reaching practical consequences for those who will base language policy on refined and quantitative studies of communication in a bilingual society.

All these far-off and attractive horizons, however, can only be reached through a greater effort of interdisciplinary cooperation between the theorists and experimentalists of several fields of knowledge and such professions as those of statistics and the communication sciences, using both quantitative and distributional techniques and a common and rigorous terminology—all agreed to accept the same rules of this game of measurement. When this day arrives, a seminar on the measurement of bilingualism will be quite different from the present one. But let us hope that it will have been made possible by our work here, for it is in theory and method, which is prerequisite to all scientific description and measurement, that we have, I believe, made our greatest contribution. And, because of this, it would be most appropriate if we could include this fact in the title of the proceedings of this useful and most stimulating seminar.

Department of Languages at Ahmadu Bello University

by F. J. Kapelinski

(F. J. Kapelinski is Acting Head, Department of Languages, Ahmadu Bello University, Zaria, Northern Nigeria.)

The first University in the vast Northern Region of Nigeria, Ahmadu Bello University was founded in Zaria in 1962 incorporating a number of previously existing institutions, at least one of which, the Nigerian College of Arts, Science and Technology, had had a fine record of pioneering work in the teaching of English as a Second Language in the departments of Education (training teachers) and English (preliminary University course). These departments have continued to work in the new University, undergoing various changes and modifications to suit new circumstances.

In January 1964, the Department of French was created (under Professor R. A. Jones), which a few months later became the Department of Languages. In the academic year 1964/65, French was already offered as a subsidiary or supplementary subject for the then existing B.A. (Combined Honours) degree course and as an optional course for others. All students were beginners and the first year aimed at providing the minimum fluency in speech as a prerequisite for the acquisition of other language skills. In the summer of 1965 the first two students were sent on scholarship to a summer course in the French-speaking University of Dakar.

The year 1965/66 saw further expansion of the teaching of French both as regards the number of students and the content of the courses. Several more students were sent to summer courses or vacation jobs in French-speaking countries (including one in France) in 1966. But it was only in 1966/67 that the Department received its first normal Honours students who had been learning French in secondary schools. Few schools offer French as yet and it will be several years before the full impact of it is felt. With the Department's assistance, the Northern Nigeria French Teachers' Association was formed in 1967, and contact has been established with the schools—often extremely remote and suffering from a sense of isolation. Also in 1967 the Department registered its first post-graduate student for a Higher Degree.

Introduction of other languages into the teaching curriculum is envisaged but has to wait for funds. Small pilot courses were run in Russian and German for the library staff. Arabic has been taught all along in the Faculty of Arabic and Islamic studies, having a special place in the country where the vast proportion of the population is Moslem.

In the field of African languages the Department was running introductory Hausa classes for the members of University staff, Peace Corps volunteers, etc., and was helping visiting scholars (chiefly American) who were coming to do their field work. Research was carried out by A. H. M. Kirk-Greene, one time Head of Department, into the vocabulary of various Nigerian languages and dialects, viz. Hausa, Fulfulde, Kanuri, Nupe and Tiv.

Negotiations are proceeding to have the Summer Institute of Linguistics affiliated to the Department and though the political situation in the country has somewhat interfered with the formal arrangements, ever since the visit of Professor Kenneth L. Pike there has been a cordial personal contact with the Institute.

The Department has helped to build

Bolivian Linguistic Institute at La Paz

The Instituto Nacional de Estudios Lingüísticos, La Paz, Bolivia, was established in June 1965 by a resolution of the Ministry of Education and Culture. INEL is currently working in cooperation with the National Office of Anthropology. Courses were inaugurated February 28, 1966, with an enrollment of 212 students.

The purpose of INEL is to provide a center for teaching and research in linguistics, primarily related to the problems of Bolivia, but including an interest in and concern with linguistics in Latin America as a whole. To carry out this purpose a program has been set up whereby a student, upon the successful completion of four courses over an instruction period of ten months, will receive a diploma as Specialist in Linguistics. The courses for the diploma are, in the first period, Introduction to Linguistics I and Phonology (Phonetics and Phonemics) and, in the second period, Introduction to Linguistics II and one of the following: Field Meth-

up a useful Language section of the Kashim Ibrahim Library and has established a small departmental library for students' use. In addition the Department is publishing a series of occasional papers. The members of the staff attend various international congresses, conferences, etc., and maintain close links with scholars abroad. F. J. Kapelinski read a paper on cultural and phonetic interference in learning English and French in Nigeria at the Xth International Congress of the *Fédération Internationale des Langues et Littératures Modernes* at the University of Strasbourg in August 1966. Research into African literature in French is a special interest of G. Hofman, Lecturer in the Department.

The Department moderates the Nigeria Teachers' Certificate examinations in French and inspects the teaching of French in the Advanced Teachers' College in Zaria, thus hoping gradually to introduce a modern language other than English into the secondary schools and gradually to raise the standards.

Other plans for the future include (funds permitting) introduction of other modern languages (Spanish was given high priority), research into forms of African French, postgraduate courses and more linguistic research into multilingualism.

ods, Bilingual Education, Foreign Language Teaching, or Spanish. Each course represents approximately sixty hours of instruction plus exams, readings, practice problems, etc.

A program of advanced seminars for post-graduate students has also been inaugurated. These seminars include transformational grammar, preparation of text materials, methodology of foreign language teaching, teaching Spanish as a native language in primary and secondary schools, and field methods in investigation of Aymara and Kechua, languages spoken by the majority of Bolivians.

A Committee has been set up to supervise the continuity of INEL, its development, the formation of new courses, both basic and advanced, and the hiring of more linguists. For further information about INEL, write to the Instituto Nacional de Estudios Lingüísticos, Ministerio de Educación y Cultura, Casa de la Cultura, Ingavi 916, La Paz, Bolivia.

Teaching English as a Foreign Language: A Survey of the Past Decade

by Albert H. Marckwardt

[Albert H. Marckwardt is Professor of English and Linguistics at Princeton University and currently serves as chairman of the Advisory Panel on English Teaching for the United States Information Agency. The article which follows is a modified version of a report prepared as part of a foundation-supported survey of developments in linguistics over the past decade.]

Language pedagogy has felt the impact of linguistics in a quite uneven manner. It was first evident, perhaps, in the teaching of English as a foreign language and almost immediately afterward in the teaching of the so-called unusual languages. It was to be more than a decade before the commonly taught foreign languages were at all affected, and longer

still before the movement extended to teaching English as a native language.

The reason for this is not at all difficult to determine. It boils down simply to the presence or absence of vested interest and traditional teaching procedures. In 1941, the date of the first classes at the English Language Institute of the University of Michigan, there were no teaching materials other than those which had been created out of hand the preceding year in preparation for this first group of foreign students to be given an intensive course in English. The very concept of intensive language instruction was new, making it necessary to develop classroom procedures to fit the situation. Within a year or so, as we became involved in the war, the process was destined to be repeated with languages such as Thai, Burmese, Chinese, Japanese, and a host of others, chiefly in connection with the Intensive Language Program of the American Council of Learned Societies.

The teaching of English as a foreign language developed in a somewhat parallel fashion on two fronts: adult education projects in Latin America as part of an emergent cultural-relations program designed to counteract previous efforts on the part of the German and Italian governments; intensive courses in American colleges and universities to enable visiting scholars and advanced students, also chiefly from Latin America, to pursue advanced studies in this country—not necessarily at the institution where they received their English training.

Our earliest attempts to teach English in Latin America demonstrated clearly that the popular interest in English instruction was potentially so great that demand would soon outrun any conceivable supply of teachers. Within months after their opening, centers in Mexico City, Caracas, and Bogotá had enrollments ranging from one to three thousand. In order to meet the situation, teacher-training programs developed both in the United States and within the countries where English-teaching activities had been established. The latter were—as they still are—chiefly in-service, directed toward the native secondary-school teachers. The former were in part pre-service, aimed at building up a corps of qualified personnel for new positions, both at home and abroad.

With the end of the war, Latin America ceased to be the sole focus of our English-teaching efforts. Our activities became literally global in their scope, embracing the Far East, the Near East, and portions of Europe. Japan, where literary studies in English had been highly developed up to 1940, proceeded under American prodding to change its educational system and made English, to all intents and purposes, a required subject in a curriculum which called for universal education through the ninth grade. This alone demanded initial training or retraining of some fifty thousand teachers of English. The countries of Southeast Asia, both the old and the emergent, felt a need for English beyond anything that



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had previously existed. The United States and Great Britain both responded to the situation, sometimes working as rivals, sometimes with a reasonable degree of cooperation, but rarely going about the business in quite the same fashion.

The story in the Near East was much the same, although the need for English arose more often as a consequence of our technical assistance programs than from a vast expansion of the educational systems. Many European countries were already teaching foreign languages far more effectively than the United States, and consequently there was little need for our assistance except for the development of American Studies at the university level. Even so, Italy and Greece, and to a somewhat lesser degree Austria, have received both American and English assistance and continue to do so. Recently the eastern European countries have indicated an interest in further development of their English-teaching programs and a willingness to accept at least a degree of American aid.

During the past decade the political changes and the development of new nations in Africa have created a new demand, both for direct teaching and for teacher-training, again on a vast scale. In fact, two kinds of demands have developed: the teaching of English to non-English-speaking natives in countries where English is either officially or unofficially the language of government, business, and education, and the teaching of English in francophone Africa. There has been great concern as well over the state of English in India, Pakistan, and Ceylon where, because of changes in government and language rivalries, the command of the language has retrogressed at the same time that it has become more essential as a cementing force and a channel of communication, a situation which has had a paler and less critical reflection in the Philippine Islands.

Thus far in this report, English-teaching activities have been ascribed merely to the United States and Great Britain as countries, but of course they are carried on by agencies within the countries. The British situation is relatively simple: the British Council is responsible for almost all of the activity except for instruction by radio and television, which comes under the aegis of the British Broadcasting Corporation. In general the two agencies cooperate closely and harmoniously.

English-teaching activities by the United States government present a quite different picture. No less than seven government agencies are involved in one way or another: the Department of State, through the Fulbright program; the Agency for International Development; the U.S. Office of Education, through the International Teacher Exchange Program; the Department of Defense; the Peace Corps; and the Department of the Interior, which has the responsibility for English instruction in the Indian schools in this country and the Trust Territories overseas.

Support for English teaching has by no means been limited to the federal government. The foundations have played a significant role in a number of countries. The Ford Foundation has "supported basic communication and linguistics research; the expansion of knowledge and scholars, and the increase of training-tools and teacher-trainers in the United States in relation to both modern and the so-called unfamiliar foreign languages, and to English as a second language; development in some thirteen countries of training facilities for English as a second language; experimentation with new approaches to language learning in the schools, improvement of links and interchange between scholars and teachers in the United States and in other countries" (personal letter from Melvin J. Fox, Associate Director, International Training and Research Program of the Ford Foundation). The thirteen countries referred to in the foregoing statement are Egypt, India, Indonesia, Iraq, Japan, Kenya, Nigeria, Peru, Pakistan, Spain, Syria, Tunisia, and Turkey. The Rockefeller Foundation, though operating on a smaller scale and with less overall coordination of its total international activity, has nevertheless given support to a major project in the Philippines, to one in the United Arab Republic, to various countries in Latin America, and the Rockefeller Brothers Fund has financed work in Japan. Limited support for work in Southeast Asia has come from the Asia Foundation. In Britain the Nuffield Foundation has been interested in the development of textbook materials for use in Africa, and for a time at least was supporting a research project based at Makerere College in Uganda.

In the light of this very broad presentation of the teaching of English as a for-

ign language, intended to serve primarily as a background, it will be helpful next to survey in somewhat greater detail the situation as it was approximately a decade ago, so that a description of where we are today will appear in sharper focus and also that developments for the future may be projected.

THE SITUATION A DECADE AGO

In 1957, country activities were already widespread, wider in fact than the supply of well-trained manpower could possibly satisfy. Africa, Spain, and eastern Europe were not yet in the picture, it is true, but they have served merely to put an additional strain on an already overburdened professional effort. In this country a fair number of colleges and universities were offering special instruction in English for foreign students, but they were for the most part the larger institutions. Places such as the University of Texas, Michigan, California at Los Angeles, Indiana, Illinois, and Columbia had well-developed programs, many of them going back to the immediate post-war period. There were, however, probably not more than fifty, if indeed they numbered that many.

Government support of English-teaching activities was chaotic, to say the least. The various agencies involved had not yet formulated clear ideas of their function, and in some instances budgetary appropriations were grossly insufficient for the programs that were being conceived. The United States Information Agency will serve as a typical illustration. At this time it had merely Branch status. It was housed in three crowded basement rooms. It was greatly understaffed. It had no effective means of presenting its case for increased support and clarification of function to any of the citizen advisory committees upon which the Agency depended for guidance. The normal promotional steps within the Agency provided no opportunity for anyone to make a career of English teaching—the higher anyone rose in rank, the less his connection with it. Early attempts at inter-agency cooperation had foundered, and there was little communication, to say nothing of coordination, among the various government departments engaged in English teaching.

Even so, there were one or two bright spots on the horizon. The Fulbright steering committee for Linguistics and English Language Teaching had that fall passed a resolution calling for the crea-

tion of an extra-governmental body or organization which might provide a channel of communication between the government and the universities, as well as among the various agencies of the government, with respect to English teaching and other activities involving the application of linguistics. This was the first in a chain of events which led to the establishment of the Center for Applied Linguistics. At the same time, the Advisory Committee for Cultural Information of the United States Information Agency created a small sub-committee to report to it on the activities of the English Teaching Branch of the agency. This too was an initial step, leading ultimately to the establishment of the Advisory Panel on English Teaching, which now reports directly to the Director of the Agency.

Teaching materials, though a great improvement over what had been available previously, were still in a somewhat rudimentary stage. Certain principles and techniques had, however, been established. The use of a contrastive analysis of native and target languages was one of these. The University of Michigan materials in their earliest phase were firmly based upon an English-Spanish contrast. This was still implicit in the four revised volumes which appeared in 1958, which by that time were serving native speakers of a host of different languages.

The same contrastive principle lay behind the nine volumes produced by the American Council of Learned Societies between 1952 and 1956, under contract with the State Department. Although the so-called *General Form*, designed as a basic pattern for the entire series, had been produced in advance of the textbooks themselves by William Welmers, working at Cornell University, each of the specific volumes, designed for native speakers of Burmese, Greek, Indonesian, Korean, Mandarin Chinese, Persian, Serbo-Croatian, Thai, and Turkish (and one for Spanish speakers published commercially) took the structural differences between English and the native language into account. It must be conceded, however, that the contrastive studies upon which all of these materials were said to have been based were never published, and as far as can be determined, they consisted of somewhat unorganized material reposing in file drawers in Ithaca, Washington, Ann Arbor, and elsewhere.

Both the Michigan and ACLS materials aimed primarily at a spoken command of English, and in order to achieve this, they devoted considerable attention to stress and intonation. At this point, the similarity between them ceases. The ACLS authors adhered religiously to the Trager-Smith phonology and employed a Tragerian phonemic notation, often to the complete mystification of the teachers who tried to use the series. Kenneth Pike had had a considerable influence on this aspect of the Michigan approach, and the presentation of the phonology there was possibly less rigorous but also less forbidding. Even the numbers indicating pitch levels ran in opposite directions in the two sets. Nevertheless, they agreed in promoting accuracy rather than fluency as an initial goal.

Another similarity in the two textbook series was to be seen in their departure from the pure mim-mem technique characteristic of the wartime language manuals. The emphasis was upon pattern drill, mastered to the point where automatic or instantaneous recall would occur. A statement by Robert Lado in the Introduction to *English Pattern Practices*, 1958 (the fourth volume of the revised Michigan series) is the most cogent explanation of the pedagogical strategy which lay behind the procedure:

In *Pattern Practice* the student is led to practice a pattern, changing some element of the pattern each time, so that normally he never repeats the same sentence twice. Furthermore, his attention is drawn to changes, which are stimulated by pictures, oral substitutions, etc., and thus, THE PATTERN ITSELF, THE SIGNIFICANT FRAMEWORK OF THE SENTENCE, rather than the particular sentence, is driven intensively into his habit reflexes.

A concomitant of the careful attention to grammatical structure exemplified by these textbooks was a management of vocabulary items quite different from that typical of the conventional language textbook. The vocabulary was controlled, but no longer on the basis of frequency counts, since most of these had turned out to be biased in one direction or another. The idea was rather to enable the student to manage a fair number of grammatical patterns with a somewhat limited but nevertheless useful vocabulary, building up the lexicon after control of the basic structures had been achieved. This was justified on the ground that the native language is generally learned in this fashion.

Most of the materials available at this time were modest in their aims; they were not directed beyond an intermediate level of achievement. There was virtually nothing for advanced students, nothing designed to train students initially taught by an audio-lingual method to cope with literary English, nothing designed to teach the student how to write acceptable English themes. The profession was decidedly in a first phase of materials production.

Both the Michigan and the ACLS materials were designed primarily to serve prospective students and research fellows in American institutions of higher learning. In both instances the content, the lexicon, the exercises, the drill materials were chosen for their utility in a campus setting. To this extent they did try to bridge a cultural as well as a linguistic gap, but they were fairly naive in their attempts to do so. In neither instance had the authors learned how flat the humor in language textbooks usually seems, nor were they able to raise the level of it. Although the Interdisciplinary Seminar in Language and Culture, sponsored by the Modern Language Association of America, had been held in the summer of 1953 and had indeed proposed the desirability of cultural as well as linguistic contrastive studies as a preliminary assessment of the extent of a foreign language teaching problem, there was no evidence that the suggestion had been heeded. Nevertheless, despite these shortcomings, the approach in the textbooks was comparatively new, there was an air of freshness about it, and teachers properly trained to use the textbooks achieved striking results at times.

The training of teachers did, however, present a serious problem both in this country and abroad. In the United States not every institution which provided English instruction for foreign students had the resources to develop a teacher-training program. Nor was there yet a clear notion of what the content of such a program ought to be, although certain principles of organization were beginning to emerge. For the most part, what training did exist was on the MA level, centered about a core of linguistic courses. Whatever was offered in addition to this core varied widely at the dozen or so institutions where TEFL training was available.

Outside of this country, only Europe could boast of a long tradition of profes-

sional language instruction. The western European countries, never under the frantic time pressure that characterized foreign-language instruction in the United States, were generally satisfied with their own more deliberate methods and seemed little inclined to join us in an exploration of the possibilities of applying new linguistic concepts. To many of them, these seemed as objectionably American as the variety of English spoken in the United States. The British, always somewhat suspicious of direct vocational preparation, were often content to assign the teaching of English as a foreign language to someone who had specialized in geography or the classical languages in his university career. There were nascent teacher-preparation programs at the universities of London and Edinburgh, but because chairs in the subject had not been provided, it belonged to the academic demi-monde, carried on usually in the guise of institutes.

Elsewhere throughout the world, short-term seminars or workshops, conducted by Americans or British, or occasionally by both operating in various degrees of cooperation or rivalry, were the principal resource for the upgrading of teachers in service, and somewhat less often for pre-service preparation. There was little continuity from year to year. Seldom did American or British assistance proceed in any one country upon the basis of a careful examination of the foreign-language teaching situation in the country. My own analysis of the English-teaching situation in Italy in 1954, made far too hurriedly with insufficient assistance and no opportunity for class visitation, was not repeated elsewhere until much later.

An additional word must be said at this point about teaching aids of various kinds, chiefly the language laboratory and radio. Language instruction by radio had developed in the early 1940's, not long after the initial attempts in this country, and a good many of the American binational centers had attempted to employ the medium. In general materials were locally produced, often frantically just ahead of broadcast time. There was no communication among the various countries relative to the principles to be employed in developing materials, to various ways in which programs might be conducted, or to methods of evaluation. Responsibility for such program often rested with the Information Officers

rather than the English Teaching Branch of the U.S. Information Agency, and at that time there was little language-teaching expertise among the former.

Although a certain degree of sophistication was beginning to develop in various models for laboratory teaching and reinforcement of teaching of the foreign languages in the United States, English-teaching materials had not progressed beyond the stage of discs accompanying the textbooks. Even these at times failed of their purpose; it turned out, for example, that every available record player in Burma operated at 78 rpm, whereas the ACLS *English for Burmese* had been recorded at 33. True enough, this is an extreme illustration, but it is symptomatic of how little thought had been given to the problem of audio-aids.

A final aspect of instruction in English as a foreign language a decade ago which need be mentioned only briefly is testing. It is superfluous to dwell upon the importance of measures of language potential and language achievement. Huge sums can be wasted in bringing inadequately prepared students to an academic environment which demands of them a working knowledge of English. There can be an equal waste in insisting that students undertake classwork in English which repeats what they already know. The need for measuring instruments was just beginning to be met by tests developed at the University of Michigan and at the American Language Center, then at American University in Washington, D.C. One of the major problems was an adequate measure of oral competence. Valiant attempts were under way to measure this through paper-and-pencil techniques, but the results were not of such a nature as to inspire a considerable degree of confidence. As in so many other aspects of the instructional problem, a bare start had just been made.

THE SITUATION TODAY

It is doubtful that any single individual has sufficient competence and experience to assess the entire English-teaching situation as of the current year. The expansion has been inordinately great, changes have come rapidly during the past decade. To begin with, we are teaching more students both at home and abroad. The most recent report issued by the Center for Applied Linguistics (1967) shows that 150 colleges and universities in this country now offer English courses for foreign

students. Of these, approximately forty institutions offer what might justifiably be called an intensive course of courses, some of them demanding as much as 35 hours weekly, although 20-25 is closer to the norm.

The clearest idea of the scope of our activities abroad can be gained from the annual report of the U.S. Information Agency. During the fiscal year 1966, the Agency conducted English-teaching programs in 57 countries, with a total enrollment of 309,857. This teaching was largely to adults, reaching such groups as government officials, teachers, university and secondary-school students, military and labor leaders. In many countries without institutionalized programs, *ad hoc* English classes were conducted on an informal basis, and the students were not included in the foregoing total.

The 57 countries include 19 in Latin America, 16 in Africa, and 12 in the Near East. Some of the individual country operations are fantastic in size, the 38 centers in Brazil enrolling 53,817 students. Four centers in Iran have 12,878 students, and a single one in Thailand has 11,526. Even though activity in Europe has been severely curtailed and that in the Far East may be best described as selective, there are no indications of a diminution in demand. All signs point to continued growth, not only in this but in the six government agencies as well.

It is pleasant to be able to say that the government situation is less chaotic than it was a decade ago. Primary responsibility for the coordination of English-teaching activities has been placed in the Bureau of Cultural Affairs of the Department of State. An inter-agency committee on English teaching is operating with greater effectiveness than it ever has before. Attempts are under way to have field teams evaluate the total English-teaching program in certain countries.

Communication and cooperation within USIA have also improved, partly perhaps as a consequence of the recommendations of the Advisory Panel on English Teaching, a group consisting of six linguists drawn from university faculties. The Voice of America has had a highly competent English-teaching specialist in its radio division for the past five years, and has had staff members from the English Teaching Division on loan to assist in the development of televised materials. English teaching now

has Division instead of Branch status within the Agency, which has meant an upgrading of the persons in charge of the activity. The staff is five times as large as it was in 1957, and the quarters are much more nearly adequate. The position of English Teaching Officer has been created, which makes possible a longer period of specialization in English-teaching activities. Similar improvements, though possibly not so extensive or dramatic, have taken place in other government agencies.

Communication between government and the profession has been markedly improved as a result of the organization of the National Advisory Council on Teaching English as a Foreign Language, under the sponsorship of the Center for Applied Linguistics. A semi-annual meeting gives government personnel the opportunity to report on programs current and projected and to outline their needs. University representatives react to these, report on their activities, and out of the frank and open discussion which ensues, new ideas frequently emerge.

Conferences, both national and international, have been fruitful in providing for exchange of information and opinion. Two national conferences on teaching English as a foreign language, held in the early 1940's, were followed by a long silence, and it was not until July 1957, that a third was convened at the University of Michigan with funds provided by the Ford Foundation. Its principal purpose was to bring together two main groups: "the theoretical linguists on the one hand, and all those whose interests were practical and pedagogical on the other." This was followed two years later by a Conference on English Teaching Abroad held in Washington, D.C. It included representatives from the British Council as well as from a number of American agencies and was one of the first undertakings of the Center for Applied Linguistics. Soon after this the Center began its annual series of International Conferences on Second Language Teaching, with not merely Americans and British but other nationalities in attendance as well. The French in particular have made notable contributions to these.

If any criticism at all can be levelled at such activities, it is that they serve chiefly to inform and to broaden the insights of those currently in attendance. The reporting of some of them has been spotty and restricted in circulation. I be-

lieve it is a mistake to assume that a past member of NACTEFL is no longer interested in what goes on at the meetings of the National Advisory Council. Certainly he does not want to read all the reports and position papers, in detail, but I am certain that he would welcome a brief but cogently written digest of the discussions. This would be one way of insuring an ever-widening circle of professionals

At all events, the last ten years have seen a vast improvement in the amount of information readily available on teaching English as a foreign language. There have been a number of bibliographies, the principal one being the *Reference List of Materials for English as a Second Language*, published by the Center for Applied Linguistics. The Center has published a number of other more specialized bibliographies as well, and the British Council has been producing its own *English-Teaching Bibliography*. It is not necessary to enumerate or describe these here; the point is that bibliographical information is readily available now whereas ten years ago there was but a single publication.

Communication within the profession has also been facilitated by the development of a number of new journals. In 1957 virtually the only outlet in this country for an article on some aspect of TEFL was *Language Learning*, which began at the University of Michigan in 1948 as a project of the Language Learning Research Club. Such existing journals as *Language*, *College English*, or *American Speech* would occasionally accept a contribution on the subject as a favor to the author, but it was clearly beyond their scope and normal range of interest. True enough, *English Language Teaching*, an English quarterly, had been in existence since 1945, but it reflected chiefly British theory and practice.

During the past decade, the U.S. Information Agency has established the *English Teaching Forum*, the *International Review of Applied Linguistics* has appeared on the scene, and the newly formed TESOL Association has recently begun publication of its journal, *TESOL Quarterly*. In addition, a number of journals devoted to English-teaching problems in particular countries have sprung up: The *ELEC Bulletin* for Japan, *InterPRET* for the Puerto-Rican teacher, the *Bulletin of the Central Institute of English*, published in Hyderabad, India,

and two from the Philippines. Furthermore, certain other countries, Czechoslovakia and Chile to name only two, now have publications dealing with the teaching of modern languages in general, and many of their articles deal with English. There are finally, two periodical publications of research abstracts, one in England and one in this country. It is unnecessary to cite any more titles; everything points to the important conclusion that information of all kinds on the teaching of English as a second language is available on a vastly wider scale than it was ten years ago. The difficulty now is keeping up with everything that appears. It is true that quality as well as quantity must be considered. In this connection it may be justly said that the level of sound knowledge and intellectual sophistication represented in these journals is neither higher nor lower than it is in other divisions of the field of language pedagogy.

With respect to English-teaching materials the story is much the same. The last ten years have shown a tremendous increase in every direction. First of all, the instructional range has increased. Materials on a fairly advanced level are currently available, and some of them are designed to aid the student in developing the level of writing skill which might be demanded of him in a freshman English course in an American college or university. Many of the collections of readings recently published reveal a recognition on the part of the editors that the student needs an introduction to the principal facets of American culture considerably more profound than the campus dialogues about dating practices, which abound in the ACLS series.

No longer are we wholly dependent upon the ACLS and Michigan series for domestic use. English Language Services, the American Language Centers at Georgetown, at Columbia, and at New York University have all produced their own sets of materials, adapted to the particular conditions which prevail at those institutions. The English Language Services material has been programmed and is available from a commercial publisher. Moreover, there are textbooks designed for specific purposes, such as Kenneth Croft's *A Practice Book on English Stress and Intonation*, C. L. Glover's exercises designed to extend the student's vocabulary, and Thomas Crowell's glossary of phrases with prepositions, all of which can be used as auxiliaries to a general textbook. In the most recent bibliography,

a listing of general text materials alone occupies 35 pages

Moreover, linguistically oriented teaching materials have begun to appear in a number of foreign countries, many of them produced by Americans or by natives with American training. Instances of this are Agard and Roberts' *L'inglese parlato* for Italians, two sets of ELEC materials in Japan, one for adults, the other for junior high schools, a nine volume series in Mexico, published by the Instituto Mexicano Norteamericano de Relaciones Culturales, the six volume *English Through Practice* by Lydia Miquel and Augusto Manriquez, for use in the Chilean schools; the series prepared for use in the Filipino elementary schools by the Philippine Center for Language Study, and the *Spoken English for Turks* by Wise, Downing, and Jaekel, a thoroughgoing revision of the original ACLS volume. These are only a few of the most notable. A listing of what is currently known to be available occupies more than 80 pages in the current CAL bibliography

In this connection it must be pointed out as well that the contrastive studies upon which such materials are based have likewise multiplied in the past decade. Important among these is the series prepared by the Center for Applied Linguistics under a contract with the U.S. Office of Education and published by the University of Chicago Press. The first to appear were *The Sounds of English and German* by William G. Moulton and *The Grammatical Structures of English and German* by Herbert L. Kufner. Similar volumes for Spanish and Italian are available now, those for Russian and French will appear shortly. In addition to these, there are studies of smaller scope embracing such languages as Indonesian, Telegu, Cebuano, Japanese, Finnish, Iraqi Arabic, and Turkish, to name only a few. And again, through the CAL publication, *A Bibliography of Contrastive Linguistics*, bibliographical information is now available where there was none before.

One series which merits particular mention because it illustrates the kind of cooperative effort which can be successfully launched when there is the will to do so is *English For Today*, a set of six volumes designed for use abroad at a level that would correspond to the American junior and senior high school. It was produced by the National Council of Teachers of English under contract with the United States Information Agency

It is a general purpose text, not designed to meet the specific learning problems of the speakers of any particular language. Nevertheless, according to the terms of the publishing agreement with McGraw-Hill, the way is left open for adaptations to be made, to fit the needs of any particular country. At present, French and Arabic adaptations are under way, and two others, for Slovenia and Nigeria, are being negotiated. One interesting feature of the series is the sixth volume, an anthology of literature in English, which includes selections from Australian, Canadian, Irish, and Indian authors as well as from English and American. The British Council has praised this feature of the volume lavishly.

Certainly the materials today represent a great advance over what was available a decade ago. The gap between what is needed and what is at hand is closing rapidly. As time goes on, there are fewer instances of ill-digested linguistics. It is admittedly true that the Peruvian or the American in Peru setting out to develop a series of textbooks does not take advantage of all the experience that has accrued in Japan, Italy, the Philippines and elsewhere, but at least he does not have to work totally in the dark, and generally he does not. What is needed today, if anything, is evaluation of what we have, in order to discover the approaches and devices which are effective and those which are not, that we may make the wisest use of our successes and our failures. This, indeed, is asking for more than we have achieved with respect to American textbooks generally, and it is only because so many of these projects have been genuinely cooperative that such a possibility can even be mentioned.

There has been considerable development of audio-visual aids, especially in films and television, though again evaluation is a difficult matter. Again, using the U.S. Information Agency as a sample, we find three English-by-television series, offering a total of 260 quarter-hour lessons. *Let's Learn English*, *Let's Speak English*, and *Adventures in English*. Accompanying each of the 260 programs is a teacher's script designed to help local television stations present supporting practice sessions immediately following the showing of the films. In radio the Agency has completed eight series designed for use by intermediate and advanced students. These include *Time and Tune in English*, a series of 25 quarter-hour lessons on American English stress,

rhythm, and intonation; *Review Your English*, a 39-lesson series; *Improve Your English*, also 39 lessons, these devoted to verb structures and practice on conversational speech patterns. BBC probably has as much as this, if not more, and Australia has developed materials for teaching by radio as well.

A number of problems have arisen in connection with the development of radio and television materials. A major one is proper control of intonation. Another is securing the proper person to give the lessons. If he is an actor or a radio professional, his diction is likely to smack of the stage; if he is a linguist or a teacher, his performance stands a good chance of being dull.

The story with respect to language laboratories is less encouraging. Here the virtuosity of the electronic technician has outrun the ingenuity of the language teacher. Tape has replaced the earlier discs; dialing systems are the latest dazzling attraction. Unfortunately a clear line has never been drawn between the potential of the laboratory as a means of reinforcing instruction given through conventional methods and the laboratory as a means of expanding the instructional program or even as a self-teaching device. The latter require different types of materials, and too often the distinction has not been made. Moreover, we have frequently proceeded upon two mistaken assumptions, first that the student will generally be able to recognize a difference between the language of the model on the tape and his attempt to reproduce it, and second, that if he does recognize the difference, he will know what to do about it. Actual experience has shown that this is often not the case. Moreover, we know very little about laboratory monitoring: those procedures which are productive of good results, and those which constitute little more than interruption and annoyance. This constitutes a whole area of sorely needed research.

Both at home and abroad the laboratory is regarded as a status symbol, or else it is seen as a promise of vastly increased instructional efficiency. Both attitudes are less than helpful: the first is likely to result in the machines' gathering dust, the second in disappointment. For the present we can only emphasize the necessity of a clear concept of statement of the uses to which a laboratory is to be put if it is installed. We must insist that materials for it be specifically designed or

adapted, and that teachers be given instruction in its use.

English testing entered its current phase with a Conference on Testing the English Proficiency of Foreign Students, held in Washington in May 1961. This group went on record "as recognizing the desirability of, and urgent need for a comprehensive program using carefully constructed tests of the English proficiency of foreign students, suitable and acceptable to all educational institutions in the United States and to various other organizations, chiefly governmental." As a consequence of this decision, a second conference was called in January 1962, at which a National Council on the Testing of English as a Foreign Language was established. In April 1963, the Ford Foundation announced a two-year \$250,000 grant to assist the Council in initiating the testing program it had proposed. The work went on under the direction of Dr. David P. Harris, and the first TOEFL proficiency tests were administered in February 1964. Again this is an exemplary instance of coordinated effort involving some thirty member organizations and made possible through the assistance of a foundation. It is still somewhat early to venture a prediction about the success of the program, but since from its very beginning it was planned and shaped by foreign-student advisers and teachers, admissions officers, student exchange specialists, and government officials—the very groups with a stake in its success—it is reasonable to assume that the tests will be widely used.

In view of the tremendous expansion of activity on virtually every front during the past decade, the personnel problem looms large. The supply of trained teachers of English as a foreign language, supervisors, and program planners has been far short of the demand, both here and abroad. In Poland, for example, English is still in third place among foreign languages elected in the secondary schools simply because not enough teachers are being turned out by the universities. With the projected lengthening of the period of compulsory education in Thailand, it will be but a matter of a few years before a critical shortage develops there. The multiplication of secondary schools in Africa is bound to produce the same result.

At home every government agency involved in teaching English has positions to be filled. The mail is replete with requests from colleges and universities for

persons who can teach or administer a program in English as a foreign language. The most recent survey of training facilities at American institutions of higher learning shows but a single university (New York) offering an A.B. degree in TEFL and possibly six others offering a degree in a field in which TEFL may be elected as a major or minor specialty. We are strongest at the M.A. level with ten institutions providing an M.A. in TEFL and nine others offering a program in a field where work in TEFL is permitted. At some six or seven a student may earn a Ph.D. or an Ed.D. in the field. This represents a considerable expansion over the past ten years, due in no small part to assistance provided through NDEA. In-service training in this country has also benefited by a recent interpretation of the NDEA enabling legislation to the effect that TEFL Institutes may qualify for support as long as they serve American teachers of English as a foreign language who teach in American schools. Although at first glance this may seem restrictive, the teaching of English in urban areas, in parts of the country where there is a large foreign-language speaking population, and on the Indian reservations has been greatly aided.

It is very likely that if all the institutions offering work in TEFL training operated at full capacity, they could produce the needed personnel. A major problem is that of convincing students that TEFL offers a promising and rewarding academic career. Returned Peace Corps Volunteers would provide a prime source of manpower if they could be supported in graduate school.

TEFL training of foreign teachers represents a problem of a different nature. In some countries, such as Japan, with some 60,000 teachers of English in the secondary schools alone, we seem to be confronted with an impossible task. Here the only solution appears to be to train those who train the teachers, or even those who train the teacher-trainers. India presents a comparable situation. Elsewhere, let us say in the small Latin American countries, or in an Eastern European country such as Bulgaria, a series of well-planned in-service courses could reach almost the entire teacher corps in a space of five or six years. It boils down virtually to having a TEFL plan for every country, based upon an accurate assessment of the English-teaching situation there.

Only a brief word need be said about books and materials on pedagogy and methodology currently available. These, too, have multiplied enormously in the past decade. There is a good assortment of books in the field, by British as well as Americans, appealing both to special and to general interests. The anthology by Harold B. Allen of essays and research articles on teaching English as a foreign language provides a valuable supplement. No longer need the instructor in a methods course be reduced to lecturing for want of a proper textbook.

CURRENT NEEDS

We come finally to the question of what needs to be done, and more specifically to the question of what organizations outside of the government can and should do. The government is already pouring millions annually into English teaching, and if the heads of the various executive branches are to be believed, the amount will increase.

The role of other agencies, therefore, would seem to lie in those areas where there are gaps in government support. The problem is to identify the particular areas where, in the past at least, the government has failed for one reason or another to operate effectively. First of all, there is a political and geographic side to the problem. Official action can achieve but very little in most of the Communist-controlled world and in some neutralist areas. Consequently, in a country such as Czechoslovakia, with its elaborate organization of research institutes, there would seem to be real possibilities for fruitful collaboration among scholars on a non-official basis, but relatively little can be done under government auspices.

The other notable gap in governmental support arises from the short-term nature of so many of its projects. For example, the Southeast Asia Regional English Project, designed to upgrade the teaching of English in Thailand, Vietnam, and Laos, through an AID contract with the University of Michigan, was forced to close out just at the time that a real impact was becoming apparent. A series of textbooks for teacher candidates had been prepared, and precisely at the point when they might have been used to good effect, the corps of trained personnel who could have used them in the training schools was withdrawn. The Columbia program in Afghanistan, though proceeding from

a somewhat less auspicious base, stands out in striking contrast in terms of total achievement, as does the UCLA Program in the Philippines. There is every reason to heed the educational truism which holds that it takes at least twenty-five years to put an educational change into operation.

The suggested approach of filling in the gaps could be applied to research activities as well. We need desperately a series of studies which will indicate clearly the status of English teaching in virtually all of the fifty-seven countries in which there are ongoing programs, and possibly many others as well. The place of English is by no means the same in the educational systems of Thailand and Japan, nor will English serve these countries in precisely the same way.

When I first came to Poland in 1965, I was told by almost everyone I encountered that English was the most popular foreign language in the secondary schools, and that about 80 percent of the students were electing it. The facts turned out to be dramatically different. Elections in English were fewer than those in both Latin and German, and indeed only 26 percent of the students were receiving English instruction. We have available just one detailed study of the kind that is needed, John A. Brownell's *Japan's Second Language*, a Phi Delta Kappa International Education Monograph, and we

are indebted to the National Council of Teachers of English for having published it. My own analyses of the English-teaching situations in Italy, Yugoslavia, Czechoslovakia, Rumania, and Poland have been hastily conducted, nevertheless, what they report is attested fact, and I have been told that they have proved useful. They were hastily put together, on a schedule which allowed about three weeks to a country. I am convinced that eight weeks would suffice for a reasonably accurate picture. In general these studies are difficult to support with government funds unless there is a reasonable possibility of government activity in the countries concerned. Harold Allen's *Survey of the Teaching of English to Non-native English Speakers in the United States* is a pilot attempt at a domestic survey which we also owe to the National Council of Teachers of English, and his suggestions for possible further study should be heeded.

It is impossible to do sufficient justice to the tremendous impact of the Center for Applied Linguistics over the past seven or eight years. The amount of information the Center has made available, relative to virtually every aspect of TEFL, has been of incalculable assistance. TEFL is an uncoordinated operation at best, but without the Center it would have been utter confusion. Moreover, every single one of the Center

services is of such vital importance that it must be continued in one way or another. Possibly the ERIC operation will provide government funds for one or two aspects of its work which must now be taken out of its own resources, but it will not solve the entire problem.

In short, the current needs have not altered materially since the Center published its pamphlet *English Overseas* in 1961, appropriately subtitled "Guidelines for the American Effort in Teaching English as a Second Language." English cannot assume its inevitable position as a world language without material and professional assistance of the first magnitude. Particularly important in this pamphlet is the final section on research, which calls for linguistic and area research, the development of measures of effectiveness of various kinds of instructional materials, the evaluation of current methods of language instruction, and basic work on the psychology of language learning. Research in all of these fields is in need of support.

To sum up, fact-finding studies of the status of English instruction, strategically placed long-term programs of materials development and teacher training, and continued research on language and culture, methodology, and language learning will make a significant contribution to the wider use of English throughout the world.

NSF Grants for Computational Linguistics and Machine-Aided Translation

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Six computational linguistics grants, awarded under the National Science Foundation's social sciences program and totaling \$1,138,840, and another on machine-aided translation, awarded under NSF's information science program and amounting to \$247,160, are in line with the two main recommendations of the Automatic Language Processing Advisory Committee of the National Academy of Sciences. These recommendations are embodied in a report, *Language and Machines*, by NAS to NSF. The recommendations called for the support of linguistics as a science and of research directed toward improvement of translation.

Basic linguistics research projects, supported under the linguistics program of the NSF Division of Social Sciences, are designed to increase knowledge of language characteristics, functions, and relationships. The projects range from broad studies of linguistic universals to analysis of specific languages, and much of the work is carried on with the aid of computers. The project on improvement of translation, funded by the NSF Office of Science Information Service, on the other hand, involves research on machine aids to translation.

NSF has granted \$448,700 to the University of Pennsylvania for a linguistic transformations project, directed by Zellig S. Harris. Specific tasks will involve the refinement of a mathematical theory of transformational systems of various languages to determine whether transformations give essentially the same semantic and informational analysis in them all, and completion of an algorithm for performing transformational analysis by computer.

For a linguistic automation project, Yale University has received \$123,100 from NSF. Sydney M. Lamb will construct a computational implementation of stratificational theory. With models of the linguistic processes, he expects to test the theory and further its development. Russian, English, Monachi, and Burmese will be used in the computational testing.

Frequency-based studies of language structure will be conducted by Alphonse Juilland with a \$152,300 grant by NSF to Stanford University. The primary purpose of the project is the determination of absolute and relative information about the frequency of occurrence of constitu-

ent elements at all orders on all levels. Computer programs are being developed to investigate the phonological, grammatical, and lexical structure of the Romance languages.

With \$134,540 from NSF the Bunker-Ramo Corporation's Language Analysis and Translation Section will do computer-based research on linguistic universals. Paul L. Garvin will conduct a study aimed at explicating and verifying the basic assumptions underlying linguistic field work. The vehicle for this study is to be research on computer simulation of the analytic processes involved in work with linguistic informants.

For computer support of linguistic field research, NSF has granted \$115,200 to the University of Oklahoma Research Institute. Joseph E. Grimes and Richard V. Andree will continue their work of mechanical organization of data for word and morpheme concordances and do systematic archiving of linguistic information on little-known languages in highly accessible form.

At Wayne State University, Harry H. Josselson will engage in computer-aided linguistic analysis of a Russian lexicon. An NSF grant of \$165,000 will support the creation of a lexical data base capable of providing any data needed for in-depth analysis of the grammatical structure and usage of Russian.

The other major recommendation of the ALPAC report is for support of improvement of human translation, an important aspect of which is machine aids for the work of translating and editing of translations. NSF has provided \$247,160 for research by the American Mathematical Society on machine aids to an editor of scientific translations. With the express approval of the Council of the American Mathematical Society, the Society will investigate the value of these aids for translation from Chinese.

A text processing system will be programmed so that a computer can be used to store a body of existing translations together with their corresponding original texts. A graphical input-output system for Chinese ideographs, which has already been shown feasible, will be rendered in machine-readable form by conversion into a system such as the Chinese telegraphic code.

Techniques will be developed for relating works in Chinese to already existing English translations. This will include

the side-by-side listing of Chinese and English equivalents, in text order, and also the compilation of concordances which not only locate terms in the text but also delineate the fields in which these terms are used with varying shades of meaning.

Closely related to this phase of work will be the creation of a basic computer reference file of vocabulary and grammar suited to scientific translation. Access techniques to the computer file will be developed for the purpose of keeping the file up-to-date as new terms are discovered and new meanings defined.

Computer Support of Linguistic Field Work

The Summer Institute of Linguistics and the University of Oklahoma Research Institute announce a service to linguists in American institutions for computer support of linguistic field work. This service will perform standardized processing, initially in the form of concordance processing of texts and later of other kinds. Its purpose is not to provide special programming for specific investigations, which is best handled under each linguist's direct supervision, but to offer to field research projects a package of generally useful programs. The project's activities will be focused on assisting research projects that involve actual field work and are aimed at the linguistic analysis and description of little-known languages. Qualified linguists in American institutions and junior field investigators under their supervision are eligible.

Preliminary inquiries concerning use of the project's services should be sent to the project director, Joseph E. Grimes, Division of Modern Languages, Morrill Hall, Cornell University, Ithaca, New York 14850. The University of Oklahoma will not handle direct correspondence with users. Descriptions of the services offered, including full specification of the form in which data must be presented and in which the results will appear, are available upon request.

This service, a joint project of SIL and the University of Oklahoma Research Institute, is partially supported by the National Science Foundation; it will be available under the present grant until July 1969.

book notices

A Reader in Nineteenth-Century Historical Indo-European Linguistics, edited and translated by Winfred P. Lehmann. (*Indiana University Studies in the History and Theory of Linguistics*) Bloomington, Indiana University Press, 1967 vi, 266 pp. \$10.00.

This volume includes selections from eighteen classic works in historical linguistics, many of which are not otherwise available to the non-specialist. The editor's introduction to each article identifies the major ideas to be presented, clarifies sources and cross-influences, and provides a biographical sketch of the author

A Manual of Japanese Writing, by Hamako Ito Chaplin and Samuel E. Martin (*Yale Linguistic Series*) New Haven, Yale University Press, 1967. 3 vols. (1077 pp) cloth \$15.00; paper \$6.50.

This manual introduces the 881 essential *kanji* characters, it is assumed that the student is familiar with the *kana* syllabaries and has acquired a basic knowledge of Japanese grammar Book 1 presents romanized (*kunrei-shiki*) versions and translations of the lessons and drill sentences, and vocabulary and grammar notes; Book 2 gives the text lessons and drill sentences in Japanese characters; Book 3 contains *kanji* lists and indexes Preparation of the material was supported by a contract with the U.S. Office of Education

Introduction to Modern Lithuanian, by Leonardas Dambriūnas, Antanas Klimas, and William R. Schmalstieg Brooklyn, N.Y., Franciscan Fathers Press, 1966. viii, 471 pp \$7.00

The main part of this text comprises forty lessons, each containing a reading selection, vocabulary list, grammar discussion, exercises, and a brief conversation with translation An introductory lesson discusses the orthography and pronunciation The lessons are followed by a grammatical appendix, a series of short readings, and Lithuanian-English and English-Lithuanian glossaries The Lithuanian material is presented in the standard orthography with some diacritics added to indicate intonation features

The World of Language: A Reader in Linguistics, by Robert N. Huidspeth and Donald F. Sturtevant New York, American Book Company, 1967. viii, 216 pp \$2.85.

A collection of twelve essays, reprinted from various sources, designed primarily for use in a college English course Each of the essays is accompanied by an introduction, discussion questions, and theme and report writing assignments

meetings and conferences

November 1-4. African Studies Association, 10th. New York City.

November 1-4. American Speech and Hearing Association. Chicago, Illinois.

November 14-17. American Acoustical Society. Miami Beach, Florida.

November 17-19. National Conference on Content Analysis. Philadelphia,

Pennsylvania. [Write: Dean George Gerbner, Annenberg School of Communications, University of Pennsylvania, Philadelphia, Pennsylvania 19104.]

November 23-25. National Council of Teachers of English, 57th. Honolulu, Hawaii.

November 30-December 3. American Anthropological Association, 66th. Washington, D.C.

December 26-31. American Association for the Advancement of Science, 134th. New York City.

December 27-29. American Council on the Teaching of Foreign Languages, 1st. Chicago, Illinois. [Write: F. André Paquette, Executive Secretary, ACTFL, 62 Fifth Avenue, New York, New York 10011.]

December 27-29. Modern Language Association of America, 82nd. Chicago, Illinois.

December 27-30. Speech Association of America. Los Angeles, California.

December 28-30. Linguistic Society of America, 42nd. Chicago, Illinois.

January 3-10 Symposium of the Inter-American Program for Linguistics and Language Teaching, 4th. Mexico City. [Write: Dr. Yolanda Lastra, Salón 302, Colegio de México, Guanajuato 125, México 7, D.F., Mexico.]

Bibliographie Linguistique du Canada Français de James Geddes et Adjutor Rivard (1906), continuée par Gaston Dulong Québec, Les Presses de l'Université Laval; Paris, Librairie C. Klincksieck, 1966. xxxii, 166 pp. \$4.00

This is the first of a series of volumes on the French language and literature of Canada appearing in the collection "Bibliothèque française et romane" of the Centre de Philologie et de Littératures romanes de Strasbourg The volume continues the *Bibliographie du parler français au Canada* of Geddes and Rivard (1906), now almost unobtainable, and brings it up to date, concentrating on work dealing with pronunciation, morphology, syntax, and vocabulary The 1054 entries, for the most part annotated, are arranged chronologically, from 1691 to 1965.

A Dictionary of Moroccan Arabic: Arabic-English, edited by Richard S. Harrell, compiled by Thomas R. Fox and Mohammed Abu-Talib. (Richard Slade Harrell Arabic Series, 9.) Washington, D.C., Georgetown University, Institute of Languages and Linguistics, 1966. xxi, 268 pp \$5.00.

The aim of this dictionary is to present the core vocabulary of everyday life, no attempt is made to cover dialect variations or specialized vocabularies. The entries are based on educated urban usage of Fez, Rabat, and Casablanca Numerous illustrative sentences are included. Use of the dictionary presupposes a familiarity with the basic grammatical structure of Moroccan Arabic; cf other volumes in this series: Richard S. Harrell, *A Short Reference Grammar of Moroccan Arabic* (1962), *A Basic Course in Moroccan Arabic* (1965); with Harvey Sobelman, *A Dictionary of Moroccan Arabic English-Moroccan* (1963)

Dialects of American English, by Carroll E. Reed. (*The New World Languages and Linguistics Series*) Cleveland, Ohio, World Publishing Co., 1967. vii, 119 pp. \$1.35.

Examines the origins, settlements, and westward expansion of spoken American English dialects, based on data from the Linguistic Atlas. Includes thirty-two maps and a selected bibliography

A Bibliography of the Chinese Language, compiled by Winston L. Y. Yang and Teresa S. Yang. New York, American Association of Teachers of Chinese Language and Culture, 1966. 171 pp. \$4.00.

An unannotated listing of more than 2000 books, monographs, journal articles, and dissertations dealing with various aspects of the Chinese language. It is restricted to Western-language sources, including materials on the various dialects and minority languages. Titles are arranged under broad subject headings; there is an author index.

Recent CAL Documents

The following CAL documents are available for distribution in limited quantities. Requests should be addressed to the appropriate Office or Program.

Teaching English to Speakers of Other Languages, United States Activities: 1966; April 1967; 10 pp; covers activities overseas as well as in the U.S. and lists sources of further information; from *English Program*.

Language Research In Progress, Report No. 5; August 1967, 47 pp., cross-referenced list of documented language research projects current January-July 1967, from *Language in Education Program*.

Recent CAL Publications

Arabic Language Handbook, by Mary Catherine Bateson (*Language Handbook Series*) Washington, D C, Center for Applied Linguistics, 1967 xv, 125 pp. map. \$3 00

This volume is designed to give the kind of information about Arabic which will be useful to a student of the language, a specialist in the region where Arabic is spoken, or a linguist interested in learning about the structure and use of one of the world's principal languages Chapter 1 is an outline of Arabic structure All the important features of the grammar are discussed, but they are arranged to demonstrate how the language functions rather than to teach students how to manipulate it. The form of Arabic described is the Classical language, which was the vehicle of Islam and of the literature and is the primary written form today Chapter 2 is devoted to the history of Classical Arabic from its earliest records up to the modern period Chapter 3 discusses the linguistic practice of the Arabs, including modern developments in Classical Arabic, its present use in relation to the colloquial dialects, and the origins and structures of the dialects A fold-out map shows the geographical distribution of the language

Companion volumes in the series are *Bengali Language Handbook*, by Punya Sloka Ray and others (1966, 137 pp., \$3 00), *Swahili Language Handbook*, by Edgar C Polomé (1967; 232 pp., \$4 50), and *Vietnamese Language Handbook*, by William W Gage (in preparation)

National Conference on Content Analysis will be held November 16-18, sponsored by the Annenberg School of Communications of the University of Pennsylvania, Philadelphia, with the support of IBM and the American Council of Learned Societies The conference has been called to report recent progress and to explore next steps in the scientific study of message content The entire conference will be open to interested scholars and researchers The major areas of contribution and discussion will be: Theories and definitions, Inferences from content analysis, Recording and notation in content analysis, Norms and standardized categories, Computer techniques in content analysis and computational linguistics, and Education in content analysis, a survey-research report by Prof Earl Barcus. For further information write Dean George Gerbner, Annenberg School of Communications, University of Pennsylvania, Philadelphia, Pennsylvania 19104

The Linguistic Reporter October 1967

personalia II

The following is a supplement to the Personalia column of the August issue, viz. a listing of linguists who are changing institutional affiliation as of the academic year 1967/68. It also includes changes of affiliation during the past academic year which have been brought to the attention of the Editor.

	FROM	TO
J. C. Anceaux	Leiden	California, San Diego
Bruce G. Biggs	Auckland	Hawaii
John Chew	SUNY Buffalo	Toronto
A. Richard Diebold, Jr.	Stanford	Cntr for Advanced Study of the Behavioral Sciences
Thomas W. Gething	Michigan	Hawaii
Samir Ghosh	Humboldt (Berlin)	Indian Inst of Advanced Study
Mary R. Haas	California, Berkeley	Cntr for Advanced Study of the Behavioral Sciences
Elaine R. Hagstrom	Indiana	San Jose State
Kenneth L. Hale	Arizona	MIT
Hans Hartmann	Indiana	Hamburg
Marvin I. Herzog	Columbia	Hunter
A. V. Isačenko	California, Los Angeles	Yale
Padmanabh S. Jaini	London, SOAS	Michigan
Martin Jouis	Wisconsin	Toronto
Allan Keiler	Washington	Michigan
Gerald Kelley	Delhi	Cornell
Lynn Killean	American Research Cntr (Cairo)	Chicago
Howard Law	Hartford	Minnesota
Meri Lehtinen	Washington	Minnesota
John Lotz	Columbia	CAL
David McNeill	Michigan	Harvard
George A. Miller	Harvard	Rockefeller U
David L. Olmsted	Cntr for Advanced Study of the Behavioral Sciences	California, Davis
Clifford H. Prator	California, Los Angeles	University C (Nairobi)
William J. Samarin	Leiden	Hartford
Thomas A. Sebeok	Cntr for Advanced Study of the Behavioral Sciences	Indiana
William Smalley	American Bible Society (Chiangmai)	Yale
Alan Stevens	Michigan	Queens College (NY)
Paul Thieme	Tubingen	Michigan
George L. Trager	SUNY Buffalo	Southern Methodist
Elizabeth Uldall	Edinburgh	Michigan
Jean-Paul Vinay	U of Victoria (BC)	Toronto
Calvert W. Watkins	Cntr for Advanced Study of the Behavioral Sciences	Harvard
Werner Winter	Yale	Kiel

Studies in Semiotics

'*Studies in Semiotics/Recherches sémiotiques*' *Social Science Information/Information sur les Sciences sociales* 6.2-3.28-109 (April-June 1967) Single copy. \$2 00 Order from the publisher Mouton & Co., 45, rue de Lille, Paris 7^e, France.

Beginning with this issue, *Social Science Information*, published under the auspices of the International Social Science Council, introduces a new section devoted to Studies in Semiotics Editorial responsibility for the section has been assumed by a committee

created at the Second International Conference on Semiotics (Warsaw, 1966) and composed of the following scholars: A. J. Greimas, J. M. Lotman, T. A. Sebeok, and W. Skalmowski Articles appearing in the present issue include 'Problèmes de la typologie des cultures,' by Juri M. Lotman, 'Les mots du psychanalyste,' by Jean-Bertrand Pontalis, 'Semiotics Today,' by Maria Renata Mayenowa; 'L'importance de jugement d'importance dans le langage des sciences sociales,' by Jean-Paul Boons; and an annotated 'Bibliographie sémiotique, 1964-1965,' edited by Tzvetan Todorov with the assistance of Jiri Levy and Paolo Fabbri.

Survey of Language Use and Language Teaching in Eastern Africa

[The following is based on a communication from Clifford H. Prator, Vice-Chairman of the Department of English, University of California at Los Angeles, and Field Director of the project described below.]

The countries of Eastern Africa, as a matter of national development or even of national existence, must answer a set of language questions: questions of language choice, of language teaching, often of "language engineering." The policy decisions which these answers constitute then require implementation, usually on a large scale and over long periods of time. A great deal more information than is now available about the uses to which various languages are put, the need for them, and attitudes toward them is essential if the decisions are to be solidly based and the implementation effective.

The primary aim of the recently launched Survey of Language Use and Language Teaching in Eastern Africa is to provide more such basic information. It is hoped that, in the process, the resources of the region for dealing with sociolinguistic problems can be multiplied through the encouragement of relevant local research, the strengthening of university faculties, and the drawing together of linguists and language teachers in a common effort.

Ultimate control of the Survey is vested in a Council made up of two representatives from each of the five participating institutions: the University College of Dar es Salaam, Haile Sellassie I University, Makerere University College, the University College of Nairobi, and the University of Zambia. An Advisory Committee of American and British specialists, appointed by the Center for Applied Linguistics in Washington and chaired by Charles A. Ferguson of Stanford, will aid in the recruitment of personnel and in the planning of field techniques. The University of East Africa will administer research funds and provide logistic support. The central Survey Office is already being set up in Nairobi by a staff supplied by the University of California at Los Angeles, which is also making available the services of Clifford H. Prator, as initial Field Director. The Ford Foundation has provided financial support for the first two years of operation.

The most concrete result of the Survey should be the publication of a series of five country studies, three planned for completion by the fall of 1969, as well as associated monographs. Each study will be carried out by a team of three scholars working in Africa in collabora-

tion with local linguists, social scientists, and educators.

The schedule calls for the Survey Council to meet for the first time at Mbale, Uganda, in early November and for meetings at six-month intervals thereafter. The first country study, that of Uganda, will be begun in January 1968, with Peter Ladefoged of UCLA as team leader. Wilfred Whiteley of the University of London's School of Oriental and African Studies will head up the Kenya study, which will begin in June 1968. The Ethiopia study, under the leadership of Professor Ferguson, will be begun at approximately the same time. Team leaders for the Tanzania and Zambia studies, to be carried out in 1969-70 have not yet been selected.

In staffing the Survey there will be a particular need for several young scholars who are working toward or have just completed the doctorate and who would like to do sociolinguistic research in Ethiopia, Kenya, Uganda, Tanzania, or Zambia. Training in sociological or ethnographic field work and in linguistics will be essential, experience in language teaching helpful. Address inquiries to Clifford H. Prator, Survey of Language Use and Language Teaching in Eastern Africa, P.O. Box 30641, Nairobi, Kenya.

The Role of the Center for Applied Linguistics: 1959–1967

by Charles A. Ferguson

[Charles A. Ferguson was Director of the Center for Applied Linguistics from its establishment in 1959 until 1967. He is now Professor of Linguistics and Chairman of the Committee on Linguistics at Stanford University. The article which follows is a slightly modified version of a report prepared as part of a foundation-supported survey of developments in linguistics over the past decade.]

In February 1959, when the Center for Applied Linguistics, with its staff of three, began operations in Washington, D.C., as an arm of the Modern Language Association of America, financed by a small trial grant from the Ford Foundation, it would have been difficult to foresee that eight years later it would be a flourishing independent organization with a staff of nearly a hundred and that its publications and activities would be well known to linguists and other specialists in the language sciences in the United States and many foreign countries. In-

deed, within the first five years of its existence it achieved a solid place on the American scene as its development unfolded, partly along the lines foreseen by those who established it, partly in more or less unexpected directions.

One way to account for the rapid growth of the Center is to see it as filling important American needs in the field of language—whether these needs were recognized or not by the people involved. In this analysis I see the Center responding as an institution to several important gaps in communication, to the need for centers of research and development, and to the linguists' lack of a sense of responsibility, as a profession, both for national language problems and for the problems of the profession as such.

A coordinating center to deal with language questions could have had various focuses; the CAL by its very name showed that it was focused on the contribution of linguistics. It was established as a "clearinghouse and informal coordinating body in the application of linguistics to practical language problems." This was a wise choice, since American scholarship in linguistics was in many respects leading the world, contrasting sharply, for example, with the generally low level of competence in foreign languages on the part of Americans. Linguistics, the systematic study of the nature and function of human language, has a long history, but as an independent academic discipline it is relatively young (Linguistic Society of Paris 1864, Linguistic Society of America 1924), and even now leading figures in the profession lament the small progress made in the field. The fact was clear, however, as

the idea of the Center was taking shape in 1957–58, that not even nineteenth-century findings were being applied to the solution of language problems, let alone the existing advances of the current research.

COMMUNICATION GAPS

In the large complex societies of today the needs for special lines of communication are numerous and varied, and it often happens that a particular pattern of communication fails to develop over considerable periods of time even though a rational assessment of the needs of the society would call for it. In the United States in the mid-fifties, lines of communication were lacking between linguists and other language specialists and between linguists and educated laymen; they were also lacking—as in other fields—between the academic community and the institutions, governmental and other, which dealt with language problems. Finally, American linguists had not developed lines of communication with their counterparts in other countries, remaining to a significant extent out of touch with European scholarship in the field.

1. *Linguists—Others.* Some scientific disciplines have long had well-developed institutions and channels of communication connecting them with practical operations, and in some cases there are well-developed engineering, clinical or other "applied" fields in direct relation with the more theoretical discipline. The behavioral and social sciences tend to have less well-developed engineering or therapy-centered counterparts, and linguistics in



Charles A. Ferguson

particular has been effectively isolated from such fields as language teaching, translation, cryptanalysis, and speech therapy until very recently. Also, linguistics has never developed occupational niches corresponding to the technicians and professional assistants in some other fields.

During the fifties there was growing recognition on the part of language occupations and language-related research workers that material from linguistics could be relevant to their work, and a growing number of linguists were getting experience in "applied" fields. Both sides welcomed a coordinating center to which they could turn for information, interdisciplinary communication, and even help on such questions as job placement. For example, the Center's newsletter, the *Linguistic Reporter*, went to more people outside linguistics proper than inside it, and in several years' time its circulation grew beyond ten thousand, without special campaigns.

The Center repeatedly tried to find people in linguistics to talk with people in the practical fields, under conditions conducive to fruitful exchange, and as a result it gained experience in running conferences and producing publications and acquired a staff of high professional quality, interested in applications of linguistics. CAL was most obviously successful along this line in the field of the teaching of English to speakers of other languages. While it cannot claim full credit for the developments in this field during the period 1959-67, it frequently served as a catalyst and often was the decisive factor in a particular development.

The beginning of the process of professionalization of the ESOL field and provision of suitable connections between it and the discipline of linguistics can be dated as the summer of 1957, with the meeting of linguists and English teachers at Ann Arbor, financed by the Ford Foundation (cf. *Linguistics and the Teaching of English as a Foreign Language* [= *Language Learning*, Special Issue No. 1, Ann Arbor, Michigan, 1958]). Between that date and the present time the following have come into existence, in each case with the active involvement of the Center: a widely accepted standardized test of English proficiency (TOEFL), a national advisory council (NACTEFL) mediating between government and universities, a national

professional organization (TESOL), and the beginnings of standards for M.A.-level training programs (cf. *A Survey of Twelve University Programs for the Preparation of Teachers of English to Speakers of Other Languages*, CAL, 1966). Although stresses and strains are still evident, effective channels of communication are now available in this field between the linguistic research scholar and the language teacher.

Other language-focused "engineering," clinical, and education fields have fared less well, but the Center on numerous occasions tried to bridge the gap between linguists and such specialists as literacy workers (cf. *Recommendations of the Work Conference on Literacy*, CAL, 1965), Arabic teachers (formation of a professional association related to the MLA), and reading experts (meeting in Bloomington, November 1962, and seminar in Seattle, summer 1963). Although efforts in these other fields were less successful, the limited success often held great promise for more intensive communication later.

There is little doubt that the Center's success with the TESOL field could be matched in other fields, and important steps could be taken to develop special technical occupations (e.g. phonetic technicians, literacy specialists, language lab technicians, dialect transcribers), and regular channels of communication between linguistic research workers and particular "applied" language fields (e.g. English teachers, speech therapists, child development specialists). Taking steps of this kind seems to require organizations like the Center with institutional neutrality, professionally competent staff, alert leadership and independent core financing. Also, although some sectors where the conditions have reached a "take-off point," as in the TESOL field, may move rapidly, others equally important may require much more of conscious planning and special kinds of support.

The gap between linguists and the general public of educated laymen was even greater than that between linguists and other language specialists, and although the Center's statement of objectives lists as one of its emphases the question of the place of linguistics in the U.S. educational system, the Center has not yet been able to attack this problem in a really substantial way. It is easier for the layman to find out the current research problems and most recent findings of nuclear physics than linguistics, and it

may be that the amount of folk belief related to language which is deeply embedded in our culture is greater and more harmful than folk belief related to economic matters.

2. *Government—Academic Community.* When the Center was being planned, one goal set for its operations was the facilitation of the flow of information between the U.S. Government and American universities, and as soon as the Center was established, it received calls for its services in this role. In the course of time the Center made use of a number of patterns of Government-academic interaction. The previous Government experience of a number of the CAL staff contributed to the success of these techniques, but the primary reason for their effectiveness seems to be the neutral, professionally respected position of the Center.

The simplest pattern of interaction was that of a Government agency presenting a problem and the Center giving advice on the use of academic resources for the solution of the problem. This has happened scores of times at the Center and has become accepted as a normal procedure by a number of agencies for certain kinds of problems. A single illustration will make clear the Center's role as adviser and "broker." The United States Information Agency came to the Center for advice on the preparation of a set of textbooks for teaching English overseas at the secondary school level; after careful consideration the Center recommended the National Council of Teachers of English as a possible contractor and Professor William Slager of the University of Utah as a possible project director. In this case the Agency followed CAL's advice and the production of the textbook series proved valuable not only for the Agency but also for moving the NCTE and American universities toward greater involvement in this kind of problem.

A second technique was the use of a formal contract to solicit information and opinion from appropriate universities and scholars. For example, when the U.S. Office of Education wanted information on the needs for teaching materials in Middle Eastern languages, the Center, by means of a contract, held a conference on language teaching materials for Southwest Asia and North Africa to which leading specialists were invited. The report of this conference served as a basis for much of the subsequent contracting

of the Office with universities for the production of teaching materials. At times the Center was able to arrange evaluations of Government research by respected experts drawn from academic life, as when CAL, under contract with the Department of Defense, arranged for the services of consultants for language instructional materials prepared at the Defense Language Institute.

A very specific technique appropriate for some sets of problems is the formation of a council representing American academic institutions for communication with Government agencies. The outstanding example of this has been the National Advisory Council on the Teaching of English as a Foreign Language (NACTEFL) referred to above. At the semi-annual meetings of this Council all U.S. Government agencies involved in English teaching report, and the members of the Council upon deliberation provide advice and help. This Council, originally nominated by CAL but now self-perpetuating on a rotational basis, has served to raise the level of reporting and coordination on the Government side and has brought added awareness to universities of the complex problems involved in TEFL programs.

A somewhat different technique is that of providing an informal setting for Government officials to speak with professional colleagues without official representation from either the Government or the academic side. Many examples of this technique could be cited but the one whose value has been most obvious is the annual International Conference on Second Language Problems. This Conference has enabled Government officials to talk freely about their problems and to work toward cooperative solutions, in this case even including foreign governments as well.

In connection with CAL's relation to the Government, a less expected role of the Center may be mentioned: the coordination of activities within the Government. It did not take long to discover that Government agencies concerned with similar problems would respond to invitations to joint meetings at the Center even though meetings under Government auspices would not normally take place because of mutual ignorance, bureaucratic formalities or rivalry. The Center learned to take the initiative on matters of this kind when a problem area was clearly indicated, and on a number of occasions it also took the initiative in dis-

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistics to practical language problems.

The *Linguistic Reporter*, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the LINGUISTIC REPORTER provided acknowledgment is given.

seminating to the university world results of Government in-house research. As an example of this last activity we could cite the Center's success in persuading the Government Printing Office to publish the African language courses prepared by the Foreign Service Institute of the Department of State.

The Center's experience seems to show that a professional body with suitable facilities can provide an extremely valuable connecting link between Government and universities. This intermediate body might well be the properly staffed office of a national professional organization or a creation of the universities themselves, but the CAL pattern represents an effective alternative.

3. *United States — International.* American linguists during the period 1930–1950 had relatively little communication with their colleagues in other countries. For various historical reasons Americans and Europeans tended to read their own journals, and Americans participated very little in international linguistics meetings. This pattern began to change in the forties with the arrival of European refugee scholars in America, and the new internationalism was symbolized in 1962 by the holding of the International Congress of Linguists in Cambridge, Massachusetts, the first time the Congress had met in the United States.

The Center for Applied Linguistics from its first year of operation was internationally oriented. Its first large conference was an Anglo-American one, and it sent representatives to meetings of linguists and orientologists in several European countries, the USSR, and India. The Center on numerous occasions arranged for the invitation of European linguists and language specialists to conferences in the U.S. and the Western

Hemisphere, and had foreign scholars participating in CAL projects (e.g. World Language Survey, Contrastive Structure Series, Puerto Rico Conference on Linguistics and Language Teaching). By these policies the Center responded to a growing recognition of the need for intercommunication and accelerated the actual development of interaction.

The Center's international role in applied linguistics can be seen from its close relations with the similar institutions in other countries which came into being at about the same time as the Center or shortly afterwards. In many instances CAL helped to meet foreign desires for more information on American activities, but increasingly it has enriched the American scene with contributions from abroad.

The two best examples of the Center's bridging of international gaps in communication are its sponsorship of the annual International Conference on Second Language Problems, referred to above, and its collaboration in the annual international *Linguistic Bibliography*. In spite of the national rivalries and the financial and administrative problems of these two ventures they have increased the awareness on both sides of the activities in linguistics and the language sciences and have been important channels of communication.

"APPLIED" RESEARCH AND DEVELOPMENT

Research in linguistics is traditionally carried out on an individual basis, and the use of teams and centers is relatively rare. The few projects undertaken on a cooperative basis, such as dictionaries and dialect atlases, have generally been slow-moving and not comparable in productivity to joint research efforts in other fields. The outstanding exceptions to this

See CAL: 1959–1967, 4, Col. 1

in the United States were the Intensive Language Program of the American Council of Learned Societies (begun early in 1941) and the language units in the Army's Special Services Division during World War II; both produced a phenomenal number of textbooks, phrase books, recordings, special purpose dictionaries and the like in a wide variety of languages. After the war the military unit was disbanded, and no university or non-governmental units attempted work on that scale. The nearest equivalent in the Government was the language part of the Foreign Service Institute of the Department of State, established in 1946. Some aspects of this activity in applied linguistics were taken up by the Ford Foundation financed Program on Oriental Languages of the ACLS, and some of the wartime language experience contributed to the development of the Foreign Language Program of the Modern Language Association of America beginning in 1952, and the FLP was a direct forerunner of the National Defense Education Act. This whole period is reviewed thoroughly and perceptively by Professor William G. Moulton ("Linguistics and Language Teaching in the United States: 1940-1960," in *Trends in European and American Linguistics: 1930-1960*, Spectrum, 1961).

With the passage of the National Defense Education Act of 1958 and the subsequent availability of Federal funds for certain kinds of linguistic research, some universities began sponsoring team research and development projects, especially in the "neglected" languages. In almost all cases, however, this work was regarded as marginal to the main teaching and research function of linguists and until very recently there has been no university or other non-profit professional or educational institution prepared to sponsor or house development efforts in applied linguistics which would involve teams of people for extended periods of time.

CAL moved into this vacuum, not only with projects of developing teaching materials or publishing those produced under other auspices, but also—and much more significantly—with pioneering ventures which university departments of linguistics were not prepared to consider. Four important examples are (1) the Contrastive Structure Series (1960-63), the production of a series of studies contrasting the phonological and grammatical

structures of English and the five commonly-taught languages (French, German, Italian, Russian, Spanish) as an attempt to test the assumption widely held among linguists that such studies were of fundamental importance in preparing teaching materials and devising methods of instruction; (2) Principles and Methods of Teaching a Foreign Language (1960-62), a series of five half-hour films explaining some of the linguistic notions behind certain current techniques of language teaching, intended for the training of teachers; (3) Prototype Self-Instructional Language Course (1964-), the development of programmed techniques and related equipment to enable an adult to learn French without a teacher; and (4) the Urban Language Study (1965-), a research project investigating the speech patterns of disadvantaged Negro children in Washington, D.C., to provide a basis for educational policies and teaching methods. Interestingly enough, each of these projects has had a different source of financial support: (1) U.S. Office of Education; (2) Teaching Film Custodians, Inc.; (3) Defense Language Institute; and (4) Ford Foundation and Carnegie Corporation.

Experimentation and developmental projects should in some cases be undertaken by universities or other educational institutions or professional organizations, and it is to be hoped that a number of universities can be persuaded to take on commitments for research and development centers in "applied" fields of the language sciences. It may also be hoped that some kinds of operations will eventually be undertaken by organizations like the Association of Teachers of English to Speakers of Other Languages and the American Council on the Teaching of Foreign Languages, or even the Linguistic Society of America. For some time to come, however, it seems clear that the Center must serve as a home for such activities, especially for multi-university projects, pioneering ventures to be turned over later to universities, and projects that require national assessments and continuing communication between government agencies and academic institutions.

RESPONSIBILITY OF THE PROFESSION

National professional organizations vary greatly in what they take to be their responsibility to their members and to the nation in which they operate. The Linguis-

tic Society of America has traditionally viewed its tasks as the holding of annual meetings, with technical papers presented; the publication of a journal, *Language*, a monograph series, and a dissertation series; and the sponsoring of an annual Linguistic Institute. The meetings have excellent papers and discussions, *Language* is one of the best linguistics journals in the world, and the summer Institute is an admirable institution which is being imitated by linguists in other countries and by other scholarly groups in the U.S.

On the other hand, the LSA has traditionally excluded "applied" papers from its meetings and publications and only reluctantly admitted "applied" courses in its Institutes. The LSA has also until very recently avoided responsibility for the profession as such, e.g. setting professional standards, cooperation with foreign organizations, response to Government or national needs. Such responsibility has for the most part devolved either upon the American Council of Learned Societies or, in recent years, the Center for Applied Linguistics.

Whether CAL wanted to or not, it found itself acting on behalf of the profession either because it had to in order to accomplish a particular task or because others called upon it or expected it to do so. CAL produces a periodically revised publication on university programs in linguistics and certain related fields (*University Resources in the United States for Linguistics and Teacher Training in English as a Foreign Language*, 5th rev. ed., 1966), it maintains a roster of professional linguists and related language specialists, it prepares a handbook of abstracts of papers for the annual LSA meeting, it has even produced a bibliographical guide for graduate students (*Information Sources in Linguistics*, 1965). The Center, in book displays, expert testimony, and cooperative projects, often speaks for the linguistic profession to other professions, to the American public, and to foreign linguistic organizations.

It is easy to see in each particular case how the CAL activity developed as an aid to the application of linguistics to practical language problems, but the range of these activities amounts to a large part of the intra-linguistic communication and acceptance of professional responsibility which justifiably might belong to the national membership organization.

NDEA Intensive Language Programs, Summer 1968

The U.S. Department of Health, Education, and Welfare will allocate funds to sixteen universities for the partial support of twenty-one language and area centers during the summer of 1968. Each program will focus on one of seven areas of the non-Western world, offering intensive language instruction and related area studies. The programs, supported under Title VI of the National Defense Education Act, will offer instruction in forty-four modern foreign languages.

Title VI of the NDEA is designed to train Americans in modern foreign languages and related area studies in order to meet more adequately the manpower needs of government, business, and education. Language and area summer pro-

grams contribute to this end by providing opportunities for students to complete graduate degree programs in language and area studies in a shorter period of time than would otherwise be possible and by offering non-Western language courses to students for whom instruction is not available during the academic year.

Each of the host universities will determine the standards for admission, academic credits, and fees for the programs it administers and will select the persons to receive any NDEA graduate and undergraduate fellowships allocated to it by HEW. Inquiries should be addressed to the Director of the appropriate NDEA Language and Area Center of the institutions listed below.

WORLD AREA	DATES	LANGUAGES OFFERED
SLAVIC		
Kansas	June 10–August 17	Polish, Russian, Serbo-Croatian
Michigan	June 26–August 17	Czech, Old Church Slavic, Russian, Slavic Linguistics
Washington	June 17–August 16	Czech, Old Church Slavonic, Polish, Russian, Serbo-Croatian
EAST ASIAN		
Columbia	June 17–August 23	Chinese (Cantonese and Mandarin), Japanese, Korean
Michigan	June 24–August 16	Chinese, Japanese
Middlebury	June 20–August 29	Chinese (Classical and Mandarin)
Stanford	June 24–August 31	Chinese (Cantonese, Classical, and Mandarin), Japanese
Texas	June 17–August 24	Chinese, Japanese
SOUTHEAST ASIAN		
Cornell	June 13–August 23	Burmese, Cebuano-Visayan, Chinese (Hokkien and Mandarin), Indonesian, Japanese, Tagalog, Thai, Vietnamese
Hawaii	June 17–September 6	Chinese, Hawaiian, Hindi, Indonesian, Japanese, Korean, Sanskrit, Tagalog, Thai, Vietnamese
SOUTH ASIAN		
California, Berkeley	June 20–September 6	Hindi-Urdu, Tamil
Michigan State	June 19–August 30	Bengali, Hindi-Urdu, Malayalam, Persian, Sanskrit, Tamil, Telugu
Pennsylvania	June 17–August 9	Hindi-Urdu, Marathi, Sanskrit, Tamil
LATIN AMERICAN		
Cornell	June 17–August 9	Quechua
Stanford	June 24–August 31	Portuguese
Texas	June 6–August 7	Portuguese
Wisconsin	June 17–August 10	Portuguese
MIDDLE EASTERN		
California, Los Angeles	June 24–September 6	Arabic (Classical and Egyptian), Armenian, Berber, Georgian, Hebrew, Kurdish, Persian, Pushtu, Turkish
New York	June 17–August 9	Arabic, Hebrew, Persian, Turkish
AFRICAN		
California, Los Angeles	June 24–August 16	Hausa, Igbo, Swahili, Twi, Yoruba
Duquesne	June 10–August 4	Amharic, Maghrabi; Bantu Linguistics, Chinyanja, Fulani, Hausa, Lingala, Swahili

CAL "Urban Language Series"

The Urban Language Series (Roger W. Shuy, General Editor), a project of the Center for Applied Linguistics, is intended to make available the results of recent sociolinguistic research concerned with the position and role of language in a large metropolitan area. The series will include descriptions of certain aspects of urban language, particularly English, as well as theoretical considerations relevant to such descriptions. The series will also include studies dealing with fieldwork techniques, matters of pedagogy and relationships of urban language study to other disciplines. Where appropriate and feasible, accompanying tape recordings will be made available. Specifically excluded from consideration are aspects of English as a second language or second language learning in general.

Conversations in a Negro American Dialect, transcribed and edited by Bengt Loman. (Urban Language Series.) Washington, D.C., Center for Applied Linguistics, 1967. xx, 164 pp. \$4.00.

Fourteen conversations based on data collected and analyzed during research investigations conducted by CAL's Urban Language Study and Materials Development Project, initiated by a grant from the Ford Foundation and presently supported by a grant from the Carnegie Corporation. One of the objectives of the project is to analyze the non-standard dialect of English spoken by school-age Negro children of a lower socio-economic stratum in the District of Columbia, with the aim of producing scientific information on which a sound approach to the teaching of standard English can be based. The conversations are transcribed in a modified standard orthography, including notation of consonant reduction, substitution, and assimilation, certain other characteristic phenomena of the consonant system, and the prosodic aspects. Interjections are written in phonetic transcription, as are some unintelligible or especially deviant words or sound sequences. The Preface includes a description of how the conversations were recorded, sociological information on the informants and their backgrounds, and a description of the transcription used.

Tape recordings of the texts of the conversations will be made available through the Center for Applied Linguistics.

Companion volumes in the series are: *The Social Stratification of English in New York City*, by William Labov (1966; 655 pp., \$5.00) and *Field Techniques in an Urban Language Study*, edited by Roger W. Shuy (in preparation).

book notices

Lexical Innovation through Borrowing in Modern Standard Arabic, by *Majed F. Sa'Id*. (*Princeton Near East Papers*, 6.) Princeton, N.J., Princeton University, Program in Near Eastern Studies, 1967. x, 123 pp. \$2.00.

This volume is a linguistic descriptive study of the process of spontaneous innovation (as against directed innovation by academics, etc.) as it is observed in Modern Standard Arabic, here referring to the variety of Arabic found in contemporary books and journals and used orally in formal speeches, debates, and religious ceremonies, and in radio and television broadcasts. Major attention is paid to the phonological and grammatical integration of loanforms into Arabic, particularly such topics as the gender, number, and pattern congruity of the loanforms, and the process of loan derivation. The study also presents a framework for the classification of lexical innovations through borrowing. The Arabic material is given in a phonemic transcription which is explained in detail in Chapter III.

A Maranao Dictionary, compiled by *Howard P. McKaughan and Batua A. Macaraya*. Honolulu, University of Hawaii Press, 1967. xxxviii, 483,394 pp. \$15.00.

Maranao, one of the eight major languages of the Philippines, is spoken by some 400,000 members of a Moslem society on the island of Mindanao. This dictionary is based primarily on the spoken language: Part I contains 18,000 Maranao entries, most of them glossed by two to four English words or phrases. Over 3,000 Maranao words are illustrated by sentences to provide examples of Maranao syntax. Part II contains alphabetized English glosses which provide a cross-reference to Part I. The work also includes a sketch of Maranao grammar to aid the user in identifying the forms used for the entries.

These materials were developed under a contract with the U.S. Office of Education

A Modern Hausa Reader, by *A.H.M. Kirk-Greene and Yahaya Aliyu*. New York, David McKay, 1967. 143 pp. \$3.25.

This reader contains 22 passages from public speeches, newspaper articles, and official publications which reflect the rapidly expanding governmental and technological vocabulary of Hausa. Each selection is accompanied by an introductory statement and notes providing necessary translations and comments on modern Hausa style. Questions and essay assignments are designed to test the reader's comprehension of the texts. Appendices include the rules of orthography, a glossary of imported foreign words, samples of recent advertisements, and a passage in 'ultra-modern' Hausa.

Readings in the Psychology of Language, edited by *Leon A. Jakobovits and Murray S. Miron*. (*Prentice-Hall Psychology Series*) Englewood Cliffs, N.J., Prentice-Hall, 1967. xi, 636 pp. \$9.95.

Intended as a survey of theory and experimentation in psycholinguistics, this collection of 35 articles includes a majority first published within the last decade as well as several older works recognized as classics in the field. The articles are grouped into three sections, 'Some Major Theoretical Formulations', 'Experimental Approaches to Language', and 'The Problem of Meaning'. Within each of these sections disagreement among the various scholars is highlighted by the juxtaposing of writings presenting antagonistic viewpoints and introductory statements in which the editors clarify the alternate positions and their implications.

Greek Basic Course, Vol. I, by *S. Obolensky, P. Sapountzis and A. Sapountzis*. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1967. xviii, 327 pp. \$1.75. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

An introductory text in modern Greek based on the every-day style of educated speakers. Each of the 25 lesson units contains a dialogue, narrative, grammatical notes, and drills. The Greek material is presented throughout in the standard orthography, supplemented by phonemic transcription in the early lessons. A Greek-English glossary is included.

This work was published with the support of the U.S. Office of Education. Accompanying tape recordings will be made available through the Center for Applied Linguistics.

Intermediate Reader in Modern Chinese, by *Harriet C. Mills*, with *P.S. Ni*. Ithaca, N.Y., Cornell University Press, 1967. 3 vols (xv, 175, 741 pp.) \$4.00 each vol.

An introduction to that style of modern Chinese expository prose which is based on the vernacular rather than the classical idiom. The basic text (175 pages) consists of 23 selections from Communist and non-Communist sources on economics, demography, political theory, history, etc., written between 1918 and 1959 and reproduced substantially as written.

Vol. 1 contains character indexes, a basic vocabulary, a comparative romanization table, and the Chinese texts of the 23 selections. Vols 2 and 3 (741 pages) contain Notes for each selection, each Note divided into five sections: reading notes, characters to be learned, new meanings, structure notes, and exercises.

These materials were developed under a contract with the U.S. Office of Education

A Structural View of English, by *Morris Funder*. Boston, Mass., Ginn, 1966. 108 pp. \$1.56. **Teachers' Handbook and Key**. 59 pp. \$1.16.

Designed for use in high school English classes, to give students a better understanding of their language and to introduce some basic concepts of linguistics. Each of the eleven chapters includes exercises which drill the student on the material presented. The teacher's manual contains suggestions for teaching each chapter, an outline of the contents of the chapter, answers to the exercises, and review questions.

New Ways to Learn a Foreign Language, by *Robert A. Hall, Jr.* (*Bantam Language Library ND-1019*.) New York, Bantam Books, 1966. 180 pp. 95 cents.

This book is devoted to techniques of language learning in general, not just specific languages, with discussion of methods, the nature of language, new language habits and the interference of old ones, and language in its social context. The concluding chapter discusses the linguistic approach and an appendix furnishes brief sketches of eight major languages.

Symposium on Contemporary Portuguese

The First Luso-Brazilian Symposium on the Contemporary Portuguese Language was held in Coimbra, Portugal, April 30-May 6, under the joint auspices of the Instituto de Alta Cultura of the Portuguese Ministry of Education, the Ministry of Foreign Affairs, the Gulbenkian Foundation, and the University of Coimbra. The Organizing Committee was headed by Dr José Gonçalo Herculano de Carvalho, Director of the Centro de Estudos de Linguística Geral e Aplicada of the University of Coimbra. Over fifty Portuguese and Brazilian specialists participated in the program.

The agenda of the Symposium consisted of four main themes: comprehensive description of the cultivated varieties of contemporary Brazilian and Continental Portuguese according to a present-day linguistic orientation; reform of the teaching of Portuguese (as a native or second language); toward the unification of Portuguese; means to ensure a more active joint participation of Brazilian and Portuguese specialists in the pursuit of projects leading to the investigation and diffusion of the Portuguese language.

The Second Symposium is tentatively planned to take place in Rio de Janeiro in 1968.

Sociolinguistics Film Series

"Language . . . the Social Arbiter" is a series of seven film discussions produced in cooperation with the Center for Applied Linguistics. The series is specifically designed to aid teachers, and the administrators who work with them, to understand the problems of students who do not speak standard English. While the films provide a brief overview of what linguistics is and what linguists do, they are primarily intended to assist classroom teachers who every day face children who come from a wide variety of language and dialect backgrounds. The films can be used in both regular and short-term teacher training programs. Each film is in 16mm color and is 22-28 minutes long.

A list of the titles of the films and the participants in each of the panels is given below.

THE NATURE OF LANGUAGE

Charles A. Ferguson, CAL
A. Hood Roberts, CAL
Alfred S. Hayes, CAL
William J. Nemser, CAL
William A. Stewart, CAL

LANGUAGE PROBLEMS IN THE SCHOOLS

Charlotte Brooks, D.C. Public Schools
Louis Kornhauser, Great Cities
Improvement Project, Washington, D.C.
Alfred S. Hayes

LINGUISTICS AND EDUCATION

W. Nelson Francis, Brown University
James Bostain, Foreign Service Institute
William J. Nemser

REGIONAL VARIATIONS

Frederic G. Cassidy, University of
Wisconsin
A. Hood Roberts

SOCIAL VARIATIONS

John J. Gumperz, University of
California at Berkeley
Charles A. Ferguson
Joey L. Dillard, CAL

ENGLISH TEACHING TOMORROW

Alfred S. Hayes
Katherine Flaherty, Bailey's
Elementary School
Louise Keets, D.C. Public Schools
William A. Stewart

LANGUAGE AND INTEGRATION

William A. Stewart
Charles Hurst, Jr., Howard University
Thomas J. Edwards, Science Research
Associates

For information on preview policy, rental, or purchase, write to the distributor: Stuart Finley, Inc., 3428 Mansfield Road, Falls Church, Virginia 22041.

meetings and conferences

- December 27-28. American Dialect Society. Chicago, Illinois.
December 27-28. American Association of Teachers of German. Chicago, Illinois.
December 27-28. American Association of Teachers of Italian. Chicago, Illinois.
December 27-29. American Association of Teachers of Arabic. Chicago, Illinois.
December 27-29. American Association of Teachers of Slavic and East European Languages. Chicago, Illinois.
December 27-29. American Association of Teachers of Spanish and Portuguese, 48th. Chicago, Illinois.
December 27-29. American Council on the Teaching of Foreign Languages, 1st. Chicago, Illinois.
December 27-29. Modern Language Association of America, 82nd. Chicago, Illinois.
December 27-30. American Association of Teachers of French. Miami, Florida.
December 27-30. Speech Association of America. Los Angeles, California.
December 28-30. Linguistic Society of America, 42nd. Chicago, Illinois.
December 29. American Association of Teachers of Japanese. Chicago, Illinois.
December 29-30. Chinese Language Teachers Association. Chicago, Illinois.
January 3-10. Symposium of the Inter-American Program in Linguistics and Language Teaching, 4th. Mexico City.
January 15-March 8. Brazilian Linguistic Institute, 1st. Pôrto Alegre.
[Write: Prof. Geraldo Cintra, Aurora 713, 5°, São Paulo, Brazil.]
February 22-24. Southern Conference on Language Teaching, 4th. New Orleans, Louisiana.

CAL Receives NSF Grant

The Center for Applied Linguistics is pleased to announce receipt of a grant of \$124,140 from the National Science Foundation to determine the operational and technical requirements which must be met by an information system for linguistics and other disciplines dealing with language. The project, entitled "An Information System Program for the Language Sciences: Survey-and-Analysis Stage," will be conducted for approximately one year. During the first stage of the project, data will be collected on potential users of the information system and existing information services and sources relevant to a linguistic information system. Using this information, the basic functional requirements and general constraints of such a system will be formulated. The project will then initiate a survey of indexing tools; all terminologies, classifications, and indexing systems which deal wholly or in part with the language sciences will be collected for later evaluation as to their usefulness.

The British Association for Applied Linguistics was formed at a meeting held at the University of Reading, September 28-29. The seventy participants at the meeting included lecturers from universities and colleges of education and others concerned with foreign and native language teaching. The aims of the association, which is to be affiliated with l'Association Internationale de Linguistique

Appliquée, are defined as the promotion of the study of problems of language acquisition, teaching, and use and the fostering of interdisciplinary collaboration in this study. Its field of interest includes relevant aspects of linguistics, psychology, and sociology. The first conference of the new association will be held in September 1968 in Edinburgh.

Any communication about BAAL should be addressed to the Secretary, Mr. D. A. Wilkins, Department of Linguistic Science, Faculty of Letters, University of Reading, Whiteknights Park, Reading, Berkshire, England.

Recent CAL Publications

Linguistic Society of America Meeting Handbook: Forty-second Annual Meeting, December 1967. Washington, D.C., Center for Applied Linguistics, 1967. 112 pp. \$2.00.

This handbook has been prepared by the Center for Applied Linguistics to serve as a guide to those attending the Forty-second Annual Meeting of the Linguistic Society of America, December 28-30, 1967, as well as to provide a permanent record of the papers presented at that meeting. The handbook consists of the official program, abstracts of the fifty-two papers to be delivered, and abstracts of twenty-nine papers read by title only.

All registrants at the Forty-second Annual Meeting of LSA will receive the handbook as part of their registration material. Following the meeting the handbook will be placed on public sale by the Center for Applied Linguistics.

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

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new journals

Bulletin of the ERIC Clearinghouse for Linguistics. Published by the ERIC Clearinghouse for Linguistics. Six times a year. First issue: November 1967. All correspondence to: Adam G. Woyna, Project Manager, ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The first issue contains a letter from the Director, a listing of documents available from the ERIC Document Reproduction Service, and brief notices concerning the ERIC system.

ERIC is a nationwide information system consisting of eighteen subject-oriented clearinghouses coordinated by Central ERIC (Educational Resources Information Center), a branch of the Division of Research Training and Dissemination, Bureau of Research, U.S. Office of Education.

ERIC has been established to provide a system to collect, process, and disseminate information on material relevant to education; in particular, material which for various reasons will not reach all of its potential audience, or will reach it only after a considerable lapse of time, e.g. unpublished conference papers, formal or informal reports, articles from highly specialized journals, theses, etc.

Foreign Language Annals. Published by the American Council on the Teaching of Foreign Languages. Four times a year. First issue: October 1967. Interim Editor: Kenneth W. Mildener. Subscription through membership in ACTFL. Address correspondence to: ACTFL, 62 Fifth Avenue, New York, New York 10011.

Devoted to the interests of teachers of all foreign languages at all levels of instruction and designed to serve as a chronicle of information of current significance to the teacher. The first issue includes sections on ACTFL Affairs, FL Notes, ERIC Notes, five articles, and two fascicles of the ACTFL Bibliography

Homo Loquens: Rivista Italiana di Linguistica Applicata. Published by the Centro Italiano di Linguistica Applicata. Three numbers a year. First issue: April 1967. Subscription L. 2400 (\$4.50). Editor: Renzo Titone. Editorial correspondence to: CILA, Piazza Ateneo Salesiano 1, Rome 11.18, Italy. Subscription correspondence to: Editrice R A D A R., Via Istria 55, Padua, Italy.

An Italian journal designed to disseminate news of developments in contemporary linguistics, including psycholinguistics, sociolinguistics, and teaching technology. Principal sections in each issue of the journal include articles, notes and discussions, reports, and book reviews

Hunter College of the City University of New York has announced an M.A. program in Teaching English as a Second Language. The program consists of thirty credits of approved courses (including applied linguistics, English structure, and teaching methodology), a Master's essay, and a comprehensive examination. Address inquiries to: Office of Admissions, Hunter College, 695 Park Avenue, New York, New York 10021.

Recent CAL Documents

The following CAL documents are available for distribution in limited quantities. Requests should be addressed to the appropriate Office or Program.

English as a Second Language in Elementary Schools: Background and Text Materials; rev. ed.; October 1967; 6 pp.; contains 24 annotated entries; from *English for Speakers of Other Languages Program*.

Selected List of Materials for Teachers of English to Speakers of Other Languages, selected and edited by Sirarpi Ohannessian and Dorothy Pedtke; October 1967; 14 pp.; annotated listing of 55 books and 5 periodicals; from *English for Speakers of Other Languages Program*.