Linguistic Assimilation in the Children of Immigrants
by Walt Wolfram

Although language interference among first generation immigrants in the United States is relatively well represented in the literature, studies of the linguistic assimilation of the children of these immigrants are rather meager. The English of these children is generally dismissed with statements such as "The English of the second generation is simply assimilated to the surrounding English speaking community." On one level, these observations can hardly be disputed. On another level, this type of oversimplification and generalization neglects the essential dynamics of language contact and linguistic assimilation.

In an effort to determine at least one of the aspects of a language contact situation, the Center for Applied Linguistics under a grant from the U.S. Office of Education recently completed a detailed analysis of the English used by the second generation Puerto Ricans in East Harlem. Our informant group was composed of teen-aged males, the majority of whose parents work as service workers or laborers. Most of the families live in low income projects or tenements in East Harlem. The school records of our teen-aged informants indicate that their educational achievement is far below the expected norms for their age level, and a number of them are functionally illiterate. It is quite clear that the majority have been alienated from the schools and their values do not coincide with the middle class values placed on educational achievement.

From our background data, it is also clear that many of them are integral members of indigenous peer groups, participating fully in the "street culture" of East Harlem.

The study of English among this particular population presents us with an ideal case study of the dynamics of language influence on the children of immigrants. The second generation Puerto Rican in East Harlem is subjected to several different pressures in terms of language usage. In the home, until he is of school age, Puerto Rican Spanish is frequently the only language used. As the child enters school and some of his contacts are expanded outside the immediate family and neighborhood, English becomes an alternate language. By the time he is a teen-ager, English and Spanish generally fill specialized roles of communication, depending on a number of different variables such as participant, topic, location etc.

To look at the question, "What is the English of these second generation Puerto Ricans like?", we had to examine the different models of English to which these teen-agers were exposed in school and through the mass media, they are of course exposed to a standard variety of English. In the home, they are often exposed to a Spanish-influenced variety of English when their parents use English. However, previous studies indicate that probably neither of these sources are as important as the English used by their peers. In many cases, peers are predominantly restricted to other second generation Puerto Ricans. But the residential distribution and social contacts that exist in Harlem also bring many of these youngsters in contact with the surrounding black community. This social interaction therefore brings them in contact with Black English, spoken among lower socio-economic class adolescents in Harlem.

We found that aspects of our study of these second generation Puerto Ricans could be understood only from our knowledge of Black English, others from our knowledge of standard English, and still others from our knowledge of Puerto Rican Spanish. Attempting to separate the sources which account for the varieties of English used by second generation Puerto Ricans required us to look closely at the dynamics of language influence.

While our detailed sociolinguistic study obviously resulted in a great deal of specific descriptive data, more importantly, a number of general sociolinguistic principles emerged. In the following paragraphs, we shall briefly present some of these observations.

VESTIGIAL INTERFERENCE

In the speech of Spanish immigrants, differences between Puerto Rican Spanish and English will result in predictable interference when speaking English. Thus, for example, we find no contrast between English /x/ and /as/ because there is no corresponding contrast in Spanish, or we get /s/ corresponding to English /θ/ due to the fact that /θ/ is not typically a part of the phonological inventory of Puerto Rican Spanish. Interference is well documented and classified in the contrastive literature on English and Spanish. In the case of our second generation Puerto Rican teen-agers, direct interference phenomena such as the above are quite infrequent. In fact, these
types of direct interference are so rare that we have labeled the few occurrences of interference we observe as vestigial interference. The concept of vestigial interference allows us to account, in a reasonable way, for some occasional variants found among our Puerto Rican informants while minimizing the integration of these realizations in the variety of English they speak. Although our definition of vestigial interference is quantitatively defined in terms of an arbitrary cut-off point (in our case, less than 5% of all potential cases in which the interference variant might occur) it does have important implications for how we represent the phonological and grammatical components of this variety of English. Straightforward interference has not typically become habitualized in the speech of second generation teen-agers. Although we may speculate about the importance of Spanish influence at earlier stages of bilingualism, we must conclude that by the time they are teen-agers, direct interference is of little structural significance.

ASSIMILATION VARIANTS

While direct Spanish influence is minimal, it is quite clear that for many Puerto Rican teen-agers, the influence of Black English from the surrounding community has had considerable effect. For example, our analysis of morpheme-final /θ/ indicates that a quite common realization is [ʃ]. Words such as bathroom, tooth, and mouth are pronounced as bathroom, tooth, and mouth respectively. This pronunciation cannot be attributed to either standard English or Puerto Rican Spanish influence, instead, we find its source in the common phonological pattern described for the surrounding Black English speaking community.

As we might suspect, the more intimate one's contacts with blacks, the more influence Black speech will have on the variety of English acquired. If we divide the Puerto Rican informants into those with extensive black contacts and those with restricted black contacts, we find, particularly with phonological features, what we would predict the more extensive a Puerto Rican's black contacts are, the greater possibility for Black English influence on his speech. It is important to note, however, that the difference between the two groups is quantitative rather than qualitative. Black English influence can be found in both groups, but it is more frequent in the group with extended black contacts. This observation implies that the assimilation process is not all direct. That is, a Puerto Rican with restricted black contacts may not necessarily be dependent on direct peer contact with blacks in order for assimilation to take place. He may be assimilating it from other Puerto Ricans who picked it up through direct contact.

We found that the nature of assimilation differs, dependent on whether Black English features are part of the grammatical or phonological components. While there is considerable evidence for indirect assimilation of phonological features, the assimilation of grammatical characteristics is more dependent on first-hand peer contact. Thus, Black English grammatical features such as habitual be (e.g. Sometime he be busy and sometime he don't) or certain types of multiple negatives (e.g. Didn't nobody do it as a declarative statement) are found among those Puerto Ricans with extensive black contacts, but not those with restricted contacts.

CONVERGENT PROCESSES

In addition to obvious Spanish-influenced English and straightforward Black English assimilation, there are instances where rules from these two sources converge, i.e., the output from Spanish and Black English rules may yield identical forms. For example, descriptions of syllable-final /d/ in Black English and Puerto Rican Spanish correspond in that both of these systems can delete /d/ in ways not permissible in standard English. We may get items like stupid, hood', for standard English stupid or hood either because of influence from Puerto Rican Spanish or Black English. Similarly, Spanish-influenced English may allow for the reduction of certain word-final consonant clusters (e.g. west and build' may be pronounced as wes' and bull' respectively) while Black English has a rule which results in the same output. When this takes place, we have what may be called convergent processes. Where convergent processes are operative, we find different distributions of features than when we have direct interference variants or non-parallel assimilation variants. In these cases, we have the local nonstandard dialect reinforcing an output from a Spanish-influenced dialect. The resultant situation makes the incidence of certain features such as syllable-final /d/ deletion and word-final consonant cluster reduction quite stable and frequent in the speech of many Puerto Rican teen-agers.

THE EMERGENCE OF NEW RULES

The processes discussed above have covered grammatical and phonological rules in the English of second generation Puerto Ricans that result from some aspect of Spanish influence and/or assimilation to English of the surrounding communities. They do not take into account instances in which specific rules cannot be directly related to any of the potential sources for the acquisition of English. Most general theories of bilingualism (whether one essentially views the bilingual as having one merged system, coexistent systems, or a combination of the two) include the assumption that there must be an isomorphic correspondence between the rules of the bilingual's language and the rules of the potential source languages or dialects. These traditional views disallow the operation of rules which might not be related isomorphically to one of the source languages or dialects, yet in the Puerto Rican English studied we found cases of rules which did not directly correspond to any of the potential sources.

For example, if we look at certain types of "double tense marking" such as I didn't do it or I didn't meant to say it that way, we do not find any direct correspondence in Puerto Rican Spanish, Black English, standard English, or any other potential source language. Yet this type of marking seems to have become stabilized in the speech of some speakers. Apparently, we have the emergence of a new type of rule. This construction appears to result from a type of hyper-correction that takes place in the acquisition of English. We hypothesize that a Spanish speaker goes through several stages of interference which eventually result in the production of this form. In the first stage, a Spanish speaker attempting to learn English might simply substitute the Spanish negative for the negativized auxiliary in English, producing constructions like He no eat the food and He no like it. In the second stage the tense marking is placed on the verb, giving us He no ate the food and He no liked it. In the next stage, the English rule for placing the tense in the auxiliary is learned, but the tense is also redundantly retained on the verb. This produces sentences like He didn't ate the food and I didn't meant to say it that way. The end result is a form stemming from a rule generalization which does not directly parallel any source variety of English which could possibly act as a model of acquisition. Since traditional views of bilingualism cannot account for such occurrences, it seems that we need to revise our viewpoint on language contact to allow for such innovations.

Although a descriptive study of the English of second generation Puerto Ricans is of sufficient linguistic value in itself, we...
have been more concerned in this project with the emergence of some general sociolinguistic principles of language contact. This study allows us to apply some recent insights from sociolinguistics, such as the quantitative measurement of variable speech behavior to a unique contact situation. No doubt some of the principles will have to be revised or discarded on the basis of further empirical data. But we are confident that many of the theoretical and practical questions in linguistics will not be answered until we look at language in terms of its actual usage rather than some idealized construct of how we expect it to work prima facie.

Recent CAL Publications


The eight articles reprinted in this volume span several decades and present a historical perspective of Black English, particularly Black American English, and the dynamics of social patterns affecting speech. Lorenzo Dow Turner's 1948 article "Problems Confronting the Investigator of Gullah," represents the first serious attempt to question the theory that Gullah was derived from the English of the seventeenth and eighteenth centuries. "The Relationship of the Speech of American Negroes to the Speech of Whites," Raven and Virginia McDavid are concerned with the different influences on the speech of blacks. The article includes an addendum written for the present volume calling for more detailed comparative evidence to support conclusions about the history and the current status of black-white speech relationships. Beryl Bailey suggests that the Southern Negro "dialect" differs from other Southern speech in its deep structure, which has its origins in some Proto-Creole grammatical structure, and William Stewart provides literary evidence to support the hypothesis of a Creole origin. The article by Lawrence Davis takes issue with such a hypothesis. David Dalby's thesis is that varieties of Black English exist throughout the world Black American English being but one variety on this continuum. The final article by Walt Wolfram primarily examines the question of whether blacks and whites of comparable socio-economic classes in the South speak alike.

Journal of Psycholinguistic Research. Published by Plenum Publishing Corporation in cooperation with The John Jay College of the City University of New York Quarterly First issue Fall 1971 Subscription $28.00 for institutions, $18.00 for individuals. Editorial correspondence R W Rieber, Editor. The John Jay College, City University of New York, 315 Park Avenue South, New York, N Y 10010 Subscription correspondence Plenum Publishing Corporation, 227 West 17th Street, New York, N Y 10011

An international quarterly which hopes to provide a single recognized medium for communication among linguists, psychologists, biologists, sociologists and others. Will publish original theoretical and experimental papers, critical surveys and book reviews covering a broad range of approaches to the study of the communication process, including the social and anthropological bases of communication, development of speech and language, semantics (problems in linguistic meaning), biological foundations, psychopathological aspects, educational psycholinguistics.

Cahiers Linguistiques d'Ottawa. Published by the Department of Linguistics and Modern Languages and the Centre for Second Language Learning, University of Ottawa. Appears in hard copy and microfiche editions. First issue September 1971. Free of charge All correspondence C L O. Linguistics, University of Ottawa, Ottawa, Ontario KIN 6N5, Canada

An aperiodic research journal meant to encourage communication among persons engaged in studies related to formal, experimental or applied linguistics, particularly in Canada. Will publish bibliographies, notes, commentaries, translations of inaccessible material, as well as pre-publication versions of papers, progress reports, intermediate and non-definite results of research. Articles are written in either English or French.

Analecta Linguistica: Informational Bulletin of Linguistics. Published by John Benjamins (Amsterdam) in cooperation with the Hungarian Academy of Sciences Quarterly First issue Fall 1971 Subscription £8.50. Editorial correspondence Analecta Linguistica, Institute of Linguistics, Hungarian Academy of Sciences, PO Box 48, Budapest 302, Hungary Subscription correspondence Collet's Holdings Ltd, Denington Estate, Wellingborough, Northamptonshire NN8 2QT, England

This periodical consists of a selected bibliography of the monographs and offprints on linguistic subjects acquired by Hungarian libraries, as well as facsimiles of current tables of contents of linguistic journals. Will occasionally publish thematic bibliographies as well.

Editor's Note

Beginning with this issue, Volume 14, Number 1, The Linguistic Reporter will again be published six times a year. It will contain primarily news and reports on completed and on-going programs, research projects, conferences, etc., as well as announcements of future events. It will also contain a separate section of Selected Abstracts in Languages Linguistics, and will occasionally include specialized bibliographies. We will try during the coming year to expand our coverage of recent developments in the language sciences, and we invite our subscribers to send us information for inclusion in future issues.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional institution, established in 1959 and incorporated in 1964 in Washington, D C. The purpose of the Center is to serve as a clearinghouse, informal coordinating body and research organization 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, airmail, $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 Allene Guss Grognet, 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.
A Conference on Child Language, jointly sponsored by the Commission on Child Language of the International Association of Applied Linguistics (AILA, from its French name), the American Council of Teachers of Foreign Languages (ACTFL), and the Center for Applied Linguistics was held in Chicago on November 22-24, 1971, as one of several workshops and conferences preceding the annual convention of ACTFL. Conference co-chairmen were Theodore Anderson of the University of Texas at Austin and R W Rutherford of York University, York, England.

There were three stated purposes of the conference to contribute to the work of AILA in child language by seeking the collaboration of researchers on this side of the Atlantic to identify researchers and stimulate further research on the subject of the conference, and to seek ways of applying the results of such research to the improvement of educational practices, especially in the field of bilingual education. A report was to be prepared by section chairmen and recorders to suggest possible ways of following up on this conference, in particular through a second conference on child language being planned in connection with the meeting of AILA in Copenhagen in August of 1972.

The general theme of the conference was "the learning of two or more languages or dialects by young children, especially between the ages of 3 and 8, with particular attention to the social setting." The format consisted of six two-hour general work sessions, the first five of which entailed summaries of preprinted papers followed by general discussion. The final session was an open session in which discussion could be continued on any topic, resources, sources of information, and projects of interest could be reported on, and suggestions could be made for future directions in bilingual education and research on child language learning.

The papers dealt with a wide variety of subjects ranging from direct observation of children learning two or more languages in various home and school situations in different countries, to planned educational strategies for bilingual programs in American schools. The speakers included linguists, anthropologists, psychologists, teachers, administrators and members of minority groups working on educational problems related to language. There was considerable disparity of views expressed and defended. Several papers and much discussion were devoted, for example, to the teaching of reading to very young children. Some researchers reported success in efforts of this sort and were anxious to see increased activity in this area, while others felt that there was no evidence to support the position that it was good or useful to teach children to read early, and in fact there was evidence that it was detrimental for some children.

As the conference progressed, a tendency developed to recommend working from the position, strengths, and ability of the child in each situation, whether it be in regard to reading instruction, bilingual education, school or learning two or more languages at home. Motivation was held to be of vital importance in any effort. Positive motivation was seen to depend on several factors among those, the use of content relevant and interesting to the child, respect for the feeling of the particular community which a program serves, and the relationship of school programs to the reality of the child's life outside of school. Some discussion was devoted to the problem of developing greater prestige for, and positive attitudes toward, the native language or dialect.

A significant point for future activity was made with the admonition that it be recognized that the field is young, that very little is known with certainty in any of the areas of learning involved, and that no way should be said to be the way. It was stressed that all of the work done to date should be honestly and carefully assessed for success or failure, and reasons should be sought for everything that happens in both the classroom and the home. The above statements could almost be called the rationale for the conference. It was only in 1968, with the passage of the Bilingual Education Act that the federal government started to appropriate rather large sums of money for programs dealing with minority languages. It was hoped that these programs would accomplish several interrelated objectives, with high priority being given to improving the educational possibilities for residents of the United States who speak a language other than English. Thus, a handicap was causing a high rate of failure at school and work among this group would be removed, and in addition the occupational options open to these people would be broadened. It would ideally allow minority language group members to maintain their native language and culture in dignity in spite of their minority status, and would
preserve for America a hitherto largely unrecognized linguistic and cultural resource.

All of these seemed undeniably worthy objectives, and numerous programs were developed to attain them. Unfortunately there was no time to develop a theoretical foundation upon which these programs could be based, and a lack of appropriate materials and trained teachers felt much to be desired.

It was apparent from the discussion at the meeting, however, that an expertise is developing in the field of bilingual education and that there are knowledgeable and concerned persons with a need for more than just theoretical discussion. Assessing problems through the programs in which they work, these people are actively seeking practical solutions, testing their work as they go along and revising it in the light of experience. The need for greater communication within the field was repeatedly expressed. The following already-existing resources were mentioned as possible information "centers": The Materials Acquisition Project (2930 National Avenue, San Diego, California 92133) which collects, evaluates, and disseminates materials prepared in Spain, Portugal and Latin America which would be suitable for use in American bilingual programs, the National Consortium for Bilingual Education, (6745-A Calmont-West Freeway, Fort Worth, Texas 76116) which collects bilingual education materials being prepared in the United States, University Microfilms, (Ann Arbor, Michigan) which conducts a project to collect curriculum materials on various topics including bilingual and migrant education. Mentioned as well were the International Center for Research on Bilingualism at the University Laval in Quebec and the Center for Applied Linguistics. A large bibliography of materials related to teaching in bilingual programs will be published soon by the former, and CAL has begun to develop files on bilingual programs UNESCO, the TESOL Association, the Linguistic Society of America and, of course, ACTFL were also noted as interested in the language problems of minority groups.

The meeting was held to be "relatively successful" as a "first approximation" of the work that needed to be done. It was suggested that future meetings include an even broader range of participants and that small group sessions and workshops should be added to the program. The Conference Proceedings to be edited by Professors William F. Mackey (Laval University) and Theodore Anderson will be published by the International Center for Research on Bilingualism in cooperation with the Laval University Press. Advance orders (price not determined) may be sent to Dr. Jean-Guy Savard, Associate Director, International Center for Research on Bilingualism, Cité Universitaire, Université Laval, Québec 2, Canada [Reported by Dorothé A Peddie, Center for Applied Linguistics].

The second UNESCO Advisory Group on the Role of Linguistics in Language Education and Policy convened to discuss the use of vernacular languages in education, a full twenty years after the first meeting which discussed similar issues. The Advisory Group which met at the UNESCO House, Paris, July 19-23, 1971, brought twenty additional years of practical experience, research and theoretical development to the consideration of the educational problems associated with language differences in society. The meeting was coordinated by the Curriculum and Research Division, Department of School and Higher Education and was chaired by the Division Head, Albert Legrand.

The week-long discussions were organized topically around the problems of mother-tongue instruction, problems concerning second and third languages, and language policy planning. Within each topic, discussion sought to provide an analytic formulation of basic concepts, a summary of reasonably well-established insights, the designation of needed research, the identification of what information is needed, who needs it, and the mechanisms for its provision, a clarification of administrative and political problems involved in obtaining country-specific prolife of language policy and practice in education.

A draft report has been prepared and circulated which contains the Advisory Group's wide-ranging recommendations, as well as the Advisory Group members which included Ayo Bambose (Nigeria), Anna Maria Barrenchá (Argentina), Mme Borodulina (USSR), Charles P. Boutron (France), Pierre Chantefort (France), Jennifer Cook (United Kingdom), Dennis R. Craig (Jamaica), Anwar S. Dil (Pakistan), John M. Francis (USA), John Gumperz (USA), Robert Hurel (France), Miklos Hutterer (Hungary), Harlan L. Lane (USA), E. Roger Marcastel (France), Donald J. Solá (USA), G. Richard Tucker (Canada). Dr. A. F. Van Teverlaar (USA).

On November 26-27, the Fifth Annual Meeting of the American Council on the Teaching of Foreign Languages, together with eleven meetings of affiliated organizations, brought together a wide spectrum of teachers and administrators with a common interest in improving language pedagogy. Although there was a perhaps disappointingly small amount of interaction among those who teach different languages, there was at least a clear parallelism in the types of problems being considered in separate sessions. Sessions concerned with the teaching of English to speakers of other 1anguages occupied a quite prominent place in the overall program. A new venture at the meeting was the panel on "Needs and Cooperation among Teachers of less Commonly Taught Asian and Pacific Languages." The participants decided that some form of organization was needed to further the holding of similar future meetings and a committee to look into how this should be done was appointed, consisting of David W. Dellinger (Northern Illinois State University), William W. Gage (Center for Applied Linguistics), William J. Gedney (University of Michigan), Thomas W. Gething (University of Hawaii), John Young (University of Hawaii), and Soengnoo Dardjowidjono (University of Hawaii), Chairman.

The American Anthropological Association's seventeenth annual meeting held November 18-21 in New York City was noteworthy for the prominent place that subjects concerned with language had in its program. It was generally the case that at least two sections would simultaneously be dealing with topics in linguistics. The largest share of such presentations took place in the five sessions of the "Tenth Conference on American Indian Languages." This conference included a discussion of priorities for workers in the field for research, for educational applications, and for information exchange. The symposium on "The Relation of Anthropology and Linguistics in Honor of C. F. Voegelin" filled both a morning and an afternoon on Saturday, November 20, and was followed by a reception in appreciation of Professor Voegelin's work. At the opening.
of the meetings on Thursday, another symposium, "Sociolinguistics in Crosscultural Analysis," was presented. Other sections were organized around the themes "Language, Society and Culture," "Languages in Contact," and "Linguistic Play." In addition, many linguistic topics were presented in sessions which primarily dealt with other anthropological concerns.

The National Council of Teachers of English held its sixty-first annual convention in Las Vegas, Nevada, November 25-27, 1971. The meeting formats varied from three-day preconvention workshops to ninety-minute panels, and included conferences, debates, and poetry and film festivals. The wide range of NCTE interests was reflected in the program, which included sessions on reading instruction, filmmaking, approaches to curriculum, minority literature, the literature of the Southwest, and science fiction.

In the area of language, the Commission on the English Language discussed a proposal for workshops to bring dialect awareness to elementary and secondary school teachers of subjects other than language arts. Harold B. Allen of the University of Minnesota was appointed chairman of a committee to study this proposal. David DeCamp (University of Texas) and Robert Allen (Columbia University Teachers College) prepared recommendations for linguistics in teacher training curricula, which included study of the nature of language, the history of English, various approaches to syntax, and social and geographical variation in English. Beryl Bailey (Hunter College) was appointed chairman of a committee to define issues arising from dialect differences in the classroom.

Aside from the work of the Commission, language and linguistics did not appear to be a great concern at this year's convention. There were a few sessions dealing with the application of linguistics to writing, rhetoric, and poetry, and a few meetings dealt with nonstandard English and its relation to teacher attitudes and to the teaching of reading and standard English. Teaching English-as-a-second-language received very little attention. From the program it was clear that the convention's main concerns centered around new literatures and media, especially film.

**News Briefs**

The Ford Foundation, announced via its January newsletter the following language and linguistics grants:

**Center for Applied Linguistics, $300,000 one-year supplement, for information and documentation services, research, and conferences, all focused on problems caused by linguistic diversity.**

**Stanford University, $144,000 one-year supplement, to complete a comparative study of language-planning processes in India, Israel, Indonesia, and Sweden.**

**University of the West Indies, $125,000 two-year supplement, for the University's development of linguistics, with primary emphasis on explaining the learning problems of the large number of children who speak Creole English but must use standard English in the classroom.**

The National Science Foundation has awarded Gallaudet College, Washington, D.C. a two-year grant for the study of Semantics and Grammar of American Sign Language. William C. Siokoe, Jr., is the principal investigator.

The National Endowment for the Humanities has announced its list of Senior Fellowships for the academic year 1972-73. Of the eighty-four fellowships awarded, three were given to linguists: Ernest Bender, University of Pennsylvania; Nelson Francis, Brown University; and D. H. Myres, University of Pennsylvania. Senior fellowships are awarded for six to twelve continuous months of study to persons who have considerable experience as teachers, writers, scholars, or interpreters of the humanities.

The Committee on International Exchange of Persons has recently issued a Directory of Visiting Lecturers and Research Scholars in the United States who have been awarded grants under the Fulbright-Hays Act for 1971-72. Many of these scholars would be pleased to accept invitations to give lectures or to participate in special conferences sponsored by academic institutions and educational organizations during their stay in the United States. Persons interested in receiving a copy of the Directory or wishing general information regarding the Fulbright-Hays exchange program for visiting scholars from abroad are invited to write to the Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

The National Endowment for the Humanities has awarded a grant of $27,466 to the University of Hawaii in Honolulu for a program of Japanese language study and training at the college level. The program will emphasize the need to combine introductory foreign language education with study of the culture and civilization of Japan. Professor John Young of the Department of Asian and Pacific Languages will direct the program as well as write a textbook for use at the college level which will be aimed at increasing students' motivation, cultural awareness, and sensitivity to language usage.

An Alexander von Humboldt Fellowship for six months of study in Germany has been awarded to Ross D. Hall of the University of Rochester. His research will be concerned with Ger continuation...
A number of tuition awards are available. For further information write: Director, Center for Vietnamese Studies, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

The Professional Correspondence of Franz Boas is now being published in 35 mm microfilm by Scholarly Resources, Inc., in cooperation with the American Philosophical Society. Boas published relatively little during his lifetime, but his vast correspondence contains much of his theories and research as well as his ideas shared with other anthropologists and scholars of his time. The more than 50,000 items are arranged for research and include a comprehensive printed index. For further information write: Scholarly Resources, Inc., 1508 Pennsylvania Avenue, Wilmington, Delaware 19806.

The AMS Press has reprinted The Linguistic Atlas of New England, which has been out of print for more than a decade. They will also publish a second edition of the Handbook of the Linguistic Geography of New England. The new edition will include a reverse index of maps to work sheets, and a complete word index of the Linguistic Atlas of New England, the latter the work of Audrey Duckert of the University of Massachusetts. The Atlas itself is $550. No price has been announced for the Handbook.

book notices


The editors of this relatively short volume have undertaken an ambitious task to synthesize a clear accurate statement of the nature of transformational grammar through the selective extraction of material written by Noam Chomsky. The preface states: “The aim of this book is to present the main outlines of transformational theory, using as far as possible Chomsky’s own words, but arranged in such a way that a non-specialist will have no difficulty in following the text.” (vii) The book is divided into the following seven chapters: 1 Basic Principles, 2 Syntax, 3 Syntactic Structures, 1957, 4 Phonology, 5 Syntax and Semantics, 6 Language Acquisition, and 7 Language Teaching. When necessary, a chapter or chapter section is introduced with sufficient editorial commentary to provide a suitable framework for the Chomsky material or for a smoother transition between sections.

The result is a highly readable and relatively clear picture of where transformational grammar has been and where it is today. The book would make an excellent text in an introductory linguistics course, in which the knowledgeable teacher would provide certain basic linguistic notions (e.g., phoneme, distinctive features, syntactic category) and clarify the text material with relevant examples.

There are, however, certain defects worth pointing out. First, the book is not suitable for non-specialists. Theoretical discussions in linguistics as in most other fields rely on certain specialized vocabulary, manner of presenting evidence, and the structure of arguments. Linguists not trained in the transformational framework often find the literature difficult for these reasons. Non-specialists will find it more so. This book is no “TG in Seven Easy Lessons” nor, I think, to the editors anticipate seriously that it should be.

Second, the editors have conflated two tasks: the stated one of presenting a picture of transformational grammar, and that of tracing the development of transformational grammar from 1957 to the present. This juxtaposition of synchronic and diachronic description occasionally causes confusion. For example, Chapter 2, Syn-
within transformational grammar the bibliography Second, they editorially prejudice the reader on the present controversy ends the editors' commentary is at the end of the transformational cycle In addition, the editors have Chomsky reject this position as the quote suggests: Either this entire matter should have been presented in detail or left alone [Reviewed by Bruce Fraser, Language Research Foundation]

The Phrasal Verb in English, by Dwight Bolinger Cambridge, Mass Harvard University Press, 1971 xvi, 187 pp $7.50

This book is a convenient collection of observations on the phrasal verb in English (to rely on, to roll at, to cope with, etc) and one which not only informs but also raises many questions. Although Dwight Bolinger discusses nine criteria which have been used to define the boundary between the phrasal verb and other combinations of verb with complement, he concludes: "I do not believe that a linguistic entity such as the phrasal verb can be confined within clear bounds. Rather there are analogical extensions in all directions, some of which along with their causes and effects must be traced, either as new or redundant information. Some readers will regret that Bolinger has presented his data within a theoretical framework that fails to exploit a deep structure/surface structure distinction. Nevertheless, his data and his perceptions regarding the semantics of the phrasal verb provide an input which any more theoretical, less language specific discussion of predication will have to take into account [Reviewed by Charles Eastlack, Center for Applied Linguistics]

Cantonese: Basic Course, by Elizabeth Latimore Boulé, with the assistance of Pauline Ng Delbridge and others 2 vols Washington, D.C., Foreign Service Institute, 1970 $3.50 per vol [Tapes]

An intensive course of about 400 classroom hours in spoken Cantonese. All basic grammatical structures of the language are used and there is a vocabulary of 950 words. The subject matter is daily life in Hong Kong. There are 30 lessons in the course. Each lesson contains five sections: 1) A basic conversation to be memorized; 2) Notes; 3) Pattern Drills; 4) Conversations for Listening; and 5) Say it in Cantonese, English to Cantonese practice. The early lessons contain explanation and practice drills on pronunciation points, as well as classroom phrases for the students. There is a Cantonese-English glossary at the end of each volume


This is an introduction to the field of contrastive analysis, intended for students who have had some knowledge of linguistics. The author discusses the theory of contrastive analysis as it applies to language teaching and attempts to present similarities and differences among several languages for the classroom teacher. The approach is that of transformational grammar

Contains fifty-two papers delivered at the Congress (Cambridge, England, September 8-12, 1969) which provide an overview of applied linguistic research in every aspect Part 1 contains papers from the plenary sessions on the application of linguistics, the uses of sociolinguistics, technological development for language learning, applied computational linguistics, neurolinguistics, and linguistic factors in communications engineering Part 2 contains some of the papers from specialist sections dealing with textual analysis, first and second language learning, speech research and its application, language learning technology, language teaching materials and methodology, speech disorders and therapy, lexicography, language testing, measurement and classification of second language error, theory of translation, contrastive linguistics, and sociolinguistics. Papers from the section on Research in the Psychology of Second Language Learning and thirteen of the sixteen papers from the section on Contrastive Linguistics will appear as separate volumes

A Various Language: Perspectives on American Dialects, edited by Juanita V Williamson and Virginia M Burke New York Holt, Rinehart and Winston 1971 xi 706 pp $10 95

This anthology of some fifty scholarly essays and articles, spanning more than three-quarters of a century of dialect study in the United States, is designed to acquaint persons working in education, communication, and literature with the history and principles, procedures and findings of American dialect study. The scope of the book is somewhat broader than its stated purpose since parts of the first two sections consist of essays dealing with the background of American English and with social and functional levels of the language. The third section brings together a number of studies on both the theory and practice of representing dialects in American literature. The articles in the fourth and fifth sections are reports on various dialect features found in one part or another of the United States based largely but not exclusively on the Linguistic Atlas of the United States and Canada and its derivative studies. The sixth section moves into the current phase of dialect studies by dealing exclusively with various urban dialects. The collection is of particular value because it makes available some important early studies which have become increasingly rare over the years, and because it cogently illustrates the way in which the atlas-oriented geographers work and arrive at their results. Those, however, who hope to find in it treatments of black speech which emphasize African-based creoles as a source will be disappointed. The emphasis is almost exclusively upon the so-called traditional school of linguistic geographers. The volume concludes with a useful list of dissertation abstracts—a novel and welcome feature—and a selective bibliography chosen on the basis of the same general principles which determined the choice of essays.

A Short Bengali-English/English-Bengali Dictionary, by Jack A Dahl 3rd ed College Station, Tex Texas A&M University, 1971 vii 260 pp $4 00

The corpus of the dictionary has been increased in this new edition to include examples of newspaper language. There are 2522 entries in the Bengali-English section and 2250 entries in the English-Bengali section. The vocabulary is that needed for everyday activities. There is no attempt to represent dialects, however significant differences between the vocabulary of East Pakistan (Bangladesh) and West Bengal are noted. The entries are given both in phonetic transcription and in the Bengali alphabet. Parts of speech and examples of usage are included where needed.


This is a selective bibliography of important works in linguistics and closely related fields which are not widely available because of publication lags and other such reasons. It covers the following types of material for 1970 unpublished and projected papers, monographs, books, research reports, master's theses, doctoral dissertations, cliffside conferences. It also cites important published collections of former esoterica and books which may have escaped the notice of the reader. Entries are arranged alphabetically by author and chronologically by date of the works of a given author. Each work is indexed by topic. In addition to the list of topics, an index of languages and language families is also provided.

Tzeltal Phonology and Morphology, by Terrence Kaufman (University of California Publications in Linguistics, 61 ) Berkeley, Calif., University of California Press, 1971 x, 120 pp $3 00

This monograph is a linguistic description of the phonology and morphology of the Aucatenango dialect of Tzeltal, a Mayan language of Mexico spoken by about 100,000 people. It contains the bulk of a dissertation submitted to the University of California, Berkeley, in 1963, and is based on fieldwork carried out during 1960-61. The author has omitted the section on syntax included in the original version of the dissertation, and gives instead, some brief remarks on syntax in the introduction. The topics covered are Phonemes, Morphophonemics, Morphology, Derivations, Structure of Numerals, Inflexions, and Allomorphs of Root Morphemes.


These readings are intended as a companion work to Ernest Bender's Hindi Grammar and Reader. The conversations and prose passages presented in Roman transcription in the first volume are here presented in the original script as materials for reading skill. The first conversation is written in separate syllables to illustrate the theory of the script. Those that follow are written in accordance with the norm of printed Devanagari. The first sixteen passages are conversational texts, the remaining passages are larger in scope and more varied in subject. The dialect is that spoken by the educated classes of Uttar Pradesh.


The eight papers reprinted in this volume were written over a period of seven years beginning in 1964, and reflect different stages in the historical development of transformational grammar. The papers are concerned with central aspects of sentence generation, functional relations, explanatory power and the organization of grammar, as well as the special fields of adverbials, auxiliaries, and tense. Chapter 7 describes the two currently competing theories of Interpretive Semantics and Generative Semantics.

This volume updates and combines the third edition of the Hawaiian-English Dictionary and the first edition of the English-Hawaiian Dictionary. The Hawaiian-English section has four supplements: A, a list of more than 1,000 new entries and meanings, including the 500 in Supplement A of the third edition, B, a glossary of gods, demigods, family gods, and heroes, C, a list of specializations of Hawaiian gods and important forms they assumed, and D, a list of Hawaiian reflexes of Proto-Polynesian and Proto-Malayo-Polynesian. The section entitled "Notes on Hawaiian Grammar" in the first three editions of the Hawaiian-English Dictionary has been greatly expanded and will be published as a separate volume. About 75 new entries of English words with Hawaiian equivalents have been added as a supplement to the English-Hawaiian Dictionary. The bibliography has been brought up to date and includes references to Hawaiian folklore not previously listed.


Most of the essays in this collection were presented at a conference on linguistics and social anthropology sponsored by the Association of Social Anthropologists of the Commonwealth and held April 9-12, 1969, at the University of Sussex. Two papers, one by Hilary Henson and one by W. H. Whiteley, were written especially for this volume. The book is intended primarily for social anthropologists, but offers insights to linguists and other scholars with sociolinguistic interests. The introduction by the editor provides a critical framework for the consideration of the relationship between modern social anthropology and linguistics. The relevance of the work of Saussure, Lévi-Strauss, and Chomsky is considered at some length. Part 1, on Social Anthropology, Language, and Sociolinguistics, has an introductory essay by Hilary Henson which traces in depth the British anthropological detachment from linguistics. Part 2, on Multilingualism and Social Categories, treats subject matter of joint concern to social anthropology and linguistics. Part 3 is devoted to Social Anthropology and Language Models. It begins with an article by Ardener which examines the "historicity" of historical linguistics and considers its implications for social anthropology and linguistics. The author discusses the nature of formal systems, the question of models that might generate time, and problems associated with "diachronic" and "synchronic" models.


The Soviet Union's general secondary polytechnical schools specializing in foreign languages form the basis of this study. These special schools (sputshkol) are relatively new and were established to better prepare students to use one foreign language with facility or near fluency. Chapter 1 examines the goals of education in the Soviet Union in general, and the structure of the bilingual schools in particular. Chapter 2 goes into various aspects of the foreign language curriculum. Chapter 3 discusses the foreign language texts used in the special schools as well as supplementary materials and tests used in other classes in the foreign language. Chapter 4 concentrates on the professional education of teachers. A bibliography of sources is included.


This volume contains a listing of 1,600 sounds and sound-groups compiled during work on the Comparative Dictionary and shown to be most relevant to the phonetic history of Indo-Aryan. The computerized lists contain sound-units of the form VCV for the most part and include some final groups or suffixal elements. No initial sound-units are set out since all words containing these are readily found in the Dictionary itself. The sound-units are arranged in devanagari alphabetical order and the words listed under each unit are also arranged alphabetically. The computer tape with all head-words of the Dictionary will be deposited in the Library of the School of Oriental and African Studies.

Papers on Tibet-Burman Historical and Comparative Linguistics, edited by F. K. Lehman (Occasional Papers of the Wolfenden Society on Tibet-Burman Linguistics, 2) Urbana, Ill.: University of Illinois, 1971 i, 44 pp $3.00

The papers in this volume were originally presented to the Second Annual Meeting on Sino-Tibetan Reconstructions at Columbus University in 1969. The first paper by Robbins Burling is on the historical place of Jinchao in Tibet-Burman. F. K. Lehman's contribution presents some diachronic rules of Burmese phonology. Law-Run Maran discusses the development of tonal systems in Tibet-Burman, and James O. Mattock treats the tonal split in Loloish checked syllables.

Spoken Fijian: An Intensive Course in Fijian, with Grammatical Notes and Glossary, by Albert J. Schutz (Pali Texts Melanesia) Honolulu, University of Hawaii Press, 1971 xvi, 259 pp $3.00

The present text of Fijian is intended as an "implicit" rather than "explicit" grammar. Descriptive statements are included as explanatory notes but are not an integral part of the material. The approach is structural. The present text does not stress vocabulary, and it includes fewer than 850 words in its glossary. The lessons are designed to be used in a more formal situation, with a speaker of Fijian serving as a model for imitation.


The purpose of this book is to present a comprehensive view of the development and use of programmed instruction in teaching foreign languages over the past fifteen years. Part 1 is concerned with the development of programmed instruction in the language field. Part 2 deals with programmed instruction and theories of language and the methodology of language teaching. Part 3 is devoted to programming and utilizing a foreign language course. A selective bibliography is included.
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SELECTED ABSTRACTS IN LANGUAGES AND LINGUISTICS

The abstracts which appear below have been selected by members of CALL's Information Services and Documentation section from Government Reports Announcements (GRA), the semi-monthly abstract journal of the National Technical Information Service (NTIS), and Research in Education (RIE), the monthly abstract journal of the U.S. Office of Education's ERIC System. The following issues of these publications have been used: GRA vol 71, nos 23 and 24 (December 1971) and vol 72, no 1 (January 10, 1972); RIE vol 6, no 12 (December 1971) and vol 7, no 1 (January 1972).

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None of the documents cited here is available from the Center for Applied Linguistics.

THEORETICAL LINGUISTICS

PB 204 802
PC $3.00 MF $95
Ohio State Univ., Columbus, Computer and Information Science Research Center
WORKING PAPERS IN LINGUISTICS NO. 9
Technical rept.
Received NSF-GN-3341
See also Working papers no 8, PB-202 724

Descriptors: Linguistics, Research, Syntax, Speech, Auditory perception, English language, Intelligibility, Phonology, Languages, Balto-Slavic languages.
Identifiers: Hungarian language, Estonian language, Lithuanian language, Latvian language.

Contents:
List of working papers in linguistics,
Notes in speech perception:
The temporal realization of morphological and syntactic boundaries,
Comparisons of controlled and uncontrolled normal speech rate;
Word unit temporal compensation;
Relative intelligibility of five dialects of English.
Internal and duration analysis of Hungarian secondary stress,
Comparisons of synthetic speech concerning quantity in Estonian,
Phonological rules in Lithuanian and Latvian.

ED 053 595
Rinder, Richard
The Semiotic Bases of Be So.
Hawaii Univ., Honolulu Dept of Linguistics.
Spons Agency—National Science Foundation,
Washington, D.C.
Report No—NSF-GL-596
Pub Date Mar 71
EDRS Price MF-$0.65 HC-$3.28


None of the documents cited here is available from the Center for Applied Linguistics.

The thesis of this paper is that the "do so" test described by Lakoff and Ross (1966) is a test of the speaker's belief system regarding the relationship of verbs to their surface subject, and that judgments of grammaticality concerning "do so" are based on the speaker's underlying semantic beliefs. Two conclusions of the arguments presented here are: (1) "do so" always refers to at least the basic action of the verb (the conceptual elements which are always present or implied when it is used), and (2) the use of "do so" is based on the speaker's conception of the referent verb as an activity "brought about," at least in part, by the sentence subject. (Author)

ED 054 674
Cohen, David
Etudes de linguistique semantique et arabe (Studiens of Semitic and Arabic Linguistics).
Pub Date 70
Note—178p, Series Pratique 81
Available from—Mouton Publishers, 182 Van Avermaatst, The Hague 2076, Netherlands
鸿16 12)
Document Not Available from EDRS.

Descriptors—Arabic, Arabs, *Dialect Studies, Language Classification, Language Research,
Descriptors—Deep Structure, Descriptive Linguistics, Structural Grammar, Vowel, Word

Identifiers—Koala, Maghreb Countries, Malta

Various aspects of vowel and segmental phenomena are discussed in this text. The nine chapters include (1) fundamental Semitic vocabulary and the classification of southern dialects, (2) observations on nonstandard derivations by affixation in several Semitic languages, (3) an automatic analysis of Hebrew Aramaic, (4) "Added" and "italicized" analysis, (5) onomatopoeia and the neutralization of enunciation syncopation and tonal phenomena, (6) "Kana," concerning the language of the Arabic descent, (7) the phonological system of the Maltese, synchronous, and desynchronic phenomena, (8) the two Arabic dialects—Amharic and Somali, and (9) the short vowel system in the Maghreb dialects.

ED 054 658

Greece, George W

Notes on the Phonological History of the Australian Languages of the Strait Coast. Hawaii Univ., Honolulu Dept. of Linguistics

Pub Date Dec 70


EDBS Price MF-08.65 HC-83.29


This study analyzes the sound correspondence of six Oceanic languages using reconstructed forms from Proto-Oceanic. A set of reference vowels, e.g., "a" is used as the basis for the analysis. Correspondences and vowels are examined, and sound correspondences are examined for regularity of development and possible statements of regularity. The phonology of vowels is small. There seems to be more morphologically conditioned than has been found in many Oceanic languages. More information is necessary in order to make linguistically significant generalizations. A list of vowels used is included along with a list of references (VM)

ED 054 658

Krovetz, Robert

The Vocal Shift Rule in English. Hawaii Univ., Honolulu Dept. of Linguistics

Pub Date Dec 70


EDBS Price MF-08.65 HC-83.29


When considering vowel alternations in English, it is possible to develop a less abstract vowel system than the one developed by Chomsky and Halle by using their lax rule as the input for a restrictive vowel-shift rule which accounts for the relative height of alternating vowels in such forms as: hence, hence, hence. After the application of the Chomsky-Halle Trisyllabic Lax Rule, the vowels are lax and are affected by the following vowel-shift rule, restricted in action in so that it will only affect lax vowels that participate in alternations. The case can be done by restricting the application of the lax rule to lexical items that have been specifically marked. The result is a rule that has plus-rule features which allow a less complicated underlying interpretation (VM)

ED 054 657

Oh, Choong-Kyu

Case counterexamples to the Complex NP Constraint, including a "Variablely Crazy Rule" in Recent Syntax.

Hawaii Univ., Honolulu Dept. of Linguistics

Pub Date Dec 70


EDBS Price MF-08.65 HC-83.29


See also next section, Computational Linguistics

ED 053 595

Selmer, Gunny D

Would an Orthography Based on Chomsky and Halle's Deriving Phonomological Representations be Optimal?

Hawaii Univ., Honolulu Dept. of Linguistics

Pub Date Mar 71


EDBS Price MF-08.65 HC-83.29


Chomsky and Halle claim that an orthography based on the linguistic representations of lexical items would be optimal. Their analysis assumes that (1) a reader needs only for meaning and (2) an orthography based on their underlying phonological representations would not be exceptionally difficult. The writer, on the other hand, is not so direct in the phonetic aspect of a lexical item and its meaning. This paper argues that some of these assumptions may well reflect who an orthography based on a broad phonetic representation is to be preferred (Author)

See also next section, Computational Linguistics

ED 053 585

A Question-Answering Program for Simple Kernel Sentences (QUEK).

Texas Univ., Austin


Pub Date Mar 71

Note—29p

EDBS Price MF-08.65 HC-83.29


Koala is a recently developed, natural language, question-answering program written in LISP. It deals in simple, kernel sentences and employs the theory that the semantic content of a sentence is the set of relationships between conceptual objects (represented by the words in it), which the sentence and its structure imply. The data base of the program is a set of lexicon items. The lexicon is a list of pairs; the first element is the word itself, and the second element is a relation and the second a list of all theives which are in the given relation to the word being defined. The organization of Koala is a simple kernel sentence through a hierarchical set of functions, the program is capable of taking a lexicon item and based on its knowledge, providing a one-word answer (true, false, or don't know) accompanied by a copy of the internal representation of the sentence, which may, from which the answer was deduced. The programs capabilities are not infinite, but further directions could be developed. This paper shows the data base, function truth tables, flow charts, and questions and answers are included along with a list of references. (Vid)

ED-721 720

PCN No. MF859595

Koala User Call Dept of Computer Sciences

DECODER PROPERTIES OF MONADIC FUNCTIONAL SCHEMATA.

Edward Ashcroft, John Keniston, and Ankle Powell.

Jul 71

Lawrence: U. Kansas Tech. CI-187, ADM-146

Contract R-183

Report on Stanford Artificial Intelligence Project.


A class of (monadic) functional schemata are defined which properly includes "I-nor" flowchart schemata. It is shown that the termination, divergence, and fixed point properties for functional schemata are decidable. Although it is possible to translate a large class of non-free functional schemata into equivalent free functional schemata, it is shown that this cannot be done in general. It is also indicated that the equivalence problem for free functional schemata is decidable. Most of the results are obtained from well-known results in Formal Languages and Automata Theory. (Author)

ED-732 729

PCN No. MF859595

Lingo Systems (Canada) Ltd. Reprint (Ontario)

RECOGNITION OF TYPESET CHARACTERS.

Final rept. 1 Jul 70-15 Jan 71

Robert D. Dyck, Stephen Lee, and Robert Z. Cangler.


Contract D-202

Report on Canadian-Canadian Comparison


The investigators sought and evaluated methods for the design of an automatic print reading device

The Linguistic Reporter February 1972

COMPUTATIONAL LINGUISTICS


ID-731 160

McGraw-Hill Book Co, $3.75

An Investigation of Paraphrasing: The Effects of Memory and Complexity, Technical rept.


FURTHER EXPERIMENTS IN LANGUAGE TRANSLATION: READING ABILITY OF COMPUTER TRANSLATORS.

Descriptive—(Computer Programs, *Computer Programs*), (Reading Ability, *Reading Ability*), (Computer Translation, *Computer Translation*).

The report reviews the literature on rock climbing, and demonstrates the effects of memory load and sentence complexity on the performance of paraphrasing. The literature, while incomplete and not focused, points toward an explanation of the effects of "similar meanings" on performance in terms of extra-grammatical factors. The report offers a comprehensive analysis of the relationship between memory load and sentence complexity on the production of paraphrases. As memory load increases, performance decreases, suggesting that paraphrasing is a complex cognitive task.

In general, the report generates good paraphrases by changing active target sentences into passive Howew...
ever, the behavior represented only 40% of the paraphrases, and a much smaller percentage of the paraphrases were transformations of the target input. Poor paraphrases were characterized by more changes in toto as well as proportionately more deletions. Additional findings are reported (Author/DB).

**child language**

**ED 054 966**

**EC 033 290**

**Allen, Doris**

**Color-Word Interference in Deaf and Normal Children.**

Wayne State Univ., Detroit, Mich

Pub Date 71

Note—10p., Paper presented at the Midwestern Psychological Association (Detroit, Michigan, May, 1971)

**EDRS Price MF-$0.65 HC-$3.39**


Strategies for apprehending and processing verbal material were studied in deaf and normal children by using color-word interference tasks. Color-word interference task was described as a method of apprehension evaluation with maximum memory contribution. The task involved three cards containing one color patch, one containing printed names of colors, and one containing a color name printed in conflicting ink color. Seven deaf children and 17 normal-hearing children (age 7-9) were identified by good academic achievement were asked to name each card upon presentation. The task criterion was reading speed and thus stimulus perception was the major variable studied. Data on time in seconds for subjects to complete the color-word interference task indicated that the deaf were able to apprehend verbal material as objects without attending to its verbalism. Normal-hearing children, in contrast, were in responding to anything other than the word itself. Results suggested that deaf children used qualitatively different strategies for apprehension and processing verbal material than did normal-hearing children (CB)

**ED 963 963**

**RE 003 585**

**Ashley, Irene**

**Language Models and Their Relation to Reading.**

Pub Date Apr 71


**EDRS Price MF-$0.65 HC-$3.39**


Three language models (Staats, Lassnerberg, and Puegel) are reviewed, and implications for reading are suggested. Supportive evidence is presented for the thesis that stimulation, mediation, generalization, and discrimination are key concepts in language learning behavior. Critical evaluation of these concepts and claims that behaviors cannot fully account for language development. The biological theory presented suggests that a model of language is a manifestation of innate species-specific predispositions, that language develops in a fixed sequence, and that the crucial phase for language development is between ages 2 and 4. Each of these claims is challenged by criteria present in the literature. The model of language development comes only after a certain level of cognitive development is reached by the child. An enriched environment for the child to think is essential to language development. Critics of this theory suggest the need for more research concerning the relationship of language to cognition. Some contradictory implications of these models for reading are listed, and references are included (AL).

**ED 963 909**

**SE 009 509**

**Feldman, Sarah Shirley Brown**

**Children's Understanding of Negation as a Logical Operation or a Classification Task.**

Pub Date 64

Note—32p., Ph.D. dissertation, Stanford University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-219, MF-$0.50, Xerox reprints $5.78)

**Document NOT Available from EDRS.**


The developmental trend of syntactic maturity and vocabulary development of children through third grade children as they respond to adults in a structured situation was studied. Eleven subjects were scored on four levels, were drawn at random from two middle class schools in Salinas, Kansas. Five boys and five girls were tested within the same two schools. Two children from the same classroom viewed a cartoon with the sound track turned off. One of the asked each child to tell the story he had just seen and responded to a question concerning the story. A third test was administered by the child's teacher at the crucial period for language development between ages 2 and 4. The larger the number of correct responses the more errors the children made (GC)

**ED 054 172**

**TE 002 574**

**Feltzer, Carmen Serenita**

**The Effect of Integrated Stimulus and Prompting at Various Stages of Verbal Retrieval, of Word Recognition by Children.**

Pub Date 70

Note—96p., Ed. D. dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Clearing House, 1764, Ann Arbor, Michigan 48106 (Order No. 71-1,342 MF-$4.00, Xerography $10.00)


The purpose of this study was to determine effects of various prompting procedures in teaching children to listen and to answer questions about the story. The comprehension of syntactic processes as well as the effect of familiarity and the concomitant ease of labeling of experimental materials. It was found that the experimental manipulation had little effect on the three, four, and seven year olds. However, expectation was important for the four and five year olds. The larger the number of correct responses the more errors the children made (GC).

**ED 964 163**

**TE 002 564**

**Fox, Sharon Elizabeth**

**Spatial Maturity and Vocabulary Diversity in the Kindergarten and Primary School Children.**

Pub Date 70


Available from—University Microfilms, A Xerox Company, Dissertation Clearing House, 1764, Ann Arbor, Michigan 48106 (Order No. 71-1,343 MF-$4.00, Xerography $10.00)


The developmental trend of syntactic maturity and vocabulary development of children through third grade children as they respond to adults in a structured situation was studied. Eleven subjects were scored on four levels, were drawn at random from two middle class schools in Salinas, Kansas. Five boys and five girls were tested within the same two schools. Two children from the same classroom viewed a cartoon with the sound track turned off. One of the asked each child to tell the story he had just seen and responded to a question concerning the story. A third test was administered by the child's teacher at the crucial period for language development between ages 2 and 4. The larger the number of correct responses the more errors the children made (GC).

**ED 053 620**

**FL 002 489**

**Kennedy, Greer**

**Children's Comprehension of Natural Language.**

Summer Regional Educational Lab., Ingleside, Calif


Bureau No—BE-6-2865

Pub Date 70

Note—30p., Ed. D. dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Clearing House, 1764, Ann Arbor, Michigan 48106 (Order No. 71-1,342 MF-$4.00, Xerography $10.00)


This paper revises current literature concerning the development of children's comprehension of the processes of natural languages and it recommends a new study approach designed to explore the joint effects of syntactic devices on comprehension. It discusses three main kinds of investigations—study of the comprehension of individual syntactic devices, studies of findings, and studies of the comprehension of syntactic processes as a whole. The paper reviews theories of syntactic and morphological processes considered Results of particular studies are given. The second part of the paper considers a specific approach, which considers the relationship between formal linguistic processes and cognitive relations by showing how well language is understood in specific language-use situations (VIM).
while the difficult syntax sentences contained a subordinating clause. The vocabulary was judged easy if at least 70 per cent of the words were found in the Thorndike-Lorge list of the first 1,000 words. The vocabulary was judged difficult if at most 30 per cent of the words were found in the list. Here, the number of operational sentences were used in all four tests. The tests were administered to 408 fourth grade students selected randomly from 12 elementary schools. From the results of the following differences were found to be significant: (1) scores on easy vocabulary test were higher than the difficult vocabulary test scores, (2) scores on easy syntax test were higher than the difficult syntax test scores. 

Key Terms—Child Language, Cognitive Development, Language, Phonology, Psycholinguistics. 

The English-speaking children were classified according to the sessions presented through their participation in the language development of the two Norwegian-speaking children as seen in wh-questions. It was noted that the English-speaking children were more at the child following the stranger's voice. Frequently, differences were also age-related. Four-year-olds failed to respond significantly more frequently than 6-year-olds, and produced the lowest number of both abstract nouns. While disadvantaged children produced a significantly larger number of abstract nouns than disadvantaged children, the Bernstein hypothesis that disadvantaged children demonstrate restricted use of adjectives and adverbs. 

(Taken from the EADLS publication.)

ED 054 654

The Development of Wh-Questions in First and Second Language Learners. 

Eva Uvin, Colchester (England) Language Centre

Pub Date Dec 70

Note—28p., Occasional Papers 8, p.16-41

EDRS Price MF-00.65 IC-03.39

Descriptors—Child Language, Readability, Readiness, Scores, Teaching

The purpose of the study was to investigate class differences in the responses of infants to tape-recorded strangers' voices. Subjects were 10-month-old first-born Canadian girls, 30 from middle class families and 30 from working class families. Children were presented through a speaker placed in front of the infant consisted of taped passages read by the subject's own mother, and by a stranger from her own social class. Codings were made of each subject's vocalizations, smiling, looking at speaker's baffle, freezing, looking at coder. Two additional measures taken were heart rate deceleration and physical activity. Middle class infants produced more and more at the coder following the stranger's voice, which may be related to the fact that these infants have experienced more verbal stimulation from their mothers at home. The present findings are consistent with previous investigations of infant reactions to language stimuli [Not available in hard copy due to marginal legibility of original document] (NIM)

BILINGUALISM

ED 053 617

ACTES DU DIXIÈME COLLOQUE CANADIEN DE BILINGUISME ET DE BILINGUALISME

Canadian Association of Applied Linguistics

Pub Date 6 Mar 71

Note—Pp., Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 1971

EDRS Price MF-00.65 IC-03.39

Descriptors—Bilingualism, Bilingual Education, English, French, Mexican-American, Parent-Child Relationship, Performance, Personality, Readability, Readiness, Scores, Teaching

The purpose of this study was to investigate class differences in the responses of infants to tape-recorded strangers' voices. Subjects were 10-month-old first-born Canadian girls, 30 from middle class families and 30 from working class families. Children were presented through a speaker placed in front of the infant consisted of taped passages read by the subject's own mother, and by a stranger from her own social class. Codings were made of each subject's vocalizations, smiling, looking at speaker's baffle, freezing, looking at coder. Two additional measures taken were heart rate deceleration and physical activity. Middle class infants produced more and more at the coder following the stranger's voice, which may be related to the fact that these infants have experienced more verbal stimulation from their mothers at home. The present findings are consistent with previous investigations of infant reactions to language stimuli [Not available in hard copy due to marginal legibility of original document] (NIM)

BILINGUALISM

ED 053 617

FR. 002 486

ACTES DU DIXIÈME COLLOQUE CANADIEN DE BILINGUISME ET DE BILINGUALISME

Canadian Association of Applied Linguistics

Note—Pp., Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 1971

EDRS Price MF-00.65 IC-03.39

Descriptors—Bilingualism, Bilingual Education, English, French, Mexican-American, Parent-Child Relationship, Performance, Personality, Readability, Readiness, Scores, Teaching

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SOCIO-LINGUISTICS

ED 054 656

FL 002 353

The Sociolinguistic Significance of Borrowed Words in English. 

Hawai Unv., Honolulu Dept. of Linguistics

Pub Date Dec 70


EDRS Price MF-00.65 IC-03.39

Descriptors—American English, Bilingualism, Conceptual Schemes, Cultural Differences, English, Italian, Spanish, Vietnamese, Asian American Culture

The present work is an attempt to present the intellectual development of the child's of the lectures are in English or French. (VM)

The Linguistic Reporter February 1972
across racial, ethnic, and cultural boundaries. It first considers why we need transracial communications at all, then discusses the fundamentals of transracial communication—and attitudes behind words, the subject matter, structure, style, idiom, and the speaker's humanity. The next sections consider how cultures can affect the communication, and specific examples such as blacks in the United States, define the cultural reality of time, and distance attitudes about the family are touched upon. The practice of labeling Spanish-speaking students as Educable Mental Retards is discussed in the "Parsley of the EMR" which interview the Spanish and the English languages.

social dialects

ED 054 145 SKAY, Roger W. Socio-Linguistic Problems in Studying Negro/White Speech Distributions. Pub Date Apr 71

ED 054 146 WEAVER, Constance. Analyzing Literary Representations of Recent Northern Urban Negro Speech: A Technique, with Applications to Three Books. Pub Date 70

ED 054 147 WEAVER, Constance. Analyzing Literary Representations of Recent Northern Urban Negro Speech: A Technique, with Applications to Three Books. Pub Date 70

ED 053 148 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 052 149 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 051 150 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 050 151 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 049 152 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 048 153 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 047 154 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 046 155 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 045 156 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

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ED 027 174 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 026 175 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

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ED 014 187 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 013 188 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 012 189 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 011 190 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 010 191 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 009 192 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 008 193 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 007 194 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 006 195 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 005 196 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 004 197 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 003 198 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 002 199 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

ED 001 200 WILLIAMS, John. Identifying Large Urban Writers. Pub Date 70

contrastive linguistics

ED 051 144 HALL, R M R H HALL. A Comparative Haitian Creole-English Checklist. Pub Date Apr 71

ED 050 145 HALL, R M R H HALL. A Comparative Haitian Creole-English Checklist. Pub Date Apr 71

foreign/second language general

ED 054 223 ALEXANDER, Lawrence H Matsunaga, Allen. A Study of Foreign Language at the University of Illinois, 1964-65. Pub Date 70

ED 053 222 ALEXANDER, Lawrence H Matsunaga, Allen. A Study of Foreign Language at the University of Illinois, 1964-65. Pub Date 70

ED 052 221 ALEXANDER, Lawrence H Matsunaga, Allen. A Study of Foreign Language at the University of Illinois, 1964-65. Pub Date 70

ED 051 220 ALEXANDER, Lawrence H Matsunaga, Allen. A Study of Foreign Language at the University of Illinois, 1964-65. Pub Date 70

ED 050 219 ALEXANDER, Lawrence H Matsunaga, Allen. A Study of Foreign Language at the University of Illinois, 1964-65. Pub Date 70

ED 049 218 ALEXANDER, Lawrence H Matsunaga, Allen. A Study of Foreign Language at the University of Illinois, 1964-65. Pub Date 70
check on this was not possible as different tests were used for each language in general students enrolled in lower level courses fell below the national average in performance on these tests. Significant relationships between test scores and course grades indicated that test scores can be used as predictors of students' performance as well as grades Therefore, cut-off scores were established using the average reading and listening and standard scores for placement into and proficiency in the various courses studied.

ED 053 632


Information Retrieval, Information Systems, Language Instruction, Language Learning, Language Programs, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Resources

EDRS Price MF-054.65 HC-53.29


This theoretical general of language learning as constructing a theory about language and performing an analysis of the semantic component, using such devices as the paradigm, the taxonomy, and distributional analysis to discover the structure of knowledge built around a people's view of the world in language instruction, lexical categories should receive systematic treatment. Teachers must be trained to offer the student's control on his route to native-like fluency in a foreign language (VM).

ED 053 589

FR 002 361

Crymzick, Ruth

The Relation of Study Aids to Language Performance with Special Reference to Monaistation.

Paper—New Haven, Connecticut


EDRS Price MF-054.65 HC-53.29


The transformational-generative concept of language learning as constructing a theory about language and performing an analysis of the semantic component, using such devices as the paradigm, the taxonomy, and distributional analysis to discover the structure of knowledge built around a people's view of the world in language instruction, lexical categories should receive systematic treatment. Teachers must be trained to offer the student's control on his route to native-like fluency in a foreign language (VM).
possible in the normal use of language to partially its naturally high redundancy, it is almost always a tbe foundation of all language skdb. Because of

ED 053 627
Levensky, Freda L.
Research on Language Methodology.
Pub Date 71
Note—15p.
EDRS Price MF-00.45 HC-83-39
Descriptors—Articulation (Program), Basic Skills, Cultural Education, Grammar, Instructional Program Divisions, *Language Instruction, Language Laboratory Use, *Modern Languages, Programmed Instruction, *Question-

ED 054 700
Levy, Stephen L. And Others
Dewey Independent Study Kit (cont). Course of Study: French, Levels I, II, III, IV; Hebrew, Level IV; Italian, Levels I, II, III, IV; Spanish Levels I, II, IV.
John Dewey High School, Brooklyn, N Y
Spons Agency—New York City Board of Educa

ED 054 699
River, Wilma H
Motivating through Classroom Techniques.
Pub Date 71 Mar 71
Note—30p., Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 7, 1971
EDRS Price MF-00.65 HC-83-39

ED 054 693
van Beekhuijsen, William R. And Others
German A Programmed Introduction.
Foreign Service (Dept of State), Washington, D C
Spons Agency—Peace Corps (Dept of State), Washington, D C
Pub Date 71
Note—659p.
EDRS Price MF-00.45 HC-83-83

ED 053 582
Wke, Anne E., Standing, Peter
Achievement Tests in Foreign Language Proficiency; An Intern Report of the Post A-Learning Project.
East University, Cleckheaton (England) Language Centre
Pub Date Jan 71
Note—Occasional Paper 11
EDRS Price MF-00.45 HC-83-39
Descriptors—Achievement Tests, Chats, *Col­

ED 053 597
Stevick, Earl W
Adapting and Writing Language Lessons.
Foreign Service (Dept of State), Washington, D C
Foreign Service Language
Spons Agency—Office of Education (DHEW), Washington, D C
Pub Date 71
Contract—OEC-071-710-503
Note—17p.
EDRS Price MF-00.65 HC-16-48
Descriptors—Curriculum Development, Curricu­

ED 053 586
Skehan, Philip P.
Total Immersion Language Program: A New Approach in Foreign Language Instruction.
Conrail Public Schools, N Y, New York State Education Dept, Albany Div of Research
Spons Agency—New York State Education Dept, Albany
Pub Date 71
Note—256p.
FL 002 426
FL 002 476
ED 854 690  
**Russian Advanced Preparation Course, Comprehension Drills of Stated Patterns**  
Defense Language Inst., Washington, D C  
Sponsoring Agency—Department of Defense, Washington, D C  
Report No—D5KU12  
Pub Date Aug 71  
Note—186p  
Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)  
EDRS Price MF-09.63 HC Not Available from EDRS.

ED 853 619  
**Spanish Basic Course: Radio Communications**  
Defense Language Inst., Washington, D C  
Spons Agency—Department of Defense, Washington, D C  
Report No—E-01LA24  
Pub Date Jul 71  
Note—118p  
Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)  
EDRS Price MF-09.63 HC Not Available from EDRS.

ED 854 690  
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Report No—D5KU12  
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ED 854 683  
**Arabic Basic Course: Basic Dialogues for Airport Facilities**  
Defense Language Inst., Washington, D C  
Spons Agency—Department of Defense, Washington, D C  
Report No—D5KA67  
Pub Date Aug 71  
Note—36p  
Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)  
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EDRS Price MF-09.63 HC Not Available from EDRS.

ED 854 667  
**Arabic Basic Course: Basic Dialogues for Airport Facilities**  
Defense Language Inst., Washington, D C  
Spons Agency—Department of Defense, Washington, D C  
Report No—D5K67  
Pub Date Aug 71  
Note—107p  
Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)  
EDRS Price MF-09.63 HC Not Available from EDRS.

ED 854 690  
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Defense Language Inst., Washington, D C  
Sponsoring Agency—Department of Defense, Washington, D C  
Report No—D5KU12  
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EDRS Price MF-09.63 HC Not Available from EDRS.

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Available from—Director, Defense Language Institute, Department of the Army, U S Naval Station, Anacostia Annex, Washington, D C 20390 (With specific permission)  
EDRS Price MF-09.63 HC Not Available from EDRS.
Tbe Linguistic Reporter February 1972

Language Preparatory, Language Skills, Language Techniques, Language Textbooks, "Second Language Learning, Thai Tibetan Language, "Textbooks

structure, Language Patterns, Literature, Modern Languages, Reading Materials, Second Language Learning, Speech Sounds, Textbooks, *Uncommonly Taught Languages, Vocabulary, Word Frequency, Word Lists

Identifiers—India

The glossary to the text "Onya Short Stories" as the Onya Language Textbook Series is intended to serve as a stimulus to the student to help him further develop his vocabulary range. The serial arrangement of the glosses provides vocabulary development to the student, and the meaning of the glosses is presented in the order in which the stories are arranged. Each entry in the glossary is keyed to the text by number.


Spurred Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research

Note—253p.

EDRS Price MF—$0.65 HC Not Available from EDRS.


This manual is designed as the handbook for the “Polish Basic Course” designed by the Foreign Service Institute and the cultivation of meaningful habits, each focusing on the subject related to the Army, procedures and interests, are included in a document containing the writing answers to questions on tape and preparing English summaries or transcriptions from tape recordings Transcription of the recordings is intended to serve as a guide to students in checking progress (RL)


Spurred Agency—Defense Department, Washington, D.C.

Report No—DPL-F7

Pub Date Jul 71

Note—270p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20099 (With specific permission).

EDRS Price MF—$0.65 HC Not Available from EDRS.


This text of supplementary materials for the “Polish Basic Course” designed by the Foreign Service Institute emphasizes the development of meaningful habits for the student and the student is followed by an appendix containing a transcription of the recordings serving as a guide to students in preparing English summaries or transcriptions from tape recordings. Transcription of the recordings is intended to serve as a guide to students in checking progress (RL)

ED 054 682 48 FL 002 562 Popular Basic Course: Volume VIII; Lessons 71-98. Defense Language Institute, Washington, D.C.

Spurred Agency—Department of Defense, Washington, D.C.

Report No—DPL-F26

Pub Date Jun 71

Note—154p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20099 (With specific permission).

EDRS Price MF—$0.65 HC Not Available from EDRS.


This manual is intended for advanced university students in the University of Texas, Department of German, as a third language. The text is based on the oral language spoken by a native speaker, and the text is primarily intended for pronunciation, intonation, and new semantic, syntactic, and structural questions. The second portion of the book contains the exercises from conversation to pronunciation, and the text is composed of extensive reading selections. The 32 lessons are followed by an appendix containing a guide to pronunciation and pronunciation exercises.


Spurred Agency—Office of International Studies (DHEW), Washington, D.C.

Pub Date Sep 71

Contract—DOC-0-70-1925-1823

Note—25p.

EDRS Price MF—$0.65 HC—$3.13


The manual is intended for advanced university students in the University of Texas, Department of German, as a third language. The text is based on the oral language spoken by a native speaker, and the text is primarily intended for pronunciation, intonation, and new semantic, syntactic, and structural questions. The second portion of the book contains the exercises from conversation to pronunciation, and the text is composed of extensive reading selections. The 32 lessons are followed by an appendix containing a guide to pronunciation and pronunciation exercises.

ED 054 677 48 FL 002 561 Popular Basic Course: Supplementary Material (Army); Lessons 109-136. Defense Language Institute, Washington, D.C.

Spurred Agency—Department of Defense, Washington, D.C.

Report No—DPL-47

Pub Date Jul 71

Note—253p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20099 (With specific permission).

EDRS Price MF—$0.65 HC Not Available from EDRS.


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Spurred Agency—Department of Defense, Washington, D.C.

Report No—DPL-24

Pub Date Aug 71

Note—110p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20099 (With specific permission).

EDRS Price MF—$0.65 HC Not Available from EDRS.


This manual is intended for advanced university students in the University of Texas, Department of German, as a third language. The text is based on the oral language spoken by a native speaker, and the text is primarily intended for pronunciation, intonation, and new semantic, syntactic, and structural questions. The second portion of the book contains the exercises from conversation to pronunciation, and the text is composed of extensive reading selections. The 32 lessons are followed by an appendix containing a guide to pronunciation and pronunciation exercises.

ED 053 713 48 FL 002 538 Angeros, James E; Popescu, Florin D Modern Language Textbook Series, the Romance Languages. Washington Univ., Seattle

Spurred Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research

Note—383p.

EDRS Price MF—$0.65 HC—$3.13


The manual is intended for advanced university students in the University of Texas, Department of German, as a third language. The text is based on the oral language spoken by a native speaker, and the text is primarily intended for pronunciation, intonation, and new semantic, syntactic, and structural questions. The second portion of the book contains the exercises from conversation to pronunciation, and the text is composed of extensive reading selections. The 32 lessons are followed by an appendix containing a guide to pronunciation and pronunciation exercises.

ED 054 673 48 FL 002 538 Angeros, James E; Popescu, Florin D Modern Language Textbook Series, the Romance Languages. Washington Univ., Seattle

Spurred Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research

Note—383p.

EDRS Price MF—$0.65 HC—$3.13


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Spurred Agency—Department of Defense, Washington, D.C.

Report No—DPL-47

Pub Date Jul 71

Note—110p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20099 (With specific permission).

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The Linguistic Reporter February 1972

The ECL test score is the basis for major administrative decisions given by the Defense Language Institute (DLI) since the English Comprehension Level (ECL) test is used in educational and administrative decisions. This test measures motivation for performing well, and student test compromise is prevalent, especially on tests given in a second language. The key to combat compromise is to have a large number of test forms. This report first presents an analysis of the compromise of the second part of the study describes the development of conceptual tools and computer programs to provide a digital computer to generate valid and review exact partial-credit scores. Details and statistics are provided along with a discussion of the computer methodology.

ED 054 666

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Basic Skills, Instructional Materials, Intensive Language Courses, Language Instruction, Modern Languages, Reading, Teaching, Written Language

This workbook contains supplementary exercises for the "Thai Basic Course" developed by the Defense Language Institute. The lessons for each 10 sentences for translation into English and 10 sentences for translation into Thai. These lessons deal with the written style of Thai and consist of two paragraphs each for translation into English. The principal objective of these translation exercises is to provide reading, listening, and review exercises. This text, prepared by the Defense Language Institute (DLI), is a dictionary of idioms which is designed to improve the teaching of Thai as a second language (TESL) and abstracts of Masters Theses prepared by students studying TESL. Several articles present research on the role of the foreign language teaching as a second language and practical considerations in second language learning such as teaching and assessing written skills, the use of poetry as a concept of style among elementary school children, and procedures and objectives for analyzing classes. One article concerns attitudes toward the teaching of a particular pronunciation of English, and another discusses the role of the French language in the foreign language teaching. This workbook provides a comparison of the relative control of English and Amharic by eighth-grade Ethiopian students.

ED 054 664

FL 002 501

Brosky, Maryann, Ed

W tgtajgents by Teaching English as a Second Language, Volume IV.

California Univ., Los Angeles

Pub Date June 49

Note—56p

EDRS Price MF-$0.65 HC-$0.85 Available from EDRS.


This text, prepared by the Defense Language Institute (DLI), is a dictionary of idioms which is intended for use as a reference work for DLI instructors. This dictionary is designed to improve and expand the teaching of English as a second language (ESL) and abstracts of Masters Theses prepared by students studying TESL. Several articles present research on the role of the foreign language teaching as a second language and practical considerations in second language learning such as teaching and assessing written skills, the use of poetry as a concept of style among elementary school children, and procedures and objectives for analyzing classes. One article concerns attitudes toward the teaching of a particular pronunciation of English, and another discusses the role of the French language in the foreign language teaching. This workbook provides a comparison of the relative control of English and Amharic by eighth-grade Ethiopian students.

ED 053 590

FL 002 363

Flaherty, Jane F., Comp.

Resources for the ESL Teacher.

Newark State Coll., Union, N J. Adult Education Resource Center.

Pub Date Sep 70

Note—24p

EDRS Price MF-$0.65 HC-$0.85 Available from EDRS.


This document presents resources available to teachers of English as a second language (ESL), mainly in the field of adult education. Included are books, journals, and references on testing as well as to know English well enough to communicate with his English-speaking neighbors and to Johnston himself of all educational opportunities. Many problems in English as a second language (ESL) programs arise because learners and teachers have subscribed to false statements and have underestimated cultural and teaching methods. The teaching approach should make provision for the differing learning styles of the population. Therefore, the instructional program should be structured in all schools to enable the ESL learner to develop his native language skills and to understand the English language. As a result, many ESL teachers are using the "Think English" method and are making use of all educational opportunities. Colleges and educational agencies must develop teachers and other personnel to teach ESL with these concepts in mind.

ED 053 890

RC 005 561

Huntington, M. C., Comp. and Others

Modern Native Americans: A Selective Bibliography.

Minnesota Univ., Minneapolis

Pub Date Jul 71

Note—131p

EDRS Price MF-$0.65 HC-$0.85 Available from EDRS.


This document presents resources available to teachers of English as a second language (ESL), mainly in the field of adult education. Included are books, journals, and references on testing as well as to know English well enough to communicate with his English-speaking neighbors and to Johnston himself of all educational opportunities. Many problems in English as a second language (ESL) programs arise because learners and teachers have subscribed to false statements and have underestimated cultural and teaching methods. The teaching approach should make provision for the differing learning styles of the population. Therefore, the instructional program should be structured in all schools to enable the ESL learner to develop his native language skills and to understand the English language. As a result, many ESL teachers are using the "Think English" method and are making use of all educational opportunities. Colleges and educational agencies must develop teachers and other personnel to teach ESL with these concepts in mind.

ED 054 890

RC 005 561

Huntington, M. C., Comp. and Others

Modern Native Americans: A Selective Bibliography.

Minnesota Univ., Minneapolis

Pub Date Jul 71

Note—131p

EDRS Price MF-$0.65 HC-$0.85 Available from EDRS.


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The use of case frames of verbs as a control for the teaching of vocabulary has a number of distinct advantages over other controls. The case frames associated with a particular vocabulary item, or with a particular syntactic class, would be the same in any expression of the target language (English). This would have the advantage of allowing the student to see how his language at the same time the target language is learned. It also enables the students to be simultaneously as structurally controlled, and allows the student to see concepts (at least in part) class in learning new vocabulary items (Author).

ED 053 598
Quintero, Victor
English in Colombia.
Note—Sp., Speech presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971
EDRS Price MF-$0.65 HC-$3.29
Identifiers—Colombia
English language education in Colombia has been improved because the teachers have organized themselves and have received assistance and support from the Colombians and United States governments to improve the training process, use of teaching materials. With the help of the University of California at Los Angeles, the Colombian Association for the Improvement of Colombian English teachers in the field of linguistics, philosophy, methodology, and audiovisual aids. Through teacher education, the grammar translation -method and the direct method of language teaching have been student-friendly to an audiovisual or structural approach (VM).

ED 054 663
Ramos, Rodolfo R
English as a Foreign Language to Puerto Rican Students: A Project in the Teaching of English as a Foreign Language in Puerto Rico.
Note—Sp., Speech presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Identifiers—Puerto Rico, Soviet Union
In comparing the teaching of English in the Soviet Union and in Puerto Rico, the author notes that English language instruction in the Soviet Union is characterized by well-trained language teachers who employ a number of practices, although writing skills are not used as practically standards. People are avid users of written English, and the teacher engages in a lack of contact with an English-speaking country in Puerto Rico there is contact with an English-speaking country, but a lack of well-trained teachers and good facilities exist. There is also a difference in attitude toward learning English. In Soviet union, in English to teach his line and is not afraid that he will lose his Russian culture in Puerto Rico many students regard the study of English as a necessary evil that will somehow be done away with, making it a waste of time (VM).

ED 053 594
Nelson, Don L.
The Use of Case Grammar in Teaching English as a Second Language.
Note—Sp., Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, Case Grammar, English (Second Language), Form Classes (Author)

The Linguistic Reporter February 1972
repetition of each recorded utterance but does not guarantee a fixed sequence of illustrations and sounds. Additional activities, songs, and games have also been created, and the following has been modified into a telephone-circuit arrangement with the examiner and tape recorder, the subject, and a third party. The following instructions were examiner to ask the subject questions that are perfectly normal and avoid unnatural statements such as "Ask me what I am used to." (VM)


EDRS Price MF-00.45 HC-83.39 Description—American Indians, English Language, Linguistics, Bilingual Education, Curriculum Development, English (Second Language), Grammar, Language Tests, Language Usage, Morphology (Languages), Multilingualism, Pattern Drills (Language), Pronounization Instruction, Second Language Learning, Sentences, Short Stories, Structural Analysis, Structural Linguistics, Teaching Methods, Textbook Selection. The volume presents the 1968 collection of working papers in the field of teaching English as a second language (TELL). It includes discussions of several problems in the teaching of English as a second language, such as choosing literature and short stories for non-native speakers, criteria for selecting textbooks, educational problems involved in TELL, learning among the Navaho, English language teaching at home and abroad, TEL in a planned multicultural, and free recall of orally presented sentences as a test of English competence. Several articles discuss applied linguistic theory on such diverse topics as the role of context in second language learning, teaching pronunciation, and a rationale for teaching a second language (VM)

ED 053 610 FL 002 466 Spell, Fredde S. Pronunciation in Teaching English as a Second Language to Navaho Children. Pub Date 6 Mar 71 Note—10p, Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971

EDRS Price MF-00.45 HC-83.39 Description—American Indians, English Language, Linguistics, Bilingual Education, Curriculum Development, English (Second Language), Grammar, Language Tests, Language Usage, Morphology (Languages), Multilingualism, Pattern Drills (Language), Pronounization Instruction, Second Language Learning, Sentences, Short Stories, Structural Analysis, Structural Linguistics, Teaching Methods, Textbook Selection. The volume presents the 1968 collection of working papers in the field of teaching English as a second language (TELL). It includes discussions of several problems in the teaching of English as a second language, such as choosing literature and short stories for non-native speakers, criteria for selecting textbooks, educational problems involved in TELL, learning among the Navaho, English language teaching at home and abroad, TEL in a planned multicultural, and free recall of orally presented sentences as a test of English competence. Several articles discuss applied linguistic theory on such diverse topics as the role of context in second language learning, teaching pronunciation, and a rationale for teaching a second language (VM)

ED 054 665 FL 002 459 Striking, Jerry E. English Language Instruction in Israel. New York State English Council Pub Date Apr 71 Note—8p, Special Anthology Issue and Monograph 14 Journal Cit—English Record, v21 n4 p31-38 Apr 71

EDRS Price MF-00.45 HC-83.29 Description—Some Skills, Bilingualism, Educational Policy, Educational Programs, English (Second Language), International Education, International Programs, Language Instruction, Language Skills, Learning Motivation, Parents, Teacher Education, Teaching Skills, Teaching Strategies, Identification—Johns Hopkins University The article discusses English-language programs in Israel. It addresses examples of language programs where students are inadequately prepared, classes are overcrowded, materials are not properly used, and basic writing skills have not been taught. To overcome these problems, the language skills of the teachers must be developed and teachers must be acquainted with modern techniques of foreign-language teaching. Some university programs have been improved. The greatest motivation to developing English-language programs comes from the wealth of knowledge that now exists in English (VM)

ED 053 647 Florida, N. The Teachings for Teaching a Second Language. Through Dramatized Every Day Situations: An Assessment of Effects as Active Speech and on Understanding Dialogues Presented by Other Media. Instructional TV Center, Tel Aviv (Israel) Pub Date 71 Note—25p

EDRS Price MF-00.45 HC-83.29 Description—Conventional Literature, English (Second Language), Films, Grade 9, Instructional Television, Intermediate Differences, Language Instruction, Language Learning, Language Skills, Language Testing, Second Language Learning, Teaching Methods. A list of experiments explored the use of television in Israel to teach English to Hebrew-speaking students. The emphasis of the experiments was on the role of television in which television can be used to fulfill specific tasks in language instruction that are not easily fulfilled by the existing methods. The groups were divided into two groups. One group received the standard course of English-language instruction, a second group received the instruction supplemented by a television program which presented the spoken language in natural context and as everyday activities. The third group, who had the television experience showed a better understanding of English-language films and audio tapes, as well as better achievement in active speech. The contribution of television to understanding from audio tapes proved to be particularly good in pupils whose IQ was less than 110. The greater amount of exposure to oral presentations did not have a negative effect on reading comprehension (IV)

ED 053 592 Ushara, Mark-Luc. Reading in the ESL Program. Pub Date 71 Note—25p

EDRS Price MF-00.45 HC-83.39 Description—Behavioral Objectives, Cultural Differences, Cultural Pluralism, English (Second Language), Educational Art, American Indians, Program Evaluation, Reading Instruction, Reading Skills, Spanish Speaking, Processing, Student Progress, Textbook Qualifications, Teaching Methods. The successful English-as-a-second-language classroom teacher must have a clear understanding of the background of her students very well and must make such circumstances into account in the presentation of and the approach to materials. Following a good basic teaching model is equally important. Evaluation of the reading program must consider students' feeling toward the program and their accomplishments, and the sequential development of reading skills. (VM)


EDRS Price MF-00.45 HC-83.29 Description—Applied Linguistics, Bilingual Education, Curriculum Planning, Educational Programs, Education, Emotional Development, Foreign Language Instruction, Language Learning Levels, Language Skills, Linguistic Competence, Linguistic Theory, Mathematics Classroom Instruction, Secondary Schools. The article discusses English-language programs in Israel. It addresses examples of language programs where students are inadequately prepared, classes are overcrowded, materials are not properly used, and basic writing skills have not been taught. To overcome these problems, the language skills of the teachers must be developed and teachers must be acquainted with modern techniques of foreign-language teaching. Some university programs have been improved. The greatest motivation to developing English-language programs comes from the wealth of knowledge that now exists in English (VM)

ED 053 578 Talor, Nava Using the Teaching for Teaching a Second Language. Through Dramatized Every Day Situations: An Assessment of Effects as Active Speech and on Understanding Dialogues Presented by Other Language. Instructional TV Center, Tel Aviv (Israel) Pub Date 71 Note—25p

EDRS Price MF-00.45 HC-83.29 Description—Conventional Literature, English (Second Language), Films, Grade 9, Instructional Television, Intermediate Differences, Language Instruction, Language Learning, Language Skills, Language Testing, Second Language Learning, Teaching Methods. A list of experiments explored the use of television in Israel to teach English to Hebrew-speaking students. The emphasis of the experiments was on the role of television in which television can be used to fulfill specific tasks in language instruction that are not easily fulfilled by the existing methods. The groups were divided into two groups. One group received the standard course of English-language instruction, a second group received the instruction supplemented by a television program which presented the spoken language in natural context and as everyday activities. The third group, who had the television experience showed a better understanding of English-language films and audio tapes, as well as better achievement in active speech. The contribution of television to understanding from audio tapes proved to be particularly good in pupils whose IQ was less than 110. The greater amount of exposure to oral presentations did not have a negative effect on reading comprehension (IV)

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ED 053 578 Talor, Nava Using the Teaching for Teaching a Second Language. Through Dramatized Every Day Situations: An Assessment of Effects as Active Speech and on Understanding Dialogues Presented by Other Language. Instructional TV Center, Tel Aviv (Israel) Pub Date 71 Note—25p
affected comprehension of a sentence. Explained as the language grid developed by Project LIFE to be used in identifying levels of linguistic competence as used with certain vocabulary, to assist the teacher in preparing language materials to supplement those developed by Project LIFE and to evaluate children's progress on the reading and language program. The language grid helps the teacher identify linguistic structures which influence student achievement. The structural analyses plus the basic language and comprehension usage testing provides the teacher with tools to evaluate the reading and language operational level of the child. The grid represents the sequential development of language principles and sentence patterns in the first eight units of the LIFE programmed language filmstrip (KW)

literacy

ED 054 436
Goody, Jack, Ed

Literacy in Traditional Societies.

Pub Date 71
Note—350p

Available from—University Printing House, Cam­
bridge, Mass. (Si)

Document Not Available from EDRS.


This series of essays derives from an interest in communications, in media and their effect upon human intercourse Primarily, this concern with the technology of the intellectual centers upon the effects of literacy on human culture, especially in "traditional" or pre-industrial societies in most of the essays, the effects of literacy are considered from the standpoint of the field worker interested in the ways in which written learning is transmitted, in the position of literates in a particular community, in the general use of literacy under conditions of this kind One aim is to provide a series of case studies illustrating the uses of literacy in "tradi­tional" societies where print is new and has only recently been introduced and also the impact of writing, both "modern" and "modern", upon non-literate societies. The impact of writing on southern Ghana is examined, and the role of European writing in the New Guinea movement known as Cargo cult is analyzed. The significance of writing versus widely among the societies discussed. However, even in regions like the western Pacific, the benefits are often partial and social, because it provides a reference point for individual and social behavior (Author/CK)

ED 054 433
Nasset, Ame H

From Traditional to Functional Literacy and Development.

Studia Univ (Nigeria) Inst of African Adult Education

Note—89p

EDRS Price MF-S0.65 HC-53.29


Identifiers—Africa

Traditional and functional literacy programs in Africa are discussed in their various aspects. Emphasis is given to the practical side of the problems, and some guidelines for action are suggested. The literacy rate in Africa is shown to be 50% to 80% of the population. This series of essays derives from an interest in communications, in media and their effect upon human intercourse. Primarily, this concern with the technology of the intellectual centers upon the effects of literacy on human culture, especially in traditional or pre-industrial societies. The impact of writing on southern Ghana is examined, and the role of European writing in the New Guinea movement known as Cargo cult is analyzed. It is argued that the significance of writing versus widely among the societies discussed. However, even in regions like the western Pacific, the benefits are often partial and social, because it provides a reference point for individual and social behavior (Author/CK)

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disadvantaged

The objectives of the project were to assess and improve learning skills and language abilities in culturally disadvantaged children. The study included under the cover were prepared as self-contained reports yet they shared these common objectives: (1) Learning Efficiency and Elaboration Training among Four- and Five-Year-Old Children, (2) Elaboration Instructions and Four and Five-Year Old Children. (3) Toward a Study of Sentence Relations as a Technique for Assessing Language Ability. Appendix gives sample of language activities, lessons, and tests (Author/IA)


non-standard dialects

The study examines the attitudes which black high school students hold toward other blacks when they speak standard English and when they speak English dialects. One effect of the study has been to record the voices of black speakers, each using both standard English and black English for the same text. The students were asked to judge the speakers on several personality charac-
....CREMENT, such as... INTELLIGENT, good looking, lucky, etc. The statistical results provide a measurement of similarity that the students hold toward the dialects used in the test. According to the results, there is an overwhelming preference for speakers of standard English. The contrast of the experiment must be considered along with the results, and reasons for the results should be questioned. Black students and teachers have been shown to have discovered—that black English is as valid and systematic language and that it is an unreasonably valuable medium of expression (Author/VM)

ED 854 146
TE 002 538
Hoffman, Melvin J.
Non-Standard English is Not the Language of White Stereotypically Racist Verbal Humor.
Note—Sp, Journal CTE—English Record, v21 n6 p95-102 Apr 1971
EDRIS Price MF-08.65 BC-93.39
Description—"English (Second Language)," "Nonstandard Dialects,"
Teaching the teaching of Standard English as a second dialect is discussed from the viewpoints of authors who oppose it as well as teachers who support it. (DB)

ED 854 142
TE 002 444
Wood, Gordon R
Quality English Dialects: It Questionable, What?
Note—Sp, Paper presented at the Annual Convention of the National Association for the Education of English (NAE, Atlanta, November 1970)
EDRIS Price MF-08.65 BC-93.39
Description—"Language," "Nonstandard Dialects," "Pragmatics," "Regional Dialects"Outside native dialects are discussed from the viewpoints of various authorities, and the dialects of the Southern states are as examples of the complexity associated with attempting to designate a set of rules as being questionable. Suggestions of ways in which English teachers may cope with the problem of dialects and jargon are given. (DB)

bilingual education

ED 854 872
24
P 005 098
Bernbaum, Marc
Early Childhood Programs for Non-English Speaking Children, OCB Topical Paper.
ERIC Clearinghouse on Early Childhood Education, Urbana, IL
Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources, Office of Child Development (DHEW), Washington, D.C
Number—NR-0-0288
Publication Date—OECD-10-13075 (319)
Note—7p
EDRIS Price MF-08.65 BC-93.39
Description—"Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Educational Policy, English (Second Language),
"Geddes, Instructional Aids, "Non English Speaking, "Preschool Programs, Program Description, "Research, Second Language Learning
Identifiers—Project Hand Start
Guidelines and reports from bilingual preschool programs are offered to assist teachers and administrators interested in the general preschool program for non-English speaking students. A detailed discussion of the literature on bilingual education in addition to summarizing research and describing existing models for bilingual preschool programs (each, references to additional sources of information) this document lists recommended teacher-administrator handbooks and uses materials for teachers. Among the program approaches described are the Michigan Oral Language Program for Spanish-speaking migrant children, a survey of use in Utah, a kindergarten school which focuses on Navaho and English, and the Tucson Early Education Model of the University of Arizona.

ED 854 669
Excerpt, Marie
Cultural Conflict in the Classroom.
Pub Date 1 Apr 71
Note—7p, Speech presented at the Fifth Annual TESOL Convention, New Orleans, LA., March 4, 1971
EDRIS Price MF-08.65 BC-93.39
Description—"Cross Cultural Training, Cultural Differences, "Culture Conflict, Dropout, English (Second Language),
"Cultural Groups, Self Concept, Spanish Speaking, Student Alienation, Student Atitudes, "Teacher Qualification
Identifiers—Mexican American Education Project, Sacramento State College
A cultural conflict occurs between the Mexican American child and the Anglo teacher within the classroom situation. Punishment for speech in the Mexican American child, however, is more likely to be meted out by the Anglo teacher based on an assumption of identity for the Mexican American child and increases his tendency toward what may be termed deviant behavior The more weighted the school curriculum is toward the middle class Anglo expectations, the more difficult it will be for the Mexican American child to participate. Teachers and school personnel must accept and appreciate the significant contributions that other languages and cultures can and must make to understanding the American way of life. A positive atmosphere toward the Mexican American must be established, and the cultural gap must be bridged, total involvement in the student body of another culture is and should be the end goal (VM)

ED 853 698
Phipps, John C
New York State English Council
Note—Sp, Paper presented to the Fifth Annual TESOL Convention, New Orleans, LA., March 4, 1971
EDRIS Price MF-08.65 BC-93.39
Description—"Education, "Bilingual Education, Bilingualism, Cultural Differences, "English (Second Language),
Identifiers—New York City, Puerto Rico
The implementation of English language instruction presents problems for Puerto Ricans both in Puerto Rico and in the United States, as seen in New York City. In Puerto Rico, the role of English is also seen as always being a political asset with suppressed implications. Both there and in the States, the greatest problem in English education is seen as a qualified teacher. To alleviate this problem, the Puerto Rican Department of Public Instruction is granting and giving to 452 men and women to improve the teaching of English and that in the States are assisting graduate and undergraduate programs designed to prepare teachers of English as a second language (VM)

ED 854 677
Goodman, Frank M, Stern, Carolyn
Washington, D.C
Publication Date—OECD-10-0-21275 (219)
Note—11p
EDRIS Price MF-08.65 BC-93.39
Description—"Academic Achievement, "Bilingual Education, "Bilingual Teacher AIDES, "Curriculum Development, "English (Second Language),
Identifiers—San Diego County, San Diego City Schools, Calif, SD County Office of Education (DHEW)
Washington, D.C
Publication Date—OECD-10-0-21275 (192)
Note—11p
EDRIS Price MF-08.65 BC-93.39
Description—"Academic Achievement, "Bilingual Education, "Bilingual Teacher Aides, "Curriculum Development, "English (Second Language),
Identifiers—San Diego County, San Diego City Schools, Calif, SD County Office of Education (DHEW)
Washington, D.C
Publication Date—OECD-10-0-21275 (219)

The Lusciacan Reporter, February 1972
The Choc'taw Bilingual Education Program is a plan operating in 4 public school systems in Oklahoma to expand the educational opportunities of Choc'taw children. The 4 major program components are: (1) intensive workshops, an intensive instructional program in the public schools, parental and community involvement, and a 3-year master's-level teacher-preparation program. Based on the study, the children will find the most satisfying lives if they recognize and accept the fact that the Choc'taw people live in a world of 2 languages, that the program is aimed as a service through which teachers and aides may find or develop insights, materials, and techniques to help in working with Choc'taw children. The handbook discusses major educational needs of Choc'taw children, what teachers and aides need to know about last, and, negative, the program can meet the needs of Choc'taw children. Reference is made to materials available for the classroom, materials available for intensive training, and techniques in bilingual education. Appended as a list of terms, with definitions, commonly used in the study of language (JH)

ED 054 612 24 EM 009 194
Natalie, Diane S. Whites, Frederick
Curriculum Evaluation of a Bilingual Television Series
Texas Univ., Austin Center for Communication Research

EDRS Price MF-08.69 HC-53.29
Descriptors—American Indian, Bilingual Education, Concept, Program Description, Program Evaluation

ED 054 903 24 RC 005 575
Stone, Carolyn, Ruble, Diane
Teaching New Concepts to Non-English Speaking Children.

ED 054 071 SP 005 242
Zinn, Mills Viv., and Others
The Impact of Bilingual Education for Developing Multicultural Sensitivity Through Teacher Education.

EDRS Price MF-08.69 HC-53.29
Descriptors—American Indian Language, Comparative Analysis, Conventional Instruction, Elementary Grades, Feedback, Instructional Television, Mexican American, Program Description, Program Evaluation

Note—62p
Center for Applied Linguistics Welcomes Rudolph Troike as Director

The Board of Trustees of the Center for Applied Linguistics has announced the appointment of Dr. Rudolph C. Troike as Director of the Center, effective June 1, 1972. Dr. Troike becomes CAL's third director, following Dr. Charles A. Ferguson (1959-1966) and Dr. John Lotz (1967-1971).

Born in Brownsville, Texas, Dr. Troike earned all his degrees, undergraduate and graduate, from the University of Texas with majors in Anthropology and Linguistics. From 1959-1962 he served on the staff of the Georgetown University English Language Program in Ankara, Turkey. He then joined the faculty of the University of Texas at Austin, becoming a full professor of English and Linguistics in 1971.

Dr. Troike's interests cover a wide range of linguistic topics including anthropological linguistics, Amerindian languages, English linguistics, linguistics and literature, teaching English to speakers of other languages, social dialectology, and bilingual education. He has published numerous articles on the above subjects, co-authored several monographs, and his book, _An Introduction to English Linguistics for the Teacher of English_, is currently in press.

Among other honors and appointments, Dr. Troike was elected to the Commission on the English Language, National Council of Teachers of English in 1966, the National Advisory Council on Teaching English as a Foreign Language (NACTEFL) in 1967, and the Executive Committee of Teachers of English to Speakers of Other Languages (TESOL) in 1969. He was also the recipient of a Senior Fulbright-Hays award as lecturer in English at the National Taiwan Normal University.

NOTICE OF CHANGE OF ADDRESS

<table>
<thead>
<tr>
<th>name</th>
<th>Center for Applied Linguistics</th>
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<tbody>
<tr>
<td>old address</td>
<td>1717 Massachusetts Avenue, N.W. Washington, D.C. 20036</td>
</tr>
<tr>
<td>new address</td>
<td>1611 North Kent Street Arlington, Virginia 22209</td>
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<td>[area code 202] 265-3100</td>
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<td>[area code 703] 528-4312</td>
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Third International Congress of Applied Linguistics

The Third International Congress of Applied Linguistics will take place in Copenhagen, Denmark, August 21 - 26

The Congress organizers, the Association Internationale de Linguistique Applique (AILA), have announced that the gathering will be a working and planning Congress in which linguists interested in application will find an opportunity to get information about experiences during the last three years and to plan the guidelines for the next period of three years, particularly of all kinds of international collaboration for the implementation of all the resolutions and recommendations which have been accumulated at meetings in which AILA has taken part.

This collaboration will be steered by Commissions and Task-Centers, which in the Congress itself will be represented by Main Group Special times have been set aside for existing Commissions to organize "business meetings", or for new Commissions to be set up by interested persons, or for centers, institutions, working parties and university departments to form networks for international collaboration.

The general policy, adopted for AILA at the second International Congress of Applied Linguistics at Cambridge, England, was that AILA shall work in between the Congresses, and that the Congresses shall have as their main function to sum up what has been implemented during the past three-year period and state guidelines for the activities which should be carried out during the next period. The AILA Commissions will present reports on seminars, symposia, working parties, studies, etc. which have been organized, as well as plans for the meetings and topics of the next three-year period, and finally, choose officers for the planned activities.

There are nineteen national affiliated groups and centers of AILA. At present the Center for Applied Linguistics is the only U.S. affiliate. AILA's headquarters are in Stockholm, Sweden.

LSA Initiates Manpower Survey

The Linguistic Society of America, through the Center for Applied Linguistics, has undertaken a survey to determine present and future needs for specialists in linguistics and the uncommonly taught foreign languages in the United States and, to the extent possible, in Canada. Funded by the U.S. Office of Education, the project will run from March 15, 1972, to March 15, 1973. John B. Carroll, Educational Testing Service, and A. Hood Roberts, Center for Applied Linguistics, will serve as Survey co-directors, Mary M. Levy of the Center for Applied Linguistics will act as staff liaison.

The principal object of the project is to acquire information on the following:

1. The characteristics of both the members of the profession and the institutions that train and employ them.
2. The present and future supply of and demand for trained personnel in languages and linguistics, with emphasis on the areas of future interest and the identification of areas of possible overproduction. (Possible areas of investigation include present and projected graduate enrollments, the size and characteristics of the present and projected labor force, the demand, both present and future, for linguists, and the extent and nature of any underemployment or unemployment problems in all linguistic fields and subfields.)
3. The principal sources of money for salaries, research, fellowships, assistantships, and postdoctoral study.
4. The status of women in the profession.

Data on the above will be obtained from the National Science Foundation, the National Research Council of the National Academy of Sciences, the U.S. Office of Education, the Center for Applied Linguistics, and surveys of department chairmen, other leaders in the language/linguistic field, and possibly individual members of the profession.

Members of the Manpower Survey Committee are John B. Carroll, Chairman, A. Hood Roberts, Charles Bird, Idiana University, Wallace Chafe, University of California, Berkeley, James Frith, Foreign Service Institute, Victoria Fromkin, University of California, Los Angeles, George Ioup, City University of New York, Michael Krauss, University of Alaska, Richard A. Long, Atlanta University, Elaine Ristinen, Bloomington, Indiana, and John R. Ross, Massachusetts Institute of Technology.

Eleventh International Congress of Linguists

The Eleventh International Congress of Linguists organized under the auspices of the Comite International Permanent des Linguistes (CIPL), will meet August 28 - September 2, 1972, in Bologna, Italy, with the last day of the Congress taking place in Florence, Italy.

The Program of the Congress is divided into Plenary Sessions, Section Meetings, and Group Meetings. Topics to be covered at the Plenary Sessions are Language Universals, Generative Phonology, Semantic Features, Sociolinguistics and Linguistic Change, and The Grammatical System and Juridical Systems. At the Section Meetings papers will be presented on the following subjects: History of Linguistics, Tagmemics, Stratificational Grammar, Anthropological Linguistics, Syntax, Theories, Diachronic Syntax, Morphological Structures and Functions, "Deep Structure", Autonomous vs. Systematic Phonemics, Ordering of Rules, and Reconstruction of Words and Cultures.

Group Meetings will cover such topics as Historical Linguistics, Semantics, Typological Linguistics, Psycholinguistics, Sociolinguistics, Generative Grammar, Linguistic Categories, Language and Meaning, Aspects of Linguistic Analysis, Sentence Structure, Phonological Theory, and Glossemics.

Over 200 papers are scheduled for delivery during the Congress, as well as reports on CIPL activities, and progress reports on projects such as the Description of the Languages of the World project.

The Organizing Committee expects participation of nearly 2000 linguists from all parts of the world. The last International Congress of Linguists was held in Bucharest, Romania, in 1967.

The National Endowment for the Humanities has announced a $500,000 gift-and-matching offer to the United Tribes of North Dakota Development Corporation. Up to $250,000 in donations from private contributors will be matched dollar-for-dollar with federal funds. The corporation will use this money to plan and implement a comprehensive humanities curriculum in American Indian studies for Indian and non-Indian students in North Dakota's entire public school system. Included will be the development of printed and audiovisual materials on Indian language, culture, history, literature, etc.
The Sixth Annual Convention of the Teachers of English to Speakers of Other Languages was held in Washington, D.C., from February 26 to March 1, 1972. It was estimated that attendance at the two days of pre-convention workshops and study groups was over 400 and at the main conference, nearly 1,300.

As planned by Program Chairman Christina Bratt Paulston (University of Pittsburgh), the convention program followed four main themes: English as a Foreign Language, English as a Second Language, Standard English as a Second Dialect, and Bilingual Education. Among the specific topics dealt with were teacher training, materials development, basic skills, measurement, and culture speakers at the general sessions included Senator John V. Tunney of California, Ronald Wardhaugh (University of Michigan), Dwight Bolinger (Harvard University), Leon A. Jakobovits (University of Hawaii), Ulf Hannerz (University of Stockholm), Allen Grimshaw (Indiana University), and Russell Campbell (UCLA) who gave the Presidential Address.

The convention format provided for plenary sessions, small group sessions, the presentation of research papers, and special feature programs - e.g., audiovisual presentations, demonstration classes, and the "What's Your Problem" panel. A well-received addition to the usual types of sessions was the Roundtable Seminar Discussion, during which several specialists discussed issues of current or controversial interest, with the audience interacting with comments or questions. The Affiliate Forum showed a steady increase in affiliates from states as well as other countries, with growing activism at the state level, and the Organizational Get-Together was exceptionally well attended this year.

At the Presidential Luncheon a special award was presented to Professor Albert H. Marckwardt (Princeton University) in recognition of his outstanding contributions to the field and to the Association. Dr. Marckwardt received a volume entitled "Studies in Honor of Albert H. Marckwardt," consisting of papers by his former students who are active in the field of teaching English to speakers of other languages.

TESOL officers for 1972 are Alfonso Ramirez (Region One Education Service Center, Edinburg, Texas), President, Clifford Prator (UCLA), First Vice-President, to assume the presidency the following year. Leslie Palmer (Georgetown University), Editor for the TESOL Newsletter, Chairman for next year's convention, Maurice Imhoff (Indiana University), Editor for the TESOL Quarterly, and Ruth E. Wineberg (Georgetown University), Editor for the TESOL Newsletter. Next year's meeting will take place in San Juan, Puerto Rico, May 10-12. (Reported by Dorothy A. Pedkte, Center for Applied Linguistics.)

The Third Annual Conference on African Linguistics took place at Indiana University on April 7 and 8. Ninety-five participants registered for the conference, which was preceded by a lecture on "Current Contributions of Phonetic Research to Linguistics," given by Peter Ladefoged. Conference participants were welcomed by J. Gus Liebenow, vice-president at Indiana University and former director of the university's African Studies Program. The majority of the papers presented were concerned with current theoretical issues, with major attention devoted to the problems of descriptive analysis in individual or related African languages. Eighteen papers dealt with grammar and fifteen with phonology, five of the above were primarily related to historical matters. Data presented came from more than 25 languages. Chadic and Bantu received the most attention, with Hausa, Igbo, Swahili, and Tswana also being considered. Most papers dealt with the languages from Anglophone Africa, only a very few were concerned with those of Francophone Africa or elsewhere.

Only two sociolinguistic papers were presented, and while none was directly concerned with applied linguistics, those given by W. H. Whiteley and Talmy Givon had many implications for the field. Whiteley gave his paper on national language planning as the third Hans Wolff Memorial Lecture. He dealt primarily with the development of Swahili as the national language in East Africa and with the role that linguists, as well as politicians and economists, can play in such language planning. Tragically, Whiteley suffered a fatal heart attack on April 17. Givon considered the ethical and political implications of white linguists working in Africa specifically, how does the linguist's work benefit the Africans? He suggested that one way to benefit Africa is to train African students in linguistics. He stated that the present need called for linguistic training that is "service-oriented" or "applied" rather than strictly theoretical.

At the end of the conference, there was a discussion about the possible formation of an African Linguistics Association, but it was the general consensus that there is no immediate need for such an organization. Indiana University plans to publish the proceedings of the Conference shortly. (Reported by Loren Nusbaum, Center for Applied Linguistics.)

The Fourth Annual Child Language Research Forum, held at Stanford University on March 25, 1972, was attended by over a hundred specialists in child language. Sponsored by the Stanford Committee on Linguistics, the Forum provides an opportunity for those doing work in child language to report on current research.

The morning session consisted of opening remarks by Charles Ferguson (Stanford University), and four informal papers. Gaberell Drachman (Ohio State) discussed some processes of phonological acquisition based on data collected from several children learning Greek as a first language. Brayne Moskowitz (University of California, Berkeley) examined the psycholinguistics. (See Conferences, 6, Col. 3.)
The purpose of the annual Summer Exchange of Language Teachers with the USSR is to allow twenty full-time teachers of the Russian language at the college or secondary level and two group leaders to participate in an advanced language-training and methodology session at the Moscow State University. The program is supported by the Department of State and is administered by the International Research and Exchanges Board. The United States government provides domestic and international transportation for participants, the host country provides instruction, housing, a maintenance stipend, and a tour of two cities.

The ten-week session—from mid-June to mid-August—centers around practical language classes conducted in small sessions. Students are grouped according to language proficiency and receive instruction ranging from remedial to very advanced. In addition to the practical language sessions, participants attend a number of one- and two-week seminars—some required and some optional—which are both informative and provide good language practice at a high level. Topics covered in 1971 included Russian verbal aspect and verbs of motion, methodology of teaching Russian, analysis of the language of prose and poetry, and difficult problems of Russian syntax, the seminar on the Russian verbal aspect in particular described to participants the linguistic problems of Russian that are generally not covered sufficiently in American programs.

All program participants were housed at the Moscow State University dormitory, along with Russian students, which allowed for much social contact and informal language practice, particularly of current colloquial usage.

Attendance at weekly lectures given by experts in such fields as Soviet literature, art, theater, film making, education, geography, and linguistics is required. Participants in the 1971 exchange, for example, were addressed by Professor E A Bryzgunova on the relationship between Russian intonation, syntax, and lexicon, and by Professor Yu D Apresyan on structural semantics. Also, near the end of the program, there was a two-day conference on the methodology of teaching Russian, designed to give the Russians and Americans an opportunity to present papers and exchange experience.

Of special interest to language teachers is the Russian Language Methodology Center (Nauchnu-metodicheskij centr) of the Moscow State University. The Center is engaged in a number of activities of general interest to the teaching profession:

1. Preparation of audiovisual teaching materials
2. Preparation of Russian area readers
3. Linguistic research
4. Documentation and information dissemination including the publication of the Russian language teaching quarterly Russky jazyk za rubberom (Russian Language Abroad)
5. Preparation of Russian language films

The Center has a fairly large library of reference materials pertaining to the teaching of Russian, although almost none of these materials can be obtained in Moscow for personal use. Participants were also issued readers' cards to the Central Lenin Library which has excellent collections, but which, like the Library of Congress, does not loan books. However, there are many bookstores in Moscow, and the Akademkniga (Academic Bookstore) is well supplied with materials for those interested primarily in language publications.

The first six weeks of the program included daily excursions to places of cultural and historical interest in and around Moscow, e.g., Yasnaya Polyana (Tolstoy’s estate) and the Zagorsk Monastery. The excellent Russian guides provided opportunities for additional language practice, and some of them are actually specialists holding advanced degrees in the field of language teaching.

Participants in the 1971 exchange had a chance to visit Leningrad, including its important museums, galleries, and palaces. The highlight of this trip was a tour called "Dostoevsky’s Petersburg" which retraced the writer’s life and work through the city. Besides Leningrad, participants had a choice of visiting either Kiev or Tbilisi.

As a whole, the exchange program is a useful experience for teachers of Russian in the U.S. Beyond the practical language and methodology instruction, and the opportunities for informal language practice, it allows participants to get a more intimate look at Russia and Russians than they would have as tourists. However, the very nature of a highly structured official exchange imposes certain limitations on the program. Some recommendations for the future might include:

1. A more careful selection of participants whose level of language proficiency should be such that they would maximally profit from the program in the USSR rather than one offered in the U.S.
2. Individualization of instruction to allow participants to concentrate on weaknesses and special interests.
3. More free time for participants to pursue their individual interests.

In conclusion, ten weeks in the Soviet Union is an opportunity no Russian language teacher should miss.

LC Acquisitions Program

The Library of Congress PL-480 Foreign Acquisitions Program (reported in the February 1972 issue of The Linguistic Reporter) is paralleled by its National Program for Acquisitions and Cataloging (NPAC). Through the latter Program, offices are established in numerous foreign cities to purchase publications for the Library of Congress. However, unlike the Foreign Acquisitions Program, NPAC uses appropriated funds to purchase materials only for cataloging purposes.

Of particular interest to linguists concerned with research in African languages are the Eastern Africa Accession Lists published by the Library of Congress office in Nairobi, Kenya. These lists report acquisitions in the following languages—Amharic, Acholi, Bemba, Beisimisaraka, Chichewa, Dabida, Ganda, Ge’ez, Kikuyu, Latuka, Lozi, Luyia, Malagasy, Meru, Nuer, Nyanja, Nyankore-Kiga, Pokot, Swahili, Tigrinya, Tonga (Zambesi), and Udug. The Library of Congress considers much of this material ephemeral, and does not plan to either catalog or preserve it, and would therefore welcome suggestions for other possible dispositions. Copies of these accession lists are available free to any library upon request.

new Journals


This journal is intended to serve the growing international group of scholars interested in the study of language as a social phenomenon. It covers the broad field of sociolinguistics as viewed by those concerned with the human sciences—linguists, anthropologists, sociologists, psychologists. Articles deal with the study of speech and language as aspects of social life, with preference given to contributions of general theoretical or methodological interest. In addition to original articles, the journal publishes reviews of current books, accounts of research in progress, and notes and comments on points arising out of recent publications.

Journal of Language, Speech, and Hearing Services in Schools. Published by the American Speech and Hearing Association. Quarterly Subscription. $9.50. U.S., $12.50 foreign. Editorial correspondence to Elinor Zaslow, Assistant Editor, 10802 Lockridge Drive, Silver Spring, Maryland 20901. Subscription correspondence to Kenneth O. Johnson, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014.

Although technically not a "new journal", the January 1972 issue (volume 3, number 1) initiates a new format and expanded coverage. Subjects of interest to speech pathologists and audiologists working in school situations are treated in scholarly articles dealing with research methods, experimental studies, clinical procedures, or program organization and management. Also included are notes of general interest to the profession, a clinical exchange section containing brief descriptions of special projects, case studies, etc., and a forum for informal discussion of issues in the field.

Urban Anthropology. Published by Jack R. Rollwagen Twice a year. First issue Spring 1972 Subscription $7.50 individual, $10.00 institutional. All correspondence to Jack R. Rollwagen, Editor, Department of Anthropology, State University of New York - Brockport, Brockport, New York 14420.

Urban Anthropology and the accompanying Urban Anthropology Newsletter provide a forum for articles on urban studies as viewed from any of the subfields of anthropology. Scholarly articles appear in the journal, brief commentary, current research notes, book reviews, conference reports, etc. are published in the newsletter.

news briefs

The Institute of International Studies, U.S. Office of Education, has announced a nationwide competition for 1973 summer intensive language training programs. Authorized under Title VI of the National Defense Education Act, the summer language programs provide intensive instruction in selected modern foreign languages, with particular emphasis on those languages not widely available during the academic year. Any accredited U.S. college or university may submit a proposal for summer program support and/or quotas of National Defense Foreign Language Fellowships for one or more of the following world areas: Africa, East and Inner Asia, Eastern Europe, Latin America, Near and Middle East, South and/or Southeast Asia. The deadline for submission is August 10, 1972.

The 1973 summer intensive language programs will differ from those held before 1972 in several ways, among them, the placing of major emphasis on language training per se. Area study offerings will be eligible for support only if the instruction is conducted wholly in the language of the area. Also, pre- and post-program test results for all students will be required in the final reports.

Information about eligibility and selection criteria as well as an outline for proposal preparation can be obtained from Robert C. Suggs, Acting Chief, Language...
The languages of China and India are treated extensively in two new reference publications. The first, *Doctoral Dissertations on China. A Bibliography of Studies in Western Languages, 1945-1970* by Leonard H. Gordon and Frank J. Shulman, is part of the Association for Asian Studies' new "Reference Series." The book is a comprehensive, interdisciplinary listing of 2,217 theses dealing in whole or in part with Mongolia, Tibet, and the overseas Chinese communities as well as with China itself. Copies are available in hardcover ($12.50) and paperback ($3.95) from the University of Washington Press, Seattle, Washington 98195. The second publication, Frank J. Shulman's *Doctoral Dissertations on South Asia, 1966-1970 An Annotated Bibliography Covering North America, Europe, and Australia,* is the latest publication in the recently inaugurated "Michigan Papers on South and Southeast Asia Series." A compilation of 1,305 theses, it represents the latest and most advanced doctoral research on both the former civilizations and the contemporary affairs of Ceylon, India, Nepal, and Pakistan. Available in paperback ($3.95) only, this volume may be purchased directly from the Center for South and Southeast Asian Studies, The University of Michigan, 130 Lane Hall, Ann Arbor, Michigan 48104. Both bibliographies provide not only information on the availability of the dissertations cited and on the location of their published abstracts but also ready access to the classified entries through author, institutional, and subject indexes.

The National Council of Teachers of English is forming a Committee on Public DoubleSpeak to scrutinize the language of public figures and advertisers, and to find ways of teaching students to look below the surface of public language to see if statements and facts agree. The Committee was formed in response to two resolutions passed at NCTE's 1971 convention. One calls for NCTE to seek "means to study dishonest and inhumane uses of language and literature by advertisers, to bring offenses to public attention, and to propose classroom techniques for preparing children to cope with commercial propaganda," and the other for "means to study the relation of language to public policy, to keep track of, publicize, and combat semantic distortion by public officials, candidates for office, political commentators, and all those who transmit through the mass media " At its first working session during the 1972 NCTE convention, the Committee will develop classroom exercises, including lesson plans and discussion outlines.

The Inter American University of Puerto Rico is planning to publish an annual entitiled *Review of Spanish-English Comparative Linguistics.* Dr. Rose Nash will serve as editor, and Paulino Perez Sala and Donald Kaufman are the associate editors. Manuscripts on any area of linguistics pertaining to Spanish and English may be submitted in either language. Preference will be given to articles on contrastive studies and on the pedagogical problems of teaching English to speakers of Spanish. Articles with a general rather than a specialized appeal may also be considered for inclusion. The submission deadline for the first issue is October 1, 1972, and selections will be made by November 15. Manuscripts should be addressed to Editorial de la Universidad, Attn Dr. Rose Nash, Box 1293, Hato Rey, P.R 00919.
of two independent language systems (English and Spanish). To explain data which is usually used as evidence of language cross-over, he cited parallel examples of acquisition phenomena found in monolingual children, such examples are thus separately explicable on the bases of the languages in question. Alice Gordon (Stanford University) presented results from an imitation study on syntactic paraphrases and made some suggestions on the notions of syntactic complexity and perceptual strategies. From his study of children's hesitation phenomena, Harry Osler (San Francisco State) reported that he had found no support for Basil Bernstein's theory of different monitoring styles associated with social classes. He also discussed the possibilities of his data (still being analyzed) for examining the form of children's data-searching processes and the relationship of language and thinking.

In addition to these research reports, exchange of information on current research was increased by the distribution of two reference collections. Dan Slobin (University of California, Berkeley) provided copies of his "Developmental Psycholinguistic Studies of Languages other than English. A Listing of Recent and Ongoing Research." In addition, participants received the Forum Committee's "Current Child Language Research Resumes," thirty-two abstracts primarily summarizing the work being done by researchers unable to attend the Forum (Reported by Marylus Macken, Stanford University).

The Tenth West African Languages Conference was held at the University of Ghana in Legon from March 21-27, 1972. Attended by approximately 70 scholars from Africa, Europe, and the United States, the overall theme of the Conference was related to sociolinguistics and language policy. Conference activities included working sessions on the Mande languages, tone in phonology, and oral literature, and the presentation of papers on phonology, syntax, sociolinguistics, literacy, language education, and language policy.

Of considerable interest were the papers on language policy. They reflected the growing awareness in West Africa of the need to use African languages in the elementary schools, if these schools are to be at all effective in achieving popular education. As a result, experimental programs are being set up to determine the best means for introducing or further developing the use of native languages in the school systems, and a wide range of elementary and secondary level instructional materials in African languages, as well as monolingual dictionaries and grammars for teacher training, are being developed. Other papers dealt with such topics as the growth of the Yoruba language, serial verbs and verbal status, and the question of "implosives" in proto-Bantu.

The Center for Applied Linguistics, in collaboration with the Association for Computer-Technical Linguistics, held a meeting on research trends in computational linguistics on March 14-16. About 40 participants representing universities, government agencies, and private institutions attended the meeting, which was funded by the National Science Foundation. The seven major topics treated during the conference were as follows: linguistics and computational linguistics; integrated computer systems for language, computer-oriented grammars and parsing, machines and speech, language performance (psycholinguistics and dialectology); social implications of automatic language processing; and professional ethics, standards, and education.

The BAAL Seminar on German Applied Linguistics was held March 24-26 at the University of Nottingham, Nottingham, England. The aim of the seminar was to consider how linguistic models and techniques could be used to describe the German language, in order to improve understanding of the practical problems associated with first and second language learning. Fifty resident and several non-resident members took part in the seminar, including at least eight members from abroad. The nine seminar speakers discussed the following topics: German phonology and linguistics from Grimm to Bierwisch, the contrasts between German and English intonation patterns, the linguistic and didactic relevance of a dependency grammar of German, the semantic and syntactic relationships of quantifier constructions in German; the syntactic and semantic criteria used in classifying dictionary entries; the usefulness of the notion of deep structure; the difficulties encountered in doing empirical research into proficiency levels reached by British undergraduate students of German, using standardized American tests; the theoretical and practical problems of didactising the results of linguistic research, and recent work on the description of technical registers in German.

**Book Notices**


A modern textbook for Brazilian Portuguese, using a standard audio-lingual dialogue and pattern drill approach. A previous "trial edition" has been available since 1967. A number of changes have been made in the Knopf edition, resulting in an improved textbook. For example, the drill sentences were carefully revised in an effort to make them more authentic and shorter in length, and to eliminate "odd" sentences and unnatural potential responses arising from item substitutions and other structural changes.

Materials available to supplement the basic textbook include visuals illustrating the basic dialogues, filmstrips to accompany the visualized dialogues, twenty reels of taped materials (one per unit) professionally recorded in Brazil, and an Instructor's Manual. The latter has a number of useful features, particularly a twenty-eight page study on "Portuguese for Spanish Speakers" by David M. Feldman and Frederick G. Hentsey, which provides a concise contrastive analysis of Spanish and Portuguese, and points out some of the major areas in which students who know Spanish as a native or second language should be forewarned that this knowledge may interfere with their acquisition of Portuguese.


The theme of the 1970 Round Table was Bilingualism and Language Contact, and the unifying thread running through all the proceedings was the impact and possible future of the Bilingual Education Act of 1968. Both the more general theoretical papers and the descriptions of situations in other countries tended to be viewed in relation to this topic, and much of the time was devoted to it specifically. Positions taken ranged from those who ardently desire to extend and intensify bilingualism to those who appear to want to stamp it out, but most discussion seemed to be directed towards practical considerations of how programs making active use of two languages can be implemented.

This book is an attempt to highlight and explain some insights of modern linguistics and to indicate how they may be useful in teaching English. Part I covers aspects of linguistics relevant to high school English phonology, grammar, writing systems, the history of the English language, dialectology, lexicography, and semantics. Each of the chapters deals with a specific linguistic aspect in general but also includes a section on the relationships between high school English teaching and the particular topic under discussion, as well as a selected and annotated bibliography for teachers. Part II focuses on the relationship between linguistics and teaching, but it is organized according to subject matter in the English class. It discusses "linguistically enriched high school English" and covers language, literature, and oral and written composition. Directed toward teachers and teachers-in-training, the presentation is simple and linguistically eclectic, and includes suggestions for class activities and discussions.

The Learning of Language, edited by Carroll E Reed (A Publication of the National Council of Teachers of English) New York, Appleton-Century-Crofts, 1971 ix, 430 pp $13.95

This volume reviews current knowledge about the learning of both first and second languages. Certain central themes in the essays occur repeatedly which characterize the present thinking of specialists in language learning. There is, first of all, a clear recognition of the complexity of human language behavior. Not only does the child master words and their meanings at an early age, as well as the basic patterns for combining them, but he also acquires the ability to handle the subtlest variations in sounds, intricate grammatical and semantic categories, and complex syntactic relations. Another theme that recurs repeatedly is the child's orderly acquisition of language structure on the basis of successive hypotheses about the grammar of the native language. This feature of language learning has led to the belief, emphasized by several of the authors, that modern psychological theories of learning fail to account for the way in which the child learns his language. Most students of child language now believe that innate factors have greater importance in language learning than scholars have heretofore been willing to recognize. Several studies in this volume stress the fact that language learning does not end with childhood and that there are vast individual differences in language competence. As a result of the increased awareness of the complexity of language learning and behavior, more sophisticated views of language teaching have come to the fore. The chapters on teaching make a clear distinction between improving native language skills, teaching standard language to non-standard speakers, and teaching second or foreign languages.

Language Origins: A Bibliography, compiled by Gordon W Hewes Boulder, Colo., Department of Anthropology, University of Colorado, 1971 xv, 139 pp $3.50

A compilation of works on the origins of language, and on the gestural theory of language origin in particular, gathered from such disciplines as psychology, anthropology, linguistics, speech pathology, animal behavior, communication theory, neurology, etc. Entries are arranged by author, with a rather detailed topical index at the end.

The Linguistic Reporter
Newsletter of the Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
The Pittsburgh Plan for the Study of the Uncommonly Taught Languages

by Edward M. Anthony

Introducing the uncommonly taught languages into a university curriculum requires student and faculty interest, good timing, luck, economics, and administrative benevolence. The story of the founding and development of the two-year-old Language Acquisition Institute (LAI) at the University of Pittsburgh may be interesting, and perhaps useful, to those with commitments to the language teaching field.

BACKGROUND

In January 1970, after long debate, the Faculty of Arts and Sciences of the University of Pittsburgh, while not condemning language study, voted to abolish the foreign language requirement for the Bachelor of Arts degree. However, in order that students be encouraged to participate fully in language study—a most valuable part of a liberal education, according to the Faculty—the Faculty recommended that several steps be taken, two of which led directly to the development of the Pittsburgh Plan for a program in the uncommonly taught languages.

The University should be strongly urged to strengthen its program in the less-commonly-taught languages.

The question of the desirability of a language acquisition center separate from the departments should be seriously investigated.

In March of the same year, the LAI was established, using seed funds provided by the Division of Instructional Experimentation, with "initial emphasis on developing a system of instruction for the less-commonly-taught languages."

However, the Faculty's recommendation for a language acquisition unit separate from the departmental structure could not be realized completely for a number of reasons. It was desirable to offer credit for courses, and credit originates at the department level. And the support functions of a department, in academic and secretarial personnel as well as in equipment and supplies, permitted more efficient use of limited resources. Thus, the LAI became a semi-autonomous unit within the administrative structure of the Department of General Linguistics, which also included the University Language Laboratory. The Department, which offered master's and doctorate level courses in linguistics, displayed a decided language-teaching bias. A strong program of teacher training in English as a foreign language was complemented by an English Language Institute. So the LAI began its existence in an environment favorable to its growth, with strong administration, faculty, and department support.

BASIC PRINCIPLES

The Institute took as its initial instructional limitation the negatively stated definition of uncommonly taught languages used at that time by the Center for Applied Linguistics: "all languages except French, German, Italian, Russian, Spanish, Latin, and Classical Greek." To this list of exclusions were added those languages already taught in other departments of the University: Dutch, English as a foreign language, Japanese, Norwegian, Polish, Portuguese, Serbo-Croatian, Swahili, Swedish, and Yoruba.

Especially in its developmental stages, the Institute's goals were limited in order to avoid promising, or even implying, that a given amount of progress could be expected in a particular amount of time. The LAI assumed as its basic responsibility the obligation "to explore with students arrangements for the study of less-commonly-taught languages" for which materials and/or native-speaking informants could be found. The Institute attempted to make it possible for the student of a language to learn it—no more.

Finally, the Institute insisted that credit be related to achievement or proficiency, rather than to time invested. The following appears in the College Bulletin:

Although credit may be earned for such study, courses need not be phased to the regular terms of the University. A course is considered completed when a satisfactory proficiency level is demonstrated by examination or by completion of a given programmed segment. For practical as well as pedagogical reasons, a student who has not completed a course within three consecutive terms (excluding the Third Term) will be considered to have withdrawn from the course.

INITIAL STAGES

First, literature about other similar programs was examined, e.g., government programs and the Boyd-Bowman project in
Buffalo. In this connection, the descriptive
material and advice provided by J Milton
Cowan of Cornell University were particu-
larly helpful. And in assembling bibliogra-
phies in order to assess the available
teaching and learning materials, the Cen-
ter for Applied Linguistics’ A Provisional
Survey of Materials for the Study of Neg-
lected Languages (Blass, Johnson, and
Gage) was invaluable, as were lists obtained
through the Peace Corps, the Department
of Defense, the Foreign Service Institute,
the Office of Education, and university and
colleague sources. An occasional telephone
call to an embassy or consulate also served
to uncover tapes, texts, and language sam-
pies, and a survey of students, faculty, and
community provided a valuable list of na-
tive speakers of many different languages.

APPROACHES, METHODS, AND TECHNIQUES

In an ideal world one might set down
the assumptions about language and lan-
guage teaching pertinent to a particular
program, use them as guides for the de-
velopment of a compatible methodology
and appropriate techniques, and then adhere
to them uncompromisingly. And under
ideal circumstances a university might keep
a set of pedagogically well-trained native
speakers on call so that whenever a student
decided to learn, say, Nepali, the well-
trained native speaker of Nepali could be
summoned forth. But because of budgetary
constraints, ideal situations remain only
destinations toward which we travel, hope-
fully.

Though the resources of the LAI are not
extensive, they have been used wisely by its
newly appointed Director, Professor Wil-
liam E. Norris. He is assisted by an ad-
vanced graduate student and calls upon
other graduate student assistants and facul-
ty members of the General Linguistics De-
partment as needed. Thus, the budget of
the Department is invested to a degree, and
funds provided for the Institute itself are
expended for graduate student help, for in-
formants, and for the acquisition of tapes
and text materials.

The LAI instruction has tended to start
on the technique level or the method level
prescribed in the materials employed. While
a consistent body of principles that one
might, with justification label an approach
will one day no doubt emerge, a number of
tentative methodological principles can be
put forth at this time.

First of all, the emphasis is on individu-
alized instruction. Both students and faculty
at Pittsburgh are encouraged to take ad-
vantage of the services of the LAI. Need-
less to say, their abilities, needs, purposes,
and desires differ, their available time var-
ies, as do their disciplines. Both students
and faculty tend to enter the Institute for
practical reasons, e.g., preparation for a
year abroad or the need for a language skill
to pursue a research interest. Typically, the
Director, his graduate student assistant,
and the student jointly plan the individual-
ized course. An informant is sought, and
a flexible but realistic schedule is set up.

The many variations in student needs
intersect with the available materials, which
themselves differ widely in quality and
quantity. The acquisition of materials is done
on a demand basis. When a student expresses
a desire to learn a language, texts, tapes,
records, etc., are purchased, the course of-
fered, and the materials (along with pertinent
comments about them) placed in the
Language Course Library. Predictably, the
Language Laboratory also plays an im-
portant role in this type of program, for the
motivated student is often willing to spend
a good deal of time on his own, especially
after he has acquired the ability to teach
himself.

And, of course, competent native-speak-
ing informants do not, like Minerva from
the brow of Zeus, spring fully trained from
the student body or the Pittsburgh com-

munity. They must be persuaded that they
are informants, not teachers, that they may
indeed know somewhat less about their
own languages than they had thought.

Most imperative in this type of operation
is the need to stress the learning part of the
teaching/learning dichotomy. The teaching
of languages is less important than the
learning of methods and techniques for the
language of learning and knowledge. Time spent in orien-
ting the student in how to learn a language
is well invested and tends to pay dividends
later in more efficient language acquire-
tion. This is an area which needs to be de-
veloped to a point where, through the utiliza-
tion of lectures, discussions, video tapes, and
voice tapes, an intensive course in language learn-
ing methodology has evolved.

PROBLEMS AND RESULTS

Many difficulties remain. Some deal with
the evaluation of a language course, namely,
the search for an acceptable answer to the
question, “How much study of a language
is equal to four ‘hours’ credit?” The LAI is
committed to interpreting the question in
other than time-unit terms, yet, it is con-
fronted with the facts that languages differ
widely in their difficulty for the English-
speaking learner, and that testing for the
less commonly taught languages does not
provide precision instruments that can be
administered by nonspecialists in language
testing. Another problem is the difficulty
and expense of securing tapes and texts for
one student. This will, of course, diminish
as the Language Course Library increases
in scope. And locally produced materials
may allow a nearer approximation to the
goal of a consistent approach.

On the other hand, the Institute has con-
siderable generative power. If the demand
for a given language is great, regular classes
can be offered, the teacher-student ratio
can become respectable, and accountabilité-
minded deans can begin to smile in relieved
fashion. Arabic, Hebrew, Korean, and Thai
have been offered in regular classes in the
LAI, and when such courses are fully and
permanently established, they will be sepa-
rate from the Institute and the General
Linguistics Department, and attached as
regular offerings to the appropriate univer-
sity department, if there is one.

Now, two years after its authorization,
the Institute can take pride in having pro-
vided students with the opportunity to learn
many uncommonly taught languages. Dur-
ing the 1971-72 academic year, students
studied Afghan Pushtu, Hindi, Hungarian,
Indonesian, Persian, Irish, Modern Greek,
and Ukrainian. And there is a waiting
list. Courses in the development stage
include Bengali, Czech, Slovak, Slovenian,
Turkish, and Welsh. This summer Quechua
and Aymara will be offered intensively in
conjunction with the University’s Center
for Latin American Studies.

In this day when grant money is ever
more difficult to find, when universities are
finding themselves no longer able to sup-
port classes in languages that enroll very
c few students, and yet must acknowledge
their obligations both to present and in-
terpret foreign cultures to their students
and to provide linguistic tools for research,
the Language Acquisition Institute is one way
to effectively and economically help highly
motivated students to enrich their knowl-
edge of the world.

The American Society of Geolinguistics
held its annual luncheon meeting on May 6,
1972. Dr. Mario Pei, Professor Emeritus,
Columbia University and founder of the
Society, was presented with a Festschrift, a
collection of papers published by his for-
mer students. Officers elected for the com-
ming year are Irving Linn, Yeshiva Univer-
sity, president; Jesse Levitt, University of
Bridgeport, first vice-president, William C.
Woofson, Bronx Community College, sec-
ond vice-president, Kenneth H. Rogers,
University of Rhode Island, secretary, and
Mary Francisco Delcuve, New York City
Board of Education, treasurer.

The Linguistic Reporter August 1972
International Conference on Methods in Dialectology
by Audrey R. Duckert

The University of Prince Edward Island was host to an international conference on methods in dialectology in Charlottetown, P.E.I., July 19-26. The generous assistance of the Canada Council and the American Council of Learned Societies helped to bring participants from eight provinces, 17 states, and seven other countries. Nearly 100 scholars attended, and the fact that many of them were interested in dialects of languages other than English provided additional scope and variety.

It was a hard-working conference, remarkable for its orderliness and well-timed papers as well as for its variety. Sessions began at 9 in the morning and concluded at 5:30, with special interest groups meeting in the evenings to talk informally about everything from "My Favorite Food" to phonetic typewriters and the training of fieldworkers. The single-track scheduling made it possible for everyone to hear the entire proceedings, and the group seemed to favor this arrangement.

At a dinner on the evening of arrival day, July 19, the group was welcomed by President Ronald J. Baker—himself a dialectologist—of the University of P.E.I. Responses were made by American Dialect Society president Harold B. Allen and by Walter S. Avis, a past president of the Canadian Linguistic Association, followed by an address "The Growth of the Art" by Wolfgang Viereck of the Johannes Gutenberg University in Mainz.

Papers and panels began the morning. The first day was largely taken up with problems in preparing dialect surveys—questionnaire construction, grid planning, informant selection, principles and means of elicitation. On the following day, various techniques in interviewing and recording were described and discussed. Also considered was the validity of mailed questionnaires. The afternoon papers focused on dialect lexicography—especially on the Dictionary of American Regional English—and comparative studies, including revisitation.

The Saturday morning sessions, which dealt with editing and display, afforded a survey of dialect mapping and of the use of computer techniques in retrieval, analysis, editing, and mapping. The conference then adjourned for the remainder of the weekend. The conference reconvened on Monday morning to consider dimensions of dialectology and to hear and discuss papers on social dialects, structural and descriptive dialectology, distinctive feature and allophonic analysis. The following day, the last full one of the conference, included reports on specific projects: The Linguistic Atlas of the Upper Midwest, the Linguistic Atlas of Scotland, and the Arkansas Dialect Survey.

That the conference had been successful, stimulating, and enjoyable no one doubted. The tireless efforts of its chief organizer, H. Rex Wilson of the University of Western Ontario, the able support of many others, including A.M. Kinloch and Constance Cullen, the hospitality of the University and of the Island itself were much appreciated. A committee to organize another conference for 1975 is now being formed, and the proceedings of the 1972 conference will be published in American Speech.

Comparative Word List
Data Base Available

The Project for Computer Support of Linguistic Field Research has put into service a computerized data base capable of storing comparative word lists in all the world's languages. The Project is sponsored jointly by the Summer Institute of Linguistics, the Oklahoma University Research Institute, the Merrick Computing Center, the University of Oklahoma, and Cornell University, and is partially supported by a grant from the National Science Foundation. The information from the data base is accessible to any linguist.

Parallel word lists in a group of languages, alphabetized either by the English reference gloss or by one of the languages in the group, can be provided. It is also possible to search the data base for a specific correspondence or for exceptions to it. Initially, most of the material will come from those who want to use the data base and are willing to contribute the word lists they need to have access to contributors will then have priority in getting requests processed.

All entries in the data base are subject to the usual limitations of computer character sets. For many languages, computer compatible orthographies already exist, for others, there is a list of suggested transliteration conventions for each language accepted into the data base. There must also be stored in another part of the data base a description of the notation used so that other investigators can make use of it. This other part of the data base also provides room for information of sociolinguistic interest about each language.

Further information about the data base can be obtained from Project Coordinator, Linguistics Project, Oklahoma University Research Institute, 1808 Newton Drive, Norman, Oklahoma 73069.
NDEA TITLE VI PROJECTS FOR FISCAL YEAR 1972

During the fiscal year ended June 30, 1972, thirty-four contracts were negotiated by the Institute of International Studies, U.S. Office of Education, in support of new projects designed to improve instruction in modern foreign languages and area studies in the three general categories authorized by Title VI, Section 602, of the National Defense Education Act: surveys and studies, research and experimentation, and the development of specialized text materials.

SURVEYS AND STUDIES

American Association of State Colleges and Universities, Washington, D.C. Frank Farmer Machine retrievable directory of international personnel resources in state colleges and universities July 15, 1971 to January 31, 1972 $5,000

Far West Laboratory for Educational Research and Development, Berkeley, California Belta Banathy Development of an information unit of program and materials for foreign languages February 15, 1972 to February 15, 1973 $70,589


Center for Applied Linguistics, Arlington, Virginia John B Carroll Study to determine present and future needs for specialists in linguistics and the uncommonly taught languages March 15, 1972 to March 14, 1973 $37,809

Center for Applied Linguistics, Arlington, Virginia A Hood Roberts Survey of world journal literature in the field of applied linguistics April 1, 1972 to September 30, 1973 $40,082

Center for Applied Linguistics, Arlington, Virginia A Hood Roberts Preparation and dissemination of abstracts and full translations of selected contents of East European journals concerned with applied linguistics May 1, 1972 to October 31, 1973 $28,490


University of Toledo, Toledo, Ohio W Frank Hull The American undergraduate off-campus and overseas A study of the educational validity of such programs May 15, 1972 to December 8, 1973 $42,714

Educational Testing Service, Princeton, New Jersey William U Harris Other nations, other peoples A survey of teacher and student attitudes, interests, and knowledge June 1, 1972 to November 30, 1973 $99,215

The Asia Society, New York, New York Seymour H Fersh Identification of research findings useful to inter-cultural education April 1, 1972 to September 30, 1972 $5,885


Ten additional contracts were negotiated to supplement on-going projects.

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. An asterisk (*) indicates total support from P.L. 480 U.S. owned foreign currency funds.

University of Washington, Seattle, Washington James E Augerot University of Washington conference on Romanian language and literature January 1, 1972 to June 30, 1972 $4,463

METHODS OF INSTRUCTION

Portland Public Schools, Portland, Maine Nancy Thompson A dictionary of spoken Egyptian Arabic (Arabic/English) September 1, 1971 to July 31, 1972 $13,056

LANGUAGE MATERIALS

West Chester State College, Center for Foreign Language Research, West Chester, Pennsylvania Philip D Smith A teachers guide to the adaptation of basic texts for individualized foreign language instruction January 1, 1972 to January 31, 1973 $21,035

University of Arizona, Tucson, Arizona Hamdi A Qafisheh A basic course in Gulf Arabic June 1, 1972 to August 31, 1973 $23,460

American University in Cairo, New York, New York Martin Hinds A dictionary of spoken Egyptian Arabic (Arabic/English) June 1, 1972 to May 31, 1973 $58,247

University of Wisconsin, Madison, Wisconsin Jeanette Harries Tamazight basic course January 15, 1972 to August 15, 1973 $22,214, suppl by $9,853 of P.L. 480 funds

Southern Illinois University, Carbondale, Illinois Aristotle Katrandes Preparation of a review grammar of graded exercises for Americans studying Modern Greek June 1, 1972 to September 15, 1973 $27,278


University of Wisconsin, Madison, Wisconsin Usha Nilsson Preparation of a Hindi dual language reader for an area and advanced language student February 2, 1972 to December 15, 1973 $5,315, suppl by $26,495 of P.L. 480 funds


Foreign Service Institute, Department of State, Washington, D.C. Warren G Yates Lao reader April 1, 1972 to June 30, 1972 $4,934

The Linguistic Reporter August 1972
Modern Languages Council

**Formed in England**

A National Council for Modern Languages has been established in England to act as a coordinating body for modern languages in the higher and further education sectors. The Council consists of 14 members, representing the major languages (French, German, Italian, Russian, and Spanish) taught in universities, polytechnics, and colleges of education, most are nominees of professional associations in the field, such as the Conference of University Teachers of German, the British Universities Association of Slavists, and the British Association for Applied Linguistics, with several coopted individually to represent interests not covered by a particular association. The Chairman of the Council is Professor J C Ireson, Head of the French Department, University of Hull, and its Secretary is Professor J Coveney, Head of the School of Modern Languages, University of Bath.

The National Council was formed because of the strong feeling among language teachers that a representative body was needed which would aim at continuing the momentum of the 1960's, when the Committee on Research and Development in Modern Languages was able to recommend the provision of government funds to start modern language projects. This Committee ceased to exist in 1970.

The National Council for Modern Languages sees its primary functions as the encouragement of research and the coordinated development of the teaching of modern languages in the higher and further education sectors.

This collection contains a condensation of Whitney's 1867 book Language and the Study of Language and reprints eleven of his articles that are most likely to be of broad general interest. While the historical development of language is the focus of his works, almost no facet of language entirely escaped Whitney's attention. General considerations of the nature of language recur constantly in these pages, and the questions which concerned him still exercise linguists today. Many of his brief statements seem to contain in embryo forms of some of the major directions taken by subsequent linguists and anthropologists.

The ready availability of this substantial representative sample of Whitney's writings will be found most useful in providing perspective on the intellectual history of linguistics. It may help to clarify, for instance, the extent to which empiricism in American linguistics preceded any interaction with behaviorism or psychology (the introduction emphasizes the extent to which Whitney's empiricism was modeled on geology of the period). Some samples of Whitney as controversialist also appear in the volume, indicating that heated polemic is nothing new in American linguistics.

Modern Chinese: A Basic Course, by the Faculty of Peking University New York, Dover Publications, 1971 xx, 249 pp $3.50 (Three 12-inch LP discs plus book $12.50)

This text is an adaptation of materials used for some years for teaching Chinese to foreign university students in Peking. The first eight lessons (51 pages) include a rather thorough presentation of the pronunciation of standard Peking Chinese, with a considerable number of practice exercises. Lesson 3 begins instruction in the analysis and writing of Chinese characters. A four-lesson section of "oral exercises" supplies basic dialog material for everyday situations. The bulk of the book (nearly 70%) consists of presentations of points of grammar with examples and longer illustrative texts. Except in homework assignments, all Chinese material is presented in characters (using the mainland simplified forms) and in Pinyin transcription with English translations. Lessons 18, 24, and 30 (the last) contain summary reviews of certain major points of grammar. The 9-page vocabulary indicates part of speech and page of first occurrence of all words used.

Approximately the first half of the record set covers pronunciation, including exemplification of all possible syllables having first tone. Then follow the "oral exercises" and then the new words for each lesson together with the connected, usually conversational, passage that illustrates the grammar points of each lesson.

These materials will probably find most use as supplementary extensions in courses using other texts and will have a certain appeal for individuals embarking on self-instruction.

Linguistic Speculations, by Fred W. Householder Cambridge, Cambridge University Press, 1971 xiv, 352 pp $17.50

The essays in this collection are addressed to particular problems in linguistics, which the author feels have been neglected in current studies. The essays cover a wide range of topics, including the proper goals of linguistics, memory and speech, the linguistic status of illocutions and modalities, and phonological features, the place of writing in language, and the relationship of rule-orderings to models of events in the brain. In his preface the author indicates that his views on the subjects which make up the chapters of the book constitute a partial account of the present state of linguistics and form a coherent linguistic philosophy.


The papers given at this conference provided a stocktaking of the current position of theoretical linguistics. Reports were given on the present stands of individual linguists with strong theoretical interests as well as on recent developments in more general movements within the field. In the final session of the Round Table, review papers were presented dealing with several aspects of linguistic research in recent years in the Soviet Union. Several authors include bibliographies that are a further aid to assessing the directions in which linguistics seems to be moving at this time.

This is the most extensive set of course materials yet published for the learning of a creolized form of any language. Introductory chapters describe the general situation of creole French in Haiti, outline its sound system, and give a sketch of basic grammatical constructions. The course uses the orthography of the Organisation Nationale pour l'Education Communautaire with slight modifications for the benefit of the English-speaking learner. It follows as a norm the somewhat Frenchified dialect of Port-au-Prince.

Each of the twenty-four units contains a dialog with build-ups, substitution drills, questions related to the dialog, grammar notes with exercises, and a brief narrative passage with related questions from Unit 11. There are English/Haitian and Haitian-English glossaries.

Beyond its value for those who wish to learn to communicate with the vast bulk of the 5,200,000 inhabitants of Haiti, this volume is of considerable interest to all scholars concerned with the description, the history, the sociolinguistic functioning, or the teaching of any form of pidgin or creole language.

A Survey of Linguistic Science, edited by William Orr Dingwall College Park, Maryland, University of Maryland, 1971 810 pp $10.00

Presents an overview of linguistic science today—the areas in which the majority of research is being done, the various trends within these areas, how these areas interrelate to one another, and the direction in which the science as a whole is moving. The following ten areas are covered: experimental phonetics, neurolinguistics, experimental psycholinguistics, developmental psycholinguistics, methodology, generative phonology, historical linguistics, linguistic metatheory, mathematical linguistics, and computational linguistics. Preliminary versions of the papers in this volume were presented at a conference at the University of Maryland in May 1971. Material from the conference discussions is also included. Throughout, an attempt has been made to provide an extensive and explicit bibliographical coverage as possible. Included is an epilogue by the editor addressed to a consideration of Chomsky's contention that linguistics may be properly considered a subfield of psychology.

With the exception of an introductory article by Roger Shuy and Ralph Fasold (reprinted from an earlier publication), the papers collected in this monograph comprise the proceedings of a symposium on sociolinguistics held in New York City in 1971 on the occasion of the 70th Annual Meeting of the American Anthropological Association. Included are papers by Walt Wolfram, David M. Smith, David Minderhout, Roger Shuy, and Mobolaji Adekunle. In addition, there are reactions to each of the papers, submitted by Dell Hymes, Alfred E. Opobor, and A. B. Hudson.

The introductory paper by Shuy and Fasold entitled “Contemporary Emphases in Sociolinguistics” sets forth a useful framework for viewing the various concerns of the papers that follow Wolfram’s paper. “Overlapping Influence and Linguistic Assimilation in Second Generation Puerto Rican English” examines the implications of his recent research on Puerto Rican English for current sociolinguistic theory. The contribution of Smith, “Some Implications for the Social Status of Pidgin Languages” deals with the linguistic concomitants of the socio-cultural situation which gives rise to pidgin and creole languages.

Whereas Wolfram’s and Smith’s papers look at particular types of sociolinguistic situations as they relate to current research interests, papers by Shuy and Adekunle describe educational applications of sociolinguistics. Two quite different situations are described. Shuy describes an attempt to modify teachers’ attitudes toward social dialects in a newly integrated school situation in Norfolk, Virginia, while Adekunle applies sociolinguistic insight to the language situation in Nigeria. Although the language situations are quite diverse, many of the attitudinal problems are similar. Minderhout’s paper takes a direction quite unlike any of the works previously mentioned. It looks at the entrepreneur’s use of language as an asset in the development of the entrepreneurial enterprise. It is more programmatic than data-based, but there are a number of useful references to studies of language manipulation which provide descriptive data.

In many cases, the inclusion of comments along with papers is of little consequence in published accounts of symposia. However, the reactions to the above described works took their task quite seriously, and the comments are well worth reading.


This book is intended for undergraduate college courses in communication, to be used either as an initial text or as a supplement to standard textbooks on speech fundamentals, rhetoric, persuasion, group discussion, public speaking, argumentation, and composition. There are three major sections: Communication Processes, Communication Messages and Channels, and Communication Sources and Receivers. The twenty articles include classics in the field, such as Stuart Chase’s “Gobbledygook”, as well as articles representing new and different approaches. Each article is prefaced by a brief introductory orientation and concludes with a brief list of questions designed to provide the reader with the chance to review the concepts and processes discussed. There is a selective bibliography which is intended to lead the student to additional reading.


This is an unusual exploration of the ways in which an awareness of the structure of language can contribute to creativity in language. It is also a guide to transformational generative grammar. The authors show the systematic relation of form to meaning, describe and explain English sentence structure within the transformational generative framework, and indicate the semantic and stylistic consequences of choosing one syntactic form over another.


This volume contains both synchronic and diachronic material on one of the most archaic of the Turkic languages—spoken today Phonological information on consonants and vowels, a bibliography, an etymological dictionary, and miscellaneous cultural information are included in the book. On the basis of materials gathered so far, the author concludes that Khalaj is an independent Turkic language group, and that the Khalaj may be descendents of the old Arghu.


In the introduction to this Festschrift, Roman Jakobson points out that the title refers to the controversy of whether linguistic analysis should depend on “pure form irrespective of substance” or whether the terms form and substance and the dichotomy which they imply should be disposed of. He goes on to point out that, in her studies, El Fischer-Jorgensen has given much consideration to the relation between form and substance, and the extensive bibliography of her works in the Appendix bears this out. The essays in Part 1 belong to the area of Linguistics and Phonology. Part 2 treats Speech Production and Perception. Part 3 is devoted to Syllables and Suprasegmental Units, and Part 4 is concerned with Phonemes and Sounds.


The three essays in this collection are concerned with specific problems in Finno-Ugric comparative studies. The first uses the distinctive feature approach to treat problems of Proto-Finno-Ugric consonants. The second essay is concerned with problems of the number and grouping of Proto-Finnic dialects. The author approaches this task from the standpoint of the original relative distribution of speakers of Common Finnic in the Baltic Area. The third essay applies a componental distinctive feature analysis to the suffixes used in Finno-Ugric comparison.


Contains papers read at a conference held in London, April 4-6, 1971, which was concerned with current issues in language teaching and research. The papers are “The language barrier to education,” by Bernard Spolsky, “Adolescent concept formation generalising and abstracting processes”, by E. A. Peel, “Stylistics, fluency and language teaching”, by D. Crystal, and, “Describing the language learner’s language”, by S. P. Corder.

The author examines the recent contributions of pertinent fields to more efficient second-language learning in the formal instructional setting. He suggests a more practical and productive approach to second-language teaching, based on transformational generative theory. The topics covered in this volume include: a model of learning, linguistics, stages in learning, basic propositions of an instructional approach as well as of a classroom approach, the practical applications of psycholinguistic insights, a generative approach to language instruction, theoretical bases for course progressions, a practical pedagogical unit, and a brief critique of the generative approach.


The primary objective of this volume is to acquaint English readers with the methodological struggles in which the leading Russian theorists of literature engaged during the early part of this century.

The Russian formalist school of literary criticism consciously made use of methods modeled on those of linguistics, originally under the influence of the work of Baudouin de Courtenay. It continued to interact with linguistic theory, primarily that of the Prague School, a relationship abetted in no small measure by the participation of Roman Jakobson and N S Trubetskoi in both groups. The formalists conceived of their task as that of elucidating the nature of a literary work of art. They particularly wanted to find the distinctive features of poetic language that separate it from practical language. They sought to describe as precisely as possible whatever distinctive manifestations of the linguistic system an author employs for an artistic purpose. In recent years the attention of linguists has again turned towards the linguistic properties of artistic writing, so that the critical essays (largely translated from Russian and Czech for the first time) covering such topics as general problems of literary theory, questions relating to the language of poetry, the nature of dialogue and monologue, as well as the editors' final summaries will be of interest to many linguists.

The German Language in America: A Symposium, edited by Glenn G Gilbert Austin, Texas, University of Texas Press, 1971 xii, 217 pp $7.50

Containing papers presented at the Tenth Germanic Language Symposium held in 1968 at the University of Texas at Austin, the unifying theme of this book is the American German language and the customs of German-speaking descendants of those who immigrated to the United States during the eighteenth and nineteenth centuries. Included are bibliographical and areal studies of American colonial German and German in Wisconsin, a geographical-linguistic project of Pennsylvania German, a study of the problems of phonological changes as evidenced in Virginia and West Virginia, a survey of the sociolinguistic role of German in American society, and a history and bibliography of research on Pennsylvania German. In addition, transcripts from three formal discussions on a proposal for the study of German, German folklore, and the survival of German in the United States further develop ideas from the symposium papers. These discussions show the basic disagreements among the participants over goals and methods, and reflect their concern that German in the United States, with its divergent dialects that exhibit innovations unknown or unusual in Europe, while preserving considered archaic elsewhere, is slowly disappearing. Arguments presented in the discussions have been documented, and a list of references is included.

Philippine Minor Languages: Word Lists and Phonologies, edited by Lawrence A Reid (Oceanic Linguistics Special Publications. 8) Honolulu, University of Hawaii Press, 1971 xii, 239 pp $3.50

This set of lists is intended for use in preliminary contrastive studies. The items were selected from a considerable body of lexical data accumulated for more than half of the 72 minor languages of the Philippines. The individual lists have been edited to fit a standard format which provides for easy comparability of the data. Each list is preceded by a section containing brief information on the specific language, including phonological data. Most of the material from which these lists are taken is still unavailable to scholars, and the purpose of this volume is to make available a brief sampling of forms having a fairly high degree of reliability in lexical equivalence with the English glosses, and reasonably accurate phonemic representation.


The nineteen papers in this volume were presented at the Second International Congress of Applied Linguistics, held in Cambridge, England, in September 1969. They indicate the variety of approaches to the problems of the psychology of second language learning which now characterizes the discipline. Themes which emerge include a new focus on the individual learner as the central element in the language teaching situation, a growing awareness that receptive skills (listening and reading) are more complex than had been imagined, and a desire to bring students into closer touch with the "real" language used in everyday life by native speakers.


The present work is a substantially revised version of the author's contribution to Sentence and Clause in Scientific English (Huddleston et al, 1968). The book has two complementary aims to give a selective grammatical description of some 135,000 words of written scientific English and to investigate certain areas of the grammar of "common-core" English. The corpus is drawn from texts in biology, chemistry, and physics, and represents three levels of difficulty—specialist journals, undergraduate textbooks, and popular works addressed to intelligent laymen. The main topics are mood, transitivity, complementation, relativization, the comparative, and the modal auxiliaries. The theoretical approach is that of transformational grammar.


This book discusses the legal rights, as pertains to language, of the Franco-American groups, at both the federal and state levels. A significant portion of the monograph is devoted to a history of the language situation in Louisiana, a state which was officially bilingual until the Civil War. The situation in several New England and Midwestern states is also explored, though in less detail.
This selection of essays from the author's published works deals with problems which are currently central to research in linguistics. The first section, "Changes in Linguistics", includes a review of recent trends, as well as a brief sketch of the development of linguistics, and a commemorative essay on Ferdinand de Saussure. The next section, "Communication", is concerned with the characteristics of communication and its modalities. In "Structures and Analyses", the author clarifies notions of structure and function. A section on "Syntactic Functions" is followed by "Man and Language", which treats such topics as person and tense in the verb, the nature of pronouns, and subjectivity in language. A final section on "Lexicon and Culture" emphasizes the role of meaning and culture.

The papers in this volume are grouped into three sections: myth, ritual, and certain other forms, and myth in culture contact. Claude Levi-Strauss, one of the pioneers of the structural analysis of myth, first introduces and illustrates the analytic concept of deduction. The next three papers test out the structuralist theory. The second section consists of studies of diverse folkloric genres: ritual, folk drama, folk tale, riddle, and folk song. The last section again deals with myth, but myth "in the making", rather than myth as traditional message.

**Bibliography of General Linguistics:**


- Romanian is a new addition to the "Teach Yourself" series. The book consists of introductory material, thirty-two lessons, appendices on pronunciation and verb inflection, a key to the exercises, glossaries, suggestions for further reading, and a classified index. A typical lesson is divided into sections on (1) vocabulary, (2) conversation, (3) grammar, and (4) exercises. The treatment of grammatical points is generally lucid and well organized. The exercises include such activities as morphological manipulation (e.g., forming the plurals of nouns given in the singular), making sentences with the help of charts which show how various lexical items can be substituted in several slots in a sentence frame, questions and answers, and translation from English to Romanian. Although the book is basically grammar/translation in orientation, the dialog-type materials and some of the exercises provide a basis for the development of audio-lingual skills.

- Modern Romanian was produced under a contract with the United States Office of Education, intended for use with an instructor, and designed to give practice in speech, reading, and writing. One major strength of the book is the quantity of authentic-sounding dialogs included. The Romanian textbooks previously most accessible in the US gave greater emphasis to expository prose and neglect such conversational material. When used as the authors intend, by advanced university students working under the guidance of teachers who speak Romanian fluently and know its linguistic structure well, this text should give good results.

- Modern Romanian can also be used profitably as a "first reader" by those who study the language on their own from a text such as Romanian. While Modern Romanian would prove difficult as a beginning text for self-study, it can help to bridge the gap between reading material prepared especially for the foreign student of Romanian and material written for native speakers.


- This collection of articles is divided into three major sections: "Standard and Non-standard English Temporal, Regional, and Social Variations", "Standard English The Problem of Definition", and "Standard and Nonstandard English: Learning and Teaching Problems". Each section is prefaced by a short overview of the particular subject. The editor has attempted to select articles that present accurate concepts of and realistic attitudes toward standard and nonstandard English and toward education that recognizes the existence of language variation. The book is directed toward college students, prospective teachers, and practicing teachers.


- This is a selective, annotated bibliography of basic publications in the field to date, which emphasizes works of the mid- and late 1960's. There is a comprehensive presentation of standard information sources in linguistic research. Most of the items included are concerned with British and American linguistics, but a number of influential works by non-English scholars are included which have appeared in English, English translation or in multilingual publications. Part 1 is devoted to General Sources and Selected Special Topics. Part 2, Linguistics Periodicals and Series.


- This is a companion volume to the Selected Papers of the Second International Congress of Applied Linguistics (Cambridge 1969) and contains thirteen papers first presented at that conference. In the introduction, the editor discusses the fact that contrastive linguistics is currently in a state of flux, and that there is a need for further broad and detailed studies of an empirical nature. The papers examine the practical application as well as the theoretical importance of contrastive linguistics. Many of the contributors are concerned with the implications of their work for areas outside language teaching, and some of the papers show the usefulness of contrastive studies in language typology, general linguistic investigations, and the study of language universals.


- This book discusses problems involved in the study of the origin of languages and suggests possible solutions. The author deals specifically with the origin and growth of categories of vocabulary, the development of various types of grammatical structure, the rise of social and local dialects, and the migrations of languages along with those who spoke them. The book is based on a draft that was unfinished at the time of Swadesh's death. The editor has provided, in addition to stylistic changes, illustrative examples where these had been intended by the author, discussions explaining, for example, the ordering of chapters or sections, and a bibliography of sources and background materials.


- The papers in this volume are grouped into three sections: myth, ritual and certain other forms, and myth in culture contact. Claude Levi-Strauss, one of the pioneers of the structural analysis of myth, first introduces and illustrates the analytic concept of deduction. The next three papers test out the structuralist theory. The second section consists of studies of diverse folkloric genres: ritual, folk drama, folk tale, riddle, and folk song. The last section again deals with myth, but myth "in the making", rather than myth as traditional message.
SELECTED PUBLICATIONS OF THE CENTER FOR APPLIED LINGUISTICS

new and forthcoming

Tense Marking in Black English: A Linguistic and Social Analysis, by Ralph W. Fasold.
A sociolinguistic study of Washington, D.C. Black English. Concentrates primarily on the verb forms, but contains an annex on noun plurals.
1972 254 pp $7.00

Fall 1972 [6.00 tentative]

El Lenguaje de los Chicanos: Regional and Social Characteristics of Language used by Mexican Americans, edited by Eduardo Hernandez-Ch., Andrew D. Cohen and Anthony F. Beltramo.
Winter 1973 [8.00 tentative]

sociolinguistic studies

Language & Reading: An Interdisciplinary Approach, compiled by Doris V. Gunderson.
The seventeen papers in this volume focus attention on reading and reading problems from the point of view of various disciplines: linguistics, anthropology, education, sociology, psychology, and certain fields of medicine, such as pediatrics, neurology, and psychiatry.
1970 278 pages $8.00

Sociolinguistics: A Crossdisciplinary Perspective.
Five papers and responses to those papers covering the fields of speech/communications, psychology, sociolinguistics, education, and linguistics/anthropology.
1971 151 pages $4.00

Urban Language Series

This series makes available the results of recent sociolinguistic research concerned with the position and role of language in a large metropolitan area.

The Social Stratification of English in New York City, by William Labov.
A linguistic study of New York City as a speech community which takes into account social and stylistic variation and unconscious subjective reactions to the variables concerned.
1966 655 pages $5.00

A report of the methodology employed in a survey of Detroit speech conducted in 1966-67. A descriptive, rather than theoretical work, in order to provide a practical base for large-scale urban language study.
1968 128 pages $5.00

Teaching Black Children to Read, edited by Joan C. Baratz and Roger W. Shuy.
Eight papers concerned with the relationship of language to reading and the role of the child's own language behavior in the process of learning to read.
1969 219 pages $5.00

A Sociolinguistic Description of Detroit Negro Speech, by Walter A. Wolfram.
A descriptive study of the correlation of linguistic variables with the social variables of status, sex, age, racial isolation, and style in Detroit Negro speech.
1969 237 pages $5.00

Teaching Standard English in the Inner City, edited by Ralph W. Fasold and Roger W. Shuy.
Six papers which deal with linguistic features of Negro dialect, and cover as well, educational aspects such as classroom methodology, sequencing of material, and teacher training.
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Eight papers dealing with dialect research from differing perspectives and different points in time.
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An alphabetical listing of 1753 dissertations, giving author, title, university and year the degree was granted. Also contains topical/analytical index.
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A checklist of nearly 500 books and articles arranged alphabetically by language, with cross references and an author index.
1965 41 pages $3.50 cloth; $2.00 paper
Information Sources in Linguistics, compiled and edited by Frank Rice and Allene Guss.

A bibliographic handbook providing coverage of all major traditional fields in linguistics, most of the theoretical approaches to linguistic analysis, and the major fields of linguistics and related disciplines. Contains 537 entries, an author index, and an analytical table of contents.

1965 42 pages $5.50 cloth; $2.00 paper

A Provisional Survey of Materials for the Study of Neglected Languages, by Birgit A. Blass, Dora E. Johnson, and William W. Gage.

An annotated bibliography of texts in 382 languages and dialects, with primary emphasis on materials intended for use by the beginning adult learner whose native language is English. The more than 2000 entries are arranged by language and language groups within major geographical areas. Contains a language index.

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Reference List of Materials for English as a Second Language, edited by Sirarpi Ohannessian and others.

A comprehensive annotated bibliography containing a total of over 2000 entries. Parts 1 and 2 cover the years 1953–63.

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The Relationships Between Speech and Reading

by Ignatius G. Mattingly and James F. Kavanagh

For scientists who have a special concern with language—researchers in linguistics, phonetics, speech science, experimental psychology, and communications engineering—no subject in the school curriculum arouses as much interest as reading. It is impossible to speculate very deeply about reading without touching on the nature of thought and language, and on the fundamental role that reading plays in this society.

At first, of course, because his own learning experience is so far in the past, the speculator takes his literacy for granted, just as he does his ability to speak and listen to language. It is regrettable that some have ceased to speculate at this early stage and have rashly issued ex cathedra directives to language-researchers in linguistics, phonetics, speech science, experimental psychology, and communications engineering—no subject in the school curriculum arouses as much interest as reading. It is, therefore, rather surprising to find that a substantial number of people can also, somehow, perform linguistic functions with their hands and their eyes.

The remarkability of reading increases yet further when one considers that only in modern Western culture does reading play so central a role. Some civilizations have attained a high level of culture without being literate at all; for many others, reading and writing have been the prerogatives of the hierarchy or the skills of the specialist. But this society insists that everyone learn to read and, if he wishes to obtain or retain middle-class credentials, to read in silence, rapidly, and efficiently. In Book VI of Augustine's Confessions (397 A.D.), he records his amazement on finding that when his teacher, Ambrose, was reading, "his eye glanced over the pages, and his heart searched out the sense, but his voice and tongue were at rest...the preserving of his voice (which a very little speaking would weaken) might be the...reason for his reading to himself." How surprised Augustine would be if he could see millions of children learning to do Ambrose's little trick.

Just over a year ago, a group including researchers in all the disciplines mentioned earlier met at Belmont, the Smithsonian Institute Conference Center in Maryland, under the sponsorship of the National Institute of Child Health and Human Development, for three days of papers and discussion on the relationships between speech and reading. This group included a few who have carried on research in reading for many years, but for the most part, they were people who have specialized not in the study of reading but in interestingly related areas: speech production and perception, phonology, information processing, language acquisition, memory.

The original purpose of the conference was to consider speech and reading from psycholinguistic and psychological points of view, but the cultural role of reading that has been mentioned came in for some heated discussion as well. In retrospect, however, it seems that there was one question that recurred throughout the conference: The question arose in various guises which may seem quite dissimilar at first. Its most familiar guise is the question of reading readiness. Just what skills, besides competence in his native language, must a child have before he can learn to read? Another version is, Can reading and listening be regarded, as do Bloomfield (1942) and Fries (1962), simply as parallel processes in different modalities, converging at some point on a common linguistic path? Or, finally, one can put the question very abstractly: Is it really possible to represent the relationships between speech and reading in the form of a non-trivial block diagram?

To answer these questions, or at least to understand them better, it seems worthwhile to consider a number of differences between speech perception and reading that are interesting because they cannot be attributed merely to differences in modal-
ty. To begin with, listening is easy and reading is hard. All living languages are spoken languages, and every normal child acquires by maturation a tacit knowledge of the grammatical rules of his native tongue and can speak and understand it. In fact, we are forced to conclude that the child has in some sense an innate ability to perceive speech, for without such ability he could not collect the linguistic data that, as Chomsky (1965) asserts, are required to infer these grammatical rules. Indeed, some recent work by Eimas et al. (1971) suggests that a four-week-old infant is capable of phonetic discrimination. On the other hand, relatively few languages in the history of the world have been written languages, and the alphabet seems to have been invented only once. In general, children must be deliberately taught to read, and despite this teaching, many of them fail to learn. Someone who has been unable to acquire language by listening—for example, a congenitally and profoundly deaf child—will hardly be able to acquire it by reading; on the contrary, a child with a language deficit owing to deafness will have great difficulty learning to read properly.

Secondly, the forms in which information is presented are basically different for the listener and for the reader. The listener is processing a complex acoustic signal in which the speech cues lie buried. (A "speech cue" is a specific acoustic event that carries linguistic information—for example, the aspiration that distinguishes voiceless /p, t, k/ from voiced /b, d, g/.) These cues are not discrete events, well separated in time and frequency, they blend into one another in complex ways. The segmental sounds the listener perceives quite often have no obvious segmental counterparts in the signal. To recover the phonetic segments, the listener first has to separate the speech cues from a mass of irrelevant detail. This process is largely unconscious. In many cases the listener is quite unable to hear a speech cue as a purely acoustic event; he hears only phonetically (Mattingly et al. 1971).

The complexity of the listener's task is indicated by the fact that no scheme for speech recognition by machine has yet been devised that can perform the task properly. The reader, on the other hand, is processing a series of symbols that are quite simply related to the physical medium that conveys them. The marks in black ink are information; the white paper is background. The reader has no difficulty in seeing the letters as visual shapes if he chooses to, and optical character recognition by machine, though a very challenging problem for the engineer, is one that can be solved.

It is possible to display speech visually in the form of a sound spectrogram which shows the distribution of energy in the acoustic frequency range over time. We know that a spectrogram contains most of the essential linguistic information for it can be converted back to acoustic form without much loss of intelligibility (Cooper 1950). Yet reading a spectrogram is at best very slow work, and at worst, impossible. The converse task of "reading" written characters represented in acoustic form is somewhat easier but not very fast. For example, Morse Code or the various acoustic alphabets for the blind reader can be understood only at rates much slower than a typical listening rate for speech.

Finally, the number of different sounds used in speech in all the languages of the world is relatively small. These sounds can be classified in terms of their component phonetic features—voiced or voiceless, stop or fricative, labial or dental or velar—and the number of these features is very small—15 or 20 at most (Stevens and Halle 1967). The situation with the writing systems of the world, as one can verify by spending an hour or two looking at the plates in David Diringer's book The Alphabet (1968), is very different. Formally speaking, the symbols used in writing systems have an endless variety, and so does their arrangement on the page. Swift (1727) does not exaggerate in his description of the writing system of the Lilliputians in Gulliver's Travels (Book I, Chapter 6). "Their manner of writing is very peculiar, being neither from the left to the right, like the Europeans; nor from the right to the left, like the Arabians; nor from up to down, like the Chinese; nor from down to up, like the Cascagans, but slant from one corner of the paper to the other, like ladies in England."

However, if one looks at a writing system not just as an ensemble of visible marks but also as a representation of some linguistic level, one finds a more orderly variation. The possible levels seem to range from the morphemic to the phonetic. Chinese characters are essentially morphemic; no information about pronunciation is given. If one wishes to read aloud in some dialect of Chinese, one must have memorized the phonetic values of the characters in that dialect. The English writing system, as Chomsky (1970) has remarked, is essentially morphophonemic. Thus, we use the letter s for the regular plural morpheme even though it is phonetically realized not only as [z] in cats but also as [z] in cans and as [z] in cases. The orthography preserves the morphological relationship between sign and signature even though the phonetic vowel written as i is different in the two words and the g is pronounced in signature but silent in sign. But as Martin points out in his conference paper, English, unlike Chinese, does not always define the morpheme boundaries clearly. Are misled, molester, and bedraggled to be read as mizled, malester, or be+draggled or as midl+ed, mule+ster, and bed+raggled? Still other writing systems are fairly close to the phonetic level, for instance, those used for Finnish or Spanish. Either their morphology is less complex than that of English, or some of the morphological complexity is masked by the written language for the sake of phonetic regularity. In his conference paper, Klima explores this range of orthographic variation from a theoretical standpoint, proposing several conceivable orthographic conventions for representing the morphological and phonological content of sentences.

Twenty years ago, it could have been said that the range of writing systems spread over most of the known linguistic domains, and that in principle there was no interesting restriction on the linguistic levels they represented. But the findings of the generative grammarians and the experimental phoneticians compel a drastic revision of this view. It is now clear that there are extensive areas in semantics, syntax, and speech perception that are part of the speaker's competence in his native language. Yet, except for the purpose of examples in the literature of linguistics and phonetics, one does not encounter writing consisting of deep structure tree diagrams and transformations, or, on the other hand, writing consisting of articulatory patterns, narrow phonetic transcriptions, distinctive features, or spectrographic patterns. Thus, it now appears possible to make a significant generalization about writing systems. They actually represent, as Cooper pointed out at the conference, a relatively narrow linguistic stratum. Moreover, this stratum does not include the level at which the listener perceives speech. In short, writing tends to represent language at the morphemic, morphophonemic, or broad phonetic level, while speech represents language at the acoustic level.

The differences that have been listed indicate that even though reading and listening are both clearly linguistic and have an obvious similarity of function, they are not really parallel processes. Instead, a rather different account of the relationships of reading to language is proposed. This account depends on a distinction between primary linguistic activity itself and the speaker-hearer's awareness of this activity.
Primary linguistic activity consists of the processes of producing, perceiving, understanding, rehearsing, or recalling speech. Many investigators have come to think that these processes are essentially similar to one another since they all require the construction or reconstruction of utterances in both phonetic and semantic form (Neisser 1967). Synthesis may be used as a cover term for all these processes.

Having synthesized some utterance, the speaker-hearer is conscious not only of a semantic experience (understanding the utterance) and perhaps an acoustic experience (hearing the speaker’s voice) but also of an experience with certain intermediate linguistic processes. Not only has he synthesized a particular utterance but he is also aware in some way of having done so; he can reflect upon this experience as he can upon his experiences with the external world.

If language were deliberately and consciously learned, this linguistic awareness would hardly be surprising. One would suppose that development of such awareness is needed to learn language. But since language seems to be acquired by maturation, linguistic awareness seems quite remarkable when one considers how little introspective awareness we have of the intermediate stages of other forms of complex behavior, for example, walking or seeing. The speaker-hearer’s linguistic awareness is what gives linguistics its special advantage over other forms of psychological investigation.

Taking his informant’s awareness of particular utterances not at face value but as a point of departure, the linguist constructs a description of the informant’s intuitive competence in his language that would be unattainable by purely behavioralistic methods.

However, linguistic awareness is far from being evenly distributed over all phases of linguistic activity. As Klima points out in his conference paper, some stages of linguistic activity are more “accessible” than others. Much of the process of synthesis takes place well beyond the range of immediate awareness (Chomsky 1965) and must be determined inferentially. The speaker-hearer is unaware of the deep structure of utterances or of the processes of speech perception. He is aware of phonetic events and easily detects deviations, and this awareness can be increased with proper phonetic training. Yet at the morphophonemic level, reference to various structural units becomes possible. Words are perhaps most obvious to the speaker-hearer, and morphemes hardly less so, at least in highly inflected languages. Syllables, depending on their structural role in the language, may be more obvious than morphophonemic segments. In the absence of appropriate psycholinguistic data, any ordering of this sort must be very tentative, and in any case, it would be a mistake to overstate the clarity of the speaker-hearer’s awareness and the consistency with which it corresponds to a particular linguistic level. But it seems safe to say that, by virtue of this awareness, he has an internal image of the utterance, and that this image probably owes more to the morphophonemic representation than to any other level.

Linguistic awareness can become the basis of various language-based skills. Secret languages, such as Pig Latin (Halle 1964), form one class of examples. In such languages a further constraint, in the form of a rule relating to the morphophonemic representation, is artificially imposed upon production and perception. If one has synthesized a sentence, an additional mental operation is required to perform the encryption; and to carry out the process at a normal speaking rate, one has not only to know the encryption rule but also to have developed a certain facility in applying it. A second class of examples are the various systems of versification. The versifier is skilled in synthesizing sentences that conform not only to the rules of the language but also to an additional set of rules relating to certain phonetic features (Halle 1970). To listen to verse, one needs at least a passive form of this skill in order to distinguish correct from incorrect lines without scanning them syllable by syllable. Like Pig Latin, versification requires awareness of the phonetics and phonology of the language.

It would appear that there are clear differences between language-based skills, such as Pig Latin and versification, and primary linguistic activity. For one thing, there seems to be considerable individual variation in linguistic awareness: Some speakers are very conscious of linguistic patterns and exploit their awareness with obvious pleasure in verbal play (punning and charades) and verbal work (linguistic and phonetic research), others seem never to be aware of much more than words and are surprised when quite obvious linguistic patterns are pointed out to them. This variation contrasts markedly with the relative consistency from person to person in the way primary linguistic activity is carried on. Moreover, if one were unfamiliar with Pig Latin or with a system of versification, one might fail to understand what the Pig Latinist or the versifier was up to, but one would not suppose either of them to be speaking an unfamiliar language. And even after one catches on to the trick, the sensation of engaging in something beyond primary linguistic activity does not disappear; one continues to feel a special demand upon one’s linguistic awareness. In short, synthesis of an utterance in primary linguistic activity is one thing; the awareness of this process of synthesis is quite another.

The conclusion suggested here is that reading is not a primary linguistic activity but a secondary language-based skill, and so requires a degree of linguistic awareness. The form in which a written sentence presents itself to the reader is determined not by the actual linguistic information to be conveyed by the sentence but by the writer’s linguistic awareness of the process of synthesizing the sentence, an awareness that he wishes to impart to the reader. Since the reader has much the same linguistic awareness as the writer and is familiar with the conventions of the writing system, he can synthesize something approximating what the writer intended and so understand the sentence.

Since the writing system of English is, as has been said, essentially morphophonemic, the reader probably forms something like a morphophonemic representation as he reads. Does he also form a phonetic representation? Though it might seem needless to do so in silent reading, there is reason to
think he does. In view of the complex interaction that must take place in primary linguistic processing, it seems unlikely that the reader could omit this step at will. Many information-processing experiments suggest that words and sentences are stored in phonetic form in short-term memory while the mysterious process by which the reader understands the utterances takes place. Moreover, even though the writing system may be essentially morphophonemic, linguistic awareness is in part phonetic. Thus, a sentence which is phonetically bizarre—"The rain in Spain falls mainly in the plain," for example—will be spotted by the reader. Again, many of those who manage to read and write ordinary text without "inner speech" or any signs of vocalization have to mumble their way through numeric computations, though the numerals, unlike alphabetic words, have no overt phonetic structure. Finally, Ericson et al. (1972) have shown that in a test of recall the mysterious process by which the reader confuses kanji characters that are homophones, even though the kanji, like numerals, have no overt phonetic structure.

In conclusion, the questions raised earlier in this paper can be reconsidered. What is required for reading readiness? Apparently some degree of linguistic awareness, in particular (for written English, at least) awareness of morphophonemic segments. Two of the conference papers directly support this view.

Are reading and listening parallel processes? Evidently not. Reading appears rather to be parasitical on spoken language, exploiting the reader's awareness of the contents of short-term memory. And finally, can the processes of reading and speech be represented on a single block diagram? Not very easily, because one of the boxes in a block diagram of reading must itself include the kind of partial knowledge of the block diagram of listening and speaking that has here been called linguistic awareness.

NOTES


2 These differences were pointed out by Liberman at an earlier NICHD conference (Kavanagh 1968).

3 There have been a few interesting exceptions to this generalization. The Halkuni alphabet of the Koreans, described by Martin in his paper for the conference, and the experimental writing systems of Wilkins (1668) and A. G. Bell (1867), as described by Dudley and Tarnoczy (1950), represent each speech sound by a symbol depicting articulation, and Potter, Kopp, and Green (1947) used a moving spectrographic display in a project to teach the deaf to read speech sounds.

REFERENCES


The International Association of Applied Linguistics (AILA) has established a Commission on Language Tests and Testing. Those interested in the activities of the commission should contact one of the co-chairs: Dr. Peter J. M. Groot, Institute of Applied Linguistics, University of Utrecht, Wilhelmina Park 11, Utrecht, Netherlands, or Professor Bernard Spolsky, Program in Linguistics and Language Pedagogy, The University of New Mexico, 1805 Roma, N.E., Albuquerque, New Mexico 87106, U.S.A. Copies of new language tests and published or unpublished research on language testing should be sent to the commission's bibliographer Jean-Guy Savard, Directeur, Centre International de Recherches sur le Bilinguisme, Université Laval, Québec 10e, Canada. Activities planned for 1973 include a seminar in Europe in April and a meeting in Puerto Rico during early May. Details on the seminar are available from Dr. Groot, and those interested in presenting a paper at the May meeting should contact Professor Spolsky.

The Linguistic Reporter October 1972
National Science Foundation Research Grants

The Division of Social Sciences of the National Science Foundation awarded 619 research grants during the fiscal year ending June 30, 1972, amounting to almost $23.6 million. Of these, 48 were awarded for research in linguistics and related areas, for a total of $1,848,580. Listed below are the institution, investigator, and title of each linguistic research project.

SPECIAL PROJECTS


Johns Hopkins University. C. Garvey. Discourse Analysis of Two-Person Problem-Solving Communication.

Lehigh University. H. Rubenstein. Experimental Studies of Lexical Memory.


Ohio State University. I. Lehiste. Linguistic Units and Boundaries.


Stanford University. J.H. Greenberg. Genetic Classification of South and Central American Languages.


Yale University. E. Stankiewicz. The Accent Patterns of the Slavic Languages.

HISTORY AND PHILOSOPHY OF SCIENCE

SPECIALIZED FACILITIES


Also awarded were grants for doctoral dissertation research in linguistics: University of California at Berkeley, 1; University of California at Irvine, 1; Columbia University, 3; and Indiana University, 1, and for doctoral dissertation research in psycholinguistics: University of Michigan, 1.

Information about particular grants may be obtained by writing directly to the investigators or from the Science Information Exchange, 1730 M Street, N.W., Washington, D.C. 20036, which can provide abstracts for a small fee.

The 1973 International Conference on Computers in the Humanities is planned for July 20-22 at the University of Minnesota, Minneapolis, under the joint sponsorship of the university’s Departments of English, German, and Computer Sciences. The conference will provide an opportunity for scholars with diverse interests in the humanities, but with a common interest in the use of the computer in their own fields, to exchange ideas and to discuss methods and problems of general interest. Prior to the conference, a five-week summer workshop offering a variety of courses (credit available) specifically designed for those interested in computer applications in the humanities will be held at the university. (Both the conference and the workshop are contingent upon the availability of funds.)

Interested scholars are invited to submit abstracts, primarily in the areas of linguistics, literary studies, the creative arts, and related fields, by December 15, 1972. Two types of papers will be considered: (1) Major papers (400-600 words) reporting on completed projects, (2) Minor papers (100-250 words) reporting on work in progress. Each abstract will be considered by at least two qualified reviewers, and notifications of acceptance will be sent as soon as possible. Final determination of the program will be made in February. Plans are being made to publish a selection of the conference papers.

Abstracts and inquiries should be sent to: Professor Jay Leavitt, 114 Main Engineering Building, University of Minnesota, Minneapolis, Minnesota 55455.
The Foreign Area Fellowship Program of the Social Science Research Council and the American Council of Learned Societies, now in its tenth year of administration, supports dissertation research by advanced doctoral candidates at U.S. and Canadian universities in the following major world areas: Africa and the Near East; East, South, and Southeast Asia; Western Europe, Latin America and the Caribbean. Post-doctoral research grants, professional internships, pre-doctoral summer training fellowships, and other appointments are also offered in the Latin American and Caribbean program.

As of August 1, 1972, 222 appointments had been accepted for 1972-73. Of these, the following eight awards support research in linguistics or related fields:

- Bridget Connelly, Ph.D. candidate in folk literature, University of California, Berkeley, for research in Tunisia on oral narrative performances in North Africa.
- Grover Hudson, Ph.D. candidate in linguistics, University of California, Los Angeles, for research in Ethiopia on a descriptive, comparative, and historical phonology of the Sidamo languages of Eastern Cushitic.
- Laura Tanna, Ph.D. candidate in African languages and literature, University of Wisconsin, for a comparative analysis in Uganda and Kenya of Swahili and Baganda oral narrative traditions.
- Leslie Beebe, Ph.D. candidate in Thai language, University of Michigan, for completion of research in Thailand on the structure of question-response sequences in standard Thai (renewal).
- Brian J. MacWhinney, Ph.D. candidate in psycholinguistics, University of California, Berkeley, for preparation of a dissertation on the acquisition by Hungarian children of communicative competence (renewal).
- Elizabeth MacLaughlin, Ph.D. candidate in anthropology, Indiana University, for research on traditional oral disparagement humor among Quechua-Spanish bilingual children in Arequipa, in affiliation with the Center for Research in Sociology, Economics, Politics, and Anthropology, Catholic University of Peru (renewal).
- David J. Minderbou, Ph.D. candidate in sociolinguistics, Georgetown University, for research on Trinidad Creole English, in affiliation with the University of the West Indies, St. Augustine, Trinidad.
- Mary K. Tolbert, Ph.D. candidate in developmental psychology, Harvard University, for research on acquisition of Cachaque and Spanish languages with specific reference to environmental influences on learning rates and patterns, in affiliation with the Institute of Nutrition for Central America and Panama, Guatemala City.

Also awarded by the Joint Committee on the Near and Middle East of the SSRC and the ACLS were a grant for collaborative research by Harvey E. Goldberg, Associate Professor of Anthropology, University of Iowa, and Hann Blanc, Professor of Linguistics, Hebrew University of Jerusalem, for research in Israel on the language and culture of Tripolitanian Jews residing in Israel.

The Foreign Area Fellowship Program is now accepting applications for its annual fellowship competition for the 1973-74 academic year. Applications are accepted for doctoral dissertation research in the social sciences, the humanities, and the professions, with preference given to topics of contemporary relevance. Announcements of the fellowships, internships, and grants offered in 1973-74 are available from: Foreign Area Fellowship Program, 110 East 59th Street, New York, New York 10022. Included are descriptions of and requirements for the fellowships available in the four previously mentioned world areas, procedures for requesting applications, listings of fellowships and grants offered by other institutions, and closing dates for applications.

Symposium on Linguistic Terminology in Modern Greek

The first Symposium on Linguistic Terminology in Modern Greek was held in March 1971 at the Institute of Modern Greek Studies of the Aristotelian University, Thessaloniki, Greece. The symposium was organized by the university's School of Philosophy and the U.S. Educational Foundation in Greece to meet the need for a corpus of linguistic terms in Modern Greek and to ensure uniformity and consistency of use of terms introduced from different languages and subfields of linguistics. Scholars in applied, theoretical, historical, classical, and mathematical linguistics meet to consider the problems of translating English, French, German, Italian, and Russian linguistic terms into Modern Greek and to prevent a proliferation of Modern Greek translations for the same terms originating from different languages and authors.

The participants selected the most significant publications in their various linguistic subfields and from these compiled lists of terms in the original along with suggested Modern Greek translations. A special staff was attached to the Institute of Modern Greek Studies to translate terminology collected in available dictionaries of linguistic terminology. It was agreed that the Institute would act as the project's clearinghouse and that participants would submit their lists of terms to the Institute for circulation among all participants.

The second meeting of the symposium is scheduled for December 1972, at which time controversial translations will be discussed with the aim of reaching a consensus. The agreed-upon corpus of terms will then be made available to researchers by the Institute, and it is hoped that the Institute will be able to publish these terms in dictionary form.
SEAMEO Regional English Seminar

by Lurline H. Coltharp

A Regional Seminar on Instructional Materials for English Language Teaching was convened in Singapore by the Regional English Language Centre (RELC) of the South East Asia Ministers of Education Organization (SEAMEO) on July 5-12, 1972. This was the seventh such seminar organized by RELC and the first one to be held in its new building.

The Seminar had four objectives, to review the present status of instructional materials for English language teaching in SEAMEO countries, to discuss recent developments in the content, organization and format of instructional materials, to examine the role of programmed materials in English language teaching; and to consider the definition of objectives at different levels, the organization of projects, and the writing, production and evaluation of instructional materials for SEAMEO countries.

After the opening ceremonies, the first three days were devoted to plenary sessions; the next two days were devoted to workshop meetings; and the reports of the workshop leaders were presented on the final day with a closing address by Mrs. Tai Yu-Lin, Director of the Regional English Language Centre.

The opening plenary sessions were devoted to reports on the present status of instructional materials in SEAMEO countries. The first reports were given by the countries where English is taught as a foreign language: Indonesia, the Khmer Republic, Laos, Thailand, and Vietnam. These reports all emphasized the need to stress reading ability and the fact that students must have a knowledge of English at least as a 'library language.' This was not the sole objective, however, as among other aims given was to lead the student to a working knowledge in all of the four language skills. Three countries consider English as a second language Malaysia, the Philippines and Singapore. This affects the basic instructional aims in these countries, e.g., bilingualism is one of the main educational objectives of the Republic of Singapore.

The papers at succeeding plenary sessions dealt with a wide variety of approaches to the basic limitation of "instructional materials." They were presented by speakers from ten different countries and a wide spectrum of backgrounds. The subject matter ranged from reports of projects completed to controversial theories about the type of English that should be taught. Several papers stressed the need for providing for individual differences; the content areas assigned to applied linguistics and the role of sociolinguistics were also investigated, and practical aspects of all phases, including language laboratories, were presented.

For the next two days, the participants met in ten workshop groups which dealt with various topics, such as remedial courses, oral material, teacher training, criteria for evaluation, and the organization of an instructional materials project. In the workshops, all participants assisted in formulating the goals and suggestions which were presented at the final session.

At the closing meeting, the ten workshop chairmen presented reports. They made suggestions for additional contributions that RELC might make, such as the publication of a professional magazine, but basically the reports requested that RELC continue to provide the same high quality of assistance and guidance as it has in the past.

Three aspects deserve special notice. First, the Seminar highlighted the tremendous variety in the work being done as special programs are designed to meet specific needs in various areas. Second, a definite trend toward "nationalistic feeling" emerged. Most of the materials in current use have been published commercially in the United States or Great Britain and have been written for the global market. While many recognized the difficulties of writing and publishing their own materials, there was still a desire for new materials written with their own specific customs in mind. Some countries have published a relatively large amount of indigenous material while others are only now beginning this process. Finally, the contributions of the Regional English Language Centre should be noted. The Seminar demonstrated the effectiveness of the RELC training program, as well as RELC's success in assisting with the production of instructional material on both a national and a regional basis and in the dissemination of information to the entire area.

The proceedings of the Seminar can be ordered from SEAMEO Regional English Language Centre, 30 Orange Grove Road, Singapore 10, Republic of Singapore.

Recent CAL Publications


A sociolinguistic study of Washington, D.C. Black English. The book concentrates primarily on the verb forms, with separate chapters on the past tense, present tense, and distributive be. Other chapters consider grammatical and phonological variation and correlation with social factors. Throughout the text, comparisons are made between the Washington, D.C. findings, and the findings of William Labov in New York and Walt Wolfram in Detroit. The annex by Carolyn Kessler deals with noun plural absence.


This seventh revised edition of University Resources presents, in a concise and comprehensive format, information on degrees, course offerings and faculty in the field of linguistics at 170 U.S. and 29 Canadian institutions. New to this edition is a 23 page index of faculty and the institutions at which they teach. As in previous studies, the following information is provided for each school: department, department chairman, degrees offered; staff, with academic rank and field of specialization, course offerings or course area; special summer offerings; institutes, language and area centers, research programs, etc.; and the office from which to obtain fuller descriptive material on courses and degree requirements. Besides the index of faculty, appendices include information on annual summer institutes; a tabular index of universities listed and their programs; an index of languages and the institutions at which they are taught, and a list of schools offering linguistics, but not enough courses to qualify for full inclusion in University Resources.

FORTHCOMING SPRING 1973

El Lenguaje de los Chicanos: Regional and Social Characteristics of Language used by Mexican Americans, edited by Eduardo Hernandez-Ch, Andrew D. Cohen and Anthony F. Beltramio.
meetings and conferences

November 22-25 National Council of Teachers of English, 62nd Minneapolis, Minnesota
November 22-26 American Association of Teachers of German Atlanta, Georgia
November 22-26 American Council on the Teaching of Foreign Languages, 6th Atlanta, Georgia
November 22-26 Southern Conference on Language Teaching Atlanta, Georgia
November 24 National Association of Language Laboratory Directors Atlanta, Georgia
November 24-25 Chinese Language Teachers Association Atlanta, Georgia
November 24-25 Philological Association of the Pacific Coast San Francisco, California
November 27-December 1 Symposium on Communication Research Paris, France
November 28-31 Acoustical Society of America Miami Beach, Florida.
November 29-December 3 American Anthropological Association, 71st Toronto, Ontario, Canada
November 30-December 3 Conference on American Indian Languages, 11th Toronto, Ontario, Canada
December 14-16 Polish Conference on Contrastive Linguistics, 3rd Karpacz, Poland [Write Prof. dr Jan Fisiak, Adam Mickiewicz University, Institute of English, Marchlewskiego 124/126, Poznani, Poland]
December 26-27 American Dialect Society New York, New York
December 26-31 American Association for the Advancement of Science, 139th Washington, D C
December 27 Modern Greek Studies Association New York, New York
December 27-29 American Association of Teachers of Slavic and East European Languages New York, New York
December 27-29 Linguistic Society of America, 47th Atlanta, Georgia
December 27-30 American Association of Teachers of Arabic New York, New York
December 27-30 American Association of Teachers of French New York, New York
December 27-30 Modern Language Association, 87th New York, New York
December 27-30 Speech Communication Association New York, New York
December 28 American Association of Teachers of Italian New York, New York
December 28-30 American Association of Teachers of Spanish and Portuguese New York, New York
December 28-30 American Philological Association Philadelphia, Pennsylvania
December (last week) All-India Conference of Linguists, 3rd Hyderabad, India [Write Dr H S Ananthanarayana, Secretary, Third All-India Conference of Linguistics, c/o Department of Linguistics, Osmania University, Hyderabad-7 (A P) India.]
January 3-6 International Conference on Austroasiatic Linguistics, 1st Honolulu, Hawaii
January 3-7 International Conference Seminar of Tamil Studies, 4th Jaffna, Ceylon [Write The Honorary Secretaries, Organizing Committee of the Fourth International Conference Seminar of Tamil Studies, "Shantam," 18, Mitargiya Avenue, Colombo 4, Ceylon]
January 8-February 21 Brazilian Linguistic Institute, 6th Florianópolis, Brazil [Write Prof P Gomes de Matos, Centro de Linguística Aplicada Yá('//*[@66]çio, Av 9 de julho 316, São Paulo, S P , Brazil.]
February 1-6 Brazilian Linguistic Association Florianópolis, Brazil
March 9-13 International Linguistic Association, 18th Arqupia, Peru [Write Prof E Chang-Rodriguez, Department of Romance Languages, Queens College, City University of New York, Flushing, New York 11367]
March 15-17 Georgetown Round Table, 24th Washington, D C
March 24-25 North-American Conference on Semitic Linguistics Santa Barbara, California
March 29-31 Linguistic Symposium on Romance Languages, 3rd Bloomington, Indiana
March 30-April 1 Association for Asian Studies, 25th Chicago, Illinois
April 5-7 Conference on African Linguistics, 4th Flushing, New York
April 12-14 Northeast Conference on the Teaching of Foreign Languages, 20th New York, New York
April 20-21 Southeastern Conference on Linguistics Charlottesville, Virginia
April 26-28 University of Kentucky Foreign Language Conference Lexington, Kentucky

International Symposium on First Language Acquisition

by Charles A. Ferguson

[Charles A. Ferguson is Chairman of the Linguistics Committee, Stanford University, and former Director of the Center for Applied Linguistics]

An International Symposium on First Language Acquisition was held at the Tuscan Academy of Sciences in Florence, Italy, on September 4, 5, and 6, 1972. The symposium, which was organized and chaired by Professor W. von Raffler Engel, drew over 100 specialists in child language from many countries. Most of the participants came from Europe, including Scandinavia and Eastern European countries, but North America was also well represented, and there was a handful of "Third World" scholars. The participants included psycholinguistic theoreticians, experimental phoneticians, and specialists in therapy and educational problems.

The three days of the symposium consisted of very intensive discussions from early morning to late at night. Overall direction came from, in addition to Dr. Engel, D I Slobin (University of California, Berkeley) and E Oksaar (Hamburg). Sessions were devoted to phonological topics including non-segmental aspects and perceptual development, these were chaired by D. Crystal (Reading), C A. Ferguson (Stanford), and A McCaffrey (University of Massachusetts, Boston). Sessions on syntax and language and cognition were chaired by R Cromer (Medical Research Council, London) and H Sinclair-de-Zwart (Geneva) S Ervnn-Tripp (University of California, Berkeley) and F. Antinucci (Consiglio Nazionale delle Ricerche, Italy) chaired a session on semantic development, and M Bullowa (MIT) led sessions on patterns of maternal language to children E Oksaar (Hamburg) chaired a session on bilingual first-language acquisition Two extra sessions were added on Wednesday morning, one on innate aspects of acquisition chaired by L Waterhouse (Trenton State) and K Fischer (Pennsylvania), and the other on the process of comprehension chaired by N Stemmer (Bar-llan).

Probably the greatest value of the symposium came from the numerous informal reports on the participants' own research work, which gave opportunity for comparison of research aims, methods, and findings, specialists working on the same phenomena came to know one another and lines of further communication were set up for future exchanges.

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Particularly prominent were the reports from research in Great Britain and Yugoslavia, both of which were strongly represented.

A memorable feature of the symposium was an address by Professor Milivoj Pavlovic of Yugoslavia, who recalled his work on child language acquisition decades ago in Paris under the direction of Antoine Meillet, pointed out major theoretical issues of then and now, and stated his own views on them.

During the course of the symposium the participants endorsed the notion of an International Association on Child Language first raised at the European colloquium on paedolinguistics held at Brno in 1970. Officers were named, and plans were made for drafting a constitution to be circulated for mail vote before the next meeting.

At its final session the symposium (acting as an association) chose Bucharest as the site of its next meeting and asked Professor Slama-Cazacu to undertake its organization, probably in early June of 1974. The participants endorsed the idea of an international journal on child language. Several publishers have expressed strong interest in the venture, and an editorial committee consisting of Professors Crystal, Slama-Cazacu, Engel, and others was encouraged to proceed with formulation of editorial policy and negotiations with publishers.

The proceedings of the symposium will be published by the University of Ottawa Press, and inquiries for further information on the symposium or the proceedings may be sent to Professor Walburga von Raffler Engel, Box 26, Vanderbilt University, Nashville, Tennessee 37203.

The Institute of International Education is currently revising the 1969 edition of its publication entitled English Language and Orientation Programs in the United States. This publication includes entries for institutions offering English Language and/or Orientation Programs, ESL courses, and TEFL degree and certificate programs.

Survey questionnaires have been sent to all institutions included in the 1969 edition, all institutions listed in the 1972 NAISFA Directory indicating an ESL person on campus, as well as additional institutions which IIE now knows offer new programs.

Any institution offering ESL programs which has not received the above questionnaire should contact: Joan Kartis, Head, Division of Special Courses, Institute of International Education, 809 United Nations Plaza, New York, New York 10017.

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LSA Linguistic Institute

The annual summer Linguistic Institute of the Linguistic Society of America will be held at the University of Michigan, Ann Arbor, Michigan, July 5-August 28, 1973. The theme of the Institute "Language in the Context of Time, Space and Society" will be highlighted in a wide variety of courses, lectures and conferences. In addition to the Michigan faculty, the following scholars will be on the staff of the Institute: C. J. Bailey (Georgetown University), Derek Bickerton (University of Lancaster, University of Hawaii), Lois Bloom (Teachers College, Columbia University), Charles Ferguson (Stanford University, LSA Professor), M. K. Halliday (Center for Advanced Study in Behavioral Sciences), Paul Kiparsky (M.I.T. [Collins Professor]), William Labov (University of Pennsylvania), George Lakoff (University of California, Berkeley); Robin Lakoff (University of California, Berkeley); Wallace Lambert (McGill University); James Matisoff (University of California, Berkeley), Harvey Sacks (University of California, Irvine), Gilian Sankoff (University of California, Berkeley). Emanuel Schegloff (University of California, Los Angeles); W. S. Y. Wang, University of California, Berkeley).

Courses will cover such subject areas as sociolinguistics, child language, psycholinguistics, grammatical theory, phonological theory, conversational analysis, historical linguistics, as well as English, Germanic, Chinese, Romance, Semitic and Slavic linguistics. Courses in the linguistic situation of a given area, e.g. Southeast Asia, North Africa, South Asia, etc., as well as introductory level courses will also be offered.

William J. Gedney (University of Michigan) is director of the Institute. More specific information can be obtained by writing: Linguistic Institute, Department of Linguistics, University of Michigan, Ann Arbor, Michigan 48104.

new journals

Sign Language Studies. Published under the auspices of the Indiana University Research Center for the Language Sciences by Mouton Publishers Twice a year First issue Fall 1972 Subscription $6.00 per issue on a subscription basis, bought separately $7.00. Editorial correspondence to William C. Stokoe, Jr., Editor, Linguistics Research Laboratory, Gallaudet College, Washington, D.C. 20002 Subscription correspondence to Mouton Publishers, P.O. Box 1132, The Hague, The Netherlands.

Sign Language Studies will present research reports, review articles, and preliminary studies in fields related to human gesture. Both applications and primary research are welcomed. Among the disciplines concerned with human motor signs and the systems by which these are organized are psycholinguistics, sociolinguistics, semantics, anthropology, ethnography, and psychology. It is expected that a special group of contributors, as well as readers, will be drawn from those deaf persons whose first language is Sign.

Papers in Japanese Linguistics. Published by the Japanese Linguistics Workshop, Department of Linguistics, University of California at Berkeley Biannually First issue June 1972. Subscription, $10.00 for libraries, $7.00 for individuals. Correspondence to M. Shibatani, Department of Linguistics, University of California, Berkeley, California 94720.

This periodical aims to serve the growing number of scholars interested in Japanese linguistics by providing a forum for the exchange of ideas and the presentation of current linguistic research. Will publish papers dealing with any aspect of the Japanese language, e.g. syntax, phonology, history, regardless of the theoretical background. Will also contain sections devoted to book reviews, discussions, and squibs.

A North-American Conference on Semitic Linguistics will be held March 24-25, 1973, in Santa Barbara, California. The aim of the conference is to promote the interest of linguists in Semitics and the interest of Semitists in modern currents in linguistics.

Two types of conference sessions are planned: (1) Discussion of papers that have been submitted well before the conference and subsequently distributed to participants. (2) The usual oral presentation followed by impromptu discussion. Prospective contributors are urged to opt for the first format.
book notices

Preliminaries to Linguistic Phonetics, by Peter Ladefoged Chicago, University of Chicago Press, 1971 xx, 122 pp. $6.25

This monograph, expanded from the author's paper "Linguistic Phonetics," serves as a preliminary to developing a set of features necessary for phonological descriptions by surveying some of the phonetic events occurring in the languages of the world. The author recorded and studied data, largely in conjunction with other linguists, from more than 100 languages. Those data consisting of contrasts observable at the systematic phonetic level were then selected and assessed in terms of the theory of generative phonology. It is the author's contention that only after more is known about the surface phonetic events and the rules governing speech patterns can an adequate phonological theory be developed.

The first chapters examine the airstream process, phonation process, oral-nasal process, and articulatory process. The final chapters deal with secondary articulation, vowels, prosodic features, and features systems, the latter comparing a proposed set of systematic features with that suggested by Chomsky and Halle.


An updated, expanded and somewhat revised edition of a 1968 annotated bibliography of reference and resource materials on the theory and practice of foreign language teaching. Included are linguistics and methodology studies, grammars and dictionaries, and works on the contributions of psychology and education to language teaching; classroom materials are not covered in this list. As before, entries deal with English for speakers of other languages and the most commonly taught modern foreign languages: French, German, Italian, Russian and Spanish. The new edition is larger, better organized (there is a separate section for each language) and more compact. The 838 entries include 289 new items while 163 of the earlier entries have been dropped. English for speakers of other languages, previously part of a section on English as a mother tongue, is now a section on its own, and English as a mother tongue is no longer included.


This work presents a typological classification of the languages spoken on New Guinea and adjacent islands. A nine-page section is devoted to phonological systems, but the bulk of the book treats grammatical characteristics. The Austronesian (Melanesian) languages are canvassed first. These, which are known to be historically related but with considerable questions as to sub-groupings, are shown to have also a certain typological unity—with interesting subsets of languages forming various approximations to the non-Austronesian languages of the area. The major section of the book schematizes information about the grammatical systems of the non-Austronesian languages, generally called Papuan. Very little is as yet known about the genetic affiliations among these languages, and they exhibit a remarkable degree of structural diversity.

The key taxonomic concept made use of is the distinction between event domination, shown in languages with elaborations in tenses and moods of verbs, and object domination, shown in languages with noun classes—often requiring complex verbal agreement. The languages of New Guinea cluster in certain subtypes of the event dominated or object dominated scale, with some manifesting neither type of domination. The grammar of a language representing each subtype is briefly discussed. The most characteristically New Guinean variety seems to be that which has final verbs which specify the nature of an event in many particulars, but connects other events to this by using sentence-medial verbs which indicate principally either change of actor or continuance of the same actor.

The first appendix contains fifteen maps for locating languages. The second outlines areas particularly requiring further study. There is a bibliography of New Guinea language materials and an index of languages covered in the book.


Following a description of the evolution of the Portuguese language and its spread to Brazil, the author employs a diachronic perspective in considering the successive stages of Portuguese as structural systems that can be compared with earlier stages of the language. The important elements of the Portuguese language are traced from their Latin origins in the chapters on phonology, the morphology of nouns and pronouns, adverbs, verbs, periphrastic structures, connectives, the lexicon, and the sentence. Rather than a contribution to a particular grammatical theory, the book is an exposition of the facts of the Portuguese language that will be useful to scholars of any theoretical school. Included is an analytical bibliography of the works of the author felt to be relevant to university-level studies.


The thirty-five readings collected in this book are not intended to survey an established field but rather to set forth what could be included in this field so that when language is analyzed the social interaction phenomena are taken into account. The readings are grouped to highlight the following concerns: an analysis of the relations between verbal and nonverbal communications, communication as a process of linguistic production, social interactions, codes as the instrument of communication, the semantic realm, and persuasion. The first four sections, dealing with the linguistic aspects of social relations, do not require advanced knowledge of psychology, social psychology, or linguistics, while the last four sections, focusing on the social aspect of language, are on a more advanced level.


As the title indicates, the authors are pointing towards a high standard for learning: truly functional communication in another language. For the facilitation of this task, their book: "is aimed particularly at helping people to define their language problems in more precise terms than they would otherwise be able to do, and then to tackle them accordingly." It is particularly notable in its attempt to indicate ways one may apply linguistics at an extremely practical level to individual problems.

Part One gives a basic orientation. It discussed which people in the world learn second languages and which ones do not. It presents an overview of language learning, with stress on the importance of being linguistically inventive. It then treats the relation of language use and community roles, including the use of more than one
language in a society. Pointing out that cultures differ, and warning of the difficulties of adjustment, it urges the learner to find ways to fit in with the new culture, and suggests the development of a surrogate family as the optimal approach.

Part Two considers language study in general terms. It mentions some of the pitfalls awaiting the neophyte in a strange tongue. The authors describe and evaluate various approaches to language instruction, and then set forth what might be called a linguist's dream program. Suggestions are given as to how to process language material into learning units and how to use texts for practice focusing on pronunciation, on grammatical patterns, and on word meanings, and then about the reworking of texts to find other things to say with one's present knowledge of the language. The last chapter in this part provides for the problems inherent in the relation of speech to writing, and the complications for reading and writing that stem from various sorts of orthographies. Throughout their presentation of techniques, the authors bring out the dangers as well as the advantages of the methods under discussion.

Part Four. Wider Communication points to how to go beyond a basic command of a language. One is given directions as to where to look and what type of questions to ask to find out more about the language and the culture. Advice is provided about improving one's control of socially differentiated varieties of the language. The stage is set for proceeding to learn other dialects and other languages, particularly those with cultural ties to the one first studied. The final chapter analyzes the problem of true, situational translation.

The book is intended primarily as background for the learner who is forced to a great extent to organize things for himself, but the authors' ways of putting things should give some new insights to language teachers and linguists who have been considering such problems for years.

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Announcing—

JOURNAL OF CHINESE LINGUISTICS

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The Linguistic Reporter October 1972
The Nigerian Rivers Readers Project

by Kay Williamson

Kay Williamson is a member of the faculty of the University of Ibadan, Ibadan, Nigeria.

The Rivers State of Nigeria is one of the more complex linguistic areas of the country. The languages spoken there belong to five different linguistic groups, two of which are Benue-Congo and three Kwa, according to Greenberg’s (The Languages of Africa, 1963) classification. Within each group, several different languages have to be recognized, thus:

1. **Kwa languages**
   - **A Ijo group**
     - *1* North-Eastern Ijo (Kalabari, Okrika, and Iben dialects)
     - *2* South-Eastern Ijo (Nembe and Akassa dialects)
     - *3* North-Eastern Central Ijo (Biseni and Okordia dialects)
   - **B Lower Niger group**
     - *1* Ekpeye
     - *2* Ikwere (comprising two major dialect groups, Southern and Northern, which might well be treated as two separate languages)
     - *3* Ogbah
     - *4* Egbeama (also spoken over the border in the East Central State)
     - *5* Esche

2. **Delta Edo group** (a sub-branch of the Edo group, spoken mainly in the Mid-West State).

3. **Benue-Congo languages**
   - **A Ogoni group**
     - *1* Khana
     - *2* Gokana
     - *3* Eme
   - **B Central Delta group**
     - *1* Abua
     - *2* Ogbia
     - *3* Kugbo
     - *4* Odua
     - *5* Ogbogbo
     - *6* ‘Mini’
     - *7* Ogbono (Bukuma)
     - *8* Obulom (Obulome)

* indicates a moderate school population
** indicates a large school population

Before the creation of the Rivers State, this area formed part of the old Eastern Region of Nigeria. The general educational policy here, as elsewhere in the South, was that primary education began in ‘the vernacular’, with a switch to English as the medium of instruction in the higher primary classes. Thus in principle children were supposed to learn to read in their own language.

In some areas, such as the greater part of the Ijo area, an attempt to do this was actually made, using in general the dialect native to the particular place. Efforts were, however, severely handicapped by the fact that there were very few books that could be used as readers, the few primers that existed (for instance in the Nembe and Okrika dialects) were based upon a very old-fashioned approach to reading, where-by the alphabet was memorized first, then words of two letters were practised, then words of three letters, and so on. In other dialect areas, there was no textbook at all, the teacher wrote the alphabet on the blackboard, and when the children had memorized this, the teacher would write up simple words and sentences for reading practice. Under these circumstances, it is hardly surprising that most people became more easily literate in English than in the local language, although the latter continued to flourish as the medium of spoken communication.

In other areas, Igbo was taught in schools as ‘the vernacular’. This was the case in the whole area of the Lower Niger group languages, to which group Igbo also belongs, and it was also the case in at least some of the Benue-Congo-speaking areas, for example in Eshe and Abua. Thus large numbers of children were using a language which was not their own.

With the creation of the Rivers State, however, there has been a great revival of interest in the cultures and languages of the State, and people are now extremely anxious to emphasize their own distinct heritage. For example, even before the end of the civil war, the most important project for the rehabilitation of the Ikwere people was considered to be the translation and publication of a hymnbook and later a prayer book in the Ikwere language to replace the Igbo versions that had previously been used in the churches.

In this climate of opinion, it is clear that
the continued use of Igbo in the primary schools would not be acceptable. The question of which Rivers languages to use then arises. It is sometimes suggested that a single language should be chosen and developed to embrace the whole State. In view of the diversity of the languages spoken within the State, however, it is clear that any attempt to impose a single language would be doomed to failure. A second proposal is to use the four languages which are used by the State for news broadcasts, namely Kalabari and Kolokuma from the Ijo group, Ikwerre from the Lower Niger group, and Khana from the Ogoni group. It is also clear, however, that this proposal would leave large areas of the State without any language of their group being used, the Delta Edo and Central Delta groups would be entirely unrepresented, and even within the groups which are represented, there would be individual languages which are different enough from the one chosen as to be essentially unrepresented.

The logical decision, then, seems to be that a large number of languages should in fact be used in education. This principle has been accepted by the Rivers State Government in that they have agreed to sponsor the Rivers Readers Project, whose aim is to publish reading materials for the primary schools in some 20 of the languages and major dialects of the State. The intention is that, so far as is reasonably possible, each child should be introduced to reading in his own language before he is expected to begin reading in English. This is commonly accepted practice among larger language groups in Southern Nigeria and, as we have seen, has been the principle in the Rivers area for a long time. What is new is the attempt to put the principle into practice by systematically providing reading materials for small languages as well as large. The Project is, therefore, an experiment which, if successful, could provide a model for similar projects in other multilingual areas.

It may be of some interest to note what constitutes a "language" for the purposes of the Project. It was observed that Kalabari, Okrika, and Iban should be considered three dialects of a single language for linguistic purposes. Separate readers have, however, been produced for each dialect. This is because the three communities feel themselves clearly distinct, each has a separate county council, and each has an earlier tradition of publication, given these circumstances, no community would be willing to use reading materials in the dialect of another. At the opposite extreme, a single reader has been produced for Ikwerre, although the diversity there suggests that two distinct languages could well be recognized. The speakers are willing to attempt to overlook great dialectal diversity in their desire to create a single common standard language. It has been suggested that a different dialect should be used as the basis when the book is revised, but that not more than one version of the reader should be produced.

It appears, then, that the single most important factor in determining what is to be a language from the point of view of the Project is the expressed feeling of a group of people that it constitutes a distinct and internally coherent linguistic community, although the acceptable internal coherence differs widely from one area to another.

A second important factor is the size of the community. It is quite clear that all the large and moderate-sized communities should have their own readers. Among the smaller ones, it is also agreed that those which constitute some sort of political unit should have their own, for example, Eleda, which has its own county council. Others like Epie are recognized within their county council as being distinct sub-areas. There is a problem, however, where a clearly distinct linguistic unit is extremely small, and particularly where it exists solely as an enclave within a considerably larger group, as is the case, for example, with several small languages of the Central Delta group. Here there are several considerations to be taken into account for example, the relative importance of encouraging the cultural distinctiveness of such small groups or of assisting their integration with their larger neighbours, apart from the more practical economic consideration that it may not be possible to provide separate readers for every single group if such groups are no more than single villages. No final decisions have yet been taken, the general policy is to study the situation further and decide each case on its merits.

A third important factor is the existence of a previous tradition of writing in the language. Once a tradition is established, it is hard to persuade people to accept a dialect or language other than their own for the written language. Where there is no tradition, on the other hand, it may be difficult to decide which of a number of dialects should be taken. This problem has arisen in the case of the South Central dialects of Ijo, the people have previously used Nembe for their written language, but it has been agreed that at least an initial reader should be provided in Southern Ijo. It has, however, been decided to make an arbitrary choice of one of the more central dialects for this purpose, as it is not easy to get a consensus among speakers of the various dialects.

As far as organizing the Project goes, the most important point to note is that it is essentially an exercise in co-operation. The Rivers State Government has given both moral and financial support from the days when the first proposal of such a project was made. The Ministry of Education organizes conferences to introduce the new materials to teachers and buys up large quantities of the books for sale to the schools each year, in addition to having given the Project two direct grants to help it get established. UNESCO and the Ford Foundation have both made further grants to the Project and taken an interest in its progress.

The Institute of Linguistics at Zaria has co-operated in that two of its teams working in the Rivers State have published their own readers within the framework of the Project. For all the other languages, contact has been established with individuals who write the actual texts and, wherever possible, with a language committee which will check the expression and wording before the text is published. It has also been necessary to develop or revise orthographies for the languages used. These are discussed with the language committee before being publish and put to use. For each reader, "Teachers' Notes" are provided to help in the use of the books, and supplementary reading materials, such as books of traditional stories, are also planned.

The work of co-ordination and planning is carried on by the Rivers Readers Committee at the University of Ibadan. The Committee consists of Dr E. J. Alagoa of the Institute of African Studies, O. A. Nduka of the Department of Education, and myself. The Project is physically based at the Institute of African Studies. At present, the books are produced at Ibadan, though we hope that in time it may be possible for at least some of them to be produced in the Rivers State.

So far, the Project has resulted in the publication of some 30 books and pamphlets in 13 different languages, with 3 more ready to go to press. The most encouraging thing about it is the enthusiasm shown by the people of the State for the idea of publications in their own languages. This suggests that if other governments were to follow the lead of the Rivers State Government in supporting similar projects, they might find equal enthusiasm for the idea of publishing in local languages.
The English Teaching Division of the British Council

[Editor's Note: In the course of a series of high level talks on United States-United Kingdom cooperation in English teaching, it was suggested that ways be sought to increase cooperation between the British Council's English Teaching Division and American organizations such as the Center for Applied Linguistics. During the past summer, Dorothy A Podhke, a member of the program staff of CAL, spent five weeks at the English Teaching Information Centre in London to study ETIC operations and information, and to investigate areas in which closer cooperation might be developed. It is hoped that reciprocal visits by ETIC staff members to CAL will ensue, and that joint projects as well as more formal and regular exchange of information will result. What follows is a brief description of the English Teaching Division and some of its programs and projects.]

The English Teaching Division (ETD) of the British Council consists of three complementary sections: the English Teaching Information Centre, the Inspectorate, and the English Language Teaching Institute. For a long time the English teaching sections of the British Council, although always one of the main activities of the Council, came under the jurisdiction of the Education and Science Division, with an Assistant Controller as administrator. Recently, however, the Council upgraded English teaching programs to the rank of Divinity, with its own Controller, Dr. Bernard M. Lott, and Deputy Controller, Mr. Matthew Macmillan.

The English Teaching Information Centre (ETIC) is, as its name indicates, the information arm of the Division. Its concern is with the past and present English teaching situation, and it serves as a study center and clearinghouse on all aspects of teaching English to speakers of other languages overseas. It maintains a three-part library (published material, archives or unpublished material, and a section for audiovisual aids) and several types of files, produces bibliographies and other reference materials, answers inquiries from the field, and briefs Council officers going to overseas posts where English teaching will be a part of their involvements. Perhaps the greater part of ETIC's users are the overseas Council officers, but ETIC is not simply a London service center for Council overseas posts. The overseas officers in turn contribute much of the information in ETIC files, one reason for ETIC's excellent coverage of the English teaching situation in so many countries. Currently ETIC is developing a set of more formal country ELT profiles, based on a report form sent out as guidelines for Council officers in reporting details on the situation in their respective countries.

ETIC supplies its information in other directions as well: to its own Inspectorate, to other government and non-government agencies such as the Overseas Development Administration, the Centre for Educational Development Overseas, the Inter-University Council, the Council for Technical Education and Training for Overseas Countries, and the Centre for Information on Language Teaching, as well as to overseas professional organizations and centers such as the Center for Applied Linguistics and the Regional English Language Centre in Singapore. Although its mandate directs ETIC to focus on English teaching overseas, its London center is open to the public, and ETIC is becoming increasingly known as a source of information for English teachers in Britain as well.

The Inspectorate branch in fact does do a certain amount of inspecting, but not in the usual sense of the school inspector. Its main work is to evaluate Council ELT programs overseas, complementing ETIC's information, and then, on the basis of this data and of host country requests, to determine the projects and the long- and short-term programs to be supported in each country. Thus the Inspectorate is the planning arm of ETD, concerned with the future English teaching situation overseas.

Besides its basic planning and evaluation function, Inspectorate staff members also go out as specialists on lecture tours during the year. They participate in the selection of overseas Council ELT personnel, make recommendations for the travel programs of foreign visitors to England, and advise on the placement of other country nationals who are recipients of Council scholarships.

Many of the Council grantees, students in England on Council-supported study programs, need English courses before they enter their regular programs. Those who need long-term courses or specialized programs are sent to various centers in Great Britain, but many of those who can profit from shorter intensive courses are enrolled in the English Language Teaching Institute (ELTI). ELTI's own school. ELTI also accepts students from other government agency programs by special agreement. The school does some materials preparation, and has a special course that makes extensive use of the language laboratory.

The areas of responsibility in ETD are chiefly allocated on a geographical basis. Certain persons are responsible for information and programs in certain countries. The countries are grouped partly on a regional basis, partly on the basis of their relationship with England, and partly on the status of English in a given country. Thus there are geographical responsibilities such as the Far East or the Middle East, but there is also a Commonwealth countries scheme, and a scheme for countries where English is a foreign language as differentiated from countries where English is a second language. The ETD also cooperates with the Council of Europe, providing or recruiting staff for Council of Europe programs and sending specialists to advise or evaluate programs. This facet of ETD activities has taken on increased importance with Britain's entry into the Common Market.

The organization with which the ETD cooperates most closely is the Council for Information on Language Teaching (CILT). ETD and CILT are presently housed in the same building, and on the spot it is difficult to distinguish the two. Although CILT is not a Council department, and the two organizations are funded by different government agencies, somehow they manage, amicably and effectively, to share library facilities (including the Library budget) and to cooperate on numerous projects.

CILT was established primarily to serve the needs of the profession of modern foreign language teachers within Great Britain. The Center for Applied Linguistics is a nonprofit, internationally oriented professional institution, established in 1959 and incorporated in 1964 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse, informal coordinating body and research organization 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: $5.00, air mail, $5.50 (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 Alaine Guss Grognet, Editor, The Linguistic Reporter, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. 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.
The East European Contrastive Study Projects

by Dian Overbey

[Since its inception in 1959, the Center for Applied Linguistics has been actively involved in the field of contrastive linguistics, developing, administering, and participating in numerous research projects and publishing extensively in the field. The Center is currently continuing this involvement in the field by collaborating on three-year contrastive study projects with universities and/or national academies of sciences in four East European countries—Yugoslavia, Romania, Poland, and Hungary.]

The principal objective of these projects is to help meet the growing need among the people of these countries for a practical knowledge of the English language, consequently, English is the primary target language. However, since one of the secondary objectives is to further knowledge in the United States of these East European languages, they too are viewed as target systems. In addition, the projects aim to augment local linguistic resources by increasing the number of scholars and teachers trained and experienced in linguistic research and its applications to language teaching.

To accomplish these goals, American and local participants—American, German, Dutch, and Finnish—will develop sets of specimen teaching materials, illustrating the applicability of these results to practical problems of language course development.

These projects are jointly administered by the Center and a scholarly institution in each country involved. Financial support is shared by the Ford Foundation and the U.S. government and, in some cases, the U.S. government has also contributed support. Along with acting as grant recipient and fiscal agent, the Center for Applied Linguistics (1) formulates project plans in cooperation with East European scholars, (2) solicits support for the projects, (3) acts as technical advisor to supporting agencies, (4) provides professional consultation and guidance to project researchers, (5) coordinates U.S. and local participation, and (6) conducts a visiting scholar program which brings some of the project researchers to the United States for a period of residence at the Center and for visits to institutions where programs of study and research on contrastive linguistics or other relevant topics are being conducted and, most importantly, (7) actively contributes to the research.

YUGOSLAV SERBO-CROATIAN-ENGLISH CONTRASTIVE PROJECT

This, the oldest of the collaborative projects, was originally funded in 1968 by the Ford Foundation for three years and will now continue through 1973. Additional financial support has also come from the U.S. Department of State, the U.S. Office of Education and the Yugoslav Commission for Cultural Relations with Foreign Countries. Jointly administered by the Center and the Linguistic Institute of the University of Zagreb, this project is directed by Rudolf Filipovic, Dean of the Faculty of Philosophy of the University of Zagreb and Director of the Linguistic Institute E. Wayles Browne has recently returned to Yugoslavia to again serve as the Center’s researcher-consultant on the project which involves 30 researchers from the Universities of Zagreb, Zadar, Novi Sad, and Sarajevo. Through the visiting scholar program, three Yugoslav participants have been brought to the United States for extended stays. Unlike those of the later East European projects, this visiting scholar program was not funded under the Ford “grant” but rather by the International Research and Exchanges Board.

A special feature of the project is the use of the “Brown corpus,” a corpus of English compiled at Brown University by W. Nelson Francis and Henry Kučera, a Serbo-Croatian translation of the “Brown corpus” and a more limited Serbo-Croatian corpus with its English translation. These corpora, prepared for computer processing, provide a supplementary method of establishing structural relationships between the two languages.

The project has resulted in three series of publications Reports, containing interim and final versions of the contrastive analyses, Studies, offering more theoretical arti-
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icles, and Pedagogical Materials, presenting the practical implications for teachers of the contrastive analyses. To date, six issues of Reports, five of Studies and one of Pedagogical Materials have appeared.

ROMANIAN-ENGLISH LANGUAGE PROJECT

Inaugurated in the fall of 1969, this project is jointly administered by the Center and by the English Department of the University of Bucharest and the Center for Research in Phonetics and Dialectology of the Academy of the Socialist Republic of Romania. It falls within the general area of administrative responsibility of the University of Bucharest Dumitru Chitorean, Dean of the Faculty of Germanic Languages of the University of Bucharest, serves as project director, and Professor-Academician Alexandru Rosetti, former director of the Center for Research in Phonetics and Dialectology of the Academy, is in charge of research activity. Frederick B. Agard originally served as the representative of the Center for Applied Linguistics and as resident consultant to the project workers, in addition to teaching courses in general and contrastive linguistics for project researchers and other interested scholars at the University of Bucharest. Kimball Robinson is currently in Romania as the Center's researcher-consultant to the project.

The approximately 40 researchers from the English Departments of the Universities of Bucharest, Cluj, Iasi and Timisoara, as well as from the Center for Research in Phonetics and Dialectology, are divided into several work groups, each responsible for a given aspect of the research, e.g., phonetics, grammatical structure, lexicon, psycholinguistic research, etc. The project is placing particular emphasis on acoustic-phonetic and psycholinguistic work through two groups of researchers with special expertise in these areas. Travel grants for five Romanian researchers to visit the United States for nine months each are provided through the visiting scholar program, to date, four such scholars have come.

Three publications have already resulted, containing reports and papers presented at the first two project conferences and monograph-length contrastive studies by three researchers. However, the contrastive research is viewed as only the first of three steps in improving the study of English in Romania. The second step, to provide intensive courses in English for Romanians intending to study or do research in English-speaking countries, has already been taken at the Universities of Bucharest and Cluj, and is supported by the U.S. Department of State and the Romanian government. The third step is to organize training courses for teachers of English.

POLISH-ENGLISH LANGUAGE PROJECT

This collaborative project is a self-contained segment within a larger, 10-year contrastive project that began in Poland some six years ago. A Ford Foundation grant in support of this segment was awarded in the spring of 1971, with the Polish government and the U.S. government (through the Office of Education) providing additional support. The Polish administering institution is the Institute of English of Adam Mickiewicz University at Poznań, and Jacek Hryniewicz, the Institute's Director, also acts as the project's director.

The participating researchers, numbering about 75, are drawn from the English centers of universities throughout Poland, including Poznań, Warsaw, Łódź, Wrocław, Kraków and Lublin. Plans call for two Americans to reside in Poland to assist with and consult on the project. The Center for Applied Linguistics is currently host to three visiting Polish scholars, and three others have also spent time at the Center and have attended various research institutes and universities in the United States.

A series of publications resulting from the project is expected to be inaugurated shortly by the appearance of a large volume representing papers presented at a project conference in late 1970, with other substantial volumes to be published periodically. The larger contrastive project has already produced numerous published articles and several doctoral dissertations.

HUNGARIAN-ENGLISH LANGUAGE PROJECT

Also begun in 1971, the administrative responsibility for this project is shared by the Center and the Linguistics Institute of the Hungarian Academy of Sciences. American support comes entirely from the Ford Foundation, while the Hungarian government contributes to the project through the Linguistics Institute. The project is directed by Lajos Lamas, Director of the Linguistics Institute, with László Dévó, also of the Institute, as his assistant. Kalman Kerestés, Hungarian by birth, has conducted project research at the Center for Applied Linguistics for one year, and William Nemser of the Center's program staff is now serving in Hungary as resident consultant to the project.

Hungarian project participants number 14 and are drawn from the Linguistics Institute, the Departments of English of the universities in Budapest, Debrecen, Pécs, and Szeged, and various other organizations. To date, two Hungarian researchers have come to the United States, and seven more are scheduled to come during the next year. Because the Hungarians wish to expose a maximal number of researchers to the experience of being in an English-speaking country, they have decided to award three short-term grants rather than five long-term ones. Also, because there are many Hungarian specialists in the United States, this project will probably have more participation by Americans than the others.

Thus far, three project publications have been produced. Future plans call for at least 19 publications by both Hungarian project researchers and American specialists on Hungarian.

As a result of the Center's contrastive projects in East Europe there has been increasing cooperation and growing communication among linguists in the participating countries and linguists from other parts of the world, through conferences held and/or scheduled to be held in all four project countries and through the exchange of publications. Of special interest will be the comprehensive volumes, collating and summarizing the research results, to be published by each of the projects for the research results will be of significance to both contrastive linguists and general linguists.

*For a survey of the Center's contrastive activities through 1970, see The Linguistic Reporter 12:3 1-5

The East-West Culture Learning Institute in Honolulu, Hawaii, is offering two programs for professionals from the Pacific, Asia, and the United States who are interested in the field of teaching English to speakers of other languages. The first is a seven-month project for teacher trainers, and the second is a four-month program for administrators. Both projects will emphasize the cultural aspects of administration, linguistics, ESOL methods, materials, and supervision. The training program will encourage active involvement in seminars, workshops, and lecture led by specialists from the East-West Center, the University of Hawaii, and the community at large. The project is not part of the University's program and no academic credit will be given, however, participants who successfully complete the projects will receive an East-West Center certificate of completion. Additional information on the projects is available from East-West Culture Learning Institute, 1777 East-West Road, Honolulu, Hawaii 96822.
new journals

Language. Published by the Colloquio Língüístico de the Graduate Program in Linguistics and Spanish, Division of Humanities, University of Valle Quarterly First issue February 1972 Subscription $4.00 All correspondence to Language, Apartado Aereo #007794, Cali, Colombia. (In Spanish)

Language is the “voice” of the Colloquio Língüístico, a center recently established in an effort to maintain interest in the study of language and to influence the representation of linguistic studies in Colombia, with special concern for the theoretical and practical problems of Spanish and for Colombia’s indigenous languages. Language is open to all currents of linguistic thought but preference will be given to generativetransformational grammar due to the extended perspective it offers in the study of language and of man. This journal also aims to disseminate pedagogical and methodological materials and studies on the teaching of language and literature and related works in the human sciences.

Les Cahiers de Linguistique. Published by Les Presses de l’Université du Québec Twice a year First issue 1971 Subscription $3.00 for first issue, price varies for subsequent issues Editorial correspondence to André Dugas, Directeur de la Collection, Département de linguistique, Université du Québec, Case postale 8888, Montréal 101, Quebec, Canada Subscription correspondence to Pierre Gravel, Directeur Adjoint, Les Presses de l’Université du Québec, Case postale 250, Succursale N, Montréal 129, Quebec, Canada (In French)

Designed to rapidly disseminate information on recent and ongoing research in syntax, semantics, phonetics, phonology, and other areas of linguistics, and to stimulate collaboration and exchange of ideas among linguists. Selection of articles by the editorial committee is based not only on the school of thought represented by the author but also on the originality of the work and its congruity with recent linguistic developments.

Revue de Lousiane-Louisiana Review. Published by the Council for the Development of French in Louisiana Twice a year First issue Summer 1972 Subscription $8.00 All correspondence to Professeur Léandre L. Page, CODOFIL, Revue de Lousiane-Louisiana Review, P O Box 3936, Lafayette, Louisiana 70501

Revue de Lousiane-Louisiana Review, the only bilingual journal in the United States, deals with language, literature, history, the social sciences, music, folklore, and other areas of cultural concern. Its bilingual nature reflects the historical importance of French culture in Louisiana and seeks to preserve this by promoting the use of the French language through an international exchange of views. Both scholarly articles and creative works in art and writing will be published.

Informatics 1: Structure and Meaning is the name given to a conference organized by the Aslib Co-ordinate Indexing Group to be held at England’s University of Durham April 11-13, 1973. The aim of this conference is to examine the fundamental and related problems of syntax and semantics in the design of information retrieval systems, while at the same time taking into consideration that these problems cannot be limited to co-ordinate indexing or even classification and indexing, but are instead a dominant facet of communication. Conference organizers hope to assemble speakers and other participants from such disciplines as linguistics, mathematics, lexicography, machine intelligence, and taxonomy, as well as documentalists, information scientists, and librarians.

The introductory session will review the scope of informatics, defined for the conference as “the processes, methods and laws related to the recording, analytical-synthetic processing, storage, retrieval and dissemination of scholarly information but not the scholarly information as such which is the attribute of its respective science or discipline.” Following sessions will include alternating presentations of fundamental and applied papers.

Further details about the conference can be obtained from Michael Rostron, Hutton & Rostron, 42 Claremont Road, Surbiton, Surrey, England Those wishing to submit papers should contact Kevin P Jones, NRSPA, 56 Town Road, Welwyn Garden City, Hertfordshire, England

The 1973 TESOL Convention is meeting May 9-13 at the Caribe Hilton Hotel in San Juan, Puerto Rico, marking the first time the Convention has been held outside the continental United States.

The program will begin with two days of workshops on a variety of topics, among them language testing, materials development, individualized instruction, ABE/ESL, and contemporary Puerto Rican culture. In addition, two research seminars will be held during this same period the first on “Effects of Student Age on Second Language Learning and Teaching” and the second on “Bilingual Education.”

During the Convention proper the following scholars will address general sessions of the Convention on the succeeding days: Charles Fillmore (University of California, Berkeley) on “Things Language Teachers Ought to Know from Linguistic Theory”; Joshua Fishman (The Hebrew University of Jerusalem) on “Prospects for Non-English Language Maintenance During the Third Century of American Independence”; Susan Ervin-Tripp (University of California, Berkeley) on “Is Learning a Second Language Really Like Learning a First?” During the remainder of each day, panels of speakers will present papers on topics of current interest in English as a Foreign Language, English as a Second Language, Adult Basic Education, Bilingual Education, and English as a Second Dialect.

Additional information on the Convention is available from Leslie A. Palmer, 3605 “O” Street, N. W., Washington, D. C. 20007

A Conference on Performances, Implications, and Presuppositions, sponsored by the Departments of English, Linguistics, and Philosophy of the University of Texas at Austin and The Center for Applied Linguistics, will be held March 22-24, 1973 at the University of Texas. The purpose of the Conference is to bring together for presentations and discussions leading figures from the fields of philosophy, linguistics, and English language studies who are doing creative research on the conference topics.

Speakers will include Gilbert Herman (Princeton University), James McCawley (University of Chicago), Paul Grice (University of California, Berkeley), George Lakoff (University of California, Berkeley), John Searle (University of California, Berkeley), John R. Ross (Massachusetts Institute of Technology), Robin Lakoff (University of California, Berkeley), Jerrold Sadock (University of Chicago), Charles Fillmore (University of California, Berkeley), Robert Stalnaker (Cornell University), and Laura Kartremen (University of Texas). Further information can be obtained by writing Professor Andrew Rogers, Department of English, University of Texas at Austin, Austin, Texas 78712.
book notices

Stanford University Press, in cooperation with the Linguistic Research Group of Pakistan, is now publishing a new series Language Science and National Development. Each book consists of selected writings of a noted scholar in the field of linguistics and language planning. To date five volumes have appeared covering the works of Charles Ferguson, Joseph Greenberg, Einar Haugen and Wallace Lambert. Each volume is selected and introduced by Anwar S. Dil, Director of the Linguistic Research Group of Pakistan.

Language Structure and Language Use: Essays by Charles A. Ferguson (Language Science and National Development Series. 1) 1971 xiv. 327 pp $8.95

The essays are the most part concerned with practical language problems and at least half deal with sociolinguistic problems in developing nations. Other topics covered are language learning and teaching, child language, universals of language structure and use, and language typology. The arrangement is chronological and the selections cover the period 1948-1970. A comprehensive bibliography of the author's works appears at the end.

Language, Culture, and Communication: Essays by Joseph H. Greenberg (Language Science and National Development Series. 2) 1971 xiv. 368 pp $10.00

The twenty-two essays included in this anthology date from 1948 to 1971 and deal with a wide range of subjects, e.g., possible linguistic contributions to historical ethnography, African sociolinguistics, African language classification, language universals, and how linguistics has influenced and been influenced by the theoretical foundations of other scientific disciplines. A convenient bibliography of Greenberg's works for the 1940-1971 period is appended.


This volume contains seventeen of the author's papers in sociolinguistics which are selected from works published between 1957 and 1971. The papers are arranged chronologically in two sections: "Language and Linguistic Diversity" and "Social Usage and Social Interaction." Among the concepts explored are those of speech community and linguistic repertoire, a theoretical framework for sociolinguistics, and the importance of linguistic diversity for vital communicative functions, social mobilization and linguistic modernization. A bibliography of the author's publications since 1955 is appended, and an "Author's Postscript" serves as Gumperz' own introduction to the collection.

The Ecology of Language: Essays by Einar Haugen (Language Science and National Development Series. 4) 1972 xiv. 366 pp $10.00

This is a collection of eighteen essays on language contact, language planning, and bilingualism. They are arranged chronologically and cover the period 1938-1971, in addition to a postscript by the author also written in 1971. The two major problems addressed in this volume are bilingualism among immigrants and language normalization. Both are aspects of language interacting with its environment which Haugen calls "ecology of language." The book ends with a bibliography of the author's papers in all aspects of linguistics and Scandinavian languages.


This volume contains twenty-one essays covering the years 1955-1971, and a postscript also written in 1971. The major topics covered are language measurement, language acquisition, bilingualism, and the psychological aspects of language learning. Bilingualism is the topic which receives most attention, with almost all of the essays dealing directly or indirectly with the subject. A bibliography of Lambert's works appears at the end.

meetings and conferences

February 1-4 Brazilian Linguistic Association, Florianopolis, Brazil
March 9-13 International Linguistic Association, 18th Arequipa, Peru
March 15-17 Georgetown Round Table, 24th Washington, D.C.
March 22-24 Conference on Performances, Implicature, and Presuppositions, Austin, Texas (Write Prof. Andrew Rogers, Department of English, University of Texas, Austin, Texas)
March 24-25 North-American Conference on Semitic Linguistics, Santa Barbara, California
March 29-31 Annual Linguistic Symposium on Romance Languages, 3rd Bloomington, Indiana
March 30-April 1 Association for Asian Studies, 25th Chicago, Illinois
March 31-April 1 Symposium on California English, Pomona, California
April 2-5 Conference on Multilingual-Multicultural Education, San Diego, California
April 5-7 Conference on African Linguistics, 4th Flushing, New York
April 5-7 Conference on College Composition and Communication, New Orleans, Louisiana.
April 6-7 Conference on Rule Ordering, Bloomington, Indiana
April 6-8 National Conference on the Language Arts in the Elementary School, Chicago, Illinois
April 10-13 Acoustical Society of America, Boston, Massachusetts
April 11-13 Ashb Co-ordinate Indexing Group in Mathematics, 1 Conference, Durham, England
April 12-14 Northeast Conference on the Teaching of Foreign Languages, 20th New York, New York
April 13-14 College English Association, Detroit, Michigan
April 20-21 Southeastern Conference on Linguistics, Charlottesville, Virginia
April 22-27 Association for Childhood Education, International, Wichita, Kansas
April 25-28 International Communication Association, Montreal, Quebec, Canada
April 26-28 University of Kentucky Foreign Language Conference, Lexington, Kentucky
April 30-May 4 International Reading Association, Denver, Colorado
May 2-5 AILA Commission on Language Tests and Testing, San Juan, Puerto Rico (Write Prof. Bernard Spolsky, Program in Linguistics and Language Pedagogy, University of New Mexico, 1805 Roma, N.E., Albuquerque, New Mexico 87106)
May 2-5 Convention of Teachers of English to Speakers of Other Languages, San Juan, Puerto Rico

The Linguistic Reporter December 1972

This anthology for teachers of children from cultural and linguistic minorities contains 35 essays grouped into six sections: The Problem, Cultures in Education, Language, Sociolinguistics, Black English, and Applications. It examines the effects of linguistic and cultural diversity in the United States on the educational system, especially as these relate to the various minority groups.

The essays point to the need to move away from a definition of “education for the disadvantaged” which views minority children as deprived, deficient in the majority culture with none of their own to build on, and non-communicative. Instead, the papers point out that through learning basic concepts of cultural and linguistic analysis, teachers can increase their sensitivity to behavioral differences and can better understand the varieties of oral language styles existing in culturally pluralistic situations. The essays stress that by adopting a view of the minority student as a resource who brings an alternative system into the classroom, thereby making the educational experience richer and more meaningful for all students, the teacher can enhance the learning process.


The essays collected in this volume are drawn from the fields of linguistics, anthropology, sociology, education, and language and literature, and treat aspects of the problem of language development in Canada. They are grouped into sections on the charter languages (Canadian French and English, including Negro English), Amerindian languages, and immigrant languages (Cantonese, Modern Greek, German, Icelandic, Doukhobor Russian, and Ukranian).

The editor points out that linguistic diversity in Canada appears different from that in the United States because Canada has two official languages and because recent immigration has resulted in a more heterogeneous population which supports such diversity. It is suggested that all the languages spoken in Canada, many of which have developed particular Canadian forms, must be examined together in relation to one another and to the growth of Canadian national identity. Thus, the contributions of language loyalty and maintenance, whether charter, indigenous, or immigrant language, to Canadian society can become apparent and can aid in the development of a language policy for the nation.


In 1968 the Montgomery County Public Schools, a system just outside Washington, D.C., and the Easter Seal Treatment Center inaugurated a “Joint Special Language Class” for normally hearing, normally intelligent children with severe language disabilities. Five children between the ages of five and eight, all with various types of language problems, were selected for the class, with the aim of helping them to get meaning from what was said to them, to remember significant patterns, to develop more reliable receptive language, and finally to produce more relatively standard communication units. In addition to helping these children overcome or compensate for their language difficulties, the project sought to develop relevant teaching techniques and to train staff to work with these children.

The book describes how this class was started and presents such theoretical groundwork as is necessary for the reader. Diagnostic methods, including many well-known tests in addition to an inventory of Language Processes designed and developed by project participants, and how the data thus obtained were used are discussed. The chapter on classroom management and teaching techniques presents suggested methods and materials for working on such problems as inability to recall or sequence words, inattention to directions, and failure to read or write from left to right. A case study then follows the progress of one boy who participated in the class for two years. The final chapter on the results of the project briefly summarizes the progress of the nine other children who attended all or part of the class during the first year and considers the project’s impact on the school system. Attached to the book are a chronology of the project, a list of participants, a guide for observation of language characteristics, information on the children attending the class during its second and third years, and a look at how the project might be improved.


This book covers different issues concerning bilingualism in society in general, with the individual, and in the school. The introduction deals mainly with the concepts of langue and parole and with linguistic empiricism versus linguistic cognitivism. Chapter I analyzes bilingual situations from different angles, according to the nature of the two languages and their relationships, the circumstances under which the person became bilingual, and the degree of bilingualism. The chapter concludes with the creation of all the definitions so far given of bilingualism. Chapter II, entitled “Bilingual Education”, mainly discusses the different studies done on individuals or groups that have been brought up bilingually, covering the various possibilities (i.e., each parent speaks a different language, parents speak the same language but a governess speaks a different one, etc.). Following this, there is a discussion of the schools of thought for and against a bilingual upbringing. In the last section, the author deals with bilingualism in the school situation. A brief conclusion exposes the author’s ideas on the advantages and disadvantages of bilingualism, the influence of social and political matters, the problem of age, and other points of interest and great controversy.


This volume is a survey of the most important areas of research in comparative and historical linguistics. The articles comprising the reader originally appeared over the last 40 years (with the exception of Vendryes paper “Some Thoughts on Sound Laws”, first published in 1902) Work which has developed as part of generative or transformational theory is included. The editor states that in choosing articles he has tried to preserve a balance between theoretical discussions and detailed linguistic analyses. The book is divided into five sections: entitled Linguistic Reconstruction, Theory of Sound Change, Diachronic Syntax, Diatopology, and Universalism and Typology. The authors represented are Gleason, Whatmough, Hull, Hoengswald, Marchand, Chafe, Vendryes, Jakobson, Martinet, Postal, Traugott, R. Lakoff, Pullum, Weinreich, Labov, Saporta, Greenberg, and Kiparsky.
This case study of language policy in a developing nation covers five centuries of Mexican history, from the Aztec empire through the colonial era to political independence. Throughout this time runs the conflict between official policy and local interests, e.g. the conflict between the Spanish monarchy which attempted to replace Nahua with Spanish and the colonists who found advantages in accepting the Indian languages, or the conflict between the independent Mexican government which sought an ideal national culture and those faced with the communicative realities of the Indian communities. Prevent Mexican government policies recognize the importance of local cultural conditions and the value of decentralized policy-making, and today each Mexican state can choose from three language policies the one that suits its needs. The book is of historical interest, but it also has both theoretical and practical value for educators and planners in countries whose populations are linguistically diverse.

The author chose Mexico as the subject of the study because of its long history of language planning and the availability of primary source records. In providing a description of the complete cultural context in which the language-planning process occurred, the author has traced the evolution of politics, religion, education, and intergroup relations, the rationale being that these fields all affected the selection, implementation, and execution of language policies and that these policies often were not made in direct response to the existing language conditions. The historical narrative is separated from the theoretical analysis of the last chapter, which provides an overview of the study as well as some comparative generalizations in applied sociolinguistics.


This collection consists of previously published papers by specialists in the language teaching profession. Most of the articles date from the late 1960's, but a few are from as early as 1948. An excellent general introduction presents a current overview of the TESL field, its acronyms, its professional organizations, its publications, and proposed guidelines for teacher qualifications. The papers which follow are divided into nine sections: Trends and Practices, Speaking and Understanding, Grammar, Reading, Writing, Vocabulary, Testing, Teaching Aids, and Other Selected Topics. Each section is prefaced by a few pages of commentary and a selected list of related readings.

The book is designed for use as a textbook, or to accompany a textbook in an English as a second language methodology course. It presents some knowledge of descriptive linguistics, more specifically the structural school of linguistics, and the basic approach is that of the audiolingual methods, but note is taken of more recent developments in both linguistics and language teaching.


Covers the terminology employed in the field of generative theory. To gather the terms the author surveyed 72 books, monographs, and anthologies written in English on transformational grammar in general and English transformational grammar in particular, from 1956 to 1969. The books and monographs forming the corpus relate to (1) grammatical theory, (2) the psychology and philosophy of language, (3) phonological theory, (4) complex sentence formation, (5) historical linguistics, (6) the writing of grammars, (7) the teaching of grammar, (8) the study of grammar on the university level, and (9) the study of general linguistics. The corpus also includes four anthologies of articles covering different periods and theoretical biases.

Palmatier has broadened the selection of terms on their technical nature in relation to the theory of transformational grammar or its application to English grammar. Selection was not based on frequency of occurrence, on the fact of occurrence per se, or on specific applications of transformational grammar to languages other than...
English The author has classified each term as applying principally to first-generation transformational grammar (reflecting the model of Chomsky's Syntactic Structures), second-generation transformational grammar (reflecting the model of Chomsky's Aspects of the Theory of Syntax), or semantic-based transformational grammar (case grammar and generative semantics).

A maximal entry contains a notation classifying the term by generation (subcategorized into as many senses or parlors), a generation number, an id number, an abbreviation, a source, and a reference. There is extensive cross-referencing and cross-indexing to overcome the problem of various names for a single concept.


This workbook, rather than teaching actual words, introduces step-by-step the elements of the Burmese writing system, with reading and writing exercises on each new element as it is presented. Thus, the student gradually acquires a knowledge of the symbols and the ways in which they combine. The material is presented so that the student who is familiar with Burmese sounds can work through the system with little or no help from an instructor before he begins the actual reading of texts.

The transcription used is from Cornyn and Roop's Beginning Burmese, but the workbook is designed to be independent of this text. Included in the workbook are numerous diagrams on forming the various symbols and periodic review tests to help the student identify areas of difficulty. Appended to the workbook are a summary test, a description of Burmese spelling, and a list of all the symbols used in the Burmese writing system.


This is an information-packed book for the specialist. Over half the volume is devoted to a presentation of what is reconstructable of ancestral Tibeto-Burman and how each feature is attested in the various languages, so far described that belong to that family. The Karen languages are then treated in about 25 pages, followed by a fairly extensive look at the development of Chinese from what may be considered a Tibeto-Burman point of view. A list of Tibeto-Burman roots with page references appears as an appendix, followed by an English-Tibeto-Burman index to the list, and a bibliography of primary sources for information about Tibeto-Burman languages.

The bulk of this work was done in the 1930's and a manuscript completed in 1943. The text has been left in substantially that form and brought up to date with additional footnotes by both the author and the contributing editor.


This reference grammar is the first module of a projected set of seven volumes designed to teach Cambodian to beginning and intermediate students. Cambodian, also known as Khmer, is the official language of Cambodia; it is spoken natively by a majority of the population there, as well as by Cambodians in South Vietnam and Thailand. The Contemporary Cambodian course is organized according to the modular principle, which prescribes the preparation of several components which can be re-arranged or replaced according to the needs of the user. The rest of the course will consist of a volume of introductory lessons, four topic-oriented textbooks, and a glossary. All are to be cross-referenced to this volume, which is a description of the most important structural and stylistic features of Cambodian.

The first chapter is a brief introduction to the language and its speakers. The second consists of a sketch of the phonology, and the third is an outline of the syntax. A series of chapters follows on various word classes: nominals, verbs, adverbs, and relators. The last chapter discusses special problems of vocabulary and usage, focusing on the effects of relative age, social class, and blood relationship. Two appendices summarize the uses of some very common words which are grammatically significant and describe Cambodian naming patterns, presenting the most common titles. Throughout, examples appear in both the Cambodian script and phonemic transcription.

This work was prepared and published with the support of the Defense Language Institute.

The Science of Language and the Art of Teaching, by Henry F. Beechhold and John L. Behling, Jr. New York, Charles Scribner's Sons, 1972 xx, 277 pp $5.95

Designed primarily for teachers and prospective teachers of the language arts, this book combines an introduction to linguistics with techniques for its use in the classroom. Included are chapters on the scientific study of language, transformational and other grammars, linguistics, composition, and literature, non-standard English, linguistics and foreign language teaching, and creating, identifying, and solving problems. The questions, problems, and projects presented by the authors in the "Implications for Teaching" section in each chapter are meant to put the student and the teacher in the position of exploring language rather than in one of memorizing definitions and rules. A selected bibliography lists references in general, theoretical, applied, and historical linguistics, psycholinguistics, sociolinguistics, stylistics, foreign language teaching, education, and philosophy.


This volume illustrates how the understanding of natural languages and language theories can be increased through the meaningful use of mathematical tools. The author presents such tools—many of which are also used in treating programming languages in the computer sciences—in terms of standard mathematical notations. The eight major sections of the book deal with the conceptual background, Turing machines, formal systems, relations, between Turing machines and rewriting systems, computing systems and natural languages, finite state processes, context-free languages, and the linguistic adequacy of mathematical models. Probabilities and frequencies are not treated, and the book is limited to notions with immediate empirical relevance. Various levels of mathematical abstraction are employed, the major part of the book requires a relatively elementary mathematical background, but some of the more sophisticated algebraic structures extracted from formal descriptions call for some knowledge of elementary abstract algebra. Necessary definitions and selected readings are included, and those paragraphs that can be omitted by the reader without affecting the understanding of the material have been noted.

The Linguistic Reporter December 1972
A comprehensive annotated bibliography of Philippine linguistics and languages of the Malayo-Polynesian group all languages spoken within the boundaries of the Republic of the Philippines, including pidgins and creoles, are covered. The types of works listed are linguistic analyses, source material for such analyses, and discussions of the relation of the language to the writing system and the larger system of culture within which it fits. Material on ethno-, psycho-, and sociolinguistics is covered. The compiler has not included text material for the major languages (Ilokano, Ibanag, Pangasinan, Pampango, Tagalog, Bikol, Hiligaynon Bisayan, Cebuano Bisayan, and Samar-Leyte Bisayan), but has for other languages and for forms of speech in any language before 1700.

The bibliography is organized into four sections: verbal and grammatical, bibliographies, published works, pamphlets, and theses, and manuscripts. The annotation gives the library location of the work (where known) and a short description of the linguistically relevant coverage of each work by means of content codes which classify the work under a limited number of categories. The material is then indexed by language and content code.

Tagalog Reference Grammar, by Paul Schachter and Fe T. Otanes Berkeley, University of California Press 1972 x, 376 pp $12.00

A detailed reference grammar of Tagalog, based on the dialect of Manila (generally regarded as the standard) as spoken by recent college graduates. The first chapter describes the pronunciation of the language and includes a short section on orthography and spelling. The second covers basic sentence structures. The next four chapters discuss four major classes of sentence components — nominals, adjectives, adverbs and verbs— as they appear in basic sentences, along with their expansions and derived constructions. The final chapter describes derived and minor sentence structures. There is a comprehensive index. Research, reproduction, and printing were completed under grants from the United States Office of Education.

Serbo-Croatian-English Dictionary, compiled by Morton Benson, with the collaboration of Biljana Slijic-Simic Philadelphia, University of Pennsylvania Press, 1971 iv, 807 pp $27.50

A dictionary of standard contemporary Serbo-Croatian as used by educated Yugoslavs and the daily press. It includes 60,000 words and over 100,000 phrases, both Eastern and Western forms are given, but the illustrative expressions represent the current usage of educated Belgrade speakers. Important scientific and technical terms appear, as well as obsolete words and regionalisms which occur frequently in literature.

The introduction covers the morphology of various word classes in considerable detail and includes a bibliography. The entries are in the Latin alphabet and marked according to the traditional four-accent system. Complete morphological information is provided for inflected parts of speech. Glosses in American English and illustrative phrases and idioms follow. A brief appendix gives the declension of nouns and descriptive and pronominal adjectives.

This work was completed under a research contract from the United States Office of Education.

News Briefs

G. & C. Merriam Company expects to appoint an assistant editor in pronunciation during the summer of 1973. The assistant editor will then undergo an extended training and orientation period and hopefully will assume primary responsibility for pronunciations in Merriam-Webster dictionaries in 1974. Candidates should have completed all courses for the Ph.D. and should send letters of application with the usual supporting data to H.B. Woolf, Editorial Director, Dictionaries, G. & C. Merriam Company, Springfield, Massachusetts.

Canadian Broadcasting Corporation Learning Systems has produced a number of audio tapes on topics in language and linguistics. Using such formats as the documentary and the interview, the tapes deal with contemporary English, cultural aspects of language and communication, language and philosophy, bilingualism, and other areas of concern. Tapes range in length from 30 minutes to 1 hour and are available on either reel or cassette. For a copy of the audio tape catalog with ordering information, write CBC Learning Systems, Box 500, Station "A", Toronto 116, Ontario, Canada.

A Conference on Multilingual-Multicultural Education on both a national and international scale is planned for April 2-5 in San Diego under the sponsorship of the U.S. Office of Education and the California State Department of Education. The purpose of this conference is to illustrate the effectiveness of using a child's primary language in his instruction. Presentations on means, materials, and methods will include live demonstrations, videotapes, and workshops in order to focus on meeting the learner's needs in multilingual-multicultural education. Further details on the conference are available from Dr. Gilbert T. Martinez, Manager, California State Department of Education, Bilingual-Bicultural Task Force, State Education Building, 721 Capitol Mall, Sacramento, California 95814.

The University of Kentucky Foreign Language Conference will be held April 26-28 in Lexington, with scholars from throughout the United States and Canada presenting papers. Featured will be sections in Classics, Comparative Literature, French, German, Hebrew, Linguistics, Medieval Studies, Portuguese and Brazilian, Romanic, Scandinavian Studies, Slavic, and Spanish, again emphasizing individualized instruction. The special features of the conference will be two symposiums, one on medieval French lyrical poetry and the other on Von Kleyerling and Impressionism. For further information, write Prof. Theodore Mueller, Director, Foreign Language Conference, University of Kentucky, Lexington, Kentucky 40506.

Historiographia Linguistica: International Journal for the History of Linguistics is now in the planning stage. Its central objectives will be the discussion of the etymological and methodological foundation of a historiography of linguistics and the critical presentation of particular fields of actual or potential research. Inquiries about the journal and manuscripts for consideration should be addressed to the Editor, Dr. E. F. K. Koerner, Research Center for the Language Sciences, Indiana University, 516 East Sixth Street, Bloomington, Indiana 47401.

See Page 4 for a special notice to subscribers.