A National Language Policy for Australia?

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

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

—NEW BRIEFS continue on p. 7—

The Linguist as Writer

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

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

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

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

—FIRST PERSON continues on p. 5—
Recent Concepts in Chinese Grammatical Theory, 
Part II: Parts of Speech

LIU RINQING

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

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

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

"The people create history" (人民创造历史)
"The soldiers love their motherland" (战士热爱祖国)

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

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

1. 感激 (read books) (I感激读书)
2. 他 (read newspapers) (他感激读报纸)
3. 红军 (Comrade Wang writes articles) (红军感谢王写文章)

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

Li Shuxiang suggests two angles for looking at a speech unit: "downward looking" and "upward looking." By downward looking he means examining how a unit is composed of smaller units from below. Words may be divided into simple words, compound words; compound words are subdivided into coordinate type and subordinate type. This is called structural division. By upward looking he means finding the function of a given unit in a sentence. Words that are usually predicates are verbs. Words that are usually help as the actor or undergoer are nouns. This is functional division. Li knows the complexities involved here. If words used as predicates are classified as verbs indiscriminately, the class would include some adjectives. Even if adjectives are thought to be verbs as well, there are still predicates made up of a preposition and a noun. Therefore, there have to be additional rules to go by. To decide whether a word is a verb, we can try and see if it can take on the negative not or if it can be transformed to the negative for different tenses.

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

Chen does not agree with the assertion that only full words carry meaning whereas functional words are but "empty shells with nothing in them." He insists that both kinds have meaning. Full words contain meaning in themselves—functional words find their meaning in relation with the full words they modify. Entity words are used to specify objects. Statement words state how things are or reason things out. Relation words denote the relations of things, as is, like, and be. These words, says Chen, are different from link verbs.
in European grammars. In function, they are identical with verbs, for they can serve as predicates by themselves (他是学生, He is a student), take on adverbs (他不是学生, He is not a student; 他必须是学生, He must be a student), and can formulate the question form the same way as verbs do (他是不是学生? Is he a student?)

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

(a) 姐姐爱唱歌 (Sister Wang loves singing)
(b) 姐姐会唱歌 (Sister Wang can sing)

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

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

(c) 我是不愿意去的 (I am not willing to go.)
(d) 我是这么想着吗? (This is what I am thinking of.)
(e) 如果你喜欢, 你可以和他玩要笑 (If you like, you can play with him and be merry.)
(f) 你成天忙着, 繁, 药, 冷, 嗯嗯 (You were busy all day long, with soup, medicine, clothes and what not, hardly getting even a good sleep.)
(g) 今日可有什么新闻没有? (Is there any news recently?)
(h) 我的学做煎饼, 就是在这时候 (This was when 1 learned cooking.)
(i) 他慢慢地走过来 (He came over very slowly.)
(j) 三个人吃一顿, 东西没完 (The three talked on and on, interrupting one another.)

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

(k) W1 = I + you1 + you2 + you3 + ...
(l) W2 = I + he1 + he2 + he3 + ...
(m) W3 = I + you1 + you2 + you3 + ... he1 + he2 + he3 + ...

Clearly a lot of research has gone into Chen's classification and his argument for it is well-founded. There is nothing extraordinary about the way Lu Shuxiang classifies his parts of speech. What does deserve a special mention is his insightful explanation about each of his classes. A few examples are enough to show his keen mind.
Noun. Nouns, Lü observes, raise the question of which verbs have been converted into nouns and which verbs, though used as nouns sometimes, have not. The question arises because one sentence element is not always realized by one part of speech, and it is inevitable for certain words to change their category in different contexts. Lü laid down four rules to decide whether conversion is involved or not:

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

(b) Accidental “creative use” of a word is not a permanent conversion. In *Look further ahead! Don’t be so short-sighted*, the noun 短视 (short sight) is only a momentary verb.

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

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

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

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1982-1983

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THE LINGUISTIC REPORTER SEPTEMBER 1982
NEW AT CAL

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

CAL Publications has joined other non-profit publishers (University Presses of Virginia, Tennessee, Pennsylvania, the State University of New York, Howard University, Catholic University, and the Smithsonian Institution Press, among others) using the Johns Hopkins fulfillment service. In Baltimore, a person assigned to each account is responsible for preparing invoices, monthly statements, and answering customer inquiries.

Order Information is keyed into the computer and an invoice is printed at the terminal printer in the JHUP warehouse several miles away, and the books are shipped from there.

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

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P.O. Box 4866
Hampden Station
Baltimore, Maryland 21211

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

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For all districts and all schools, the monograph discusses the options for tailoring resources to the local school districts' needs and realities. It looks at a broad range of possible approaches to program design, staffing and training, evaluation, and overcoming resistance to change, with the weaknesses and strengths of particular choices spelled out. It also considers the benefits and limitations of outside technical assistance. It is of interest and use to educational agencies, school district personnel, and those who plan to provide technical assistance in this area. $6.95, paperbound. ISBN 0-87281-312-6.

Coming later this month is CAL's new test for limited English-speaking adults, The Basic English Skills Test (BEST). This face- and content-valid assessment instrument measures basic English language skills that new arrivals to the US need to cope and function in our society. Write CAL, Office of Communication & Publications, Attn: R. Obbligato, 3520 Prospect St., NW, Washington DC 20006 to receive more information (including publication date and price), or watch this space.
Letter to the Editor

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

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

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

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

Toward a Human-Improving Applied Linguistics

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

1 "Communication is always an act of sharing.

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

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

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

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

6 "... Interactional etiquette... refers to all the kinds of communicative knowledge that individual members of a cultural group need to possess to be able to interact with one another in ways that are both socially and strategically effective... [Such communicative knowledge subsumes] shared communicative traditions... verbal and nonverbal performance skills... and interpretive skills.
" Shultz, Jeffrey J., Susan Florio and Frederick Erickson. “Where’s the floor? Aspects of the cultural organization of social relationships in communication at home and in school,” in Gilmore.
school system, "foreign" language enrolments have declined sharply in most States so that today only about 15% of matriculation students take a language.

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

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

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

(a) all aspects of, including guidelines for, a national language policy;
(b) the role of English as a first and second language and its relationship to other languages in Australia;
(c) the present use of languages in Australia including use in the community, in the media (including newspapers, ethnic radio and multicultural television), in the arts and to extend equality of access to services and to the institutions of Australian society;
(d) the particular requirements arising from the community and educational use of Aboriginal languages,
(e) the current state of, and trends in, language teaching and learning in primary and secondary schools, tertiary education and other formal and informal programs in the community;
(f) the extent to which existing policies, practices, attitudes, resource allocations and programs are adequate to provide for the appropriate development of Australia's language resources;
(g) the language requirements in Australia necessary for trade, diplomacy, defense, tourism and cultural exchange especially taking into account Australia's regional and other international relationships;
(h) the special language needs of the deaf and other persons with disabilities;
(i) the ways and means of stimulating continuing public awareness of and interest in the development of Australia's language resources;
(j) arrangements for the on-going implementation of a national language policy including the identification of priorities and the allocation of resources."

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

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

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

September 1982

1-5  International Conference of the Society for Caribbean Linguistics, 4th Univ of Suriname, Paramaribo, Suriname Theme: New and Old Languages in the Caribbean
1-12  International Congress of Egyptology, 3rd Skyline Hotel, Toronto, Toronto Museum of Egypt and Egyptian Archaeology
6-10  International Conference on Teaching English to Native Speakers, Technion University of Haifa, Haifa, Israel
5-11  National Conference on Papuan Languages, Goroka, Papua New Guinea
5-11  SCLM Linguistics European Annual Meeting, Athens, Greece Topic: Language Typology & Universals
14-17  International Language Testing Symposium of the International Association for Language Testing Research, University of Ottawa, Ottawa, Canada
15-17  Conference on Language Development, 7th Boston Univ, Boston, MA
15-17  International Conference on Language Teaching, Universitat Girona, Girona, Spain
17-20  Regional Association for Applied Linguistics Annual Meeting, Newcastle-upon-Tyne, England Theme: Teaching and Learning of Languages for Communication
23-24  Fall Meeting of the Linguistic Association of Great Britain, University of Kent, Canterbury
27-30  TMLA Inter-African Conference on Language Education and Unity of Africa, 1st Kampala, Uganda

October 1982

1-3  El Baintoh in ta and Ethnology Under, 3rd Bloomington, IN
1-3  National Association of Self-Instructional Language Programs, College Park, MD Writing Prof. John Means, Executive Director, Center for Critical Languages, Temple Univ, Philadelphia, PA
8-10  Conference on Language Development, 7th Boston Univ, Boston, MA
9-11  International Conference on Language Teaching, University of Girona, Girona, Spain
11-15  Southeastern Conference on Language, 5th (SCLM), Athens, GA
11-15  Conference on Spanish in America, 1st, Havana, Cuba, Information: Instituto de Linguistica, Facultad de Humanidades, Universidad de Puerto Rico, Río Piedras, PR 00931
14-16  Newark Symposium on Language, 6th Newark, DE Theme: Linguistics, Information, & Management
14-16  Annual Meeting of the Linguistic Association on the Northeast (LASON), 11th Albany, NY
16-20  American Society for Cybernetics Annual Meeting, Columbus, OH Theme: Cybernetics & Education
21-23  New Ways of Analyzing Variation in English (NWAVE) Colloquium, 11th Georgetown Univ, International Center, Washington, DC Abstract deadline: 15 September
21-23  Southeastern Association of American Annual Meeting, 7th, SUNY-Buffalo, Buffalo, NY
21-23  American Translators Association National Convention, Storrs's National Center Hotel, Storrs, CT Information: ATA, 109 Cotton Avenue, Stamford, CT 06902 (203) 323-3253
22-25  Mid-American Linguistics Conference, 17th University of Kansas, Lawrence
23-25  Colloquium on Dialogue, Univ of Toronto, Toronto, Canada

1983

January 1983

1-8  American Language Academy CAI Workshop, Boston, MA
27-28  American Language Academy CAI Workshop, Colorado Springs, CO

February 1983

1-3  Conference on Applied Natural Language Processing, Santa Monica, CA
1-11  Congress of the Pacific Science Association, 15th Univ of Oregon, Eugene, Oregon Theme: "Development, Standardization, and Intertranslatability of Names of Fish in the Pacific"
11-14  American Philological Society, Prince Rupert, LA Theme: Text, Play, & Story Abstract deadline 13 October
11-14  Congress of the Anthropological Society of Play, 10th Annual Meeting, Prince Rupert, LA Theme: The States of the Art in Play Research Abstract deadline 1 November
15-19  International Slavic/Slavic Studies Conference, 18th, of KARE, Sheraton Washington Hotel, Washington, DC
17-18  American Language Academy CAI Workshop, Philadelphia, PA
18-19  American Language Academy CAI Workshop, Buffalo, NY
21-25  Annual Language Study Conference, Oklahoma State Univ, Stillwater, OK, Abstract deadline 15 September
25-27  Annual West Coast Conference on Formal Language, 2nd Univ of Southern California, Los Angeles Information: Details De La Reina, Languages Dept, USC (213) 743-2935
25-26  The Uses of Phonology Southern Illinois Univ at Chesterton Abstract deadline 1 November

March 1983

3-4  American Language Academy CAI Workshop, Cleveland, OH
11-13  Annual UWU Language Symposium, 12th Univ of Wisconsin-Milwaukee, Milwaukee, WI Theme: Macdonald Abstract deadline 20 November 1982
12-14  Conference & Research Colloquium on Language Testing, Univ of Ottawa, Ottawa, Canada
15-20  TOCS International Conference Toronto
23-25  Language Association of Great Britain, Univ of Sheffield, England
24-26  Central States Conference on the Teaching of Foreign Languages, The Sheraton Hotel, St Louis, MO Theme: Language Classroom Strategies for Growth Information: Prof. R. S. Rice, Secretary, Central States Conference, College of Foreign Languages, 622 South Campus Hall, The Ohio State Univ, Columbus, OH 43210-1443 (614) 292-4391
26-27  Symposium on Comparative Literature and International Studies, 3rd Monterey, CA Theme: Literature as an Indicator of Change
27-30  International Conference on English Historical Linguistics, 3rd Heriot Watt Univ, University of Edinburgh, Edinburgh
31-April  Western Humor & Irony Membership (WHIM) Phoenix, AZ Theme: "Frosted" Figures: Humor in Language Deviance

April 1983

5-4  International Association of Teachers of English as a Foreign Language (IATEFL) St Mary's College, Twickenham, Middlesex, England Theme: "Motivation & Incentives in the Learning of EFL/ESL"
5-4  American Association for Language & Linguistics Conference, San Francisco, CA, Paper proposal deadline 30 Sept 1982
Conferences, Workshops, Seminars

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

Both members and nonmembers of the American Association for Applied Linguistics are invited to submit abstracts for short (12 min.) papers on the theme of "Bilingualism and Language Planning" for the meeting in San Diego December 28-30. Other topics in

28-30

May

13-15

16-22
Biannual Congress of Creole French Studies, 4th U.S. Workshop on Research in the Caribbean (UCF) Center for French Studies, Florida State University, Tallahassee, FL.

TBA
Annual SITAR Conference, 9th Stonybrook, France Three Intercultural Aspects of Urban Life

TBA
Society of Italian Linguistics, 17th Urban, Italy Theme Problems of Spoken Italian

June

6-12
International Conference on Minority Languages, 2nd Asia Pacific, Tokyo, Japan; Theme Language planning and preservation, and immigrant languages of the British Isles, Nordic countries, & northeastern European countries; the Netherland, Spain/Brazilian, Portugal. Papers/abstracts deadline November 1, Norway

9-11
International Conference on Communication Brussels, Belgium (organized by the Contact & Documentation Centre for French Linguistics) Information Prof. D. A. Patena, COODIC, c/o UPSAL, Vrijburgslaan 17; B-1000 Brussels

20-27
July

TBA
World Congress of Planetsiana, 4th, "Specology Congress," Tokyo, Japan

6-8 Aug.
TESOL Summer Institute, Toronto, Ontario, Canada

August

1-6
International Congress on Spoken Sciences; Uthole, The Netherlands Abstract deadline: 1 January 1983.

1-5
International Conference on Artificial Intelligence Karlsruhe, West Germany Submission deadline: February 1983.

9-13

22-35
International Conference on Historical Linguistics, 6th Prague

September

9-12
International Lexicography Conference, Geneva, U.K.

1984

August

5-10
World Congress of Applied Linguistics, 7th (AFLA Brussels '84) Brussels, Belgium Theme: The Contributions of Applied Linguistics to International Understanding; White AFLA World Congress 1984, 17 (F/U), University of Brussels, Place du 3, B-1000 Brussels, Belgium

International Conference on the History of the English Language, 3rd (ICHLS III) Princeton, N.J. White Prof Hans Aarskog, Director, ICHEL III, Department of English, Princeton University, Princeton, N.J. (609) 888-444
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applied linguistics are welcome, too. Send to Prof. Thomas Scovel, Vice President of AAAL, Department of General Linguistics, Univ. of Pittsburgh, Pittsburgh, PA 15260 by September 10 . . . The American Translators Association National Convention will feature this year new sessions on Japanese and Arabic . . . A conference organized by Aslib with the Aslib Technical Translation Group and the Translators' Guild of the Institute of Linguists at the London Press Centre in November is concerned with term banks and their users It is the fourth in a series entitled Translating and the Computer. It discusses who should standardize vocabulary [Brian Roden, BSI] and the importance of an international vocabulary [John Dancer, Civil Aviation Authority]; welding terminology in 18 languages [P. D Boyd, International Institute of Welding]; how terminologists work [Jürgen Vollmer, EUROMATIC] and how they can be trained [Heribert Picht, School of Economics and Business Administration, Copenhagen]. Software and hardware for data banks will be described respectively by A. E. Negus and Chip Skagerlund (Rank Xerox [UK] Ltd); online or hard copy discussed by Beryl Atkins (Collins Publishers); and aspects of selling terminology covered by David Brown, Ferguson Press, and Joanne Davidson of the Office of the Secretary of State, Ottawa. Terminology for translators will be discussed by Professor N. B. R. Reeves (University of Surrey) and language and terms of Professor John Sinclair (Birmingham University) while a description of the developments of scientific terminology in Nigeria is promised by Dr Ayo Oja-june [University of Lagos]. Some experience of term banks will be recounted by speakers from Sweden and EXIS in Bonn, and the international cooperation of term banks within TermNet will be the theme of Professor Felber, Director of Infoterm. The organizers believe the conference to be of interest to an international audience of translators and users of translations; lexicographers; publishers; patent agents; users of standards; term bank compilers and users; information disseminators; makers of information hardware and software, and suppliers of information technology. The program can be obtained from The Conference Organiser, Aslib, 3 Belgrave Square, London SW1X 8PL. Tel: 01 235 5050. Telex 23667 London . . . The Greek Applied Linguistics Association is organizing an International Conference, which will be held at the Univ. of Thessaloniki the 16 through the 18 of December 1982. There will be plenary lectures (60 min.) and concurrent sessions (40 min.). Among those who have agreed to offer papers are S Pit Corder, Henry Widdowson, and D Wilkins. The organizers are calling particularly for papers discussing theoretical aspects, research findings, and practical applications. Those who wish to present a paper are requested to submit a 300-word abstract (in English or in French—the AILA official languages—or, if possible, in both these languages) no later than 30 September 1982. Abstracts will be xeroxed and circulated in a booklet before the conference. The full papers will be published in the GALA Bulletin. For further information write to Prof. S. Efstathiadis; GALA President, Dept of English, Aristotle Univ; Thessaloniki, Greece . . . The Association for the Anthropological Study of Play, The American Ethnological Society, and The Southern Anthropological Society will meet February 11-14, 1983, in Baton Rouge, Louisiana. One notable aspect of these meetings is that they have been planned to coincide with the activities of Mardi Gras, which begins Monday, February 15 (travel to New Orleans is being arranged for all participants interested in staying over). The Ethnological Society meetings will feature presentations by 20 distinguished scholars on the topic "Text, Play, and Story." Deadline for abstract submissions is 15 October: inquire of the ABS business office, 1703 New Hampshire Ave., NW, Washington, DC 20036. More information: Miles Richard-
son, Dept. of Anthropology, Louisiana State Univ., Baton Rouge, LA 70803. The TASP program will include state-of-the-art symposiums on research in the areas of play and language, play and literature, play therapy, children's play, games, sports, primate play, and the ethnography of play. November 1 is the deadline for submitting a 250-word abstract for these meetings to Kendall Blanchard, P.O. Box 10; Middle Tennessee State Univ.; Murfreesboro, TN 37132—(615) 898-2508. Local arrangements information is available from Anna Nardo; National Humanities Center; P.O. Box 12256; Research Triangle Park, NC 27709—(919) 549-0651. The Keynote Speaker for the Meetings is Sir Edmund Leach. Applied Language Study—New Objectives, New Methods: An international conference to be held February 18-19, 1983, on the campus of Oklahoma State Univ., Stillwater; the deadline for submission of abstracts and proposals for panel discussions is 15 September, 1982. Papers are not to exceed 30 mins. in length; send a one-page abstract to: Director, Applied Language Study Conference, Dept. of Foreign Languages, Oklahoma State Univ.; Stillwater, OK 74078. The subdivisions of the conference reflect the need to adapt the goals of foreign language study to a changing world situation, and to revise the methodology to meet these goals: The first subdivision, Objectives I, will concentrate on the goals and motives for language study in the 1980s; Objectives II will outline specific foreign language needs of business, industry, foreign service, military, and universities; Methods I will deal with applied language study in the classroom, Methods II will discuss new trends in textbook structure, immersion programs, lab design, computers and new audio-visual media. For more information write the conference address above or call (405) 624-5825. The Dept. of Linguistics at Southern Illinois Univ. at Carbondale invites the submission of abstracts for 15-min. papers for a conference on the application of current theories of phonology to areas such as second language acquisition. The Uses of Phonology (February 26, 1983) is envisioned as a forum wherein proponents of competing theories will be able to confront the real world by examining data from the acquisition of first and second languages, language pathology, and other applied disciplines. You are asked to send a one-page titled but anonymous abstract accompanied by a 3" x 5" card with your paper title, name, and address to Prof. Geoffrey S. Nathan; Dept. of Linguistics; Southern Illinois Univ.; Carbondale, IL 62901. Prof. Nathan can be reached at (618) 536-3385. Featured speakers for the conference are Peter Barkman, Dan Dinnan, Patricio Donegan, James McCawley, and David Stampe. For the 12th Annual UWM Linguistics Symposium (Topic: Markedness), Fred Eckman has asked that those who would like to present papers send 5 copies of a 2-page anonymous abstract to him at the Dept. of Linguistics; Univ. of Wisconsin-Milwaukee; Milwaukee, WI 53201; along with names and particulars on a 3" x 5" card. November 20, 1982. The Symposium will take place March 11 and 12, 1983, at UWM. The University of Ottawa Centre for Second Language Learning and the Carleton University Centre for Applied Language Studies are planning a Conference and Research Colloquium on Language Testing to be held at the University of Ottawa during the 3 days (March 12-14, Saturday-Monday) preceding the 1983 TESOL meetings in Toronto. The 2-day Conference, open to second language educators and testing specialists both from the local area and enroute to TESOL, will offer plenary addresses, workshops, and papers centering around the theme of second language performance testing of adult learners. Particular attention will be paid to testing situations related to university studies, the work place, and survival needs of new immigrants. Presentations will be in either English or French, with some simultaneous translation services available for plenary addresses. In conjunction with the Conference, the two universities will host the 1983 Language Testing Research Colloquium. This Colloquium is held annually either before or during the TESOL Conference, and brings together active researchers in second language testing who meet to present and discuss their current work. A limited number of observers may attend the Colloquium. Those Colloquium research presentations that are related to adult second language performance testing will be scheduled on Sunday so that Conference participants can attend. Some Colloquium participants may also be involved in plenary and workshop presentations, and others may wish to attend these activities. The Colloquium will continue through most of the day Monday. The language of the Colloquium will be English. (Charter bus transport to Toronto will be arranged for Monday afternoon and evening for persons wishing to attend the TESOL meetings.) Further details on the Conference and Colloquium program, as well as accommodation, registration fees (minimal), and social activities will be available in the near future. In the meantime, proposals and suggestions are invited regarding plenary sessions by invited speakers, workshops (1½ hour sessions), and research papers (30 minutes) reporting the experimental results of completed studies. This is a preliminary survey only; follow-up abstracts will be required in the early fall. Proposals and requests for information should be addressed to: The Organizing Committee; Testing Conference/Colloquium; Centre for Second Language Learning; Univ. of Ottawa; 600 King Edward; Ottawa, Ontario; K1N 6N5; CANADA. First of its kind... Conference on Foreign Languages for Business, April 7-9, 1983: The Keynote Speaker will be Rose L. Hayden, Executive Director, The National Council on Foreign Language and International Studies. The organizers will consider papers, to be presented in English, on business French, German, Spanish and English as a Second Language. Preference given to presentations (lasting either 15 or 40 minutes) dealing with rationale and funding, employment opportunities, courses and programs, culture and business in language classes, articulation of new courses and programs and traditional ones, techniques, methodologies, textbooks and materials, proficiency examinations, internships, teacher retraining strategies, professional acceptance in academia. Program details, pre-registration materials, and guidelines for submission of abstracts available from the Conference Chairman, Geoffrey M. Voght, Associate Professor of Spanish; Dept. of Foreign Languages and Bilingual Studies; Eastern Michigan Univ.; Ypsilanti, MI 48197. (313) 487-0130/0178. The Popular Culture Association/American Culture Association is sponsoring sections on Language and Popular Culture, on Technical Writing, and on the M*A*S*H phenomenon. The Language and Popular Culture section has panels planned on Language and Advertising, Language of Humor, Language and Sex, Language of Sports, and others. Send abstracts by November 1 to Bruce Southard; English Dept.; Oklahoma State Univ.; Stillwater, OK 74078. The Technical Writing section has issued a call for papers, panels, or workshops dealing with writing, electronic writing, and technical writing, with the aim of producing a collection of papers on the field. The M*A*S*H section has a competition for the most original research paper, with the winner chosen by the committee. The Popular Culture Association/American Culture Association is sponsoring sections on Language and Popular Culture, on Technical Writing, and on the M*A*S*H phenomenon. The Language and Popular Culture section has panels planned on Language and Advertising, Language of Humor, Language and Sex, Language of Sports, and others. Send abstracts by November 1 to Bruce Southard; English Dept.; Oklahoma State Univ.; Stillwater, OK 74078. The Popular Culture Association/American Culture Association is sponsoring sections on Language and Popular Culture, on Technical Writing, and on the M*A*S*H phenomenon. The Language and Popular Culture section has panels planned on Language and Advertising, Language of Humor, Language and Sex, Language of Sports, and others. Send abstracts by November 1 to Bruce Southard; English Dept.; Oklahoma State Univ.; Stillwater, OK 74078.
Creole French Studies will be held at the University of South­
New Orleans, LA 70118 by November 1. Completed papers
Nancy Nystrom; Center for Latin American Studies; Tulane Univ.;
panel may relate to issues of language, culture, health educa­
al, persons in or from Latin America. Submit a one-page abstract to Dr. 
are invited to submit papers concerning the education of Latin Ameri­
impact of M*A*S*H, character, plot, and structure analysis; the trivia
the obvious (males, doctors, etc.). It has to do with their personal
M*A*S*H-?; teenagers and M*A*S*H (restricted to participants

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Crouch also brought three students who performed her reading of "Linguistic disruption": "He/She, S/he, He or She." of differences in teaching styles between male and female professors. Isabel Crouch and Betty Lou Dubois co-pre­

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

A long range expected outcome of this speaker series is an edited collection on Language and Gender Roles to include scholarly papers from each of the lectures mentioned as well as others. For further information about the series or the book, contact Joyce Penfield, Graduate School of Educa­

Bibliography on Computer
Although for some years the SIL Bibliography and its supplements have been composed using a computerized typesetter, it has not been available on-line for searching, sorting, or other functions. The Summer Institute of Linguistics has now begun the process and its bulletin of 1980 publica­

Finally, Carole Edelsky of Arizona State University lectured on seven myths that society has about women and how they talk. For each of these folk beliefs, she surveyed research studies and additionally brought out some critical research methods for the study of interaction and language, in general, and women's speech in particular. A long range expected outcome of this speaker series is an edited collection on Language and Gender Roles to include scholarly papers from each of the lectures mentioned as well as others. For further information about the series or the book, contact Joyce Penfield, Graduate School of Education, Rutgers University, 10 Seminary Place, New Bruns­

They have now begun the process and its bulletin of 1980 publica­

THE LINGUISTIC REPORTER SEPTEMBER 1982
Linguists Wanted


The Department of English at the University of Kiel (Germany) is inviting applications for the position of "Lektor" for the term beginning Oct. 1, 1982. The position carries a 10-hour teaching load (translation courses German-English, essay-writing, conversation classes, and 'Landeskunde,' i.e. life and culture courses) as well as participation in related Departmental activities. An M.A. in English, ESL, and good knowledge of German is expected. Salary range: 2,800—3,500 DM before tax per month. Send applications and resume to Dr. Detlef Ufert; Englisches Seminar der CAU; Olahausenstrasse 40-60; 2300 Kiel; W-Germany.

In the Laboratory for Language and Cognitive Studies, we study all aspects of American Sign Language, comparing signed and spoken languages (history, structure, processing, poetry, acquisition, and so forth). The position is for a deaf or hearing person, fluent in ASL, to take part in all phases of the research. This is an exciting opportunity to explore American Sign Language, while working with a community of people towards the same goal. For more information, please send resume and background information to: Dr. Ursula Bellugi; The Salk Institute for Biological Studies; P.O. Box 85800; San Diego, CA 92138. TTY (714) 453-5470 or VOICE: (714) 453-4100 ext. 221.

English Language Center, The University of Petroleum & Minerals, Dhahran, Saudi Arabia invites applications for TESL positions (native fluency) for the academic year 1983-84, starting 1 September 1983. Qualifications: M.A. TESL/Applied Linguistics or M.A. in TESL or TESL or Post-graduate diploma in TESL or TESL or Post-graduate certificate in Education (TESL, TEFL). Experience: Minimum two years teaching experience in TEFL/TEFL overseas. Description of Duties: Teaching English to post-secondary school students with elementary to intermediate proficiency at the University of Petroleum & Minerals.

Minimum regular contract for two years, renewable. Competitive salaries and allowances. Air conditioned and furnished housing provided. Free air transportation to and from Dhahran each year. Attractive educational assistance grants for school-age dependent children. All earned income without Saudi taxes. Ten months duty each year with two months vacation with salary. There is also possibility of selection for the University's on-going Summer program with good additional compensation.

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

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

Position No. 83294 (Rev. 7/82) • The Department of English as a Second Language, University of Hawaii at Manoa, invites applications for an assistant professor, tenure-track, to begin either January 1983 or August 1983, from individuals with strong interest in English syntax and phonology. We encourage applications from individuals with a demonstrated capacity for research in ESL and quality teaching. Minimum qualifications: Ph.D. or its equivalent.
The Department of English as a Second Language, University of Hawaii at Manoa has available graduate assistantships for the academic year 1983-84 for persons accepted into the M.A. in ESL program. To qualify for appointments, all applicants must have taken the aptitude portion of the Graduate Record Examination and have experience in ESL/EFL teaching. Foreign applicants must be a resident for at least one semester to be eligible for consideration, with TOEFL scores over 600. Initial appointments, which begin at the end of August, are for the academic year, and are normally renewed for a second year in order to provide support until conclusion of the M.A. in ESL program. Assistantship responsibilities, occupying about 20 hours a week, consist of supervised teaching in the department's English Language Institute or Grammar Laboratory, or other related duties such as course assistant, research assistant, reading room coordinator. Stipends begin at $5,016 per academic year, payable in 12 monthly installments, plus waiver of tuition. Application forms for assistantships and for admission to the M.A. program are available from: Professor Richard R. Day, Chairman; Department of English as a Second Language; University of Hawaii at Manoa; 1890 East-West Road, MO 570; Honolulu, HI 96822.

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

The Other Tongue

ENGLISH ACROSS CULTURES

Edited by Braj B. Kachru

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

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

LC 81-14798 ISBN 0-252-00896-0 $17.50
Word reached us that Joshua A. Fishman (Yeshiva Univ.) will be spending the 1982-83 academic year as a Fellow-in-Residence at the Netherlands Institute of Advanced Study in Wassenaar. He’ll be writing up his recent research on intergenerational ethnolinguistic continuity in the United States . . . Michael Jungo (new address: Stifft, 8840 Einsiedeln, Switzerland) has established the International Archives for (early) Bilingualism at the Cantonal Library of the Univ. of Fribourg. The Archives contain approximately 13,000 titles, a veritable goldmine. Correspondence re the Archives (subscriptions, invoices) should go to the Library at the University, CH-1700 Fribourg, Switzerland . . .

There’s a new Editor for the Indian Journal of Applied Linguistics: U.S. Bahri. Send all correspondence, books for review, and other inquiries about the Journal to him at 57 Santnagar; Post Box 7023; New Delhi—110065, India . . . The National Center for Bilingual Research in Los Alamos, California, has announced the appointment of Amado A. Padilla as its new Director. Dr. Padilla is a Professor of Psychology at the Univ. of California, Los Angeles—his research interests have concentrated primarily on questions of childhood bilingualism . . . Claire J. Kramsch’s Discourse Analysis and Second Language Teaching (Center for Applied Linguistics, 1981) has been nominated for the second annual Kenneth W. Mildenberger Medal for an outstanding research publication in the field of teaching foreign languages and literatures. The Medal is awarded by a selection committee of the Modern Language Association . . .

The John P. and Catherine MacArthur Foundation (Chicago) has named Charles Bigelow and Michael Silverstein among the 19 “exceptionally talented” people to receive cash awards ($24,000—$60,000) annually for the next five years, freeing them, it is hoped, to work creatively (Note readers—one does not apply to the MacArthur Prize Fellows Program. Recipients are simply . . . announced—remember the TV program, “The Millionaire”?). Charles Bigelow, trained in anthropological linguistics, is designing letter forms for Indian languages (he’s added expertise in typography and graphic design). Michael Silverstein (Anthropology, Univ. Chicago) is currently compiling a dictionary of Wasco Chinook (Oregon) . . .

The Articulated Langouste

The Linguistic Reporter
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
The Language Situation in Taiwan
(The Republic of China)

ROBERT B. KAPLAN
and
JOHN KWOCK-PING TSE

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

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

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

China has a history of language planning going back as far as the time of Confucius (c. 550-478 B.C.; for a history of language planning, see Tse 1980). Though there have been language planning activities over the past two thousand years, large-scale activities involving massive governmental effort can only be traced to a period beginning after 1911 (the date usually given for the establishment of the Republic of China). Any review of the current language situation in Taiwan must, therefore, begin with some summary of language planning activities that transpired in the earliest days of the Republic, since the situation in Taiwan is the direct result of the National Language Movement (NLM; see Tse 1980, 1982a).

The National Language

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

1. Standardization of pronunciation of the NL;
2. Design and authorization of the Transcribing Alphabet (subsequently modified to National Phonetic Symbols and Romanizing Alphabet);
3. Promulgation of a standard wordlist of commonly used vocabulary items in the NL;
4. Publication of a pronouncing dictionary of the NL;
5. Modification of the designation Chinese Literature to Chinese Language in the primary-school curriculum;
6. Issuance of regulations for the promotion of the transcribed characters (printed characters accompanying the National Phonetic Symbols);
7. A policy decision that the teaching of the National Phonetic Symbols would precede the teaching of any characters during the first term of the first grade of primary school;
8. Making copper molds for the subsequent availability of lead type for the transcribed characters.
After 1949, when the Republic of China moved to Taiwan, the NLM continued with remarkable success. For the sake of convenience, language developments in Taiwan can be divided into two phases; from 1949 to 1959 (i.e., from the relocation of the government to Taiwan to the abolition of the Taiwan Provincial Committee for the Propagation and Promotion of the National Language), and from 1959 to date. During the first phase, attention was focused on the following:

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

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

Major and Minority Languages

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Mandarin (NL)</th>
<th>Arabic</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td>Korean</td>
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<tr>
<td>French</td>
<td></td>
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<td>Russian</td>
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<tr>
<td>German</td>
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<td></td>
<td>Spanish</td>
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</tbody>
</table>

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

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

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

English

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

1. The objectives established in TEFL policy are unrealistic, and the lack of realism has an adverse influence on teaching;
2. Teacher-training is largely audio-lingual in orientation;
3. Text materials are not designed to produce competence in speaking or listening;
4. Many English-language teachers are inadequately trained both in terms of English and in terms of language teaching methodology;
5. Both teaching practice and text material tend to stress reading and writing;
6. In-service training for teachers is rarely available, although its value is recognized and it is often requested by teachers;
7. The amount of classroom contact time per week is inadequate to the stated objectives;
8. The NL remains the chief medium of instruction;
9. Grammar and translation receive a disproportionate amount of the available instructional time;
10. Only approximately half the teachers are satisfied with the assigned texts at any given time;
11. Audiovisual aids are unavailable or underutilized;
12. Officially, both the Joint College Entrance Examination and the Joint Senior High School Entrance Examination are viewed as effective measures of performance, despite many objections raised against both examinations over the years;
13. The amount of real opportunity for English practice outside the classroom is negligible;
14. In the opinion of teachers surveyed, reading is the most highly developed skill among teachers, to the exclusion of speaking and listening.

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

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

1. English is the FL most commonly used in the work environment;
2. Even English, however, is not frequently used;
3. In those circumstances where English is used in the work environment, it is most commonly used to read (e.g., operations manuals, instruction) and to write (forms, orders, and occasionally business letters);
4. English is rarely used outside the work environment, but in the rare instances when it is used, it is most often used in recreational activities;
5. Whereas the attitudes of a significant number of respondents are favorable toward English for instrumental and pragmatic purposes, a somewhat smaller number of respondents oppose the use of English for nationalistic reasons;
6. Those respondents who hold favorable attitudes toward English for instrumental and pragmatic purposes generally agree about its importance in national development and in international communication;
7. This group of respondents is in favor of placing greater emphasis on the teaching of English in the public schools.

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

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

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

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

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

Technology Transfer

The technology transfer issue needs some slight discussion because the ROC is a developing nation dependent on science and technology for national development. Because English is the dominant language of technical information storage and retrieval, English is widely used in the scientific and technical communities in Taiwan; indeed, technology transfer, particularly at the levels of greatest sophistication, occurs in English in the ROC as it does in much of the world. But there is another rather special element in technology transfer in the ROC that relates to the composition of the ROC technical community. First, a substantial segment of the ROC technical community has received its training in the United States or in Britain; in this segment, the use of English is the result of both individual training and the dominance of English in technical fields. (In fact, it is not uncommon for native-speaking Chinese to use English as the language of instruction in technical fields in tertiary education and in industry even when the trainees are also native speakers of Chinese; the "English" used in these circumstances may in fact be a technical pidgin containing a high percentage of English lexical items embedded in a Chinese syntax. It is also not uncommon for instruction to be given in English by native English-speaking instructors imported from the United States or Britain.) But there is another factor that derives from the special political relationship between the United States and the ROC that obtained for many years. This political relationship allows citizens of the ROC to hold dual citizenship in the United States and to move rather freely between the scientific and technical communities of both countries. Kaplan has argued elsewhere (1982) that the development of an indigenous science information capability is key to modernization and development; the case of the ROC is unique, however, because ROC scientists have had direct access, through the mechanisms of dual citizenship and free movement, to the science information capabilities of the United States. This special condition has reduced the pressure on the ROC to develop its own science information capability as fully as, for example, Japan has. Obviously, the capacity to draw on the U.S. science information network requires fairly sophisticated ability in English. But to be fair, the Bureau of Compilation and Translation has worked diligently to develop special collections of scientific and technical terminology in the NL; regrettably, perhaps because of the special relationship described above, this work has never been seriously promoted or propagated by the ROC government. In sum, English is the language of science and technology at the higher levels of technical sophistication in the ROC. That does not mean that English is necessary or is used at all levels; workers at lower levels of sophistication (assembly-line workers, for example) are trained in the NL.

Technology transfer has of course occurred in a variety of ways. One interesting technology element is mass communication. The ROC has long used radio for language propagation; more recently, television has also been used. The electronic media are a powerful mechanism for language standardization, and radio and television have been used to standardize the pronunciation of the NL. More recently, through a cooperative effort among the three television stations in the country, a documentary program entitled "Chien-Tuan" (literally, "the top and foremost point") has been developed. The aim of the program is to present recent technological innovations in electronics, laser technology, ecology, scientific waste disposal, genetic engineering, urban planning, cancer research, and even weaponry, with particular emphasis on domestic achievements in these areas. Even though the program does not fit the general category of "entertainment," it has proved to be extremely popular. To the surprise of its producers, the program has attracted considerable commercial interest; more important, it has become a vehicle for information transfer, for the early introduction of science education to the youth of the country in a palatable form. Thus, the media have proved to be useful not only for language standardization but for popular education and science education. There are three television channels, and more than 15 radio stations in the Taipei area alone, all broad-
casting in the NL; in addition, there are 13 daily newspapers (3 evening editions and 10 morning editions) having national distribution, and literally hundreds of weekly and monthly magazines, all printed in the NL and all serving the basic purposes of standardization and cultivation. The media outreach in FLs is not so extensive; there are two daily newspapers published in English, largely intended to serve foreign populations but also intended to enrich FL education. To the best of our knowledge, there are no other FL newspapers published in the ROC, though some FL magazines are regularly imported.

The ROC, like many other countries, still relies heavily on English for technological development, but the NL has gradually assumed a larger role, particularly in mass education (including the use of the electronic media). It is likely that, granted the continuing elaboration of the NL and a more sophisticated role for the Bureau of Compilation and Translation, the NL will assume an even larger role, but at the same time it is likely that English will continue to play a significant part in national development, particularly at the more sophisticated levels of technology. It is quite clear, in any case, that the movement to establish the NL has been successful; the NL is and will continue to be the lingua franca for all practical purposes, though it is likely that at least SF will remain in place as a major vernacular, and the bilingual/diglossic condition will persist.

REFERENCES


Announcement of ACTFL Proficiency Workshops

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

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

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

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

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

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

Strengthening the Humanities Through Foreign Language and Literature Programs

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

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

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

--- New at CAL ---

**BASIC ENGLISH SKILLS TEST**

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

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

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

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

Special Notice to Departmental Chairpersons
Re the LR

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

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

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

Call for Articles

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

Relocation

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

Conferences, Workshops, Seminars

The Keynote Speaker for the Stanford Child Language Research Forum [March 25-27, 1983] will be Annette Karmiloff-Smith. Abstracts for this year’s Forum are due by 10 January 1983. Send your abstract or request for more information to: Coordinator, SCLRF-1983; Department of Linguistics; Stanford Univ.; Stanford, CA 94035.

The Fourth Annual Ethnography in Education Research Forum will be an opportunity for those interested to present and/or discuss current issues (theoretical, methodological, ethical) in ethnography in education research in the form of completed research as well as works in progress. The organizers welcome contributions in such specific areas of interest as literacy, play and learning, the development of social and communicative competence, bilingualism, adult learning, and others. This year’s Forum will have a slightly different format. There will be three strands of presentations: Traditional Professional Panels; Working Sessions; and Special Interest Groups. Papers presented in the Traditional Panels should be fairly polished. Time provisions will be ample—care will be taken in seeing that these are organized into coherent sessions. Please submit an abstract of 200 words AND a 2-3 page summary of finished research with the author’s name and address on a separate sheet. For the Working Sessions the presentations will be work in progress. The sessions will be practical workshops for problem-solving and skill-building in a particular area (for example, text analysis, criteria for ethnographic observation, role of researcher, video ethnography). There will also be sessions focusing on key issues in ethnographic research (practitioner concerns, racism, mainstreaming). Accomplished researchers and/or practitioners will be invited to help work through problems and to suggest directions for data analysis. The criteria for selection are different from those for Traditional presenters (blind review). Selection for Working Sessions will be in response to presenters’ expressed interests and needs. Working Sessions will be 2-3 hours long. Please submit a 2-3 page summary proposal of your current work or area of interest. Include some of your key questions or problem areas. The Special Interest Groups will be organized early-on so that there can be some exchange of ideas via the mail, which will lead up to the face-to-face exchanges at the SIG sessions at the Forum. Once organized these groups will be self-functioning. To aid in the formation of the groups send a 2-3 page summary of the work you would like to have dealt with in a SIG. You can include suggestions of topics, people you have met at previous Forums, etc. The deadline for all submissions is 8 January 1983. Please send proposals to: Eleanor Childs; Ethnography in Education Research Forum; Graduate School of Education; Univ. of Pennsylvania; 3700 Walnut Street; Philadelphia, PA 19104. You can also call (215) 898-3273 or 898-6998 for more information.
## 1983

### January

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<td>Congress of the Pacific Science Association, 15th Unive of Otago, Dunedin, New Zealand Section discussion, &quot;Development, Standardization, and Intertranslatability of Names of Fish on the Pacific.&quot;</td>
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<td>10-12</td>
<td>Conference on Hispanic Languages &amp; Literatures Tulane Univ., New Orleans Contact Gilbert Pimental, Dept of Spanish &amp; Portuguese, Tulane Univ., New Orleans, LA 70118</td>
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| 11-14 | American Ethnological Society Prince Hotel, Baton Rouge, LA Theme: "Play, Story, Abstract deadline 15 October."
| 15-19 | Association for the Anthropological Study of Play, 9th Annual Meeting Prince Hotel, Baton Rouge, LA Theme: "The Art of Play Research Abstract deadline 1 November."
| 21-23 | American Translators Association National Convention Staffer's National Center, Arlington, VA Theme: "The Art of Translation"
| 25-27 | Linguistics Association of Great Britain, Univ of Sheffield, England Contact: J. Cook, Univ of Sheffield, Nunnery Lane, Sheffield, England |

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| 12-14 | International Conference on College Composition & Communication, Seattle, WA "Abstract deadline 1 November."
| 15-19 | International Conference for English Historical Linguistics, 3rd Sorby Hall, Univ of York, York, England |

### April

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| 5-9 | International Conference of English as a Foreign Language, 4th Unive of Texas, Austin, TX "Abstract deadline 5 November."
| 11-15 | Conference on Applied Natural Language Processing, St. Louis, MO Theme: "The Art of Natural Language Processing"

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**THE LINGUISTIC REPORTER**

**OCTOBER 1982**
Publications Received


J. M. Trum Developing a Unit/Credit Scheme of Adult Language Learning. (Council for Europe Modern Languages Project.) Oxford: Pergamon 1980


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

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


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

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

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


This is one of a series of Basic Anthropology Units under the general editorship of George and Louise Spindler. This unit contains chapters on historical linguistics, descriptive linguistics, psycholinguistics, sociolinguistics, language and culture, language classification, and on the origin and evolution of language. The text, which is intended for those with no prior knowledge of linguistics, evolved from the author's attempts to develop a one-semester course on language for anthropology students. It could also be used as a supplement in beginning social and behavioral science courses, as a core text in a beginning course in language and culture or as the basis for a general undergraduate course in language, such as might be offered at a two-year college.


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

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

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

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

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

English Language Center, The University of Petroleum & Minerals, Dhahran, Saudi Arabia invites applications for TESL positions [native fluency] for the academic year 1983-84, starting 1 September 1983. QUALIFICATIONS: M A. TESL/Applied Linguistics or M. A. in TEFL or TESL or Post-graduate diploma in TEFL or TESL or Post-graduate certificate in Education [TESL, TEFL]. EXPERIENCE: Minimum two years teaching experience in TEFL/TEFL overseas. DESCRIPTION OF DUTIES: Teaching English to post-secondary school students with elementary to intermediate proficiency at the University of Petroleum & Minerals.

Minimum regular contract for two years, renewable. Competitive salaries and allowances. Air conditioned and furnished housing provided. Free air transportation to and from Dhahran each year. Attractive educational assistance grants for school-age dependent children. All earned income without Saudi taxes. Ten months duty each year with two months vacation with salary. There is also possibility of selection for the University's on-going Summer program with good additional compensation.

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

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

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

COMMUNICATIONS ANALYST

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

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

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

An Equal Opportunity Employer M/F
Wanted

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

University of Hong Kong, Lectureship in Chinese Language (Re-advertisement). Applications are invited for a post of Lecturer in Chinese Language (Mandarin) in the Language Centre. Candidates should have postgraduate qualifications in Chinese linguistics and should have native or near-native command of Chinese (standard Mandarin). Previous experience in teaching Chinese as a second language is essential. Annual salary (superannuable) is on an 11-point scale: HK$129,840-217,380 (US $1 = HK$6.10). Starting salary will depend on qualifications and experience. At current rates, salaries tax will not exceed 15% of gross income. Housing benefits at a rental of 714% of salary, children's education allowances, leave and medical benefits are provided. Further particulars and application forms may be obtained from the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H OPF/England, or from the Appointments Unit, Secretary's Office, University of Hong Kong, Hong Kong. The closing date for applications is 30 November 1982.

The University of Pittsburgh is seeking applications for a tenure-track position in general linguistics. Appointment is expected to be made at the Assistant Professor level, beginning in the 1983-84 academic year. Applicants should have the Ph.D. in hand or expect to complete it no later than June 30, 1983. Principal duties include teaching and research in general linguistics. The specialty is open, but the applicant must be able to teach syntax at all levels. A knowledge of language other than English is required. Publications are desirable. Applications should also include evidence for teaching ability and administrative ability. DEADLINE FOR APPLICATION: 1 DECEMBER 1982. Send curriculum vitae and supporting materials to: Professor C.B. Paulston, Chairman; Department of General Linguistics; University of Pittsburgh; Pittsburgh, PA 15260. The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer.

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Life with Two Languages
An Introduction to Bilingualism
François Grosjean

THE LINGUISTIC REPORTER OCTOBER 1982
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[R] = Review

AUTHORS/CONTRIBUTORS

Lynn Brackenridge: D 2-4; Donald R. Byrd: Je 1-4; Paul Chaplin: N 1, 3-5, 11; Miriam R. Eisenstein: My 1-2; Perry Gilmore & David Martin Smith: A 1-3; Tracy C. Gray: M 1, 10, A 3, My 5-6; Je 5-6; Kyoko Inoue: O 10-12; Robert B. Kaplan: J-F 1-4; Joy Kress: R: Je 10; Tetsumi Kumatoriya: A 12-13; Alexis McCray, see Shafer; Joyce Penfield: D 11; Victor Raskin: Je 11-12; Liu Ringting: D 12-13; Len Shafer & Alexa McCray: A 6-7; Roger Shuy: My 3-4; David Martin Smith, see Gilmore; Jane Stanton: O 1-5; Ida Stockman, see Vaughn-Cook; Siti Suprapti: M 2-4; Andrew Taylor: S 8-9; Fay Vaughn-Cook & Ida Stockman: S 1-5; Walt Wolfram: D 10-11

FIRST PERSON

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

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BOOK NOTICES, REVIEW

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Is it coincidence? An associate dean and the director of NTID (that's the National Technical Institute for the Deaf), Alan Hurwitz and William Castle, respectively, have been elected president of The National Association of the Deaf and of the Alexander Graham Bell Association for the Deaf, respectively. Do things happen in threes in Rochester? . . . Career plans for Jihan Sadat include returning to Cairo University as an assistant professor of Arabic literature . . . Langouste hears from a reliable source that the Chair of Linguistics at Harvard went to grammar school with the Crown Prince of Japan . . . Another coincidence, mes homards, two professors emeritus (two emeriti?), both with surnames indicating Scots ancestry, are being awarded honorary degrees. James McMillan (Alabama) received the Doctor of Humane Letters in May from the University of Alabama and Raven I. McDavid, Jr. (Chicago) will garner a Franco equivalent from the University de la Sorbonne Nouvelle at the beginning-of-term convocation in November . . . For all you fans of Koko, the poetic gorilla, Thos. A. Sebeok's review of Francine Patterson and Eugene Linden has just (Sept. 10) hit the stand in the Times Literary Supplement. Gnashing of teeth, Kokophiles! Nim Chmarmy advocates will be saddened to learn that Nim is now working as a hepatitis vaccine subject . . . You might want to catch Umberto Eco's act—he had limited engagements in English New York before settling in for a longer run in California. See him in either Berkeley or Stanford until June, when he'll be playing Bloomington, Indiana for a month . . . Chas. Ferguson is spending the academic year with 'Stanford in Germany'—write him c/o Stanford Program in Berlin; Villa Muthesius; Pacelliallee 18/20; D1000 Berlin 37; Federal Republic of Germany . . . The LSA logo debut rapidly approaches. 'Nuff said . . . Kenneth Pike is facing tough competition as a nominee for the Nobel Peace Prize. It may all be over by the time you read this, but Ken is running with a crowd as distinguished as himself: Phillip Habib, Lech Walesa, and His Holiness.

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

SYLVIA SCRIBNER

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

Even if literacy had not been a priority research topic of several of us on the 1980 NIE delegation, a study of educational research in China would not have been complete without a look at its literacy programs, which are considered an outstanding world achievement (World of Literacy, 1979). Also, I can offer a personal interest: much of my professional life in the past ten years has been devoted to studying social and psychological factors involved in popular literacy. I hoped to learn more about what lay behind China's success story—and to satisfy as well a haunting skepticism: Given the complexities of China's writing system and shortages of teaching personnel, could mass popular literacy actually be achieved through short-term literacy campaigns?

As it turned out, we had time only to nibble away at these questions. We obtained almost all of our information on literacy in one meeting in Chengdu with the head of the adult education unit of the municipal education bureau, and his counterpart from the Sichuan provincial bureau. Other discussions provided some corroborative information and useful background knowledge, but our report remains factually meagre, with detailed statistics only for Sichuan Province. It may still be useful as an up-date of earlier information and for the broader research questions it suggests.

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

Extent of Literacy

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

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

The city-country differential is familiar to literacy workers world-wide, but the discrepancies reported to us in Sichuan Province reflect, at least in part, priorities established by educational authorities there. With a limited number of teachers, the ministry decided to work first in the big cities and communities in the plains regions; proceed to hill regions; then to remote mountain areas, and finally to minority nationalities. "We started our work in easier places and then went step by step to more difficult places" (Mr. Gong Chenhen). Chengdu municipality also observed a set of priorities when "big literacy movements" unfolded after liberation: first office workers, then in descending order, factory workers, peasants in the outskirts, and citizens of the city. By 1955, "most office and factory workers had reached the level of graduates of junior middle school" (Mr. Lung Kuiyan). During the ten years of the cultural revolution, adult education programs were scuttled, we were told. We have no current figures on overall educational levels of the urban work force to compare with those offered for 1955. The personnel of the #1 Cotton Mill on the outskirts of Chengdu, however, a factory that has somewhat more than 10,000 employees [60% female], confirmed that workers' educational needs now are primarily at middle school and technical levels, and that basic literacy among them is a near-universal. Today, Chengdu municipal literacy activities are concentrated on "peasants in the outskirts," with gains reported for post-cultural-revolution years as follows: 70,000 peasants reached literacy levels in 1979 and 30,000 in 1980. Chengdu is expected to realize the Central Ministry of Education's target of 80% literacy among the peasants in its municipality by 1981. By self-report, Chengdu has one of the best records in the country in literacy education.

**Measures of Literacy**

Standards of basic literacy are set by the Central Ministry of Education; current guidelines were issued in 1978. In light of the many definitional controversies surrounding literacy and its measurement, China's solution to the problem of determining minimal literacy levels is an interesting amalgam of traditional and contemporary approaches. Basic literacy is measured by the number of script characters an individual has learned; this measure reflects the emphasis on a set amount of knowledge and skill that is characteristic of traditional literacy assessments. This criterion, however, is in turn determined by functional considerations—what a person must know to function in his/her milieu—the dominant conception of literacy in present-day international literacy programs. China has chosen to define functionality as reading newspapers and writing letters, and has determined the number of characters required for these activities. In practice, however, more seems to be involved in functional competence than newspaper reading and letter-writing; different standards have been set for industrial and agricultural populations: A criterion of 1,500 characters is considered sufficient for literacy tasks peasants are likely to encounter whereas workers are thought to need 2,000 characters to fulfill literacy requirements in production.

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

**Literacy Education Programs**

Literacy education is conducted under guidelines set by the Central Ministry of Education, but textbooks are compiled by each province. In Sichuan, consideration is "given to the needs of production" in determining textbook content. Yet the same textbooks are used in all classes, whatever the auspices. In the countryside, many education departments are involved, paralleling organizational levels of...
production (commune, brigade, and team). In the city, management and union-sponsored courses are given in factories and offices; block committees in large cities such as Beijing organize reading and writing classes; and many other settings and organizational units also seem to be involved.

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

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

Mr. Lung Kuiyun of Chengdu Municipal Education Bureau talked at some length about how adult literacy teaching differs from primary school teaching, and how adults learn faster than children. “Adults have more life experience and children cannot compare with them. For example, adults use many words in conversations and know their meanings before they start to read.” (Mr. Kuiyun’s example was the word discussion.) He claimed that the concentrated reading method, which combines memorization of characters with reading, was invented in adult education programs (another source said it was first introduced in army literacy courses), and that it is more effective with adults than with children. According to Mr. Kuiyun, the major national problem is not learning but “consolidation.” The retention problem is particularly acute in the country: “Because farmers are busy in work and have less time to review lessons,” follow-up is needed to ensure consolidation of learning. This problem seems to be attacked largely by encouraging continuing classroom education. Literacy learning is seen as only the first link in a comprehensive program of worker and peasant education that includes spare-time, and some full-time, courses covering the primary and middle school curricula, technical training, and TV university courses. As we pointed out earlier, continuing education is now predominant among factory workers in Chengdu. The same range of courses is provided in the countryside but the basic literacy/continuing education ratio is the opposite of that reported for the industrial population. The following are enrollment figures for Sichuan Province farmers:

<table>
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<th>Peasant enrollment in Sichuan Province, 1980</th>
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<tr>
<td>Basic literacy</td>
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<td>Short technical courses</td>
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<td>Primary school</td>
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**Some Observations**

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

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

Several strands of evidence point to the unfinished nature of China’s mass literacy efforts. Officials of the Central Educational Research Institute acknowledged concern with the continuing problem of illiteracy. Three groups make up the nonliterate sector: adults not yet reached by literacy programs; “newly emerging illiterates" among children who either do not enter school or leave without attaining minimal skills; and once-literate adults who “forgot the
characters." Special problems presented by these latter
groups are recognized. Institute representatives listed as
one of their major educational problems the fact that com-
pletion of primary school is not yet universal: The ranks
of nonliterate children and youth will continue to swell.
They also felt the quality of spare-time worker and pea-
sant education is low. Sichuan officials stressed the grav-
ity of the retention problem. China is not alone in finding
that adult minimal literacy is often a transitory accom-
plishment. But we know that retention rates are very much af-
fected by whether or not a "critical level" of adult literacy
has been achieved, sufficient to sustain a popular climate
of literacy and individual skills. (The critical level is
estimated at 60%-70% of a nation's adult population; World
of Literacy. I have not seen any estimates for regions or com-
| | munities.) I interpret China's consolidation problem as indi-
cating, at least in part, that literacy has not yet penetrated
certain areas of the countryside in that reading and writing
activities are naturally encountered, or required, in the dai-
| | ly practice of farming or in social and recreational pursuits.

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

We had no way of judging the efficiency of literacy pro-
grams. Some educators we met expressed the opinion that
literacy acquisition would be accelerated if the script were
simplified or alphabetized, but this sentiment was not ex-
pressed by Sichuan adult education people. The necessity
of memorizing a large number of characters before reading
can begin may account for the top-down, didactic nature
of the literacy instruction described to us and for the use
of uniform textbooks. This approach stands in contrast to
the "inductive, participatory" approach that international
literacy analysts report as most effective in other industrial-
izing nations (see World of Literacy).

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

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

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

Notes

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

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

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

Chinese representatives were:

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

Chengdu Municipal Education Bureau
Sichuan

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

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

Insertion for Guide to Grants and Fellowships

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

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

Awards will be made in the areas of behavioral and social sciences, humanities, EMP fields (engineering sciences, mathematics, physical sciences), life sciences, and for interdisciplinary programs of study. Awards will not be made in professions such as medicine, law, or social work, or in such areas as educational administration, curriculum supervision, or personnel and guidance. Tenure of fellowship provides postdoctoral research experience at an appropriate nonprofit institution of the fellow's choice, such as a research university, government laboratory, national laboratory, privately-sponsored nonprofit institute, or a center for advanced study.

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

West European Center Offers Resources and Programs to Foreign Language Educators

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

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

—CONTINUED p. 12—

Language Two

Heidi Dulay, Marina Burt, and Stephen Krashen

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

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<tr>
<td>5-8</td>
<td>International Association of Teachers of English as a Foreign Language (IATEFL) St. Mary’s College, Twombilham, Middlesex, England</td>
<td>LR 24:9, p. 8</td>
</tr>
<tr>
<td>7-9</td>
<td>Conference on Language for Business, Eastern Michigan Univ., Ypsilanti, MI</td>
<td>LR 25:1, p. 11</td>
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<tr>
<td>11-13</td>
<td>The Hatfield Polytechnic Conference on Distance Structure Hertfordshire, England</td>
<td>Write E Winter, Language Group, The School of Humanities, Hatfield Polytechnic, Harms. ALKO SAS, Great Britain.</td>
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<tr>
<td>21-23</td>
<td>American Language Academy CAI Workshop, Tampa, FL</td>
<td>LR 25:1, p. 12</td>
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<tr>
<td>29-30</td>
<td>Annual Convention of Illinois TESOL/II Springfield, IL. Pre-registration information from Janet Field, Executive Secretary, Linguistics Depart., Univ. of Illinois at Chicago Circle, Chicago, IL 60680.</td>
<td>LR 25:1, p. 12</td>
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May

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<tr>
<td>6-7</td>
<td>Eastern Conference on Anastasianguages, 3rd. Ohio University Abstracts due 13 March. Write: TICAL Coordinator, Linguistics Department, Ohio University, Athens, Ohio 45701.</td>
<td>LR 25:1, p. 9</td>
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<tr>
<td>10-12</td>
<td>Annual Business &amp; Conference of the New Zealand Association of Language Teachers.</td>
<td>Auckland, New Zealand Write: D Thronton, Secretary NAALT, 70 Box 175, Huntly, New Zealand.</td>
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<tr>
<td>10-15</td>
<td>Annual SIETAR Conference, 9th. San Gennapane, Italy Theme: International Perspectives in Today’s World</td>
<td>LR 25:1, p. 9</td>
</tr>
<tr>
<td>14-16</td>
<td>Biennial Colloquium of Courtis Fisch School, 4th. Univ. of Western Australian</td>
<td>LR 25:1, p. 12</td>
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<tr>
<td>31-32</td>
<td>International Colloquium of AILMAV (Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structuraux-Globalises) Paris, France Theme The Teaching of Arabic to Adults (including developed as Barque. Write: AILMAV, University, Faculte de Philosophe et Lettres, Montparnasse 2, 75006, Paris, France)</td>
<td>LR 25:9, p. 8</td>
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<tr>
<td>TBA</td>
<td>Society of Italian Linguistics, 17th. Urbino, Italy Theme: Problems of Spoken Italian</td>
<td>LR 25:9, p. 8</td>
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June

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<tr>
<td>6-12</td>
<td>International Conference on Minority Languages, 2nd. Aino Academia, Turku, Finland</td>
<td>LR 25:1, p. 9</td>
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<tr>
<td>9-11</td>
<td>International Conference on Complex Theories, Brussels, Belgium (Organized by the Center for Complex Theories)</td>
<td>LR 25:1, p. 9</td>
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<tr>
<td>1-3 Feb</td>
<td>Conference on Applied Natural Language Processing</td>
<td>Santa Monica, CA</td>
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<td>1-11 Feb</td>
<td>Congress of the Pacific Science Association, 15th Univ of Otago, Dunedin, New Zealand</td>
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<td>10-12 Feb</td>
<td>Conference on Hispanic Languages &amp; Literatures, Tulane Univ., New Orleans</td>
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<td>11-14 Feb</td>
<td>American Ethnological Society, Prince Mount Hotel, Baton Rouge, LA</td>
<td>The State of the Art in Play Research Abstract Deadline 1 November</td>
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<tr>
<td>14-15 Feb</td>
<td>International Dialectal Education Conference, 16th, University of Sheffield, England</td>
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<td>14-15 Feb</td>
<td>Applied Language Study Conference, Oklahoma State Univ., Stillwater, OK</td>
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<td>15-19 Feb</td>
<td>Eastern Educational Research Association Conference, Hyatt Regency Hotel, Baltimore, MD</td>
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<td>20-27 Feb</td>
<td>Annual West Coast Conference on Formal Languages, 3rd Univ of Southern California, Los Angeles</td>
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<td>25-27 Feb</td>
<td>The Uses of Phonology Southern Illinois Univ. at Carbondale Abstract Deadline 1 November</td>
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<tr>
<td>March</td>
<td>International Congress of the Sesquicentenary Society of Africa, Calabar, Nigeria</td>
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<td>3-4 Mar</td>
<td>Georgetown University Round Conference on Languages and Linguistics Washington Hotel, Washington, DC</td>
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<td>9-12 Mar</td>
<td>Annual UWM Languages Symposium, 12th Univ of Wisconsin–Milwaukee, Milwaukee</td>
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<td>12-14 Mar</td>
<td>Conference &amp; Research Colloquium on Language Testing, Univ of Ottawa, Ottawa, Canada</td>
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<td>15-20 Mar</td>
<td>Annual Conference Sheraton Centre Hotel, Toronto.</td>
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<td>17-19 Mar</td>
<td>Conference on Language and Communication, Denver Hotel, Denver, CO</td>
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<td>18-19 Mar</td>
<td>Annual Conference on Portuguese American Education, Sacramento, CA</td>
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<td>23-25 Mar</td>
<td>Linguistics Association of Great Britain User of Sheffield, England</td>
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<td>24-26 Mar</td>
<td>Central States Conference on the Teaching of Foreign Languages, the Sheraton Hotel, St Louis, MO</td>
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<td>25-27 Mar</td>
<td>Standard English Research Forum, 14th Stanford, CA</td>
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<td>25-27 Mar</td>
<td>Workshop on Maya Hieroglyphic Writing, Univ of Texas, Austin</td>
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<td>25-27 Mar</td>
<td>Conference &amp; Research Colloquium, 4th Philadelphia, PA</td>
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<td>26-27 Mar</td>
<td>Symposium on Comparative Literature and International Studies, 3rd Monterey, CA</td>
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<td>27-30 Mar</td>
<td>International Conference for English Historical Linguistics, 3rd Sorby Hall, Univ of Sheffield, England</td>
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<td>31 Mar</td>
<td>Western Hunter &amp; Irvine Membership (WHIM), Phoenix, AZ</td>
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<td>1-3 April</td>
<td>Conference on Applied Natural Language Processing</td>
<td>Santa Monica, CA</td>
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<td>5-10 Apr</td>
<td>World Congress of Applied Linguistics, 7th Brussels</td>
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<td>10-12 July</td>
<td>World Congress of Applied Linguistics, 7th Brussels</td>
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<td>27-30 July</td>
<td>International Conference on Nordic Languages and Modern Linguistics, 5th Aarhus, Denmark</td>
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<td>27 July</td>
<td>International Conference on Nordic Languages and Modern Linguistics, 5th Aarhus, Denmark</td>
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<td>October</td>
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**1984**
Conferences, Workshops, Symposia

An informal organizing committee has been established to plan an Edward Sapir Centennial Conference. The Conference is to be held in Ottawa in October, 1984. The committee would like the conference to address itself to Sapir’s impact on such fields as general linguistics, anthropological linguistics, North American Indian language study, culture and personality research, and problems of time perspective, and invites comments and suggestions. (Please note that this is not a call for papers!) Send your comments and suggestions to one of the following: William Cowan (Dept. of Linguistics; Carleton Univ.; Ottawa, Ontario; Canada K1S 5B6); Michael K. Foster (Canadian Ethnology Service; National Museum of Man; Ottawa, Ontario; Canada K1A 0M8); Konrad Koerner (Dept. of Linguistics; Univ. of Ottawa; Ottawa, Ontario; Canada K1N 6N5). . . .

There will be a special session at the December MLA Meetings (Los Angeles) devoted to “Archives of Regional Speech: Conservation, Continuity, Completion” organized by Raven I. McDavid, Jr. The session is open to all MLA Convention registrants; regional archive custodians are advised to take special note. . . . A “Sex Differences in Language” conference will be held at the University of Arizona, January 28-30, 1983. Nationally recognized scholars will present invited papers providing the basis for a technical discussion of cross-cultural, developmental, and biological perspectives. The conference is funded by the Research Conferences Program of the National Endowment for the Humanities and sponsored by the Southwest Institute for Research on Women (SIROW), and the departments of Psychology, Linguistics, and Anthropology at the University of Arizona. For further information, contact Lynn Fleischman, SIROW, Modern Languages 269, University of Arizona, Tucson, AZ 85721, (602) 626-4477 . . . .

Members of the Dictionary Society of North America are invited to send abstracts of papers as soon as possible for the Biennial Meeting (Theme: “Sapir: The Lexicon and Lexicography”) to Professor Roger J. Steiner, Department of Languages and Literature, Univ. of Delaware, Newark, DE 19711. No abstracts will be accepted after April first, and camera-ready copy of each paper is necessary by 1 May 1983. The summer meeting of the American Dialect Society (ADS) will be held jointly with the DSN A meeting, June 9-11, 1983. Send abstracts of ADS papers, observing the same dates, to Professor W. Bruce Finnie, Department of English, University of Delaware, Newark, DE 19711 . . . .

Each year, for the past six years, the California State Department of Education, Office of Bilingual Bicultural Education, has assisted the Luso-American Education Foundation in the planning and implementation of the Annual Conference on Portuguese-American Education. This year the conference will meet March 18 and 19 (1983) in Sacramento, California. For information contact: David P. Dolson; California State Department of Education; Office of Bilingual Bicultural Education; [916] 445-2872.

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Vol 2 Waringiny, Manymihk clan of Anguthimn, Wayarn, Margany and Gunyi, Nunukuan (available)
Vol 3 Djaay dialects of Yalguh, Uraihi, Nyawaywuy, Yukuhtu, Warumungu (Forthcoming 1983)

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THE LINGUISTIC REPORTER NOVEMBER 1982
Linguists Wanted

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

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

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

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

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

Educational Linguistics/TESOL Program, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania 19104, anticipates the following opening pending budgetary approval: RANK: Assistant Professor/Lecturer; QUALIFICATIONS: Strong training in TESL/TEFL, in English for Specific Purposes, and in Second Language Acquisition; TERM: Fall, 1983; SALARY: $19,000 minimum; DUTIES: Teach graduate courses in Second Language Acquisition, Methodology, English for Specific Purposes. Please send curriculum vitae, letters of reference and supporting documents to Nessa Wolfson, Ph.D.; Director, Educational Linguistics/TESOL; Graduate School of Education; University of Pennsylvania; 3700 Walnut Street/Cl; Philadelphia, PA 19104. The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer.

—CONTINUED p. 12—

THE PH.D. PROGRAM in LINGUISTICS

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

Interested applicants should write to:

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

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

An Affirmative Action/Equal Opportunity Employer
Acquisition of the Phonological System in Foreign Language Teaching
(Georgetown University Round Table pre-conference panel session, March 11, 1982)

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

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

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

J. Carlos Almeida (Georgetown Univ., "Teaching Pronunciation: From Sentence to Discourse") has taught both English and Portuguese as a foreign language. He suggests that "Instead of practicing pronunciation by starting with phonemes in isolation and ending up with a combination of phonemes in sentences, we should systematically proceed from sentence to full discourse. At one end of the continuum we have citation forms including a list of sounds, stress patterns, and intonation contours. At the other end we have fluent, appropriate language in use, whose specific features include reduced forms occurring in tone-groups, assimilations, elisions, and typical intonation contours used to convey communicative functions through language."

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

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

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

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

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

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

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

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

—Contributed by Cornelia Meder-Lenski

Linguists Convene in Beijing

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

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

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

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

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

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

Name Change

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

Catching Up

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

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

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

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

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

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

Additional special activities are scheduled—an open meeting of the LSA Committee on the Status of Women in Linguistics, the formal inauguration of the Fund for the Future of Linguistics, and a public poetry reading by linguist-poets of their own works.

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

William J. Samarini, Alliteration Award, for “The Curious Case of the Kongo Copula”;
Frank Heny, Most Elegant Title, for “Nouns are Quantifiers”;
David Tuggy, Montgomery Scott Memorial Award, for “Nahuatl Causitive/Applicatives in Space Grammar”;
Gerald D. Lame, Psych Mass Market Award, for “Exploring the Stress-RT Advantage”;
Erhard Hinrichs, Cryptozoology Award, for “The Semantics of Group Level Relative Clauses with Multiple Heads”; Alan Hyun-oak Kim, Most Provocative Question, for “Why Quantifiers Float?”
Linda Coleman, Garden Club Award, for “The Prosodic Treatment of Hedges in Advertising”; and
Grover Hudson, Best Pun, for “Arabic Noncatenative Morphology Without Tiers.”

TV Channel Dedicated for Endangered Language

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

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

The potential audience for these few hours a day is small. Welsh speakers account for only 20% of the population of Wales. At any one time there may be no more than 50,000 to 75,000 viewers for Channel 4 Wales—the area is already served by two BBC channels and one commercial channel.

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

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

—CONTINUED on p 3—
The 10th World Congress of Sociology, Mexico City
(August 16-21, 1982)

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

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

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

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

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

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


The "Pure Spanish" Campaign

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

—CONTINUED on p 4—

2 THE LINGUISTIC REPORTER DECEMBER-JANUARY 1982-1983
and as a child she learned English by watching television. "Why shouldn't the process work the other way around?" she asks.

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

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

Sound Recordings in Native American Languages

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

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

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

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

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

Summer Fieldwork Training Catalog

The American Anthropological Association is preparing a 1983 catalog of summer field schools, internship programs, and volunteer opportunities for fieldwork in all subdisciplines of the field (linguistics is one of the four major ones). There is no charge for listing in the catalog, but forms are necessary for submission of information. They are available from Summer Field School List, AAA, 1703 New Hampshire Ave., NW, Washington, DC 20009. The deadline for receipt of completed forms for inclusion in the catalog is 31 December 1982. (Ed. Note: You might send information on all varieties of linguistic "Summer Opportunities" to the LR for inclusion in its section of the same title.)

Foreign Language Teaching Assistant Program

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

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

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

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

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

Especially Children of Migrant Workers

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

We have room to list only the major subsections of the Bibliography here: Human Rights, Laws, Politics, and Multiculturalism; Socio-, Psycholinguistics, and Compensa-
Linguistic Concepts
An Introduction to Tagmemics
Kenneth L. Pike

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

$19.95; Paper BB 790 $6.95

University of Nebraska Press
901 No. 17th Lincoln 68588
Linguists Wanted

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

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

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

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

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

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

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

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

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

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

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

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### When & Where

#### December 1982

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<td>1-3</td>
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<td>4-7</td>
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<td>16-20</td>
<td>American Language Academy CAI Workshop Colorado Springs, CO</td>
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<td>30-31 Aug</td>
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Conferences, Workshops, Seminars

Methods V, The Fifth International Conference on Methods in Dialectology/La Cinquieme Conference Internationale des Methodes en Dialectologie, jointly sponsored by the Canadian Linguistic Association and the American Dialect Society, will be held 16-20 July 1984 at the University of Victoria, Victoria, British Columbia, Canada. The deadline for abstracts is 15 July 1983. Further information may be obtained from Dr. H. J. Warkentyne; Dept. of Linguistics; Univ. of Victoria; Victoria, B.C., Canada V8W 2Y2...

The 68th World Congress of Esperanto will take place in Budapest, 30 July-6 August 1983, with the topic of Social and Linguistic Aspects of Modern Communications. For further information contact the Universal Esperanto Association (Universala Esperanto-Asocio) at 777 United Nations Plaza, New York, NY 10017 or at Nieuwe Binnenweg 179, 3015 BJ Rotterdam, Netherlands...

An international colloquium, New Approaches in Foreign Language Methodology, is being jointly organized by AIMAV, Brussels, Belgium, and the Department of Applied Linguistics of the University of Nijmegen, Netherlands. The aim is to evaluate new tendencies in foreign language didactics—educational systems rather than isolated teaching techniques. The organizers hope to identify the scientific basis of the theories recently proposed and the extent to which the new methods can be applied on a larger scale. The colloquium will take into account differences in the sociocultural situations in which the new methods are applied and the situations of other languages which the new methods originated.

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**Conferences, Seminars, Workshops,**

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**October**

14-15 Education and Training of Translators & Interpreters San Diego State Univ — Imperial Valley Campus, Calexico, CA

16-20 Methods V International Conference on Methods in Dialectology Univ of Victoria, Victoria, B.C., Canada

**August**


**October**

TBA Edward Sapir Centennial Conference Ottawa Canada

**1984**

**April**

5-8 International Association of Teachers of English as a Foreign Language (IATEFL) St. Mary's College, Twickenham, Middlesex, England Theme: Native & Incentives in the Learning of TEFL/ESL

6-8 Association for Literacy & Linguistic Computing, San Francisco, CA

7-9 Conference on Foreign Languages for Business Eastern Michigan Univ, Ypsilanti, MI Theme: Native Language for Business

11-13 The Hatfield Polytechnic Conference on Discourse Structure Herfordshire, England Theme: Discourse Structure and Function

11-23 American Language Academy CA Workshop Tampa, FL Theme: Native Language for Business

21-23 National Conference of the National Association for Asian/Pacific American Education, 9th Chicago, Illinois Theme: Education in Diversity

24-26 Linguistic Symposium on Romance Languages, 12th Univ of North Carolina, Chapel Hill Theme: Romance Languages

24-27 Popular Culture Assn/American Culture Association Wichita, KS Theme: Language & Popular Culture

28-30 Education & Latin America Tulane Univ, New Orleans, LA

29-30 Annual Convention of Illinois TEFL/ESL Society Springfield, IL Theme: Native Language for Adults

May

6-7 Eastern Conference on Australian Languages, 3rd Ohio Univ, Athens, OH Abstracts due 15 March

10-12 Annual Business & Conference of the New Zealand Association of Language Teachers, Auckland, New Zealand


12-14 Pacific Northwest Council for Foreign Languages/Confrontation of Oregon Foreign Language Teachers Joint Conference The Valley River Inn, Eugene, OR

**June**

New Approaches in Foreign Language Methodology Netherlands Theme: New Approaches in Foreign Language Methodology. Will be held 16-20 July 1984 at the University of Victoria, Victoria, B.C., Canada. Further information may be obtained from Dr. H. J. Warkentyne; Dept. of Linguistics; Univ. of Victoria; Victoria, B.C., Canada V8W 2Y2...

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educational settings, such as in developing countries. Special attention will be paid to the results of a survey of methods currently used in foreign language classrooms in countries all over the world, which is to be completed before the colloquium convenes, 6-9 September 1983, in Nijmegen. If you intend to present a paper or moderate a workshop please notify the Secretariat (with your provisional title and telephone number): Department of Applied Linguistics; Univ. of Nijmegen; c/o Mr. H. Bours; P.O. Box 9103; 6500 HD Nijmegen, The Netherlands, as soon as possible (phone: (31) 80512207 from abroad; 080-51 22 07 otherwise) to receive an instruction kit The closing date for submitting abstracts and workshop proposals is February 1, 1983... The Inaugural Meeting of the European Chapter of the Association for Computational Linguistics will be held at the Univ. of Pisa, Italy, on the 1-2 September 1983. Papers are being solicited on linguistically and computationally significant topics. Authors wishing to present a paper should submit copies of a 5 to 8 page (double-spaced) summary by 31 January 1983, to Giacomo Ferrari; Istituto di Linguistica Computazionale; Via della Faggiola 32; I-56100 Pisa, Italy. The European Chapter Secretary is Harold Summers; Center for Computational Linguistics; U.M.I.S.T.; P.O. Box 88; Manchester M60 1QD, England... The Gypsy Lore Society, North American Chapter is soliciting papers for the annual meeting to be held 12-13 March 1983 in Ann Arbor, Michigan. Papers are sought for sections on Romance sociolinguistics and Gypsies and interethnic relations. Send abstracts of paper or request for more information to William G. Lockwood; Depart. of Anthropology; Univ. of Michigan; Ann Arbor, MI 48109; Tel. (313)764-7135... The organizers of an approved 1983 ICABS symposium are seeking papers on "Language as an Instrument of Domination and of Transformation: The Politics of Bilingualism, Linguistic Sexism, and Social Dialectology." Contact Ruby Rohrich; 303 West 66 Street, 6J-E; New York, NY 10023 and/or John Attamis; Bilingual Teacher Training, Indiana Univ Northw.; 3400 Broadway; Gary, IN 48408... The first annual Conference on Native American Studies is scheduled for 13-15 May 1983 at Oklahoma State University in Stillwater. It is an attempt to draw together scholars from all academic disciplines whose research interests focus on topics relating to any of the Native American cultures of the North American continent. This first meeting will consist of paper presentations, panel discussions, distinguished plenary speakers, and special events... The organizers have received a letter from the National Endowment for the Humanities indicating that it will make a grant for the conference... The annual Minnesota Regional Conference on Language and Linguistics will be held on a Friday and Saturday, 13 and 14 May 1983, at the Univ. of Minnesota, Minneapolis... Papers are invited on any field of language study, such as theoretical and applied linguistics, psychology, philosophy and sociology of language. Send an anonymous one-page abstract (with a sheet containing name, title of paper, affiliation, and mailing address) to Jeannette K. Gundel, Coordinator; Minnesota Regional Conference; Dept. of Linguistics; Univ. of Minnesota; 142 Klaeber Court; 320 16th Ave., SE; Minneapolis, MN 55455. Deadline for receipt of abstracts is 25 February 1983... The Spanish section of San Diego State University—Imperial Valley Campus will sponsor a two-day conference on the Education and Training of Translators and Interpreters on 14-15 October 1983. Papers are invited on any aspect of pedagogical theory, methodology, and techniques. Topics for workshops, demonstrations, and panel discussions are also solicited. Please submit an outline or abstract as soon as possible to Dr. Jose Varela-Ibarra, San Diego State Univ., Imperial Valley Campus; 720 Heber Ave.; Calexico, CA 92231... The TESOL Summer Institute 1983 will be held in Toronto 4 July-12 August 1983. The Summer Institute will be hosted jointly by the Depart of Linguistics, Univ. of Toronto, and the Modern Language Centre, Ontario Institute for Studies in Education. The theme of the 1983 Institute will be "English in Bilingual and Multicultural Societies." The annual summer meeting of TESOL will be held during the Institute, 21-23 July. Accommodation for Institute participants will be available on the campus of the Univ. of Toronto... A handbook containing details of all matters relevant to the Institute (course descriptions, faculty, scheduling, mini-courses, accommodation, fees, visa requirements, lectures, scholarships, related activities) will be available in January 1983. Requests and inquiries should be addressed to TESOL Summer Institute; School of Continuing Studies; 158 St. George Street, Toronto, Ontario, MSS 2V8 Canada... The Cognitive Science Society will have its next national conference at the Univ. of Rochester (NY), 18-20 May 1983 (immediately before the Rochester Lilac Festival)... Authors are invited to submit papers for consideration for presentation at the meeting. Papers may report current work in a research field relevant to the understanding of cognition; point out and/or elucidate an interdisciplinary link between fields; or address a point of current controversy or discussion within cognitive science. Three copies of submissions must be received by 15 February 1983—authors will be notified of acceptance after 15 March 1983. Accepted papers will be published in the Proceedings (camera-ready copy is due 15 April; papers must fit completely into 4-8½" x 11" pages). Send papers and queries to Cognitive Science Conference, Univ. of Rochester, Dewey Hall, Rochester, NY 14627; Tel. (716)275-5402... An Advanced Seminar in Maya Hieroglyphic Writing will be taught at the Univ. of Texas at Austin, 10-14 January, by Linda Schele, and will concentrate on the Maya script. Participants will be expected to go thoroughly into the functioning of the writing system and to do actual glyph decipherments and research work. Applicants must demonstrate that they have already achieved an understanding of the basic nature of the Maya writing system and the functioning of the glyphs. To receive further information write Nancy T. Trocke, Institute of Latin American Studies, Univ. of Texas, Austin, TX 78712... The International Conference on Lexicography—LEXeter '83 already has a large number of preliminary registrations and offers of papers. The LR has received the following information. There will be a number of Plenary meetings devoted to such fundamental issues as 'Lexicography as an Academic Field,' 'Users and Uses of Bilingual Dictionaries,' 'The Pedagogical Dictionary,' 'Dictionaries Past, Present, and Future,' 'Computers in Dictionary-Making,' and 'Terminology Standardization.' Plenary papers will last 45 minutes, followed by 15 minutes discussion. There will be 5 main sections. The converters and reporters are Reuven Merkin (Jerusalem)—The Historical Dictionary; Ladulav Zgusta (Urbana, IL)—The Bilingual Dictionary, Tony Cowie (Leeds)—The Learner's Dictionary; Frank Knowles (Birmingham)—Computer-Aided Lexicography, and Juan Sager (Manchester) and a joint committee representing TBRLIA, Infoterm, FID/ILD, and AILA-Comterm—Terminological Lexicography. Section papers will last for 20 minutes, with 10 minutes for discussion. Abstracts of not more than 300 words are requested as soon as possible. Reinhard Hartmann (Univ. Exeter) will be assisted by several co-sponsoring organizations in the organization of this conference; the Dictionary Society of North America, The British Association for Applied Linguistics, the Association for Literary and Linguistic Computing, and the International Association of Terminology. It is hoped that on the occasion of the conference a European Association for Lexicography will be established...
mediated communication on individuals (e.g., impact of T.V. on psycho-social development; comparative analysis of semiotic systems; impact of modes of communication on modes of thought; computers and cognition). (2) Social/political impact/context of communication. (3) Literary theory. (4) Myth/ritual/popular culture. Candidates must have Ph.D. or equivalent and demonstrated research and teaching ability. Significant publication record required at senior levels. Salary dependent on level of appointment. Send vita, statement of interests, and names of three references (DO NOT SEND LETTERS OF REFERENCE OR PLACEMENT FILES) to: Recruitment [LR], Communication D-003, UCSD, La Jolla, CA 92039, by 1 February 1983. UCSD is an Equal Opportunity/Affirmative Action Employer.

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

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

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

The Department of Linguistics at Stanford University is seeking applicants for a tenure-track position in phonetics and phonology. Appointment will be made at the Assistant Professor level, beginning in the 1983-84 academic year. Salary approximately $25,300. All requirements for the Ph.D. must have been completed by August 31, 1983. Application deadline: January 7, 1983. Letter of application should be accompanied by a curriculum vitae and a sample of written work. Three letters of reference are also required. Address all materials to: Professor Will Leben, Chairman; Search Committee; Department of Linguistics; Stanford University; Stanford, CA 94305.

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

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

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

THE LINGUISTIC REPORTER DECEMBER-JANUARY 1982-1983 9
BIILINGUAL/BICULTURAL EDUCATION: GRADUATE SCHOOL OF EDUCATION. The University of California, Santa Barbara anticipates a position in the Department of Education beginning Fall 1983. A tenure-track Assistant Professor appointment is contemplated, but exceptionally well-qualified persons whose background and experience warrant a tenure-level appointment (Associate or Full Professor) are also encouraged to apply. Applicants should have primary research and teaching interests in the general areas of bilingualism/biculturalism (Hispanic emphasis), bilingual education, and language acquisition. Position responsibilities include graduate teaching and research supervision at the master's and Ph.D. levels, Title VII grant and program administration. A primary criterion for selection will be demonstrated evidence of a sustained program of national caliber research and publication. Salary commensurate with qualifications and competitive with other major universities. Send letter of interest, vita, and three letters of reference to: Chair, Bilingual Search Committee; Graduate School of Education; University of California; Santa Barbara, CA 93106. Application deadline: 15 February 1983. UCSB is an Affirmative Action/Equal Opportunity Employer.

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

FACULTY POSITION, University of Louisville. Anticipated opening for a full-time ESL lecturer starting July 1, 1983. M.A., or equivalent, in teaching English as a second language or in a related field; at least one year of adult ESL teaching experience (excluding practice teaching), preferably in an intensive English program; and native-speaker proficiency required; must be able to teach and test all levels and skill areas of ESL; foreign language and residence in a non-English speaking country highly desirable. Full-time appointment on a twelve-month, renewable contract at $14,000-$15,000. Application letter and full credentials, including curriculum vitae, official transcripts, and four references to Dr. Karen A. Mullen, Director of IESL Program, Department of English, University of Louisville, Louisville, KY 40292. Deadline: 1 March 1983. Equal Opportunity/Affirmative Action Employer.

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

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

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

One or more part time instructors for an intensive 7-week summer program in the areas described below. Some positions may be continued during the Fall, 1983, term. (1) ESL instructor to teach 7½ hours a week in conjunction with another instructor in an intensive English program. Desired area of specialization: teaching writing to non-native speakers of English. Requirements: M.A. in teaching English as a second language or a related field and prior experience in an ESL program; native speaker proficiency in English. (2) ESL instructor to teach 7½ hours a week in conjunction with another instructor and a lab instructor in an intensive English program. Desired area of specialization: teaching beginning and Intermediate English skills to non-native speakers of English. Requirements: Same as above. (3) Lab instructor for ESL language laboratory to work in...
conjunction with two classroom instructors at the beginning and intermediate levels. Experience with both ESL instruction and knowledge of the language laboratory essential. Application deadline for all positions: 15 February 1983. Send letter of application and vitae to: Dr. Barry E. Weingarten; Department of Classics and Modern Foreign Languages; College of Notre Dame of Maryland; 4701 N. Charles St.; Baltimore, MD 21210.

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

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

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

POSTDOCTORAL FELLOWS IN COGNITIVE SCIENCE at the University of California, Irvine. The Program in Cognitive Sciences at the University of California at Irvine has a number of openings for post-doctoral fellows for the academic year beginning Fall 1983, supported by a Sloan Foundation grant. Individuals with an interest in study and research in the following and related areas are invited to apply: cognition, language acquisition, linguistic theory, psycholinguistics, neurolinguistics, cognitive neuroscience, perception, mathematical cognitive science. Applicants who are selected will be expected to participate in ongoing research projects in the Program. Please send a letter outlining research interests, a vita, and names of three references to: Post-Doctoral Cognitive Science Committee; c/o Ms. Lykke Anderson; School of Social Sciences; University of California; Irvine, CA 92717. An Equal Opportunity/Affirmative Action Employer. Applications for Fall 1983 should be received no later than March 1, 1983.
Langouste feels compelled to print verbatim part of a letter that crossed its desk, and to withhold comment: "The name of the International Communication Agency has been changed to United States Information Agency. To many, the name will sound familiar. The United States Information Agency was one of the two entities that were joined to form the International Communication Agency in 1978. The other was the Department of State's Bureau of Educational and Cultural Affairs... In the meantime continue to use the old forms until further notice. The function of the Exchange Visitor Office will remain the same, but it will now be an element of the United States Information Agency." Deborah Taunen (Georgetown) is the author of an article on conversational styles in the October issue of Vogue—such drama in all those cross-gender misunderstandings... Vladimir Ivrl (Zagreb) will be at the Univ of California, Berkeley, for winter and spring semesters, thanks to a Fulbright and sabatical... John Baugh (Texas-Austin), styled by an admirer as "a sociolinguist in the Labovian tradition," was selected by the National Research Council as one of 35 postdoctoral fellows. He decided to grace the halls of CAL during this time... John Rouillard (Arizona State, Tempe) was chosen to present testimony before the Senate Select Committee on Indian Affairs. The new Director of the Nyelvtudományi Intézeté (Magyar Tudományos Akadémia) as of October 1 is József Herman. Péter Hajdú has left the Directorship of said Linguistic Institute to resume teaching... Several linguists have been singled out for distinction by having their names misspelled in the LR. Once for the late Paul Pimsleur, twice for the gracious Laurence Urdang (that's LAURENCE URDANG), and innumerable occasions for Merrill Swain... There's been considerable agreement from readers of the Chronicle of Higher Education with a statement from Paul Connely that computer programming courses should not be used to fulfill foreign language requirements (plus ça change, remember when it was statistics?)... Langouste joins John Algeo this month in the typesetting business, only it's high-tech. Not only is this column keyboarded on the console of a personal computer (as is all the text in this issue save When & Where), but through the miracle of telecommunications (and some elegant translation tables), the substance of the LR is transformed into its typeset persona. Contributions to Langouste can be sent to CompuServe 77230, 335. Langouste has news from São Paulo that Frank R. Brandon's Portuguese-Sateré/Sateré-Portuguese dictionary is being made by an Apple, and includes some very nice graphics... There's a panel planned on (New) Careers in Applied Linguistics (for Linguists) for the LSA summer meeting. The idea is propaganda by example, and some areas to be covered are bilingual education, clinical applications, reading, and computerizing... When I was in New Hampshire last month I was privileged to see the page proofs of Sue Fisher and Alexandra Todd's (Eds.) The Social Organization of Doctor-Patient Communication, a tome to be available from CAL in January. "General Hospital" it isn't, but there's a full range of the-doctors-you-love-to-hate represented, and some underdog patients that I cheered on till the closing pages. Funny thing, I may take a few pointers for my own interactional gambits from the competent types on both sides of the encounters detailed in this blockbuster. Physicians, repair thy world views! Patients, know your interlocutor! The transcripts are first rate, and the analyses get four stars on my scale. Contributors are Aaron V. Cicourel; Sue Fisher; Richard M. Frankel; Per Møløseid; Marianne A. Paget; Albert B. Robillard, Geoffrey M. White, & Thomas W. Maretzki; Roger Shuy; Deborah Tannen & Cynthia Wallat; Alexandra Dundas Todd; and Candace Weet.