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Language Skill Attrition

Conference initiates research in new subfield

RICHARD D. LAMBERT

Some sixty individuals met at the University of Pennsylvania May second and third to review current knowledge of language skill loss and lay plans to overcome a dearth of experimental and empirical data.

The general topics of the Attrition of Language Skills Conference followed the four points of Richard D. Lambert's Agenda Paper: (1) to consolidate the findings from the literature dealing directly with language skill loss, (2) to identify insights from within linguistics and language pedagogy, (3) to determine the necessary future research and experimentation, and (4) to outline the policy decisions affected and the purposes to be served.

1 What do we know from and what research is suggested by the scanty literature on language skill loss? further,

2 What useful insights do the relevant subfields within linguistics and language pedagogy contribute to the field?

Jean Berko Gleason of Boston University reviewed findings from child language acquisition studies, particularly those dealing with second language loss. She proposed that language acquisition studies can provide suggestions as to what language features might be most vulnerable to loss or attrition or which might be most robust. She cautioned that there may be great individual variation in patterns of acquisition or in patterns of loss resulting from differences in content and style of input language, cognitive styles, the likelihood of spontaneous rehearsal, sex differences, and various other characteristics of the speaker. It is also possible that specific language subsys-

tems might be differentially affected, both the traditional subsystems of phonology, morphology, syntax, and vocabulary and the specialized aspects, such as routines, sequences, songs, registers, and emotion-laden words.

R.C. Gardner of the University of Western Ontario suggested that we consider language skill attrition as part of the general phenomenon of language change. He stressed that, in any event, he preferred to emphasize retention rather than loss, although the two were obviously two ends of a continuum. This led him to hypothesize that those classes of variables that predict a willingness to make use of the language in various social situations would also predict retention. Citing work done on bilingualism in Canada, he urged that we expand our focus to include the loss of first language skills.

Nancy Dorian of Bryn Mawr College drew upon her ethnographic field research with speakers of East Sutherland Gaelic, a language in the process of becoming extinct. She cautioned that language contact does not automatically mean language loss. She urged some research concentration on the changes in languages as wholes as well as on the language behavior of individual speakers.

Loraine Obler of Boston's Veterans Administration Hospital spoke of the neurological aspects of language loss, specifically on work on aphasia and the consequences of aging. Naming is the most universally impaired skill in aphasia—particularly content words rather than functors, nouns rather than verbs. Those that seem to remain are overlearned items like colors, numbers, letters, counting,

—See *ATTRITION*, p 2—

We were saddened to hear of the death, July 10, of MALCOLM D TALBOTT Dr. Talbott served on the Center's Board of Trustees for many years.



Book Notices

Language in Public Life, edited by James E. Alatis and G. Richard Tucker. Georgetown University Round Table on Languages and Linguistics. Washington, D.C., Georgetown University Press, 1980. xviii, 310 pp. \$6.95 paper.

This collection of papers from the 1979 Round Table reflects the importance of this interdisciplinary conference which examined the role of language in education and in all aspects of life, from the courtroom to the doctor's office and from advertising to the classroom. The essays are divided into sections dealing with Language and Public Life, including a progress report on the President's Commission and a look at U.S. international English language policy, Language Spread and Language Policy, with essays on language planning, spread, and change; attitudes toward language planning, language policy and social services in the U.S. and Canada, language policy in Greece, and language choice and human rights in the U.S. The two sessions on Language and the Professions present an overview of professional languages, essays on medical language, on advertising, on teacher-talk, on jury instructions, on language and the neurosciences, on linguistic minorities, on television, on metaphor in public language, and on newspaper editorials. An appendix discusses the choice of language education in multilingual countries

Teaching English as a Second or Foreign Language, edited by Marianne Celce-Murcia and Lois McIntosh. Rowley, MA, Newbury House, 1979. xv, 389 pp. \$12.95 paper.

An interesting alternative to most texts used in preparing teachers of ESL, this collection, rather than being written by one or two people, contains contributions from 27 authors who have studied or taught (or both) in the ESL section at UCLA. Although the chapters provide necessary background information and review relevant research, the focus is on giving practical classroom suggestions. Each chapter concludes with discussion questions and suggestions for related activities and further reading.

The sections of the volume deal with different teaching methods; strategies for teaching language skills (listening, speaking, reading, and writing) as well as grammar and vocabulary; considerations of the students; and various other concerns of the ESL teacher, such as testing, preparing lesson plans, and evaluating a textbook.

This book emphasizes the practical, but 'a second complementary volume dealing with more theoretical topics such as language acquisition, language policy, contrastive analysis and error analysis, attitude and motivation, syllabus design' is planned.



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Department of Education Proposes New Bilingual Guidelines

The Office for Civil Rights of the Department of Education has issued proposed rules, implementing provisions of Title VI of the 1964 Civil Rights Act, to prevent discrimination on the basis of language in elementary and secondary schools. Entitled "Nondiscrimination Under Programs Receiving Federal Assistance Through the Department of Education, Effectuation of Title VI of the Civil Rights Act of 1964," the proposed rules prohibit recipients of federal aid from denying equality of access to any student because of limited proficiency in English. These proposed rules were published in the *Federal Register*, volume 45, number 152, 5 August 1980.

Intended to address the needs of children whose primary language is not English and who have limited proficiency in English, the proposed rules are preceded not only by excerpts from the broadly worded Civil Rights Act, but also by the 1974 Supreme Court *Lau v. Nichols* decision, HEW's subsequent *Lau Remedies*, and Title VII of the Elementary and Secondary Education Act, which provides funds for support of bilingual education.

The proposed rules outline four broad categories of compliance procedures—

- 1 Identification of each student's primary language;
- 2 Assessment of the student's skills in both English and the primary language, which will determine that student's eligibility for special services and will identify which language will be the better medium of instruction;
- 3 Provision of services, guaranteeing (a) equal access for students who are English-superior but may require help in improving English skills, (b) improvement of English skills for students who are comparably proficient although limited in both languages, in order to develop full proficiency in English, (c) instruction in both languages, so that students who are superior in their primary languages receive instruction in both languages, and (d) modification of required services, allowing flexibility to schools for which compliance would be particularly difficult.

4 Exit criteria, assuring periodic reassessment of students' language skills, so that (a) students who are no longer determined to be limited in English proficiency do not continue in the program; and (b) students who are reassessed as English superior after two years in the program do not receive instruction in two languages.

The proposed rules also stipulate that bilingual services should be provided by qualified bilingual education teachers who are able to understand, speak, read, and write English and the other language with considerable proficiency. According to the provisions, such teachers should meet appropriate standards for teaching in more than one language and for teaching English to speakers of other languages. The rules also extend bilingual education services to handicapped students who may be eligible for special education.

Thus, the proposed rules, in effect, designate bilingual education as the preferred method for local school systems to educate language-minority youngsters with limited proficiency in English. Parents, however, retain the right to refuse to place their children in such programs.

The Office for Civil Rights has requested comments on all aspects of the proposed rules. During the first two weeks of September, public hearings were held in six cities (Chicago, Denver, New Orleans, New York, San Antonio, San Francisco) at which individuals and organizations presented their viewpoints and responses. The Director of CAL attended the New Orleans hearings on September 15 to present the Center's views concerning the proposed rules. Excerpts from the CAL comments will appear in the November *LR*.

In addition to the public hearings, written comments have also been invited. The deadline for submitting comments has been extended until 20 October 1980.

Comments should be addressed to Antonio J. Califa, Office for Civil Rights, Department of Education, P.O. Box 8240, Washington, DC 20024. Anyone desiring further information about the hearings should contact David Lee-man at the same address, or telephone (202) 472-4422.



Bruce Fraser (Boston University) spoke on three important public concerns about language, which students need to be acquainted with. manipulative use of language, discriminatory use of language, and the claimed deterioration of language. Manipulative use of language is usually discussed in regard to advertising and government and politics, but Fraser pointed out its commonness as well in everyday social language (cf the doctor's 'This won't hurt'). Discriminatory use of language is frequently noted as racist and sexist, but discrimination against left-handers is also evidenced. Fraser said that linguists must at least bring these phenomena to students' awareness, but also perhaps take positions on them

Donald Larmouth (University of Wisconsin-Green Bay) discussed his innovative case-study and experiential approach to linguistics education. In the fall term, students study three cases: Black English in Chicago, Spanish-English bilingualism in the Midwest, and language planning in West Africa. In the spring, they carry out field research, for which the case studies have prepared them, on either urban-rural dialect differences in NE Wisconsin, residual bilingualism in Wisconsin immigrant languages, or recovery of Wisconsin's Native American languages

The approach assumes that study can begin with actual research, and then proceed to theories and generalizations

James Stalker (English, MSU) surveyed the change of attitude evidenced in the writing of English grammarians since Lindley Murray (1795) The focus then was on the relative PROPRIETY of variants, the tendency since then has been to a dogmatic and elitist view of CORRECTNESS Students need to, once again, include the study of language, its functions and variation, as part of their general education.

The final paper of the conference was presented by Robert Herbert (SUNY-Binghamton), who spoke on the role of "Linguistics in Human Service Education," emphasizing the need for making findings from theoretical and applied linguistics useful for such professionals as doctors, nurses, and social workers. The needed course of study would deal with such topics as the role of language in social and cultural patterns, popular attitudes about non-standard speech, psycho-pathological language behavior, and the special language needs of the deaf and aged.

The proceedings of the conference with full texts of the 15 papers presented are being published by the Department of Linguistics and Oriental and African Languages, Michigan State University (East Lansing, 48824), this fall.



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CAL Offers Comments on Proposed *Lau* Regulations

[In August the Education Department issued tentative regulations for schools to follow in teaching children with limited ability in English—the main points were summarized in the October *LR*. Following are excerpts from comments on the proposed regulations delivered by G. Richard Tucker, CAL's Director, at the Department's public hearing in New Orleans, September 15. A copy of the full text is available on request.]

The Center for Applied Linguistics unequivocally supports bilingual education as an educational alternative for language-minority youngsters as well as for English mother-tongue youngsters in the United States. The Center does not, however, believe that it is appropriate or useful to prescribe only one educational option for all. Local education agencies must carefully consider the linguistic, affective, cognitive, and social attributes the child brings to the learning environment, and which help define that learning environment, before deciding the options (for example, various types of bilingual education, English as a second language) to be offered different groups of youngsters.

We stress the importance of understanding the community viewpoint, goals, and aspirations vis-a-vis the role of language in personal, occupational, and social development before attempting to prescribe a single educational filter through which all language-minority children must pass. Language education programs in many parts of the world today attempt to identify the constellation of variables associated with success in school performance and then ask whether children possessing some particular combination of these variables can best be educated by program alternative X or Y or Z.

The proposed rules greatly underestimate and oversimplify the complexity of the task of educating language-minority youngsters when they promulgate one educational solution for all. For example, we believe that the needs of recent immigrant/refugee children who are members of diverse language groups may be very different from those of children who are members of long-

standing or indigenous language groups of the United States.

We believe that different educational options should be made available that will allow students to develop the ability to understand, speak, read, and write English so that they can participate fully in all aspects of American society. It is of equal importance that students—should they so desire—simultaneously be encouraged and be provided an opportunity to develop the ability to understand, speak, read, and write their mother-tongue if different from English, and that other students be encouraged to develop these same skills in a second language. Thus for some we would advocate programs of transitional bilingual education; for others, maintenance bilingual education would be more appropriate; for others, a restoration model directed toward developing lost linguistic skills in the student's home or ancestral language; for yet others, an enrichment model intended to capitalize on the fact that careful, empirical, longitudinal research has demonstrated repeatedly that bilingualism is associated with both intellectual advantage as well as greater awareness and tolerance for ethnic diversity. For still others, an appropriate model would be intensive English as a second language. The important point is that the local school system, working together with teachers and with parents who must be given an active voice in educational decisions, is best able, in our view, to develop effective educational programs to meet the needs of a rapidly changing student body.

With respect to the proposed rules, the Center believes strongly that they should *not* be promulgated as drafted. As written, certain aspects of the proposed rules are based on a misunderstanding of linguistic principles and research, which would make their consistent implementation and application difficult, if not impossible.

Standards for Entry and Exit

For bilingual education to succeed and to be accepted, there must be measureable criteria set as standards for



First Person

Call for Bibliographical Items

For an annotated bibliography on the speech communication of women (personal, professional, and political), we would appreciate receiving copies of unpublished papers delivered at professional meetings in the 1970s and of articles published in local or regional newsletters, bulletins, etc., in the 1970s that would not generally be subscribed to by major university libraries. Please include relevant bibliographical information of time, place, event, and the like. This bibliography is under contract with Garland Publishing, Inc. Please send materials to either of us

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Council on the Teaching of Hebrew

It struck me that readers may be interested to know something about the work of our Council.

The Council on the Teaching of Hebrew was estab-

lished to promote the study of Hebrew outside Israel. It is constantly on the lookout for more efficient ways to speed up this learning process and, with this object in view, it serves as a meeting place for the exchange of expertise, experience, and information among educators engaged in the teaching of Hebrew. The Council is in constant touch with teachers, lecturers, and professors of Hebrew throughout the world and the most urgent tasks of the Council are to take stock of the available Hebrew teaching aids, textbooks, records, tapes, auxiliary material, etc., to establish contact between educational institutions in various countries engaged in the teaching of Hebrew, and to organize a constant flow of information, know-how, and material to Jerusalem whence it is distributed to wherever such information and assistance is required.

An important activity of the Council is the publication of bulletins, books, etc. dealing with the teaching of Hebrew.

Anyone wanting further information on the activities of the Council on the Teaching of Hebrew please write me.

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'Remember 1980': San Antonio Hosts LSA and AAAL

Attendees of the fifty-fifth annual meeting of the Linguistic Society of America and of the third annual meeting of the American Association for Applied Linguistics in San Antonio, Texas, will have more than 200 presentations to choose from among those scheduled for the concurrent meetings December 28 through the 30 (LSA) and December 28 and 29 (AAAL).

For its 1980 meeting the LSA is convening special sessions on Synchronic Processes in Language Contact, Junction Grammar, Nahuatl, and The Object of Linguistic Inquiry. Remaining presentations are grouped as pertaining to American Indian Linguistics, Language and Pathology, Discourse Analysis, Discourse and Communication, Historical Linguistics, Sociolinguistics, or Language Acquisition, or they are grouped under the standard rubrics of Phonology/Phonetics/Phonemics, Morphology, Syntax, Semantics, and various combinations thereof. Language forms and functions to be discussed range from those of Arabic to those of Yu'pik, with most attention, disregarding English, this year being devoted to Japanese.

LSA's December 28 Sunday evening Colloquium will feature Anuradha Saksena (UCLA) speaking on "A Semantic Typology of Causatives," with Bernard Comrie, David Dowty, and Laurence R. Horn as discussants. Ilse Lehiste's Presidential address, "Prosodic Change in Progress: Evidence from Estonian," will be delivered on Monday afternoon, December 29. The LSA has planned a special reception to honor Archibald A. Hill, the Society's Secretary-Treasurer 1951-1968 and 1969 LSA President, which will follow the Presidential address.

The preliminary program of the 1980 AAAL shows all sessions to be entitled "Applied Linguistics in...". The three fields to receive analysis are education, the law courts, and medicine. Applied Linguistics in Medicine will concentrate on doctor-patient communication from the perspective of negotiation, of frame analysis, and of the linguistic correlates of successful interaction. Applied Linguistics in the Law Courts will consider the expert witness and the interpreter; the Applied Linguistics in Education session will offer brief research reports and

will focus on linguistics and education policy, native language education and second language education, and linguistics and other disciplines within education.

The 1980 *LR* Award for Most Intriguing Title to Appear in the LSA or AAAL Preliminary Program goes to Stephen R. Anderson (UCLA): "Linguistic Theory is an Unnatural Act, but not Perverse." The Most Topical Title (etc.) Award goes to Rudolph C. Troike (Univ. Illinois) for "The Original Language of San Antonio, TX: A Structural Sketch." The Shortest Title awardee is Adrienne Lehrer (Univ. Arizona) for "Antonymy" and the Longest Title award is for "The Selling of Hysterectomies: A Negotiation of Treatment Decisions in Doctor-Patient Communications," provided by Susan Fischer (Univ. Tennessee). The newly created *LR* Special Purpose Award for Editorial Edification goes to Larry Gorbet (Univ. New Mexico) for "How English Speakers and Linguists Can Tell *each other* and *one another* Apart." In the Most Dichotomous Title category there was a tie between Bruce Derwing (Univ. Alberta), "Linguistic Structure is Psychological or Cognitive, not Physical in Character," and Robert P. Stockwell (UCLA), "Grammar As Speaker's Knowledge Vs. Grammar As Linguist's Creation."



The Alamo was originally the chapel of the Franciscan Mission San Antonio de Valero, founded in 1718. In 1836, during the war for Texas independence, the Alamo was besieged by Mexican troops and all the defending Texas soldiers, 187 of them, were killed. The now famous battle cry 'Remember the Alamo' later carried the Texans to victory.



Awards in Linguistics/TEFL Still Available Under Fulbright Program

The Council for International Exchange of Scholars announces a number of linguistics and TEFL awards still available for the academic year 1981-82

A linguist specializing in philosophy of language, philosophy of science and/or logical semantics is sought by the University of Zadar, Yugoslavia for collaboration on an interdisciplinary research project entitled "Semantic Problems with Regard to the Influence of Transformational Grammar on Central European Grammars."

Theoretical and applied linguists are requested for lecturing positions at the Universities of Warsaw, Lodz, and Sosnowiec in Poland. A position is available at the University of Sofia, Bulgaria, for an applied linguist to teach style in written English and English grammar

Ten new Fulbright awards for research in Africa and ten additional new awards for research on Islamic civilization to be carried out in Africa, Asia, or the Middle East have just been announced. Linguists, as well as researchers in other disciplines, are invited to apply before 2 January 1981

Other linguistics and TEFL awards are still available in the following countries

Burundi: TEFL M A or Ph D. **Fluent French.** **Congo:** Assistant to full professor of linguistics. **Fluent French.** **Haiti:** TEFL. Also help set up

new language laboratory. **Korea:** Bilingual instructors to teach English and one of the following Spanish, French, Russian, Chinese, Japanese, Arabic. Also 10 ESL awards. **Master's and 3 years' college teaching.** **Lebanon:** Senior scholar to teach linguistics and develop teaching materials (Six weeks to four months spring 1981). **Morocco:** Education specialist to teach and review courses for secondary school English teachers methodology, pedagogy, motivation. **Ph D education or M A and several years' experience.** **Niger:** EFL. American literature and linguistics. Possibility of field studies in local languages. **Ph D preferred.** **Pakistan:** TEFL specialist. **Saudi Arabia:** Senior scholar for TEFL and American literature. **Curriculum development, administration English programs (Six weeks to four months spring 1981).** **Somalia:** EFL. Teaching and curriculum development. **M A or Ph D.** **Sudan:** Two EFL positions. **Lecturing and consult on curriculum. Ph D and rank of full or associate professor. Knowledge of Arabic desirable.** **Taiwan:** TESL/drama. **Junior lectureship, preferably recent Ph D. General linguistics, sociology, drama.** **Tunisia:** English language curriculum. **Development related to special science program. Ph D, prior overseas experience (Six weeks to four months spring 1981 or 10/81-1/82).** **Zaire:** English linguistics, contrastive linguistics, and special questions of English. **Classes in English, but good French necessary. Ph D required.**

Applications should be submitted as soon as possible. For information, call (202) 833-4950, or write Council for International Exchange of Scholars, 11 Dupont Circle, N.W., Suite 300, Washington, DC 20036



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Photo on page 1 courtesy of the San Antonio Convention and Visitors Bureau

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ORC Meeting Short- and Long-Term Needs of Refugees

JO ANN CRANDALL

The adjustment needs of refugees are a complex mixture and far exceed simply learning English. Beginning a new life in the United States calls for immediate survival information and for long-term orientation to the values, institutions, and cultural variations in this country. The Orientation Resource Center (ORC) at CAL was established as one of the National Demonstration Projects that would address these multifaceted needs. One objective of ORC is the direct provision of information, services, and materials to refugees. Equally important, it gives cultural orientation information to the sponsors of refugees and provides technical assistance to and operates as an information clearinghouse for private and public agencies that have ongoing refugee orientation programs.

ORC's activities are best seen in light of the various approaches to and practices of refugee resettlement and orientation. Until recently, funding and programmatic efforts at national and local levels emphasized English as a Second Language programs, especially those that provided employment counseling, placement, and training. Although learning English is cited as a high-priority need in surveys of refugees, successful adjustment to American society extends beyond both English language training and occupational assistance.

Refugees have received orientation to American life in a variety of informal and formal ways. Perhaps the most believable information and images are those conveyed through letters or cassette tapes sent from resettled refugees or from sponsoring families or religious groups in this country to the refugees still living in the camps. Frequently, orientation to attitudes, values, and institutions in the United States has been dealt with informally by social workers or other service providers. Often it has fallen to the ESL teacher, who incorporated explanations of American life into English lessons. Voluntary agencies responsible for resettlement have provided orientation

[Jo Ann Crandall is Co-Director, with Pho Ba Long, of the Orientation Resource Center. She is also the Executive Editor of the *LR*.]

materials and some resource personnel. More formal programs include "welcome" houses, where refugees live until they become sufficiently accustomed to life in an American home and community to move to their own home and job. Local communities have also provided orientation workshops and lecture series.

Recently it has become evident that both primary and secondary orientation needs must be met in a more systematic manner. With the passage of the Refugee Act of

—CONTINUED p. 3—

Right to Speak Other-Than-English on the Job

In November CAL sent a statement supporting the proposed revised Guidelines on Discrimination Because of National Origin to the Equal Employment Opportunity Commission (EEOC). The Commission's revisions define as arbitrary and discriminatory the 'speak-English-only' rule that some employers have as a condition of employment. The revisions also bar acts of harassment directed at employees because of their national origin.

The Commission defines national origin discrimination as including, but not limited to, the denial of equal employment opportunity: (1) because of an individual's, or his ancestors', country of origin; or (2) because an individual has the cultural or linguistic characteristics of a particular national origin.

The statement, prepared by Dora E. Johnson and other members of CAL's senior staff, reads in part:

"[An employer's] requirement of English at *all* times [in the workplace] constitutes unjustified discrimination against people of diverse national and ethnic backgrounds living in the United States. Sociological research indicates that the rejection of behavior associated with national or ethnic background (such as the use of a particular language) closely correlates with feelings of rejection on the basis of national or ethnic identity. Attempts to prohibit the use of languages other than English in nonessential contexts can be construed only as harassment directly

—CONTINUED p. 2—



★ = first listing
TBA = to be announced

When & Where

February

1981

- 11-14 Annual California Association for Bilingual Education Conference, 6th Pasadena, CA. Inquiries: Wei-lin Lee, NDAC-LA, California State Univ Los Angeles, 5151 State University Drive, Los Angeles, CA 90032, (213) 244-3676 ★
- 14-16 Annual Meeting of the Berkeley Linguistics Society, 7th. Univ California, Berkeley, 94720 ★
- 27-March 1 Annual Conference of the New York State Association for Bilingual Education, 4th Concord Hotel, Kiamasha Lake, NY LR 23-4, p. 8

March

- 1-3 Conference on Applied Linguistics, 9th Ann Arbor, MI Theme: Language Transfer in Language Learning. LR 22-8, p. 7
- 3-8 TESOL Annual Conference, 15th Detroit, MI. LR 23-2, p. 9
- 6-8 Conference on the Syntax of Native American Languages Calgary, Alberta, Canada LR 23-2, p. 9
- 11-15 SIETAR (Society for Intercultural Education, Training, & Research) Annual Conference, 7th Vancouver, B.C., Canada Theme: Understanding People & Ideas (Approaches to Effective Intercultural Interaction) LR 23-2, p. 9
- 12-14 Ethnoperspectives in Bilingual Education Research Bilingual Education Technology—Interactive Forum Ypsilanti, MI LR 23-3, p. 11
- 13-15 North American Conference on Afroasiatic Linguistics Boston, MA Inquiries Alan S. Kaye (714) 773-3722 or (714) 773-2441 ★
- 15-18 American Oriental Society, 191st. Park Plaza Hotel, Boston, MA. ★
- 19-20 State Conference on Portuguese Bilingual Education, 5th. Buena Park Hotel Convention Center, Buena Park, CA. LR 23-4, p. 8
- 19-21 Georgetown University Roundtable on Languages and Linguistics Washington, D.C. Theme: Analyzing Discourse Text and Talk. LR 23-3, p. 10
- 20-22 Annual Ethnography in Education Research Forum, 2nd Philadelphia, PA LR 23-7, p. 10
- 26-28 Annual Conference of the New York Branch of the Orton Society, 8th New York, NY Theme: The Challenge of the 80's—Effective Education for the Language and Learning Disabled. LR 23-4, p. 8
- 26-28 University of Texas at Arlington Conference on Linguistics and the Humanities. Arlington, TX Organizer Robt. E. Longacre, Dept. of Foreign Lgs. & Linguistics, UTA, 76019 ★
- 27-28 University of Wisconsin-Milwaukee Annual Linguistics Symposium, 10th Milwaukee, WI Theme: Language Contact LR 23-3, p. 10

April

- 1-4 Southern Anthropological Society, 16th Fort Worth, TX LR 22-9, p. 15
- 1-4 Society for Research in Child Development Boston, MA LR 23-2, p. 9
- 2-4 Annual Conference of the College English Association, 12th, with the New Jersey CEA Cherry Hill Inn, Cherry Hill, NJ Theme: The Versatility of English: As a Subject, as a Discipline, as a Career Preparation LR 23-4, p. 9
- 3-4 Midwest Regional Convention of TESOL, 1st, with Annual State Convention of Illinois TESOL/BE, 9th. Champaign, IL. LR 23-2, p. 9
- 3-4 Foreign Language Association of Virginia Annual Meeting. Univ of Richmond, Richmond, VA Write: Patricia L. Dragon-Jordahl, Dept. of Foreign Lgs., Roanoke College, Salem, VA 24153 ★
- 3-4 Southeastern Conference on Linguistics (SECOL) XXIV Virginia Commonwealth Univ., Richmond, VA. Write: Prof. Reza Ordoubadian, Box 275, Middle Tennessee State Univ., Murfreesboro, TN 37132 ★
- 6-10 International Conference on Historical Linguistics, 5th Galway, Ireland LR 22-2, p. 16
- 6-10 New Jersey Conference on Bilingual/ESL Education, 4th Holiday Inn ★

July

- 6-Aug 14 TESOL Summer Institute Teachers College, Columbia Univ., NY LR 23-4, p. 8
- 19-24 World Congress of FIFF (Federation Internationale des Professeurs de Francais), 5th Rio de Janeiro, Brazil Theme: French, A Language for Our Time Inquiries: Secretariat General de la FIFF, Centre International d'Etudes Pédagogiques, 1 Avenue Leon Journaux, F-92310 Sevres, France ★
- 19-25 International Symposium on Sign Language Research, 2nd Bristol, England Theme: Applications & Implications for Deaf People LR 23-4, p. 8
- 25-26 TESOL Summer Meeting, New York, NY ★
- 29-30 International Symposium on the Interpretation of Sign Languages, 3rd Bristol, England Theme: The Professional & the Consumers in Interpreting. LR 23-2, p. 9
- 31-Aug. 3 International Conference on Reading and Spelling, 3rd Edinburgh, Scotland. LR 23-4, p. 10

August

- 9-14 International Congress for the Study of Child Language, 2nd Vancouver, B.C., Canada. LR 23-2, p. 9
- 9-15 Association Internationale de Linguistique Appliquée (AILA), 6th World Congress Lund, Sweden Theme: Language & Society LR 22-8, p. 1
- 10-12 Conference on Jewish Linguistics Univ Haifa, Haifa, Israel Inquiries: Roger J. Steiner, Dept. of Lgs. & Literature, Univ Delaware, Newark, DE 19711 OR David L. Gold, Yiddish Studies Program, Univ Haifa, Mt Carmel, Haifa, 31999, Israel. ★
- 13-15 Annual International Conference on Sahah & Neighboring Languages, 16th Missoula, MT LR 23-4, p. 8
- 16-21 World Congress of Jewish Studies, 8th Hebrew Univ., Jerusalem Write: World Union of Jewish Studies, P.O. Box 1255, Terra-Sancta Building, Jerusalem, Israel. ★
- 17-19 European Symposium on LSP (Language for Special Purposes), 3rd Copenhagen, Denmark Theme: Pragmatics & LSP LR 23-7, p. 10
- 18-21 International Conference on Foreign Language Education and Technology, 1st Tokyo, Japan LR 23-4, p. 10
- 23-25 Post Congress (of the World Congress of Jewish Studies), Hebrew Univ., Jerusalem Topic: Hanchalat Halashon—on Problems of Teaching Modern Hebrew at Universities Write: Council on the Teaching of Hebrew, P.O. Box 7413, Jerusalem, Israel. ★
- 23-29 FIFLV (Federation Internationale des Professeurs de Langues Vivantes) World Congress 1981, 14th, with the West African Modern Language Association, 3rd Regional Conference Ibadan, Nigeria Theme: Second and Foreign Languages in Education Write: FIFLV Head Office, Seestrasse 247, CH-8038, Zurich, Switzerland, or Dept. of Modern Languages, Univ of Ibadan, Nigeria. ★
- 24-28 International Joint Conference on Artificial Intelligence, 7th Vancouver, B.C., Canada LR 23-7, p. 10
- 27- Sept 8 International Congress of the International Federation for Modern Languages & Literatures. Scottsdale, AZ LR 23-2, p. 9

October

- 3-4 Semiotic Society of America, 6th. Nashville, TN
- 14-16 American Council on Education Washington, D.C. LR 23-4, p. 8
- 15-17 Delaware Symposium on Language Studies, 3rd Newark, DE. Theme: Linguistics & Literacy (reading, writing, addukt, bilingualism, ESL, methods & measurements, etc.) Abstract deadline: 1 March 1981 Send 4 copies of a 1-page abstract to W. Frawley, Dept. of English, Univ Delaware, Newark, DE 19711 ★
- 16-18 American Translators Association Annual Convention Dallas, TX. ★

TX Abstract deadline 15 April 1981 Send to Jon Amastue, Dept of Linguistics, Univ Texas at El Paso, El Paso, TX 79968

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| 9-11 | Education, Bureau of Bilingual Education (609) 292-3773. Central States Conference on the Teaching of Foreign Languages Omaha, NB | LR 23-4, p 9 |
| 9-12 | Western College Reading Association Annual Conference, 14th. Dallas, TX Conference on African Linguistics, 12th. Stanford, CA. Write Wm R Leben, Committee on African Studies, 200 Lou Henry Hoover, Stanford Univ, Stanford, CA 94305 | LR 23-1, p 9 ★ |
| 10-12 | Society for Applied Anthropology, 41st Edinburgh, Scotland Theme Rethinking Applied Anthropology | LR 23-2, p 9 |
| 12-17 | American Educational Research Association Chicago, IL Annual Working Conference on Educational Analysis, Human Interac- tion, and Ethnomethodology, 3rd Univ of South Carolina, Columbia Inquiries Charles or Marjorie H. Goodwin, Dept. of Anthropology, Univ South Carolina, Columbia, SC, (803) 777-6500 or (803) 777-5927 | ★ |
| 20-24 | BELC Regional Seminar, 16th Singapore Theme Varieties of English and Their Implications for English Language Teaching in Southeast Asia Annual Conference of the National Association for Asian & Pacific American Education Sheraton Waikiki Hotel, Honolulu, HI Theme: Education & Change Write: Dr. Teresa Ramos, Dept of Indo-Pacific Lga, Univ Hawaii at Manoa, 2540 Maile Way, Spaulding 461, Honolulu, HI 96822; (808) 948-8933 | LR 23-4, p 10 ★ |
| 23-25 | Stanford Child Language Research Forum, 13th Stanford, CA International Reading Association Annual Convention, 26th New Orleans, LA. | ★ |
| 24-26 | Northeast Conference on the Teaching of Foreign Languages, 28th. New York, NY Theme. Foreign Language and International Studies Toward Cooperation & Integration | LR 23-3, p 11 LR 23-3, p 10 |
| May 1 | | ★ |
| 30- | | ★ |
| May 3 | | LR 23-4, p 9 |
| May | | ★ |
| 1-3 | South Asian Languages Roundtable, 3rd State Univ of New York at Stony Brook Inquiries. S N Strubhar, Program in Linguistics, SUNY Stony Brook, NY 11794 | ★ |
| 6-13 | World Congress of the International Federation of Translators (FIT), 9th Warsaw, Poland Theme The Mission of the Translator Today and Tomorrow Inquiries. Henry Fischbach, P O Box 8, Hastings-on-Hudson, NY 10706 | ★ |
| 7-10 | International Symposium on Swrich Reference and Universal Grammar Univ Manitoba, Winnipeg, Canada Inquiries John Hansen, Dept of Anthropology, Univ Manitoba OR Pamela Muoro, Dept of Linguistics, UCLA | ★ |
| 8-9 | Annual Minnesota Regional Conference on Language and Linguistics, 7th Univ of Minnesota, Minneapolis, MN. Abstract deadline 20 Feb 1981 Inquiries. Rocky V Miranda, Coordinator MRC, Dept of Linguistics, Univ Minnesota, Minneapolis, MN 55455 | ★ |
| 9-10 | International Linguistic Association (ILA) Annual Conference on Linguistics, 26th Univ Windsor, Ontario, Canada inquiries: Prof James Macris, Program in Linguistics & Language Learning, Clark Univ., Worcester, MA 01610 | ★ |
| 23-30 | Annual International Bilingual Education Conference, 10th Boston, MA Theme: A Decade of Progress: Reflections of the Past, Projections for the Future | LR 23-2, p 9 |
| 26-30 | National Association of Foreign Student Affairs Conference Nashville, TN | LR 23-2, p 9 |
| June | | ★ |
| 4-6 | Ethnoperspectives in Bilingual Education Research Bilingual Education Technology - Ethnoperspectives Forum Ypsilanti, MI | LR 23-3, p 10 |
| 11-12 | Dictionary Society of North America Biannual Meeting, Cincinnati, OH | ★ |
| 12-13 | Symposium on Research in Child Language Disorders Madison, WI Deadline 15 February 1981 | LR 23-4, p 9 |
| 20- July 1 | Annual Meeting of the Association for Computational Linguistics, 19th Stanford, CA | LR 23-4, p 9 |

-BOOK NOTICES, from p 7-

The book contains four sections. Part I introduces the funda- mental difference between ASL and spoken languages, that is, the iconicity that pervades sign language at all levels— morphologically, syntactically, and lexically. It also, however, describes the arbitrary "face" of sign language as well. Part II examines the internal structural properties of signs, using the results of experimental studies and linguistic analyses to determine constraints on the form of signs Part III analyzes morphological processes in ASL and looks at both the forms and combinations of its units. Part IV describes the use of ASL in linguistic play and in poetry, showing the interplay between the iconic and systematic aspects of the language

On Explaining Language Change, by Roger Lass. New York: Cambridge University Press, 1980. 186 pp. \$27.50.

This work presents a philosophical and epistemological critique of explanation in linguistics. In his introduction, the author observes that linguistic explanation involves two elements, argu- ment and data. Pointing out that data are valuable only with respect to the form of the argument they support, Lass proceeds to critique the nature of argument in linguistics, charging that in its present state, linguistics is explaining very little. It is his belief that currently there are no "intellectually respectable strategies for explaining linguistic change." He uses the current work of linguists to investigate the logical or empirical validity contained in their arguments and assertions. Specifically, he directs his attention to 'naturalness,' as well as to 'markedness,' saying that they are epistemologically vacuous.

Lass concludes by offering some tentative suggestions for avenues of explanation in linguistics, explanations grounded in goals not traditionally strived for by linguists

The volume includes references and an index.

[The LR here lists some Institutes and Summer Courses that have come to our attention and that we believe might be of interest to the readership. Mention here does not constitute an endorsement. We welcome comments about the programs, based on personal experience.]

Sixth PILEI Inter-American Linguistic Institute & First Cornell University Summer Institute in Linguistics and Bilingual Education

The 1981 Inter-American Program in Linguistics and Language Teaching (PILEI) Institute, 24 June to 7 August at Cornell University, Ithaca, NY, will offer courses for credit on topics in linguistics, applied linguistics, and a good many related to bilingualism: linguistic, policy, and practical aspects of bilingual education. The Institute's central themes, "Toward the Reconvergence of Current Linguistic Theories" and "Bilingualism and Bidialectalism in the Americas" will be strongly reflected in the courses, lectures, workshops, colloquia, and symposia.

Students may register for two courses and audit others for a \$750 tuition fee. Those who hold the doctorate, or who have associate professor or higher rank at other institutions, are eligible to participate as Visiting Scholars, with full University and library privileges, for a fee of \$175 (if paid before 1 April 1981) or \$225 (if paid after 1 April).

The Cornell Summer Institute in Linguistics and Bilingual Education, also scheduled for 24 June-7 August, will consist of a subset of courses and workshops on bilingualism and bilingual education in the PILEI Linguistic Institute. The U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs has made a limited number of tuition and stipend grants available.

For information and application materials for either of these Institutes, write Dr. Donald F. Solá, Director, VI PILEI/Cornell Institutes, Latin American Studies Program, 190 Uris Hall, Cornell University, Ithaca, NY 14853.

Summer Institutes in African Languages

Foreign Language and Area Study Fellowships are available at African Studies Centers for Summer 1981 instruction in Lingala and Wolof (intermediate and advanced—inquire about introductory levels) at the University of Illinois, Mandinka (introductory and advanced) and Shona (introductory) at Indiana University, Swahili (intermediate and advanced) and Nyanja/Chewa (all levels) at Michigan State University, Amharic and Tigrinya (all levels) at Northwestern, Hausa and Xhosa (all levels) at the University of Wisconsin.

Contact the Director of the African Study Center where you wish to study. Charles C. Stewart, Univ. Illinois, Urbana; Patrick O'Meara, Indiana Univ., Bloomington, David Wiley, Michigan State Univ., East Lansing, John Paden, Northwestern Univ., Evanston, IL; A. Neil Skinner, Univ. Wisconsin, Madison.

Study in the P.R.C.

Shanghai's Eastern China Normal University and the Beijing Language Institute will be the venues for the 1981 Chinese Language and Culture Study Program, 15 June-7 August. Mandarin language instruction is offered at all levels—beginning, intermediate, and advanced—with

equal attention to speaking, reading, and writing. There will be 20 hours of classroom instruction and drill each week of the 8-week program, as well as 10 hours of tutorial, supervised study each week. The size of classes is limited to eight students. Attendance at and discussion of performing and visual arts events are an integrated segment of the language training program. Special English lectures on Chinese culture will be given once a week. Cost, including airfare, tuition, housing, and meals, is approximately \$3,450. Participants have the option of joining a post-program tour to major Chinese cities. Inquiries: 1981 Chinese Language and Culture Program, c/o Mrs. C P Sobelman, 501 Kent Hall, Columbia University, New York, NY 10027; (212) 421-1166.

Semiotic and Structural Studies

The Vanderbilt University Structuralist Research Group, The Toronto Semiotic Circle, The Semiotic Society of America, and Le Groupe de Recherches Sémio-Linguistique (France), under the aegis of Vanderbilt University Summer School, are sponsoring the Second International Summer Institute of Semiotic and Structural Studies, 1-26 June.

The Institute is tripartite: (1) daily plenary sessions; (2) lecture series and seminars (each 10 two-hour sessions) focused on The History and Theory of Semiotics, Semiotics of Culture, Semiotics of Natural Languages, Semiotics of the Visual Arts, and Semiotics of Literature; (3) research groups considering the implications of semiotics for research and teaching in specific disciplines—anthropology, architecture, Biblical studies, cinema and TV, comparative literature, and philosophy have been tentatively planned. (Visiting scholars and auditors who would like to present a paper in such groups are invited to submit a paragraph describing the topic as soon as possible, but no later than 1 April.)

Also scheduled are colloquia with Roman Jakobson, A. J. Greimas, Umberto Eco, and Thomas A. Sebeok.

There is an Institute fee of \$265, reduced to \$240 for those visiting scholars and auditors who register before 1 April. Graduate students who want to receive credit will pay, in place of the fee, Summer School tuition of approximately \$345 for three hours of credit.

Send for the detailed brochure. Dean Robert H. Donaldson, Director of Summer School, College of Arts and Sciences, 232 Kirkland Hall, Vanderbilt University, Nashville, TN 37240, indicating the seminar and research group topics that interest you.

Intensive French, German, and Spanish

Four weeks, 22 June-17 July, of intensive language practice and study with native-speaking consultants in French, German, and Spanish is offered by the Department of Modern Languages, University of Louisville, Louisville, Kentucky. Their Fourth Annual Intensive Summer Language Institute provides oral practice and coursework in contemporary life and applied linguistics. It is designed for advanced students and teachers of these

pportunities

languages. For 6 hours of graduate credit the fee is \$325. A two-week option, 3 hours of graduate credit, is available for \$200. Housing and meals are at additional cost. Write for further information and application forms to David Hershberg, Chairman, Dept. of Modern Languages, Univ. of Louisville, Louisville, KY 40292.

Introductory Japanese Language Program at Cornell University

A special, intensive Japanese language program entailing six hours a day, five days a week, will run 10 June-11 August 1981. Students may register for the summer only (a nine-week introductory course) or the full year, but during enrollment in this full-time program no other courses may be taken. The program is designed by, and under the daily supervision of, members of the linguistics faculty. Drill sections are restricted in size and are conducted by native speakers. Applications are accepted from both undergraduate and graduate students. Initial applications should be made at once, and final applications must be received by 1 May 1981.

The course expands to a Full-Year Asian Language Concentration (FALCON) 3 September, to conclude 27 May 1982. Only a limited number of students can be accepted for the full-year program. It is anticipated that some fellowship support will be available for FALCON students. The deadline for financial aid applications is 30 January 1981. For the summer program or FALCON applications, write Professor Eleanor Jordan, Department of Modern Languages & Linguistics, 321 Morrill Hall, Cornell University, Ithaca, NY 14853.

Travel Course in Multicultural Education

"Studying Multicultural Education in the British Setting: A Cross-Cultural Approach" will consist of one week of lectures (June 8-12) on the University of Denver campus, then two weeks in Britain (June 13-26) where participants will visit multiracial and ethnically diverse schools at primary and secondary levels. Experts on multicultural education will address the participants. Living accommodations will be arranged with families in the Leicestershire area, primarily with teachers and headmasters who are attached to multiracial schools or multilingual education centers. The course is sponsored by the University of Denver with the cooperation of the School of Education, University of Leicester. Registration is currently in progress. Contact Dr. Edith King, Professor of Educational Sociology, School of Education, University of Denver 80208; (303) 753-3646

Individualized Instruction

The College of Humanities at The Ohio State University has announced an Institute for Individualized Instruction in Foreign Languages. The National Endowment for the Humanities is sponsoring the Institute, which will be held 6-30 July. The six languages for which programs have been developed during the past five years at Ohio State are Arabic, French, German, Latin, Russian, and Spanish. *Participants* will be 60 college teachers of these languages,

with a tentative allocation of 15 each for French, German, and Spanish, and 5 each for Arabic, Latin, and Russian. They will receive a stipend of \$1,350 inclusive of transportation and room and board in Columbus, Ohio. *Eligibility criteria:* at least 3 years experience as a foreign language teacher (graduate students are not eligible); endorsement by Chairman and Dean of the College; a statement from the College Dean that an individualized option will be put into operation in at least one language by 1 September 1982; a \$100 contribution from the institution in cost sharing as required by NEH. *Additional criteria for selection:* Broad geographical distribution, an appropriate mix of the various types of institutions (from 2-year college to multiversity), and the extent an institution's programs might serve as a model for others in a given region will all be taken into consideration. *Program:* Those selected will get practice in a concrete teaching situation, and will see what it is like to be students. They will spend approximately 50% of their time writing materials and participating in discussions pertinent to their own language, or in discussions on topics of common interest for all languages at all types of institutions. The Institute will capitalize on its experience in these teacher-assisted, mastery-based, self-paced programs. The approach will be pragmatic, concentrating on the do's and don'ts of writing materials, on teaching, and on administration and record-keeping in individualized instruction programs. *Deadline:* 1 March 1981. For more information and application forms write Leon I. Twarog, Chairman, Dept. of Slavic & East European Languages & Literatures, Ohio State Univ., Columbus, OH 43210; (614) 422-6733.

Third Annual Japanese Teacher-Training Workshop

This 20-hour-per-week course will emphasize classroom techniques, materials preparation, testing procedures for teaching Japanese as a second language, and linguistic analysis of Japanese. Opportunities for classroom practice will be provided. Native speakers of Japanese and of English will be accepted, but advanced proficiency in both languages is required. The course is scheduled for 6-31 July, at Cornell University.

Tuition and fees will be \$425. A *nonrefundable* deposit of \$50, which will be applied towards tuition, is required. Enrollment is limited; early application is urged. Write: Professor Eleanor Jordan, Department of Modern Languages & Linguistics, 321 Morrill Hall, Cornell University, Ithaca, NY 14853.

NEH Language Maintenance Seminar

Joshua A. Fishman, Yeshiva University, will direct an NEH Seminar for College Teachers from 22 June to 14 August 1981. The topic of the Seminar will be "Language Maintenance and Language Shift: The Case of Spanish (and Other Minority Languages) in the USA in General Sociolinguistic Perspective." Participants will be chosen from applicants who have their Ph.D.'s, have been engaged primarily in teaching for at least three years, and are faculty members in humanities departments that do not offer doctoral work. Twelve participants will receive \$2,500 stipend-bearing fellowships for the eight-week period and will be expected to attend all sessions of the Seminar, read widely in the topic area, and complete (and

orally present) a written assignment/individual project in this topic area with the approval and assistance of the Seminar director. For additional information and application forms write Prof. Joshua A. Fishman, Yeshiva University, Ferkauf Graduate School, 55 Fifth Avenue, New York, NY 10003. All applications must be received by 1 April 1981; notification of selection will be by 15 April 1981.

Haitian Creole

The 21 June through the 14 August are the dates for the Summer Institute for Haitian Creole Bilingual Teachers at Indiana University, Bloomington. It is intended for present and prospective teachers in bilingual programs addressed to children speaking French and Haitian Creole in U.S. schools. The 1981 Institute includes an on-site micro-teaching component at P.S. 189 in Brooklyn, N.Y., July 23—14 August. Courses at Indiana University will include small-group, individualized instruction in beginning and intermediate Haitian Creole, a Practicum in Bilingual Education, Bilingual Education, and the structure and

sociolinguistic aspects of Haitian Creole. There will be in addition a lecture series to include Haitian culture and art and educational and developmental problems of Haitian immigrant communities. **Eligibility:** Applicants must hold the B.A. or equivalent degree; be U.S. citizens or permanent residents; demonstrate in-depth proficiency in English and French (spoken and written)—knowledge of Haitian Creole is *not* required. The following are particularly invited to apply: native speakers of Haitian Creole currently teaching or intending to teach in Haitian Creole bilingual programs; teachers certified in bilingual education who wish to acquire proficiency in Haitian Creole; persons intending to become involved in bilingual education who wish to acquire proficiency in Haitian Creole and training in bilingual education. **Stipend:** 24 fellowships will be offered, each comprising (1) fee remission for up to 9 hours of graduate credit at Indiana University, (2) \$1,000 for the 5-week component at IU and a travel allowance of \$100, (3) \$600 stipend and travel allowance for micro-teaching in New York—\$300 for N.Y. area residents. For more information and applications: Creole Institute, Ballantine Hall, Room 602, Indiana University, Bloomington, In 47405; (812) 337-0097.



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Fifteenth International Conference of TESOL

Renaissance Center, Detroit—Complementing the formal presentations (March 5-8) of this conference, 1981's Teaching English to Speakers of Other Languages (TESOL) has scheduled three days of 'early activities' for March 2, 3, and 4. There will be intensive study sessions (lasting 6 to 9 hours each), workshops, and colloquia on these days. Educational visits will take participants to programs of interest in the Detroit metropolitan area and in Windsor, Ontario, Canada. Further, Special Panels and Plenary Speakers will highlight the TESOL meeting.

Intensive Study Sessions

The published descriptions of the 65 intensive study sessions show them to be geared to one, two, or more of TESOL's Special Interest Groups (SIGs). A random sampling of the titles in some of the categories should give an idea of the flavor: ESL in Higher Education offers, for example, "Developing Materials for Academic ESL from Authentic Discourse," led by Roberta Abraham, Barbara Matthies, and H. Hoyt Schmidt (Iowa State Univ.); for those whose interests center on ESL in Higher Education there is "Placement Test Item Development and Analysis: A Practicum," of Sally Burke and Janet Funston (San Diego State Univ.); "A B. C. . . Your Momma Drink Black Coffee," an analysis of play song games to demonstrate their utility in teaching reading and other cognitive skills, will be given by Linda Wharton (Howard Univ.) and Wilma Mitchell (Univ. Pennsylvania) for the Standard English As a Second Dialect SIG; "New Focuses for Adult ESL," inspired by Indochinese and other immigrant ESL program models, is a colloquium presented by Allene Grognet, John Nelson, Michelle Burtoff, Quynh Hoa Hoang, Synthia Woodcock (English Language Resource Center, CAL), Wayne Haverson (Oregon State Univ.), Anne Lomperis-More (CAL-Satellite Beach), Nick Kremer (Valley Vocational School, LaPuente, CA), Lynn Savage (CAL-San Francisco), and Tipawan Reed (Illinois Adult Indochinese Refugee Consortium). Intensive Study Sessions will also include the Fourth Annual Colloquium on Classroom-Centered Research and the Second Annual Colloquium on TESOL and Sociolinguistics.

Educational Visits

Visits to elementary, secondary, adult, and community college facilities and to the University of Michigan's 40-year-old English Language Institute at Ann Arbor will allow participants to view ESL classes in session and to talk with staff at schools offering survival and academic English, bilingual instruction, immersion programs, multicultural education, individualized instruction, and computer-assisted instruction. Some of the groups served by the programs are Indochinese, Pakistani, Lebanese, Arabic, Chaldean, Armenian, Macedonian, Polish, Albanian, Serbo-Croatian, Spanish, Korean, and Russian.

Breakfast Seminars

Three types of "Coffee, Croissants and Conversation" are planned. One is an informal breakfast meeting of SIGs on 5 March, another features "experienced professionals" on the fourth, and on Saturday the seventh guests from 19 countries will answer questions and describe types of programs, student proficiency, and living conditions in their respective countries and of the UN programs in refugee camps (Thailand, the Philippines, and Hong Kong) for graduate students and others to get first-hand information about teaching abroad.

Presentations

Billed as "A Look at What Teachers of English to Speakers of Other Languages are Doing—in Classrooms, in Program Development, in Research, and in the TESOL Affiliates," four days of papers will include such topics as "Lateral Thinking in the Writing Class" (Bill Harshbarger), "Advanced Composition: Beginning at the Top" (Janet C. Constantinides and Chris Hall), and "Aspectual Choice: A New Approach" (Robert Golding). The scope of interest is indicated by "So They Gave You a Paraprofessional—Now What?" (Nancy S. Dunetz and Fay Fallen), "Teaching Routines in L₁-L₂ Child-Child Discourse" (Sabrina Peck), "Directions for Future Research Within the Context of Bilingual Education Programs" (G. Richard Tucker), and "Teaching American Culture: Some New Materials and Approaches" (Jo Ann Crandall and Mary Ann Kearny).

—CONTINUED p. 16—



CAL's Office of Communication and Publications is now part of a lockbox system. Orders and payment for LR subscriptions and books should be addressed to
CENTER FOR APPLIED LINGUISTICS; OFFICE OF COMMUNICATION & PUBLICATIONS;
P.O. BOX 37422; WASHINGTON, D.C. 20013
 rather than to the CAL street address.

—TESOL, from p. 1—

Special and Plenary Sessions

Of the fourteen Special Sessions, two deal with ESL and refugees, one discusses intensive ESP programs in the Peoples Republic of China, one covers neurolinguistics and second language acquisition, and one outlines the Fries legacy in ESL theory. The Special Session preprinted program also lists a discussion of the proposed Lau regulations—attenders might want to see just how timely the session is in the wake of the Department of Education's recent recession of federal bilingual education requirements. Three 'sponsored' sessions are of particular note: "Agenda for the 80's: Educating the Decision Makers" is the product of the Sociopolitical Concerns Committee of

TESOL; "College Textbook Publishing: Behind the Scenes With Authors and Editors" is co-sponsored by the Association for American Publishers and TESOL authors, and "Joint Ventures Within British EFL" is a British Council presentation featuring Matt Macmillan, Henry Widdowson, and Peter Strevens.

Plenary Speakers and their topics: H. Douglas Brown, "TESOL in a Changing World: The Challenge of Teacher Education"; John Fanselow, "Upside Down and Inside Out"; Diane Larsen-Freeman, "The WHAT of Second Language Acquisition"; Henry Widdowson, "The Relevance of Literature to Language Learning"; Claudia Mitchell-Kernan, "Values and Attitudes in the Teaching of Second Dialect Speakers"; and Earl W. Stevick, "Learning a Foreign Language: The Natural Ways."



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Foreign Language Instruction in the Elementary School: Advisory Group Convenes

The major goal of CAL's project "Elementary School Foreign Language Instruction in the United States: Innovations for 1980s," funded by the U.S. Department of Education, is to gather recent information on elementary school foreign language instruction and to prepare for publication a record of the investigation to serve as a resource for those considering implementing elementary school programs.

An extensive search of recent professional literature concerning foreign language in the elementary schools will be carried out, concentrating on four general areas: (1) optimal age at which children should begin to study foreign languages, (2) program design, including traditional FLES programs and other innovative programs such as language immersion, (3) instructional materials, and (4) program evaluation of both standard FLES programs and immersion programs.

A survey of representative school districts in selected states is now being carried out to determine the extent and nature of elementary school language instruction. Data concerning the various kinds of elementary school foreign language programs will be gathered from several states that have innovative programs. Detailed information will be collected on designated innovative programs by means of an extensive questionnaire and a site visit.

A working conference of representatives from elementary school foreign language programs took place in November. The dual purpose of the meeting was to obtain guidance from a broad spectrum of elementary school language practitioners at the beginning of the project, and to give representatives from the field an opportunity to meet and exchange views. The participants, representing ten schools or school districts teaching foreign language at the elementary level, oversee language programs ranging from the traditional Foreign Language in the Elementary School program (FLES), in which the language is taught for a short period daily for up to five days a week, to total immersion, where all the subject matter is taught through the foreign language. Six participants represented some

type of immersion program, three represented FLES programs, and one represented six-language-option magnet schools.

Gabriel Jacobs, Montgomery County, Maryland, discussed the Four Corners Elementary School's French immersion program that is based on Canada's St. Lambert model. The 'school-within-a-school' has 160 students in grades 1-6 who study the Montgomery County curriculum through the medium of the French language. Jacobs takes advantage of the 5th and 6th graders' fluency in French and has them assist in the 1st and 2nd grade classes. The Milwaukee (Wisconsin) Public Schools use the same model but on a larger scale. Helena Anderson described their elementary 'Multi-Language Schools' as immersion programs in Spanish, French, and German. Because of a court-ordered integration plan, the 385 students in the programs represent a cross-section of race and socioeconomic class. Also based on the St. Lambert model, the Plattsburg Campus School, as described by William Derrick, is a four-year-old total-immersion French program on the campus of SUNY Plattsburg. The fourth program based on the St. Lambert total-immersion model is that of the San Diego city schools. Harold Wingard noted that instruction in grades K-2 is conducted in French or Spanish only; in grades 3-6, one hour per day is devoted to instruction in English. For children entering the program in grades 3 and above, 50% of instruction is in English.

A slightly different approach is taken in Cincinnati where a 'maintenance bilingual program' is in effect. Mimi Met described how English is used for half a day and Spanish or French is used as the medium of instruction for the other half. The emphasis is on teaching in English in the morning and reinforcing in the second language what was taught earlier. Similar to this program is Dorothy Goodman's International School's (Washington, D.C.) curriculum. In the elementary school, half the curriculum is taught in English and the other half in Spanish or French. Use of imported textbooks from Spanish- or French-speaking countries is emphasized. Taking a

-CONTINUED p. 2-



The *Linguistic Reporter* was saddened to learn of the death of
CHESTER BITTERMAN of the Summer Institute of Linguistics.

—SUMMER, from p. 6—

option of participation in an additional one-week (26 July–2 Aug.) field research experience in Toledo, Ohio.

The program participants can obtain 12–15 college credits from Portland State University for the six weeks and 2 additional credits for the week of 26 July–2 Aug. Tuition is \$325 for the six weeks and an additional \$25 for 26 July–2 Aug. Housing will be available in student residence halls on the campus of Ohio Northern University for ca. \$26 per week. The University will provide students with a meal plan for approximately \$7 per day (three meals).

The Hungarian Summer Program in Ada will operate on the principle of total immersion. Constant group contact will enable the instructors to use Hungarian as the language of instruction as well as communication. The students, in turn, will have the opportunity to use Hungarian as the medium of communication among themselves for the duration of the program.

Student applications will be taken on a first come, first

served basis. For more information or application forms please write to Professor Andrew Ludany; Depart. of History and Political Science; Ohio Northern Univ.; Ada, OH 45810, Telephone (419) 634-2056.

Teaching Scientific and Technical English to Non-Native Speakers

This 5-day conference, 27 July–31 July, is designed especially for English teachers facing increased numbers of foreign students who have completed basic ESL courses but who still have special grammatical and rhetorical problems. It is also for ESL teachers who want to learn more about the special conventions of scientific and technical prose. Conference chairpersons are Thomas N. Huckin and Leslie A. Olsen, both of the Depart. of Humanities, College of Engineering, University of Michigan. Fee is \$350. To register, contact Barbara Cox, Conference Coordinator; Dept. of Humanities; College of Engineering; Univ. of Michigan; Ann Arbor, MI 48109; Tel: (313) 764-1420.



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Discourse on Discourse

DEBORAH HATFIELD and
MARY NIEBUHR

They came to Washington, D.C. to present analyses of dinner table conversations and of the Gettysburg Address, to talk about children's storybooks and about political rhetoric, to examine nursery rhymes, Native American myths, and courtroom evidence.

The Thirty-Second Annual Georgetown Round Table on Languages and Linguistics (Georgetown University, March 19-21) investigated discourse units under the theme "Analyzing Discourse: Text and Talk," and although given last billing, the majority of papers outlined features of natural speech data—conversations and monologues—on various levels and across social, linguistic, and cultural groups.

One Round Table participant concentrating on a specific written form of discourse, however, was Charles Fillmore (Univ. California, Berkeley), whose "Ideal Readers and Real Readers" described an experimental examination of a third-grade standard reading comprehension test. What was crucial, he found, was the background information that a child needed to understand passages (and answer the questions) in the test (for instance, how many 9-year-olds of your acquaintance know what a *phonograph* is/was?). Bringing the reading comprehension issue a little closer to home, "Strategies for Reading Forms and Other Public Documents" of Janice Redish and V. Melissa Holland (Document Design Center at the American Institutes for Research) pointed out that those nondescriptive documents that one deals with in everyday life are amenable to the application of discourse theory and methodology. A.L. Becker (Univ. Michigan), analyzing a more 'traditional' text type, Emerson's statement of Transcendental belief, his essay *Nature*, extrapolated the author's view of language, and Joseph Grimes (Cornell Univ.) examined the question of hierarchy of topics in text with Lincoln's Gettysburg Address.

As noted, conversational structure received extensive attention at the Round Table. Robin Tolmach Lakoff (Univ. California, Berkeley) distinguished the motives

underlying ordinary conversation (talk for talk's sake) from those of advertising, campaign speeches, and other effective uses of speech (persuasive discourse). The contrasts were made using a system of conversational logic and sequencing to examine the effective functioning of these two modes. The physical context of interactional structure was considered by Frederick Erickson (Michigan State Univ.) in his "Social Construction of Topical Cohesion in Conversation." Erickson pinpointed the role of audience response and postural positioning in maintaining the floor in an Italian-American conversation. He contrasted these elements, and the rhythm of the conversation, with a previous dinner table conversation in the same home. Audience (or conversational partner) response, particularly in the form of back-channel signals, was the aspect of successful conversations investigated by Emanuel Schegloff (Univ. California, Los Angeles) in his "Discourse and Conversation: 'Uh Huh' and Other Things that Come Between Sentences." Malcolm Coulthard (Univ. Birmingham, U.K.) considered intonation and its interpretation, and used several versions of "The Queen of Hearts" nursery rhyme to illustrate prominence, key, termination, and pitch concord. In a related presentation, "Narrative, Literacy, and Face in Interethnic Communication," Ron Scollon (Univ. Alaska, Fairbanks) discussed tempo, silence, and density—rhythmicity—in conversation and how these elements can differ in different cultures. (Scollon attributed his use of musical terminology [quarter-note speakers, for example] to his participation in a chamber music group.) Roger Shuy (Georgetown Univ. and CAL) explained his choice of topic as the structural unit of analysis (topic and its resolution, nonresolution, and recycling) to examine a recorded conversation that has been used as evidence in a solicitation-of-murder trial.

Narrative speech acts seemed to invite the most cross-cultural investigation at the Round Table. Steven Feld and Bambi Schieffelin (Univ. Pennsylvania) described their research among the Kaluli of Papua New Guinea that un-

—CONTINUED p. 12—



—DISCOURSE, from p. 1—

covered the emic categories of hard talk and soft talk. They also discussed the Kaluli view of language acquisition, growth, and maturation. Joel Sherzer (Univ. Texas, Austin) spoke on the relationship of different features and functions of Cuna narrative; Sally McLendon (Smithsonian Institution and Hunter College) analyzed the "Meaning, Rhetorical System, and Discourse Organization" of an Eastern Pomo myth. William Labov (Univ. Pennsylvania) also investigated narrative, in this case personal narrative, and analyzed some indirect speech acts that provoke violence (our favorite was the one about the sailors in the bar . . .).

Among those who considered analytical tools were Tuen van Dijk (Univ. Amsterdam), who proposed the construct *episode*, a coherent subsequence of propositions representing actions or events, as a structural category for discourse analysis, and John Gumperz (Institute for Advanced Study in the Behavioral Sciences and the Univ. California, Berkeley), who spoke on the "Linguistic Bases of Communicative Competence" and gave an overview of the notions of contextualization, of semantic expectations, of what can occur when there is a breakdown of synchrony, of inference at the interactional level of conversation, and of the interactants' underlying expectations of outcome.

Other investigations of competence were presented by

Jerry Morgan and by Georgia Green (both of the Univ. Illinois). Morgan explained how story and text grammars account for comprehension and questioned whether the system is part of competence. Green's contribution examined 5-year-olds' competence in distinguishing different literary styles and the possible text properties that could have enabled them to recognize the styles.

Pointing up the interconnections between and among the various kinds of discourse acts were Walter J. Ong, S.J. (St. Louis Univ.), who discussed the differences between oral and written cultures and their respective narrative styles, and William Bright (Univ. California at Berkeley), who distinguished literary vs. nonliterary discourse and written and oral forms of literary discourse. Catharine Snow (Harvard) explored a relationship that can obtain between conversation and narrative: she examined successive conversations between a mother-child pair about the pictures in a particular book, conversations that contributed to the child's developing notion of 'a story.'

All in all, the Thirty-Second Annual Round Table—co-ordinated and chaired by Deborah Tannen (Georgetown Univ.)—identified several directions common to work in the broad field of discourse analysis. What characterizes this 1981 state-of-the-art of 'doing' discourse analysis is the variety of variables (spatial, structural, contextual, temporal, cultural) and data being scrutinized.



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The Language Situation in New Zealand

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The total population of New Zealand is approximately 3¼ million. Of this number, approximately 90% are "Pakehas"—people who are, or who are immediate descendants of, English-speaking Europeans whose primary affiliation is to Anglo-European cultural and educational values and whose language is English. Of the remaining 10% of the population, the great majority—something on the order of 260,000 people—are Maori, or consider themselves to be Maori. The remaining 65,000 people compose two primary groups: a group of migrants of various origins, though primarily from Europe or from European-related cultures; and a group of individuals who derive from the Polynesian Islands of the South Pacific over which New Zealand has, or has had, sway since the end of World War II (N.Z. Department of Statistics, 1977). Thus, the New Zealand population represents four basic population groups.

Population of New Zealand
(In round numbers, based on the 1976 census)

| | | |
|----------------------------------|-----------|------|
| English-speaking Anglo-Europeans | 2,925,000 | 90% |
| Maoris | 260,000 | 08 |
| Non-English-speaking migrants | 31,000 | 01 |
| Polynesian Islanders | 34,000 | 01 |
| Total | 3,250,000 | 100% |

Each of these groups deserves discussion, since each of the groups represents some special linguistic problems.

English-speaking Anglo-Europeans

The term *pakeha* needs special attention. The word is Maori and originally described the English settlers of New Zealand; over time, it has been generalized to apply to any caucasian European who lives permanently in New Zealand. Caucasian New Zealanders apply the term to themselves with pride; Maoris apply it with mixed feelings (cf. Metge, 1976). The history of caucasian/Maori relations in New Zealand is typical of the histories of relationships between a colonial people and an indigenous people essentially subjugated by military force and exploited. Enormous steps have been taken in recent years to correct the inequities that developed during the late eighteenth, the nineteenth, and the early twentieth centuries. Contemporary New Zealanders recognize their combined English and Maori heritage; Maori arts and literature are supported; attempts at the preservation and dissemination of the Maori language are officially encouraged; Maori is used (however briefly) in radio broadcasting, and there is an annual "Maori Week." Still, there are vestiges of earlier difficulties; Maoris are not equally represented in the professions; they are disproportionately represented among the poor, among those convicted of crimes, and in the medical statistics. Despite the vestiges of old animosities and the enormous strides in the past half of the present century, the population has blended and it is hard to tell who is Maori and who is *Pakeha*. It would be fair to say that, for all practical purposes, each group is exclusively self-identified.

Maoris

If the *Pakeha* group is hard to identify, the Maori group, then, is equally hard to identify. There is a core of those who are racially (visibly) Maori and a complex fringe of those who claim to be Maori but who represent every shade of intermingling between the races. It is fair to say that virtually no one in the Maori population is a mono-



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