

B.A.A.L. ANNUAL MEETING Sept. 1979 (Manchester)

Applied Linguistics versus Linguistics Applied

PATHOLOGICAL LINGUISTICS ?

My title was deliberately - and perhaps rather facetiously - chosen for its linguistic ambiguity. I need hardly point out that there are two potential underlying deep semantic relations between the adjectival and the nominal in the group. I think you will find that both meanings are satisfied by my paper. In fact the title I chose for today is not the one I prefer to use when referring to my specialism; my personal preference is "Clinical Linguistics"; (the other alternative, and it is used by some, is 'Remedial Linguistics' - which immediately evokes visions of Oral Gymnastics!)

I shall endeavour in my paper to take up the challenge of the theme of this meeting and examine it in the context of the relationship between linguistics and speech and language pathology and therapy. Just as in the context of language teaching and learning, it is especially relevant to consider the place of linguistics in the education and training of the professional practitioner. In fact speech and language therapy is to all intents and purposes remedial language teaching; though the pathological dimension requires specialised knowledge and techniques. In addition to the educational aspect, there is also the research literature to be considered; and there is now a not inconsiderable body of literature accumulating that purports to be linguistic studies of language pathologies. I shall be giving a very brief sketch of both these scenes, sufficient to provide the background for what I propose should be the aims and objectives of Clinical Linguistics. I must emphasise that my outline is necessarily brief and non-specific, because to have entered into detail would have required me to be selective; and in this field there is so much variety in approach and results that it would be well-nigh impossible to achieve representativeness in so short a paper. The landscape is vast and fascinatingly varied. It's an area well worth exploring.

So much for the commercials.

The relationship between linguistics and speech and language pathology over

the past two decades resembles a protracted courtship with repeated announcements of the Banns, but apparent reluctance on the part of the principals to go to Church. (the metaphor is plagiarised as you will shortly see).

In 1963, for example, JOHN TRIM in a paper entitled "Linguistics and Speech Pathology" endeavoured to "demonstrate that Linguistics and Speech Pathology and Therapy have a good deal to contribute to each other".

At the beginning of his paper he suggests :

"The principal features of a linguistic approach to speech disorders would seem to me to be first, exact observation and recording of the patient's speech; secondly, the analysis of the linguistic system which is being operated by the patient, in cases of developmental disorder, or determination of the linguistic levels affected and to what extent, in cases of traumatic or degenerative disorder. Thirdly, as exact as possible a localization of malfunction in the patient and the tracing of its ramifications throughout the speech events in which he participates; the assessment, in fact, of its linguistic effects".

He goes on -

"The first of these principles is fundamental to all effective work in speech. For this purpose a sound phonetic training is indispensable. Fortunately this fact is well recognised by the College of Speech Therapists (practical phonetics is remembered with a mixture of pain and pleasure by all speech therapists) To illustrate the value of the second and third points to the therapist and also the value of the pathologist's findings for the development of linguistic theory, we may perhaps apply them to a number of speech disorders".

- which he proceeded to do, and most convincingly too.

This paper was published in a volume which had as its sub-title :-

"A Presentation of the British Approach to Speech Pathology and Therapy".

It is my impression, however, that the impact of this part of the presentation on training and practice was minimal. Most therapists trained at that time claim to be totally ignorant of linguistics; and the few major British publications that there are from that time show little if

any linguistic influence. Journal articles demonstrating the applications of linguistics are extremely rare until 1966, when there was another attempt to make 'a go of it'. This time the announcement was made by PIT CORDER. Here are two telling quotations :-

"What is perhaps rather remarkable is that so much GOOD language teaching and speech therapy goes on without the practitioners receiving more formal study of language".

"Until recently, the only rigorous study of language undertaken in the schools of speech therapy was that of phonetics".

In MY experience the same comments held good FIVE years later with regard to the education and training of speech therapists. And with regard to actual practice, the situation reflected by these comments was true of the vast majority of clinicians ten years later and unfortunately is still true in many instances today. - Even though there were several journal articles published in the late 1960s. Before the mid 1970s however there had been no major publication on the theme.

The situation was obviously getting desperate and strong measures were called for. Thus we find in 1972, a whole issue of the British Journal of Disorders of Communication, (the organ of the College of Speech Therapists and taken by all members of the College ie all licensed practitioners) devoted to "the practical application of Linguistics to the greater understanding and treatment of disorders of spoken language". - I quote the Editorial (Betty Byers Brown).

The first paper in the issue is by DAVID CRYSTAL entitled "The Case of Linguistics : a prognosis". The metaphor is intended to be medical I presume - though it might equally well be legal - a statement for the defence - or the prosecution ?

Again I am going to quote - and rather extensively this time - to point out how many preliminaries still need to be gone through.

Crystal's article starts as follows :

"It is sometimes possible to find speech therapists and linguists who are willing to speculate about what an ideal world of "therapeutic linguistics" (P.G. another ambiguous term) would look like. I have been collating these observations over the past year or so, for it seems to me

only by being agreed about the hoped-for outcome of the encounter between the two fields can we realistically evaluate what progress has been made so far and lay down practicable guidelines for the future. From what I can gather, the ideal seems to consist of seven main goals

to summarise briefly I will paraphrase Crystal's list :-

1. description of normal development of language;
2. description of normal adult language;
3. description of linguistic characteristics of language disorders;
4. descriptive techniques for use in particular cases;
5. evaluative scales and treatment schemes for linguistic aspects of disorders;
6. explanatory principles accounting for linguistic acquisition and breakdown;
7. introductory textbook to linguistics.

Well, there are plenty of general texts to satisfy No.7 !!

According to Crystal :

"These aims are grand but not grandiose. They are certainly no more ambitious than the goals of other disciplines. The question we have to ask, then, is how far along the road we are towards achieving any of them. A great deal has been claimed for linguistics over the past few years, by both therapists and pathologists, on the one hand, and linguists, on the other; and it is essential that both sides see the proposed liaison in a realistic perspective what CAN linguistics do at its present stage of development that is directly applicable to the diagnosis and treatment of disorders of communication and what can therapists do about it ? For the fact of the matter is that while a marriage between the two subjects has been confidently predicted by many for some years, only in a few isolated cases have we got anywhere past the stage of calling the banns".

I am pleased to report that in the 1970s progress has been made at last towards concluding the union. In Britain it is now recognised that linguistics must have a strong position in the education and training of speech pathologists and therapists (A point made very forcibly in the Quirk Report, by the way). I have no doubt many of you are aware that several universities are now offering Language Pathology as part of an under-graduate degree course and in post grad qualifications. In the majority of instances this subject is studied under the auspices of the linguistics dept.; not all of these courses

however, qualify the graduate to practise, and only a few have as yet actually graduated a cohort of students. However, what I am particularly concerned with today is linguistics and the practitioner. So I am going to outline briefly the impact of the linguist's propaganda on the training scheme with which I am most familiar - the Diploma of the College of Speech Therapists, which provides a Licence to Practise.

It was not until 1976 that Linguistics became a compulsory subject and an examinable component of the Diploma Syllabus. Practical Phonetics and the straightforward parts of Phonetic Theory have always been studied and are still there. The new Linguistics syllabus, however, is very basic and very vague. It adopts no strong theoretical stance. Furthermore it shows very little concern for the practical needs that the study of the subject must aim to satisfy, despite the sound advice of previously quoted papers. There is not a single reference to the analysis of disordered speech and language in the whole syllabus. The only hint of specialism is a section on Language Acquisition. Of course such a non-specific curriculum gives the teacher free rein to teach as one chooses ; however, there are examinations to be taken - which are externally set and marked by examiners appointed by C.S.T. A brief perusal of the exam papers that have been set in the two years that the syllabus has operated reveals that their format and content clearly take cognisance of the professional nature of the qualification to which they contribute. There are compulsory phonological and grammatical analyses of clinically relevant data samples, and a majority of the essay-type questions require answers demonstrating the relevance or applications to speech therapy of the linguistic information discussed. It is also noteworthy that several of the questions on the examination papers in Speech Pathology and Therapeutics now tend to require a knowledge of the linguistic aspects of communication disorders and their remediation.

In a few years time the Diploma Course will have disappeared - being replaced by C.N.A.A. or University degree courses. These courses tend to involve a more detailed and in-depth study of Linguistics than is indicated in the diploma syllabus. With regard to specialised knowledge, however, one gains a similar impression to that given by the exam papers for the diploma, viz. - that the orientation is towards "linguistics applied". This is not all that surprising when one considers what there is to study.

By study, one inevitably implies, in the first instance, looking for and into the literature available, for references and background reading.

We can give the general textbooks on Speech Pathology a miss - there are next to no British publications; they are all almost exclusively American. They are naturally written by Speech Pathologists. And they tend to pay little more than lip service to Linguistics.

Looking to the Journals etc., we find a steadily increasing flow of research papers throughout the late 60s and early 70s; "a silent revolution", acc. to Ruth Lesser. These papers are dominated by studies of aphasia; though there are a few studies of Child Language Disorders. They are almost all in the category of linguistics applied. What one usually finds is that the currently fashionable linguistic theory is used to describe, and sometimes it is claimed to explain, the linguistic nature of the disorder. In fact these papers are more about theoretical than clinical linguistics; - the disordered data are used as a testing-ground for the theory, in effect.

In the mid 70s we begin to find volumes of collected papers being published;

- e.g. Goodglass & Blumstein : Psycholinguistics and Aphasia.
 Goodglass : Selected Papers in Neurolinguistics.
 Longhurst : Linguistic Analysis of Children's Speech.
 Morehead & Morehead : Normal and Deficient Child Language.

These volumes are very welcome as collections - but they do not as a rule make a significant contribution to the development of Clinical Linguistics. Rarely is the sum of the papers a coherent whole - a unified linguistic approach to the disorder or disorders studied. A practitioner reading them might get a few new insights into the nature of the language disorder. These may stimulate a novel approach to remediation. But there is no guarantee that this will be so. Linguistics has hardly been the hand-maiden of speech pathology as it has been claimed to have been for language teaching.

But 1976 was a good year for Clinical Linguistics.

It saw the inauguration of a series entitled :

Studies in Language Disability and Remediation

under the general editorship of David Crystal and Jean Cooper. So far four volumes have appeared, and although they are each very different, there is a definite tendency to aim for an "applied linguistics" orientation. The Prefaces are witness to this; - again some brief illustrative quotations.

GENERAL PREFACE

"The aim is to provide a much needed emphasis on the description and analysis of language as such, and on the provision of specific techniques of therapy or remediation. In this way, we hope, to bridge the gap between the theoretical discussion of 'causes' and the practical tasks of treatment - two sides of language disability which it is uncommon to see systematically related".

VOL. I 1976 Crystal, Fletcher & Garman.

"This book is essentially an attempt to introduce, describe and justify a grammatical assessment and remediation procedure that can be used with children or adults displaying some kind of language disability".

VOL. 2 1976 Ingram.

"There is currently a gap between the rich and growing corpus of knowledge about both deviant and normal phonological development and the daily needs of language clinicians working with children who have phonological disorders. The present book is an attempt to bridge this gap".

VOL. 3 1977 Dalton & Hardcastle.

"Throughout the book we have attempted to relate disorders of fluency to ideas from many disciplines concerning fluency and normal non-fluency and to assess the effects of disfluency on communication as a whole. In the course of this study areas have been highlighted where our knowledge is scanty and remediation procedures based on too little experimental data We stress not only the need for more research, but the need for findings to be related more fully and for those who work directly with these disabilities to exchange ideas to a far greater extent than at present".

VOL. 4 1978 Lesser.

"..... the recent interest in aphasia by some linguists and psychologists has resulted in a spate of linguistically oriented investigations. A review of these investigations seems timely. It should provide an accessible account of this new approach to the study of aphasia, which will prove useful to students and practitioners of speech pathology, psychology, linguistics, neurology, medicine, rehabilitation and therapy".

So there is now a literature beginning to accumulate that can be studied by

qualifying and qualified practitioners. Though it must be acknowledged that the Arnold series is somewhat uneven in its quality and more especially in the practical relevance of the contents of the volumes.

However, for the clinical linguist (the teacher) and the clinician (both trainee and qualified) there is another - probably more important and valuable area of study - in the clinic itself; viz the patient. (All undergraduate courses with a licence to practice include substantial periods of practical training). Language in the clinic provides the opportunity for both synchronic and diachronic studies of linguistic behaviour in face-to-face interaction, with considerable idiosyncratic language variation. In fact, the clinical situation offers the linguist the opportunity to use all the approaches the scientific model of his discipline implies, and to draw upon the findings of the hybrid disciplines of, for example, psycho- and socio-linguistics. And therefore it is imperative that clinicians are equipped to do the same.

While agreeing with the "shopping lists" of Trim and Crystal quoted earlier in this paper, in this final section I am going to present my own view of the clinical requirements from linguistics from a slightly different perspective.

Speech and Language Pathology and Therapy has a multi-disciplinary base. As with language teaching, it draws upon the disciplines of Psychology, Sociology, mainstream Educational Theory and the Linguistic Sciences. In addition, of course there is a strong Medical input - and clinical practice, in large part, follows the Medical Model.

Interestingly, however, there is in my view, almost a one-to-one match between a Medical Model and the Clinical Linguistic Model.

MEDICAL MODEL

1. Detect Disease/Disorder
2. Analyse and Assess Condition or Behaviour
- describing deviations from normal
3. Diagnose type of disease/disorder
4. Prognosis and Prescription - plan of intervention.

CLINICAL LINGUISTIC MODEL

- Observe and Record Data
- Describe & Analyse Data - indicating abnormal patterns of language use and structure.
- Explain linguistic nature of deviant language behaviour - pinpointing the linguistic symptomatology that corroborates the diagnostic label.
- Derive from preceding analysis and explanation treatment objectives from linguistic point of view and specific procedures for remediation.

In addition, of course one must re-run this whole cycle after a period of treatment to evaluate the efficacy of the interventive interaction. Stage 4 is unique to applied - especially clinical - linguistic; but if such a subject as clinical linguistics is to exist at all it must satisfy this requirement.

I am acutely aware that this model is extremely programmatic and avoids the vexed question of which linguistics? This is a subject which would require not one, but many more papers. I surveyed one area on this topic when I last spoke at the Annual Meeting in Essex in 1977. I feel obliged to report however that not unexpectedly many studies of disordered data have sadly forced the data into theoretical straightjackets; these are the studies I mentioned earlier, which are directed more at satisfying the aims of linguistics than the needs of the clinician; they tend to amount almost to a game of hunt the transformation or of 'I-spy' the distinctive feature.

Furthermore, it seems to have been completely overlooked that most of the theoretical models that are applied to clinical data are competence models. Indeed the proposers of these linguistic theories very often clearly and adamantly disclaim any necessary or logical relevance to actual normal performance, never mind the possibility of explaining deviant linguistic behaviour.

With the present "state of the art" it seems to me that one should be concerned in a practical - in my case - clinical - context, not with linguistics applied, nor with applied linguistics, but with seeking to establish the body of knowledge that might be defined as the principles and procedures of APPLICABLE LINGUISTICS: i.e. if we are to meet the requirements of the practitioners that we teach, what we teach we must also demonstrate working in practice. For Clinical Linguistics this means it must be capable of description, diagnosis, prognosis and prescription.

In my own attempt to achieve this aim I have been forced to be theoretically eclectic. I am naturally somewhat concerned when I find that the most appropriate clinical procedures for handling developmental language disorders at the phonological level appear to require a combination of taxonomic phonemics, distinctive feature theory (pre-Generative Phonology) and natural phonology, tinged with Firthian prosodies. A heady concoction! However on reflection it is not very surprising since one is attempting to provide an insightful description of linguistic behaviour that is in a state

of ontogenetic evolution and is entirely conditioned auditory-vocal medium. What is even more heartening is that as one refines the body of applied knowledge, it becomes internally consistent and coherent; i.e. it begins to approach a set of principles that provide an explanation of the behaviour, and not just a set of analytical descriptive procedures.

Thus a linguistic approach which could come anywhere near to fulfilling the needs of the practising clinician would also be theoretically very attractive - it would be capable of describing, predicting and explaining the data of real language performance. The quest for a clinically applicable linguistics should therefore also be of benefit to theoretical linguistics. I wonder if anyone has considered that the same argument could be advanced with regard to the relationship between language teaching and linguistics ?

PAM GRUNWELL

Aug./Sept. 1979

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Review: MEMORY, MEANING AND METHOD, by Earl Stevick; Newbury House, 1976 \$4.75

John A. Norrish, London University Institute of Education

I first read this book in 1977, and have since that time been recommending it regularly to my students. I looked forward to a further read, wondering if my second or third impressions would confirm the enthusiasm I had felt two years ago. I also wondered, since I have undergone "the Chinese experience" since then, whether I would find that the book's remarks would generalise to contexts appreciably different from that in which I now teach, or teach teachers.

My first impression on re-reading the work is that it is precisely what Stevick claims it is in the Preface: a personal credo, supported by an impressive amount of documentary evidence. I personally find the book fascinating still, especially in view of the fact that I recall vividly, on my arrival in a particular school in Thailand in 1962, hearing some of the most committed Audio-Lingual style drilling I was ever to hear in my EFL career. I subsequently learnt that this emanated from a pilot course devised for the country by ... Earl Stevick. Since those days, Stevick's views have developed considerably and this book must count as one of the most influential sources in the movement away from an approach to language teaching by drilling and repetition towards what may have become another extreme - denigration of ANY of this kind of activity. To be fair to Stevick, he does not make this claim himself. He indicates (p. 82) that drilling may have some use. He likens the drill activity to Berne's "pastime", and points out that it may act as a useful stepping stone towards contributions of plasticity and creativeness on the part of the learner, and eventually contribute to the learner's adopting a "receptive" rather than a "defensive" role. It is certainly not reporting Stevick accurately to claim that he has completely altered his previous views; what we see in this book is more in the nature of a development, founded on his observations of his own students and of himself. A seminal passage, as far as this development of views is concerned, is where (p. 35) Stevick recalls his attempts to improve his Swahili by repeating aloud news broadcasts that he had recorded. He was disappointed with the results, since all this practice produced was fatigue and no perceptible improvement in the language. This account is used to illustrate one of the book's major points - that of "depth" in language learning, the importance of which is the book's underlying motif, and which relates his ideas and those of Krashen, bidding fair to set up a post

cognitive-code school at the opposite end of the range of approaches to language teaching/learning. Briefly stated, the idea of depth is that what the language learner says in the learning situation is much more likely to be retained and to be usable by him again if the utterance has "made some difference to him"; if, in transferring the information, he has been able to express something which affects his personality in some way. Stevick uses the example quoted above of his attempts to improve his Swahili as a demonstration of the "shallow end" of this continuum, together with the example of the simultaneous interpreter, who can only produce his interpretation at the requisite speed if he does not allow the information he is transmitting to interfere with him in any way. As soon as interference occurs, then the efficiency of the interpretation is impaired. Stevick goes on to quote evidence of the relationship between "depth" and retention in the memory. Emotional investment would appear to lead to better retention.

This leads me to my second point, namely whether or not the ideas in the book are transferable to a wide range of socio-cultural contexts. Is, for example emotional investment in the classroom a universally acceptable notion? The problem with any exponent of deeply held ideas or beliefs is that their words can have a very profound effect on those previously sceptical - the Pauline Conversion syndrome. It seems to me, however, that the whole tenor of this book is predicated on the liberalising trend in Western education. Student centredness and self expression are taken virtually for granted in many European and American classrooms. Thus the approach expounded by Stevick would not be so exceptional to the rest of the system in which it might occur. What would be the case, however, if the approach were used in classrooms where the roles of teacher and taught were held to be very different from what is familiar in the West? Could the Thai or Indian teacher follow the philosophy of this book effectively? I am not including here the foreign teacher of English, who is quite often visibly "different" and who is almost expected to be different in class. On the basis of observations I have made myself, and discussions held with other teachers from overseas, I am bound to admit that I am doubtful. This does not detract in any way from the quality of the book; but its quality and appeal, these qualities precisely, render it a dangerous weapon, and one which could lead to disillusionment if it was found that the ideas put forward in it did not have the immediate results which were hoped for. The problem is a socio-cultural one; a system of expectations cannot be transformed overnight. This book could certainly help in the transformations if it were considered desirable. The overall value of the book, then, would seem to be

in its power to stimulate thought and reaction; I have never met anyone whose opinion of it was neutral. It has, without any doubt, made a major contribution to the psycho-philosophy of language teaching. It is a book which deserves to be read by anyone in any way connected with the business of language teaching. I shall certainly continue recommending it to my students - of all nationalities.

Gertrude Moskowitz, *CARING AND SHARING IN THE FOREIGN LANGUAGE CLASS*; Newbury House, 1978. £6.50 343pp.

Christopher Brumfit

You're an intelligent person! I know you are, for you are reading the BAAL Newsletter, and I want you to know that I know because I'm a humanistic teacher! You want to know why I'm writing like this? Well you certainly ask all the incisive questions! I need to write like this because I've got to give you some idea of the style of Gertrude Moskowitz's book. OK? Fine! Now we can start! I guess we really know each other now that we've built up a genuine relationship.

Or maybe not...

It would be unfair to imply that the whole of the book is written like this, but there is enough of it to be worrying. Because it is certainly catching! And basically deceitful! You agree with me? Of course you do because no well-meaning person couldn't, and I know you're a humanistic teacher or you wouldn't be reading this book. And I haven't given you any other option! I've won, you see.

Or did someone interrupt? If they did, I didn't hear.

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There is a serious problem here with the conventions of written discourse. Normally the reader has some freedom of manoeuvre, and can blame the writer for failing to predict the questions which will be asked. But here the writer gives the reader all the responses. 'You've been an ideal listener and have asked a number of pertinent questions, which I hope I've answered' we are told on p.39. Professor Moskowitz's view of sympathy seems

to include a confident anticipation of the reader's reactions, with the result that the reader's sympathy is not requested, but kidnapped and held hostage. Those who are resistant to affective interaction are made to feel in some way anti-humanistic. One feels that the book is constantly on its guard against the unspecified enemy: dry, academic, inhuman teachers peering and jeering at the foreign language classroom.

But we have to be very careful. Several ex-students of mine have remarked that this is one of the most helpful books they have read on classroom techniques, and certainly many of the exercises recommended will be both valuable and popular with classes. Yet I am unwilling to concede that differing tastes or differing traditions are adequate explanations for my uncertainty. It is partly that probing too readily into the personal feelings of the learner becomes impertinent. The teacher-student relationship is unavoidably asymmetrical. However kindly and well-meaning the teacher, the learner is not at liberty to reject overtures, and the teacher should not presume upon the relationship: the learner must be free to decide how deeply to participate. If 'whole-person' involvement is not treated sensitively and subtly it will become dangerously simplistic. 'Constantly keeping our feelings to ourselves is inhibiting rather than freeing' (p.102) is a maxim to be examined and perhaps approved by psychiatrists, but unhelpful for anyone ignorant of the uses and abuses of psychiatry. And anyway, how genuine can the response be to (for example) exercise 49 (p.114) which has as one of its aims 'to give students the opportunity to express warm thoughts and feelings'? Each member of the class has to tell the rest something performed by one of the other students which they particularly liked, enjoyed or appreciated. As an exercise, this may produce reasonably contextualised language, but to what extent can genuinely 'positive' thoughts be produced to order? How does this really relate to the 'shift in society's focus' towards 'developing fulfilling relationships, recognising interdependence, expressing one's feelings, achieving one's potential, sharing oneself' referred to on page 10? Are not human beings a little more complicated than all this

implies?

The book is decorated with 'humanistic posters' based on slogans from a variety of sources. 'If you want to be loved, then love' (p.218), 'The rainbow is prettier than the pot at the end because the rainbow is now' (p.233). Is it a trivial point that such cracker-mottoes obscure more than they reveal: how much literature would survive the former, and how much education the latter?

Many of the ideas for classroom activities are worth adapting and adopting, but I am constantly being reminded of a film I once saw of a mime about Vietnam performed by a boy's club. After some skilful but stereotyped portrayals of the Americans, Vietcong and villagers, lasting about 15 minutes, the presenter of the film turned to his audience. 'Now,' he exclaimed, 'now these boys really understand about Vietnam.' We all want to care and share, and this book does show us many useful ways of doing the latter. But can we truly care by oversimplifying so grossly? I wonder.

NOTICES

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

DEPARTMENT OF ENGLISH AS A FOREIGN LANGUAGE (Head of Department: Dr Geoffrey Broughton)

MA in Language and Literature in Education : EFL

(Course co-ordinators: Professor Henry Widdowson and C.J. Brumfit)
Applications are invited for the one year, full time MA course from experienced graduates or trained teachers. The course integrates theoretical studies of language and education with a direct concern for problems of application. There is a taught course of up to 10 hours a week, and a dissertation in which students explore, with guidance, an area of major personal interest.

Details from: The Deputy Academic Registrar (Advanced Studies), University of London Institute of Education, 20 Bedford Way, London WC1H 0AL.

Forthcoming conferences: September 1979 - August 19801980

14 - 16 Mar. Stanford

International Seminar on German-English Contrastive Grammar
contact Prof. F W Lohnes, Stanford University

28 Mar. - 3 Apr. Cambridge

6th ALLC Symposium on Computers in Literary and Linguistic Research
contact Dr. J L Dawson, University of Cambridge

29 June - 2 July Vienna

4th International Phonology Meeting -
contact Prof. W Dressler, Universität Wien

9 - 16 July Sydney

10th International Congress on Acoustics
contact ACS, Science Center, Sydney

16 - 23 Aug. Exeter

Summer School in Applied Linguistics and Dictionary-Making
contact Dr. R Hartmann, University of Exeter

I am grateful to Dr. R Hartmann for providing this list.

- CJB

The Poetics and Linguistics Association has been recently founded. Membership fee is £2.50 to Dr V.Herman, Department of Linguistics, University of Lancaster, Lancaster LA1 4YT.

The Applied Linguistics Foundation (TALF) is holding its 26th international small-scale conference in April 1980, and the first three sessions will be at the Polytechnic of Central London, 10-11th April. Details from John B. A. Nijssen, P.O. Box 61050, The Hague, The Netherlands.

RECENT BOOKS NOTED

Academic Press:

- ed. David Sankoff - Linguistic Variation Models & Methods, £11.35
ed. William C. Ritchie - Second Language Acquisition Research, £8.15

Edward Arnold:

- Gillian Clezy - Modification of the Mother-child Interchange in Language, Speech & Hearing, £7.50
V. J. Cook - Young Children and Language, £4.50, PB £2.00
D. Crystal - Working with LARSP (Language Assessment, Remediation & Screening Procedure), £14, PB £6.95
John R. Edwards - Language & Disadvantage, £9.95, PB £6.95

Cambridge University Press:

- Applied Psycholinguistics (new journal) 4 issues £24 (institutions) £12.50 (indiv.)
ed. Klaus R. Scherer & Howard Giles - Social Markers in Speech, £20, PB £6.50
ed. Paul Fletcher & Michael Garman - Language Acquisition, £22.50, PB £7.50

Exeter University:

- Robin P. Fawcett - Cognitive Linguistics & Social Interaction, £3.80 (overseas orders via Julius Groos Verlag, Heidelberg)
ed. R. R. K. Hartmann - Dictionaries & their Users, £2.30 (overseas orders via IFL Review of Applied Linguistics, Leuven)

Lexington Books (Teakfield Ltd, 1 Westmead, Farnborough, Hants GU14 7RU):

- Burton L. White, Barbara T. Kaban, Jane Attanucci - The Origins of Human Competence £12.75

Manchester University Press:

- Alan Cruttenden - Language in Infancy and Childhood, £6.95, PB £3.40

MIT Press (126 Buckingham Palace Road, London SW1W 9SD):

- Frank R. Vellutino - Dyslexia, £10.85

Oxford University Press:

- ed. C. J. Brumfit & K. Johnson - The Communicative Approach to Language Teaching, £4
ed. J. B. Pride - Sociolinguistic Aspects of Language Learning & Teaching, £4

Plenum (Black Arrow House, 2 Chandos Road, London NW10 6NR):

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Please send correspondence and contributions to future issues to:

C. J. Brumfit, University of London Institute of Education, 20 Bedford Way,
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