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SILVER ANNIVERSARY MEETING, LAGB

speech errors).

from all parts of Britain. The city has many historic buildings

is Connie Cullen, Dept. of Linguistics, University of Hull.

write or ring, or call on:

Editor

(Tel: 5

28 April.

P.S. Some shortline notices appear on the back side, so to speak, of this issue!

NOTICESILVER ANNIVERSARY MEETING, LAGB

In 1959 a group of British linguists met in Hull and their meeting led to the founding of the Linguistic Association of Great Britain. To commemorate the twenty-fifth anniversary of that first meeting, the LAGB is holding its Spring Meeting in Hull in 1984 (29-31 March). There will be two special speakers: Professor R.H. Robins (one of the founding members) and Professor Victoria Fromkin (famous for her research on speech errors).

Hull (more properly, Kingston-upon-Hull) is located 230 miles northeast of London, on the Humber estuary. It is easily reached by road and rail from all parts of Britain. The city has many historic buildings (including the home of William Wilberforce, the slavery abolitionist), the longest single-span suspension bridge in the world, excellent shopping facilities, and a university of some 1,500 students. The city is located in scenic countryside suitable for walking or sightseeing. The LAGB meeting will be held at the Laving Residential Complex at the University's Cottingham site, three miles from the centre of Hull. Local Organiser is Gonnie Gillen, Dept. of Linguistics, University of Hull.

THE NEWSLETTER

If the Newsletter pleases, or if it displeases, —if you want to use the Newsletter, —if you have contributions, ideas, suggestions, news or views, or questions, do not hesitate to write or ring, or call on:

John Mountford
Editor

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P.S. The copydate for the Spring issue, N/L20, is Saturday 14 January, and for the Summer issue, N/L21, Saturday 28 April. Copy is always welcome in advance of copydates.

P.S. Some shortened notices appear on the back side to track 9.
The end!

I BAAL '83

The Association's 16th Annual Meeting was held at the University of Leicester, 16-18 September 1983 (Local Organiser: Pam Grunwell). The following abstracts were circulated to all participants. They are reproduced as circulated.

ABSTRACTS

Richard Alexander
Bramsche, W. Germany
PHRASEOLOGICAL AND PRAGMATIC DEFICITS IN ADVANCED LEARNERS OF ENGLISH: PROBLEMS OF VOCABULARY LEARNING?

0. The paper attempts to tease out some of the strands of the sociocultural component of learning English as a foreign language and the difficulties which advanced learners encounter.
1. Two areas providing the background to the paper are reviewed. These are:
 - 1.1 the quickening of interest among applied linguists in idiomatology, phraseology and the linguistic study of fixed expressions in recent years. Instances are to be found in numerous journal articles and monographs such as Fernando and Flavell (1980). It is also reflected in the high quality lexicographical work on learners' dictionaries, such as the ODCIE and the LDOEL, to mention but two.
 - 1.2 applications to the understanding of L2-communication strategies of categories from pragmatic and discourse analysis. This has demonstrated that there are large deficits on the part of advanced learners in the area of pragmatic potential (see work on German learners of English by Kasper (1981) and House (1978) and also Bill Littlewood's paper at last year's BAAL meeting).
2. These two areas coalesce in the use of certain categories of fixed expressions: e.g. "gambits" - openers, uptakers, clarifiers, cajolers, underscorers, etc., or "community formulas" (Fillmore) like 'psy daisy', 'bottoms up', 'say when', 'plenty more where that came from', etc.
3. Further examples of problems encountered by German learners of English are discussed: namely, the interpretation of metaphorical idioms (e.g. smiles in the frame "as ADJ as NP") and metaphorical usage per se (cf. Lakoff and Johnson 1980).

4. The phraseological and pragmatic topics adduced underline the fuzzy boundaries between formal 'linguistic' knowledge (e.g. lexical/idiomatic knowledge) and knowing when to activate which items of the L2 repertoire, on the one hand, and sociocultural knowledge, some of which tends towards the 'encyclopedic' category, on the other.
5. The objective pursued, but by no means yet attained, is a synthesis of some approaches to the issues which the applied linguist, whether teacher or materials writer, might adopt in learning programmes for the amorphous category of 'advanced learners', together with an attempt to put 'learning vocabulary' into a wider perspective.

Tony Dickinson
University of London Institute of Education

IMAGES FOR LANGUAGE LEARNING

Images are everywhere in language learning materials and will be even more present as we move more deeply into the video and computer age. Yet no basic study has been done on the meaning of images in the language learning situation. There have been studies in pictorial classification or practical suggestions as to which is the best image to use to portray a particular language element. But there has been no fundamental investigation into the relationship between images and language. Our research attempts to fill this gap in our knowledge.

The investigation was originally intended to deal with the moving image of the TV screen or the VDU, but we have had to restrict our efforts to an analysis of the actual daily use of images in language textbooks, this being the first and perhaps most useful step in coming to an initial awareness of the image-language relationship.

The theoretical model we developed is a semiotic one which provides great flexibility in the complex task of associating and comparing these two systems of meaning, the visual and the linguistic. An accepted idea in the field of images is that images are effective mediators of meaning between L1 and L2, that a student can look at an image, decode it into meaning and link this meaning to the meaning of the accompanying language: a movement of Image ---- language.

One of the major concerns of our research has been to show that not only is the image-language relationship much more complex than such a linear model would suggest, but that when viewed within the context of language as a whole this accepted model is quite false. Most images are wide-open to multiple interpretation and it is the precise meaning coming from the language system that enables the student to choose which interpretation is the correct one at that moment. As we shall show, the movement is much more: language ---- image.

Our theoretical model was tested in a series of experiments involving some 700 home-study adult students in Spain. Each student answered up to 80 questions. The results brought to light many interesting aspects of the image-language connection: at the microlinguistic level, the strength of the image-noun, image-verb, image-adjective connection; at the macrolinguistic level, the influence of the image in understanding conversations and narrative texts; image-time notions; image-space notions; images for language comprehension; images as stimuli for language expression.

The semiotic model will be presented and some aspects of the image-language relationship will be explained with particular reference to language learning.

Rod Ellis
St. Mary's College, Twickenham

RESEARCH STYLES IN SECOND LANGUAGE ACQUISITION STUDIES

British applied linguistics has largely followed a 'conceptual' rather than an 'empirical' approach to second language acquisition (SLA) research. This paper argues the case for more British empirical research, but of a particular kind.

The advantages and disadvantages of various research styles - broadly categorised as 'observational' and 'experimental' - are reviewed in terms of the empirical research that has emanated from Canada, the USA and parts of western Europe over the last decade.

An argument is made for an 'action' approach to SLA research - one that encourages practising teachers to formulate relevant research questions about classroom language learning that can be answered in the course of day-by-day teaching. Such an approach, it is suggested, is more compatible with an 'applied' (as opposed to 'pure') research focus in SLA studies. It is an approach that should be incorporated into teacher training courses for language teachers.

Pam Grunwell
Leicester Polytechnic

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FACTORS LEADING TO FAILURES IN LANGUAGE LEARNING - ON DESIGNING
A SYLLABUS IN LANGUAGE PATHOLOGY

For most newly established academic disciplines whose study commences at the undergraduate level, there is a proliferation of textbooks aiming to provide a comprehensive introduction to the subject. These textbooks tend to embody the theoretical framework developed by the author and no doubt frequently reflect the organisation of the syllabus the author teaches or would prefer to teach on his undergraduate or graduate courses. Designing a degree syllabus (especially for CMAA validation) is thus not unlike defining the theoretical framework of the subject to be studied.

Speech & language pathology is a relatively new subject of study at degree-level in the UK. Like other new disciplines it is also the subject of many introductory textbooks. The presentation of the subject in these textbooks varies in regard to the descriptive categorizations proposed and their appropriateness as an organisational basis for a degree syllabus. This paper will review classification systems in speech & language pathology and will outline frameworks of description that have been proposed specifically in relation to the design of degree syllabuses.

Discussion will concentrate primarily upon approaches to the study of the disorders that are evidenced in first language learning. It is suggested that consideration of the factors that lead to failures in first language learning may lead to new perspectives on the difficulties encountered by learners of second languages.

R.R.K. Hartmann
University of Exeter

APPLIED LINGUISTICS AND DICTIONARY-MAKING. SOME REFLECTIONS ON
THE LEXETER '83 CONFERENCE

Lexicography, although historically one of the first practical language-based activities giving rise to folk linguistics, has only recently begun to assert itself as a respectable discipline. The Conference on all aspects of lexicography held at Exeter in September 1983 provides an opportunity to consider the position of applied linguistics vis-a-vis this emergent field. The paper will attempt to review the development and state of various branches of lexicography, with particular attention to the role of the dictionary in foreign-language learning.

Liet Hellwig
University of Aston

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COMMUNICATIVE SUCCESS AND SYNTACTIC FAILURE: A PREFABRICATED
PATTERN AS A COMMUNICATION STRATEGY

The process of second language acquisition has been investigated on a wide scale in the last decade. Nevertheless, this has not resulted in a theory which is capable of explaining all the phenomena observed, and even less a theory which has predictive power. Appropriate descriptions of L2 empirical data may shed light on the underlying acquisition processes and stimulate further research than can take up relevant issues. Studies involving speakers from different L1 backgrounds and learning various second languages may thus promote the establishment of an integrated theory of second language acquisition.

My research has involved L2 empirical data and constitutes a longitudinal study with adults learning English as a second language outside the formal education system. Their naturalistic speech was produced and recorded in an informal, linguistic environment. In the population consisting of five women whose first language is Arabic and whose husbands study in Britain, there is one subject who displays a specific feature in her interlanguage. This paper describes this specific feature and proposes an explanation of it. The subject produces utterances with a fixed sequence of words which sometimes correspond to target language requirements, but on other occasions show syntactic errors.

The rigidity of the internal structure indicates that this string of words represents a prefabricated construction in this subject's interlanguage. At the same time, it seems to serve as a communication strategy which the woman in question can resort to in order to express herself in English adequately. By making use of it, she can avoid other and more complex target language constructions, even though she has previously shown that she is capable of producing these TL constructions in other situations. From a strictly formal point of view, this interlanguage structure qualifies as a failure to perform accurately in the target language. On the other hand, since this subject can be understood without any difficulty, she proves to be communicatively successful. Failure and success thus combine in her second language production.

LANGUAGE ACQUISITION IN TWO TRILINGUAL CHILDREN: SUCCESS,
FAILURE, OR BOTH?

This paper deals with the language development of two children (now aged 7 and 4) who acquired two languages, Spanish and German, simultaneously from birth and a third language, English, when very young (3 and 2). The different ages and circumstances of the acquisition of the third language have resulted in different patterns of linguistic development and behaviour.

The paper first considers certain linguistic aspects of language development and goes on to take into account wider social and psychological factors which have influenced the children's rate of acquisition, the proficiency attained and the communicative strategies they employ. Reference is made to the largely similar acquisition of the phonological, syntactic and lexical systems of German and Spanish. Some detail is given of how these two systems were kept separate from an early stage. This is followed by a brief outline of the children's acquisition of English, which followed a slightly different process in the case of each child.

The overall aim is to contribute to longitudinal case studies of the development of bilingual children. Attention is therefore focused on the issues normally associated with this development, including social and psychological aspects: patterns of interference and code-switching, language dominance, the role of parents, the social environment and the child's personality. The author hopes to show that bi- or trilingual language acquisition is influenced by a wide range of non-linguistic factors as well as purely linguistic ones.

(SUCCESS AND) FAILURE IN PRONUNCIATION ACQUISITION: THE
DESCRIPTIVE FALLACY

A characteristic of the present situation regarding pronunciation in foreign language teaching is that of unease at the relative lack of success that traditional approaches to pronunciation teaching in institutional settings have had. This crisis of 'approach' has led to a) proposed changes in global methodology, such as the emphasis on perceptual over articulatory learning; and b) a shifting of emphasis on the structural 'what' to be taught from segmental to supra- and trans-segmental elements of sound structure. However, common to such proposals are the still largely unquestioned assumptions that i) the acquisition of the pronunciation of an FL is coterminous with the acquisition of the structural regularities of its phonological and phonetic systems (as manifested in their oral realization) as defined in the terms of the linguistic frameworks themselves; and following from this, with rare exceptions, that ii) descriptive frameworks, linguistically motivated for the analysis of phonological and phonetic structure, are coterminous with pedagogical descriptions for pronunciation teaching purposes. These assumptions constitute the two aspects of what is here termed the descriptive fallacy in pronunciation teaching (and acquisition).

In terms of linguistic structure, pronunciation acquisition has been taken to include the acquisition of their distributional, the FL as an inventory of phonemes with their distributional, 'external' and 'internal' allophonic (i.e. 'phonetic') properties, and additionally of the prosodic systems of intonation and accentuation (with or without 'rhythm'). It is significant that goals and priorities in pronunciation teaching as mediated by the criteria of 'intelligibility' and 'acceptability' have been specified solely with reference to these structural properties of the FL. However, viewed in terms of skilled behaviour, pronunciation acquisition involves not only control of various levels and modes of realization and integration of 'knowledge that' and 'knowledge how' of these structural regularities within the actual language production process, but also crucially as an oral skill the temporal integration of co-ordinated articulatory activity in accordance with the phonic norms of the FL. It should be immediately obvious that any specification of the phonic norms of the language cannot be defined independently of this and should be reflected in any phonetic and phonological description of the structural regularities of the FL. The organizational principles of this co-ordinated motor activity may be characterized as those of the grouping and timing of elements of the sound syntagma. Evaluations of 'pronunciation ability' according to the criteria 'fluency or even 'accuracy' either implicitly or explicitly make reference to this type of oral activity.

Clearly, to circumvent the kind of self-imposed restrictions on descriptions for pronunciation teaching and learning referred to one needs a set of principled decision procedures for a 'pedagogical phonology'. First, any theoretical linguistic description must be assessed in the light of general requirements for pedagogical linguistic descriptions such as those, for example, outlined by Widdowson, which demand that the description reflect the user's concept of language. At the same time, the behavioural claims of the theories themselves should be more closely considered than has seemed to be the practice in the past. Here, for example, 'natural' phonological theories are worthy of scrutiny. Moreover, those descriptions or theories whose behavioural relevance has been demonstrated in terms of their compatibility with linguistic models of production or learning deserve special attention (e.g. Linell's recent type of 'natural' phonology). A careful assessment such as this will yield the type of pedagogical description required. The function of a description will be a product of the type and the practical pedagogical uses the description is intended for: e.g., for the specification of a 'phonological (or phonetic) syllabus', for incorporation in a practical pronunciation course, etc. The ultimate form the description will take is in turn the end product of this set of decision procedures. A minimal set of descriptive primes is discussed and evaluated for their behavioural and pedagogical relevance.

Helen James
University of Sussex

LANGUAGE ACQUISITION OF DEAF CHILDREN

The use of sign language in the education of deaf children is a very controversial subject, with conflicting views being put forward as to the effect that the use of signing in school has on the language development of deaf children. This paper is the result of work done at a school that introduced signing three years ago, in the form of 'Total Communication'. The assumption behind this is that the native language of British deaf people, British Sign Language (BSL) can be used to represent English on the hands. However, linguistic research in the past ten years has shown that its structure is in fact very different from English, particularly in terms of the way it uses spatial ordering, as well as the temporal ordering of spoken languages.

Analysis of the language the children are using in class shows that their signing contains many non-English constructions, although the only signed input they have had has been an attempt at 'English on the hands' from both teachers and parents (only two of the sixty-six children have deaf parents and the teachers are hearing, non-native signers). A closer look at these constructions reveals them to be typical of spoken creole languages. Fischer (1978) has

suggested that American Sign Language is 'recreolised' each generation, because the vast majority of deaf children are not exposed to a native sign language either at home or school, but are forced to 'recreate' the language each time.

This study should provide an interesting contribution to the debate on the role of input in language acquisition, as well as suggesting that some of the assumptions behind Total Communication are misguided and that a new approach is needed to provide deaf children with successful language development.

References:

Fischer, S. (1978), 'Sign Language and Creoles', in Siple, P. (ed.), Understanding Language Through Sign Language Research, New York, Academic Press.

C.A. Letts
University of Reading

FEATURES OF SPEECH THERAPISTS' DISCOURSE

This paper outlines insights gained from the description of interaction between Speech Therapist and patient as it occurred in the clinical setting, using ideas current in discourse analysis which have to date received little application in Speech Therapy. The data for the description consisted of tape recordings of Speech Therapy sessions with a variety of child-patients. Both two-part (Stimulus-Response) and three-part (Stimulus-Response-Reaction) exchanges were found to form the vehicle of therapy activities. A model was developed which, in addition to allowing for description of these exchanges, showed also how therapists controlled the interaction. This control was exercised in terms of providing the context in which activities could proceed, and preparing the patient behaviourally for them. Two way interaction in the therapy session was found to be skewed as a result of this element of careful therapist control: patients were in effect told how the interaction was to proceed before it happened. This would appear to be the essence of structured therapy. The possible value or otherwise of such structured sessions for the language impaired child is discussed.

Mark Lowe
Harcourt Brace Jovanovich Ltd.

SPECULATIONS: SOME ANALOGIES BETWEEN LANGUAGE AND MUSIC

This paper is given in the form of a lecture-recital, relating the perception of music to the perception of language. The central aim of this paper is to throw light on some of the most difficult and obscure problems in Applied Linguistics, such as: the nature of Deep Structures, whether such structures are mentalistic or "in the world" or both, how Deep and Surface Structures are related, and how novel utterances are generated.

Music is a kind of language. It can be described in terms of the laws of physics; these laws are the mathematical ratios which generate and govern tonality. Our understanding of music is controlled by these laws. The paper draws parallels between the physical laws of tonality in music and the laws of nature which are reflected in language.

The conceptual foundation of the paper is Wittgensteinian. Wittgenstein's concept of "following a rule" is examined, in detail, and conclusions which are derived from musical rules are then applied to linguistic rules. Reference is also made to ideas from Kant and Vygotsky.

The paper is illustrated at the piano with music by Bach and Mozart.

This paper is unashamedly speculative. It aims to generate discussion of first principles.

John Mountford
Southampton

CLIE? OH! - A SHORT MUSE

In the USA, Bernard Spolsky has drawn a distinction between Applied Linguistics and Educational Linguistics. In this country, our sister organisation, the Linguistics Association, has recently established a permanent section on Educational Linguistics. Since 1978, BAAL has held three Seminars, jointly with LAGB, in this area of linguistics/applied linguistics and has sponsored the joint committee known as the Committee for Linguistics in Education (CLIE). What is meant, however variously, by 'educational linguistics', and what should BAAL be doing about it? The paper is inspired by participation in the Seminars and in CLIE itself. It might be subtitled: 'A short muse'.

Mehroo Northover
Ulster Polytechnic

IS ALL TALK JUST CONVERSATION?

The need for development of oral language skills in schools and programmes for such development are areas of research that linguists have not yet explored. Language is differentiated into a number of language styles or modalities each suited to a particular function not only in written text but also in spoken language. The development of first language skills in pupils should take into account the need to foster a repertoire of languages in this sense. There is a need for structured programmes in teaching oral skills in schools. Oral skills, if valued in the school curriculum, would help children from those cultures which are steeped in the oral tradition to reduce language disadvantage which exists in the present structure of the curriculum. The recognition of oral skills as a part of school curriculum should also be based in the fact that the developing individual needs language skills for purposes of identity development and social survival. Britain is a multi-cultural society, characterised by social and geographic mobility, in which temporary and transient encounters abound. In order to avoid feelings of alienation, drift and formation of low self-esteem in these circumstances, it is important to develop oral and listening skills for effective transmission of messages under constraints of social impermanence.

A skills-based model of oral language development is outlined here, to be operated in conjunction with English language lessons. The introduction of stylistic analysis at an elementary level is recommended as a means of improving pupils' own style in writing and speaking by introducing them to the notion of choice and selection from among a number of transformations available in a given context. Emphasis should be placed on choices which increase accurate use of language when describing or developing concepts concerning the objective world. Separate skills should be fostered for creative or aesthetic self-expression. Language skills must also include the development of oral language for strengthening self-concept and enhancing self-esteem.

Brian Parkinson
University of Edinburgh

A MASTERY LEARNING SYLLABUS - A SOLUTION TO FAILURE?

This paper describes ongoing work on the design of a general syllabus for the 'Intensive English' course run by a university institute. The course has to cater for learners of many nationalities, differing widely in initial achievement/proficiency and learning needs, attending either full-time (20 hours per week) or part-time for periods ranging from a few weeks to more than a year. The course is conceived at seven 'levels', from elementary to advanced, and divided into six 'components', viz. language system, speaking, listening, reading, writing and study skills.

Unlike many syllabi which in practice specify only process, i.e. what teachers do in class, this syllabus is concerned with product, i.e. what pupils should be able to do after instruction, and this is to be specified in precise, detailed, operational terms, making possible the use of criterion-referenced assessment procedures to establish whether the desired product has been attained. The primary function of these procedures is diagnostic, enabling the teacher to identify problems, reteach and retest until, as far as possible, all students have mastered all basic objectives. This strategy seeks to change the currently observed pattern whereby some students show no measurable progress of any kind, and even that of the others often cannot demonstrably be related to instruction.

Mastery learning approaches, although widely adopted in some areas of education, have not been much used in FLT beyond the elementary stage, and might seem to conflict with the currently favoured Corder-Krashen models of learning and teaching. It will be argued that this objection rests on an over-narrow view of 'mastery' and related concepts, and a possible synthesis of the two approaches will be suggested.

Michael R. Perkins
Leeds Polytechnic

THE ACQUISITION OF MODAL EXPRESSIONS

It is proposed that a class of modal expressions be recognized which includes not only the modal auxiliaries, but also adjectival, nominal, verbal, participial and adverbial modal expressions as well. It is argued that this semantically self-contained area of language, which has previously been overlooked on account of its syntactic diversity, is essential for the expression of rational, e thought and rule systems and much social interaction, and evidence

is presented which suggests that the full range of modal expressions will probably not be mastered by normal children until the secondary school years. This appears to be in large part due to the close relationship between modal expressions and aspects of cognitive and social development which also tend to emerge quite late. The implications for applied linguistics of research into the acquisition of modal expressions are 1) that the class of modal expressions can serve as a useful focus for syllabus design in the teaching of both L2 learners and the language-impaired, and 2) that different strategies are needed for teaching modal expressions to a) cognitively and socially mature L2 learners, b) cognitively and socially immature L2 learners, and c) language disordered L1 learners.

Martin Phillips
British Council

THE MICROCOMPUTER IN LANGUAGE TEACHING: BALANCING THE LEARNER'S WANTS AND THE LEARNER'S NEEDS

Much effort is currently being expended on the development of ingenious computer-assisted language learning (CALL) software for microcomputers. The undoubted programming excellence of some of these offerings should not be allowed to obscure the need for a pedagogic rationale. Proponents of CALL tend to justify their activity in terms of the flexibility with which the learner's 'wants', rather than 'needs', can be met. It is argued that the computer can thereby help significantly in furthering successful language acquisition. In this paper it is suggested that such a rationale presents difficulties. It raises the problematic question of the relationship between 'wants' and 'needs'. A satisfactory resolution of this issue is needed if CALL is to find a secure place within language teaching programmes.

Richard Rossner
University of Bath

SUBJECTIVITY, VAGUENESS AND THE TEACHING AND LEARNING OF VOCABULARY

It is now widely acknowledged that vocabulary is the Cinderella of both applied linguistics and language teaching, in spite of the overwhelming interest in it that learners have. In this paper an attempt is made to look beyond the static models of the lexicon that have emerged from lexical theory and from lexicography to date. Attention is focused on the subjectivity of the individual user's lexicon, the inherent vagueness of linguistic tokens and the natural dynamism of vocabulary both in individual and in general use. The implications of such a wider view of lexis both for research and for language teaching methodology are discussed in the light of one or two pilot studies.

Margaret Simonot
Walsall Industrial Language Training Unit

COMMUNICATING TO LEARN

The paper will deal with three areas of second language acquisition by adults and will be based mainly on data collected in the course of the European Science Foundation project 'Second Language Acquisition by Adult Immigrants'. The data will be drawn from the speech of Italian and Punjabi adults being studied in the U.K. who have received little or no formal tuition in English.

The first part of the paper will consist of an outline of the communicative strategies that adults successfully use to compensate for lack of grammatical competence during the acquisition process.

The second area of examination will attempt to identify features of learner varieties that either contribute to or detract from accurate expression of intended meaning. This will take into account social variables of ethnocentricity, power relationships (as given by context, status, topic and goals) and the degree of shared cultural and social experience as they affect the negotiation of meaning between the participants.

The final part of the paper will relate these two investigations to the classroom by indicating possible ways in which the language teacher might build on and develop different aspects of the learner variety in order to increase positive input from the native speaker.

Tove Skutnabb-Kangas and Robert Phillipson
University of Roskilde

INTER-COMMUNICATIVE AND INTER-CULTURAL COMPETENCE (provis. title)

Theories and descriptions of communicative competence (coco) are increasingly explicit, embrace pragmatic, discourse and strategic competence as well as linguistic competence. For learners of, for instance, English as a foreign/second language, coco theory-building can draw on interlanguage studies which go beyond linguistic descriptions to cover learner/native speaker interaction. Psycholinguistic learning theories and models need to mesh with coco so as to account for foreign/second language use and learning in relation to a given coco goal. Knowledge about learning, as well as knowledge about the constituents of communicative competence, is likely to be useful to the learner.

Theories and descriptions of cultural competence (cuco) have three main constituents, a cognitive/intellectual/scholastic/literary one which relates to knowledge about the relevant culture; an affective/emotional/empathetic one, which covers attitudinal aspects; and a behavioural one covering the capacity to interact with members of a given cultural group.

In inter-cultural communication, here an interlanguage speaker with a native speaker, confrontation or breakdowns or disruptions may be caused by a mismatch between the coco and cuco systems of the interlocutors within any of the constituent components. The paper will explore the way coco and cuco interact and support each other, theoretically in order to produce adequate models of intercommunicative and intercultural competence, and empirically by analysing a series of situations and types of data.

For instance, one of the significant differences between coco and cuco seems to be the relative importance of the affective aspect. If the target culture has norms which one does not accept because they conflict with norms in one's own culture (the affective component), no amount of knowledge of the target culture (the cognitive component) may enable one to behave in a culturally competent way (the behavioural component). It is hypothesized that it is easier for several linguistic and communicative norms than for several cultural norms to co-exist in the same person.

When it comes to formulating goals for foreign language teaching, a crucial question is how to bring coco and cuco together. What determines the selection of topics and activities for a syllabus leading to particular coco or cuco goals: teaching staff specialisation (i.e. lang or lit), power relationships between source and target culture, a focus on one geographical variant of the target language, threshold level type specifications, a particular weighting of the three main constituents of cuco, etc?

In a second language teaching context, i.e. with regard to the language learning goals of immigrants, is it possible to specify what coco and cuco they need for effective interaction in the country of residence? Is mastery of cuco, in other words integration, possible without a radical change of personality, meaning that the acquisition of cuco inevitably leads to assimilation?

In relation to both foreign and second language teaching, when specifying characteristics of the target culture, how can one avoid stereotyping and trivialising? What role should knowledge of the source culture play?

A possible line of approach would be to take the evolution of research into intercommunicative competence and treat cuco in a parallel fashion. Contrastive studies: can cultural clashes be anticipated by comparing cultures? Error analysis: can the study of cultural misunderstandings or breakdowns and the identification of "cultural errors" lead to "teaching culture" better? Interculture studies: does the fact that there is little talk of (negative) "cultural interference" indicate that different methods are used in cultural research, or that there is greater tolerance of intercultural than interlanguage? What does the non-existence of concepts like pidgin/creole cultures or cultural fossilization indicate? How can one sort out the causes of communication breakdowns - can they be attributed unambiguously to cuco or coco factors?

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- Rahbek Pedersen, Birgitte & Skutnabb-Kangas, Tove. God, bedre, dansk? (Good, better, Danish?), Copenhagen, Born og Unga, 1983.

Rae Smith
Leicester Polytechnic

WHEN IN DOUBT, GUESS: AN APPROACH TO LANGUAGE FACILITATION

A child whose intelligence was thought to be high, and whose subsequent school career indicated that this was the case, entered an assessment unit at five years of age without speech. Three transcripts of his conversation after some speech therapy are analysed with reference to Halliday's functional categories.

It is suggested that grammatical analysis and instruction in language use along the lines indicated by this would have been helpful but that the communicative, interactive approach actually adopted in this case facilitated considerable social and linguistic development and that Halliday's work enables us to describe such progress.

Michael Swan
Didcot

A CONSUMER'S VIEW OF APPLIED LINGUISTICS

One of the many functions of Applied Linguistics is to act as a service industry for the language teacher. Applied linguists write books and articles for language teachers, give lectures to language teachers, participate in the training of future language teachers, and even produce teaching materials for language teachers to use. Language teaching has certainly benefited enormously in recent years from input from the theoretical end of the profession. However, the applied linguist's contribution to the work of the language teacher is often very much less effective than it might be. There are problems in two areas.

1. Form. Writers and lecturers in the field often overestimate the familiarity of the ordinary classroom teacher with current theory and its associated terminology; or they make quite unrealistic assumptions about the teacher's capacity to assimilate new and difficult ideas in a short time. Further, communication in Applied Linguistics is often seriously overburdened with jargon, which puts additional obstacles in the way of the teacher who is trying to understand academic discussion of the subject.

2. Content. Theorists often overvalue the importance for syllabus design of the topics they are currently investigating; they may also pay insufficient attention to aspects of language with which they are not at the moment concerned. (Thus, aspects of grammar and lexis which are not readily handled in a 'communicative' framework are tending to disappear from language syllabuses.) And having analysed an aspect of language (for instance 'the negotiation of meaning'), the theorist will frequently recommend the wholesale teaching of the product of his or her analysis, without asking how far such things need to be learnt by a student who also knows a number of things about language and communication by virtue of having a mother-tongue. A proper needs analysis should not only tabulate what the learner needs to know, but also examine the things that he or she knows already (perhaps especially in the area of communication skills'). It is the difference between the two that defines the input for a syllabus.

Anna Trosborg
University of Aarhus

SUCCESS AND FAILURE IN LANGUAGE ACQUISITION (ENGLISH AS A FOREIGN LANGUAGE) AFTER 6 YEARS OF INSTRUCTION

Studies of classroom interaction (e.g. Allen & Widdowson, 1974, Sinclair & Coulthard, 1977, Riley, 1977) show that the illocutionary acts that teachers and students perform are part of their respective roles. Students are traditionally restricted to the illocutionary acts of repeating, practising and informing, while it is the teachers who use the range of other functions that form communicative competence (Kramsch 1982), if these functions are not performed in the learner's L1 (Kasper 1982). Consequently, students tend to identify all their problems as being those of grammar, vocabulary, idiom etc., whereas many of their problems are in fact communicative and discursive.

This paper analyses the communicative competence of 15 learners (L) in conversation with native speaker (NS) outside the class-room in a role-play situation (NS has just arrived from England and L has come to meet him at the station and help him solve a number of practical problems). The findings show that while syntax and pronunciation seem adequate to Ls' needs, they still lack discourse competence. Their utterances envisage problems which have to do with the ability to express the illocutionary force of an utterance adequately (e.g. accepting/declining an invitation for lunch at the right level of formality). They have problems with ordinary vocabulary (e.g. explaining a typically Danish menu, providing information about the latest news of the Falkland crisis, etc.), e

and when compared to NS's "natural non-fluency", Ls use more pauses and more repetitions, because they have not learnt how to use gambits and other conversational management devices necessary to keep the channel open and gain time to plan their utterances.

My research findings highlight the need to include a strong communicative component in language teaching. It is important that classroom instruction should incorporate opportunities for students to be exposed to and engaged in contextually-rich, genuine, meaningful communication in FL (cf. Taylor 1983). Ls should be given the opportunity to deal with errors and trouble sources, so that the responsibility of repairing the conversation when it breaks down, check for understanding, keep the conversation going, etc. no longer remains with the teacher. In an actual communication situation the task of repair becomes a joint responsibility calling for co-operation between speakers.

Finally, it will be shown how Ls must play an active role in inviting interaction from NS and in sustaining the conversation once it is established in order to get "proper input", i.e. language as it is used in social situations and language at the right level of complexity. It is Ls' responses which provide NS with clues of how to modify his speech so that it can serve as an intake for language acquisition on the part of L (cf. Fillmore 1976, Long 1982).

The points in question will be illustrated by recordings from the conversations between NS and Ls, and contrasts to language acquisition in a natural situation (L1 and L2) will be discussed.

Hermann Wekker
Catholic University, Nijmegen

TRANSFORMATIONAL SYNTAX AND THE TEACHING OF ENGLISH SENTENCE ANALYSIS

One important aspect of most university courses in English is the teaching of sentence analysis. However, none of the presently available grammars of English provides students with a systematic survey of the methods and techniques for analysing sentences in English.

In my paper I will attempt to show how insights from a mainline EST approach can be used to make intermediate and advanced students more aware of syntactic patterns in English and of the techniques for discovering structures and relations. It will be shown, in particular, that an approach to sentence analysis in terms of movement rules can be very attractive.

LANGUAGE DEVELOPMENT AT HOME AND AT SCHOOL:
THE BRISTOL RESEARCH PROGRAMME

In 1972 a representative sample of 128 children was selected and regular observations of their spontaneous conversation recorded in their homes. For 32 of these children, who were first observed at 15 months, observations continued during the first two years of schooling and these were supplemented by tests, assessments by their teachers and additional interviews with their parents. These same children were similarly reassessed during the final year of their primary education.

Two aspects of the longitudinal data will be reported on:

1. the sequence of development observed in the acquisition of English as a first language,
2. the relationship between spoken language, written language, social background and educational attainment.

The paper will conclude with a discussion of conversational interaction and the opportunities it provides - or fails to provide - for children's learning of and through language.

SIGNED ENGLISH: SUCCESS OR FAILURE?

One of the minority languages in Britain, one of which little is "heard", or, to be more accurate, of which little is "seen", is British Sign Language, the language of the Deaf Community. Recently an increasing number of schools for deaf children have been developing a way of representing English in the visual medium, using the manual lexicon from BSL, with various additions and amendments in order to represent English grammar on the hands. However, despite the hope of some teachers that children exposed to this language will "develop Visible English as their first language", it may be that these children are developing a sign language which is more akin to BSL, using the imperfect signed input from their teachers and their peers. If this sign language, using all of the gestural-visual channels which form part of BSL, is developing, then teachers of the deaf, who may only be receptive to the manual elements of signs, or to the signs in their citation or base, unmodulated forms, and who may neglect the information conveyed in the non-manual channels or through the use of modulations, need to be aware of how the language and communication of their pupils is developing, with the implication that English may be taught through Sign Language. Evidence will be presented to support this suggestion, using data collected from profoundly deaf children aged between seven and eight years who are being educated using Total Communication, which involves the use of Signed English. Even when telling a story to a classmate, when the children have previously seen an English model, deaf children use features, including the non-manual modulation of signs, which are to be found in the adult form of BSL and in the language of deaf children with deaf parents. When playing a "Communication Game" similar features appear; those children who can communicate effectively and successfully are those who can locate their signs in space instead of articulating them serially in English word order.

One of the interesting questions which this raises is whether it is possible to communicate successfully through Signed English or to acquire it as a first language. The deaf child whose teacher uses Signed English can communicate, but he may be failing to learn English and his success in communication may be due to the development of Sign Language structures and the use of other channels besides the manual one. It may be that proficiency in English for deaf children will only be achieved if their communication in sign language is used as a basis for the teaching of English as a second language.

Mary Willes
W. Midlands College of Higher Education

APPLIED LINGUISTICS IN COMMUNICATIONS DEGREES:
SOME GENERAL AND SPECIFIC CONSIDERATIONS

It is predictable that from time to time fresh applications for Linguistics will emerge and will be examined and discussed at the Annual Meeting. Processes of change and development, shifts of emphasis and extensions of interest, constitute the history of BAAL. This paper is concerned with contributions to the development of design education, and specifically with a Communications degree which includes a very substantial element of studio practice and intentionally stakes out a claim to educate students in a predominantly visual culture.

Within such a degree, a place for language and a need for an applied linguist, seems to be inescapable. Studio practice, and the professional practice it anticipates, has to be set in a social and a sociolinguistic context. The work students are required to do makes a range of quite stringent demands on their control of spoken and written English, and these requirements can be quite closely specified. There is scope for Applied Linguists to work in the interdisciplinary area of Information Design and for additions to the small number of members of BAAL who concern themselves with both the verbal and the visual components of written messages. Those who do contribute, on the one hand, to our understanding of the way meanings are negotiated, and on the other, to the development of a rapidly emerging profession.

II

BAAL-RELATED ACTIVITIES

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|--|----------------------|
| 1. AILA Notes | <u>T. Bloor</u> |
| 2. BAAL/LAGB Joint Committee for Linguistics in Education (CLIE) | <u>W. Littlewood</u> |
| 3. LEXeter '83: International Conference on Lexicography | <u>H. Wekker</u> |

1. AILA Notes

* * In July, because the Chairman of BAAL and the Secretary of BAAL were making simultaneous appearances in court (separately; and both on jury service), Tom Bloor, Executive Committee member, attended the AILA International Committee as BAAL delegate. These notes, which Tom has kindly written for the Newsletter, should help to bring AILA a little more into focus, especially if read in conjunction with John Trim's short tribute, in Section IV, to Max Gorosch, 'founder of AILA'.

Tom BLOOR reports:-

BAAL is an affiliate member of AILA and, as such, we delegate one member (normally the President) to the International Committee of AILA. The latest meeting of the International Committee took place in Dublin on 6th and 7th July 1983 with representatives of 16 national affiliates participating. Some of the issues raised may be of immediate interest and relevance to members.

UNESCO status At present AILA has Status C within the UNESCO hierarchy and is currently applying for promotion to Status B, which confers additional prestige and practical benefits as well as increased responsibility to UNESCO. The standing of AILA influences and is influenced by (indeed largely determined by) that of its affiliates, and so BAAL activities (seminars, publications, etc.) will have a crucial role in the UNESCO decision.

1984 Congress (5-10 August 1984, Free University, Brussels) All accommodation booking must be finished by 1st May. There are 350 to 400 student rooms available in Brussels at about US \$10 and a smaller number at the same price in Louvain (some 25 km away). This accommodation is expected to be taken up very quickly. The Hilton and Sheraton hotels are offering first-class accommodation at second-class rates, about US \$32 per night, all extras at the usual prices (!), but again early application is important.

Future Congress venues It is possible that the next congress may be in Australia in 1987; Israel and Ireland are also possible future venues.

South Africa Since the Lund Congress, when some delegates withdrew over the participation of South African 'representation', AILA is to take a firm line on exclusion of South African participation of any kind at the Congress or in other activities.

Information folder A new information folder *What is AILA* is being rewritten for circulation to affiliates.

AILA statutes AILA is to be registered in Belgium, and the statutes are being redrafted in accordance with Belgian legal requirements. The BAAL Executive Committee should receive a draft for discussion by the end of February '84.

Scientific Commissions These are bodies of academics interested in collaboration within specific fields in Applied Linguistics (e.g., LSP, Discourse Analysis, Translation). Some have been very active and have in some instances become independent, but others have been dormant. There are plans to revitalise these activities at Brussels.

AILA Bulletin BAAL members have often expressed their dissatisfaction with the distribution of the *AILA Bulletin*, but the delays and confusion have not been the fault of any of our hard-pressed Secretaries but of others far away. A new era is about to dawn with the *Bulletin* reborn as the *AILA Review*. This will have a three-man editorial committee, one member being elected or re-elected each year from 1985. The initial editors will be Ranko Bugarski (Yugoslavia), Albert Valdman (U.S.A.) and Wolfgang Kühlwein (German Federal Republic).

University of Aston in Birmingham

Thomas Bloor

2. BAAL/LAGB Joint Committee for Linguistics in Education (CLIE)

The Committee has continued to meet three times yearly. It has completed an evaluation of the Draft National Criteria for 16+ English, sending a report to the appropriate body, and has discussed new developments in A-level examinations for English Language and Linguistics. It has considered developments in Language Awareness courses in schools. The Committee has also been involved, as have the Chairmen of LAGB and BAAL, in re-assessing the functions which CLIE can best serve, given the interests and organisations that are represented on it.

Dept. of Education
University College of Swansea

Bill Littlewood
Secretary

3. LEXeter '83: International Conference on Lexicography

University of Exeter, 9-12 September 1983

Organiser: Dr. Reinhard Hartmann, The Language Centre, University of Exeter, Exeter, Devon, EX4 4QH.

Herman WEKKER writes:-

During a tour of Britain in September 1983, which was generously sponsored by the British Council, I had the opportunity of attending four different conferences on aspects of (applied) linguistics. The most impressive of these four was without doubt the International Conference on Lexicography, held at the University of Exeter from 9 to 12 September 1983. I found LEXeter '83 impressive for a number of reasons: (a) the efficiency with which it was organized, (b) the generally high standard of the papers, (c) the stimulating discussions in the section that I attended, (d) the size and the scope of the conference, and (e) the pleasant atmosphere and the interesting people I met.

As on previous occasions, the conference was organized with amazing efficiency by Dr. Reinhard Hartmann. Before the conference Hartmann had sent out some very good circulars and reminders, the final circular being no less than a 50-page booklet containing all kinds of useful information,

including a well-written introductory essay by Hartmann himself, abstracts of the 50-odd conference papers and the draft constitution of the European Association for Lexicography (Euralex), founded at Exeter on the last day of the conference. Both the meals and the accommodation provided by Exeter University were excellent.

The aim of the Exeter conference was to provide a forum for exchange of information on all aspects of dictionary making. There were six plenary papers and more than 40 section papers, distributed over five sections (1. General and Historical Lexicography, 2. Bilingual Lexicography, 3. The Learner's Dictionary, 4. Computer-aided Lexicography and 5. Terminology and the Technical Dictionary). The plenary papers dealt with topics of general interest. John Sinclair's paper ('Lexicography as an academic subject') discussed the need for a proper training of future professional lexicographers, and outlined a potential academic course which should include training not only in the traditional conventions of dictionary making but also in linguistics and computing. At the moment, there are very few universities which offer lexicography courses. Given the great interest in dictionaries and their importance in all kinds of areas, it seems high time to increase the number of such courses. But a great deal more discussion is needed about their aims and content. Ladislav Zgusta ('The typology of bilingual dictionaries') dealt with various types of bilingual dictionaries, and examined the different ways in which entries are constructed, depending on the purpose of the dictionary. Particular reference was made to grammatical and encyclopaedic information in such dictionaries, and the problem of translation equivalence. The third plenary paper, read by Tony Cowie ('EFL dictionaries: past achievements and present needs'), dealt with the so-called learner's dictionaries and with ways in which these dictionaries could be improved to help foreign users with language production. Important design features of learner's dictionaries (e.g. QALD and LDOCE) include the grammatical coding of lexical entries, the use of illustrative sentences and the use of labels of various kinds. To me as an EFL University lecturer, Cowie's presentation was the most interesting and stimulating of the plenary papers, although it raised more problems than it could solve. A lot more thought should, I think, be given by dictionary makers to what specific kinds of learning difficulties learner's dictionaries should address themselves to. An open question also is how these difficulties are best handled within the narrow confines of a dictionary of this kind. In preparing the next generation of EFL dictionaries, lexicographers, linguists and publishers should be encouraged to face very seriously the question of users' needs and that of the didactics of EFL vocabulary teaching. The fourth plenary paper, on the second day of the conference, was Francis Knowles' 'Computers and dictionaries'. Knowles discussed the ways in which the computer can be involved in dictionary making. Apart from mentioning the various uses of the computer in processing lexicographical information, he also referred to the fascinating possibilities of using computers as dictionaries, alternative to hand-held dictionaries, and of providing computers with automatic dictionaries for the purposes of machine-aided translation. Juan Sager's plenary paper on 'Terminology and the technical dictionary' reported on work being done by national and international standards organisations to establish the terminological units to be used in a technical dictionary and to develop guidelines for the naming of concepts. Herbert Wiegand's presentation ('On the structure and contents of a general theory of lexicography'), the last of the plenary papers, dealt with a very wide range of general points: general principles, organisational problems, lexicographical description and presentation, etc. He paid particular attention to dictionary texts, and offered criteria for what he

IV

OTHER ACTIVITIES ELSEWHERE

1. 10th International Systemic Workshop (Nottingham, 6-8 September 1983).

David Young writes:

The Tenth International Systemic Workshop was held at Ancaster Hall, University of Nottingham, on September 6th-8th 1983. It was organized with great care and success by Margaret Berry and Chris Butler, with help from some of the local students. There were more than 40 delegates present of whom about 15 were from overseas. Countries represented were Egypt, Iraq, Belgium, Canada, USA and West Germany. In fact the majority of papers at the workshop were given by overseas delegates.

A very large number of papers were oriented towards computation or discourse or both, thus continuing the trend of recent years.

Professor W. Mann and Mr. C. Matthiessen (Information Sciences Institute, University of Southern California) presented papers on Inquiry Semantics. Professor Mann outlined the place of such a semantics in a text generation system. It takes the form of a dialogue between the Grammar, which puts the questions, and the Environment, which answers them. Mr. Matthiessen illustrated the working of Inquiry Semantics by reference to tense in English.

Further papers in computation were given by Professor M. Cummings, (Glendon College, York University, Toronto) who has done a study, aided by computer parsing, of the nominal group in Old English, and by Professor W. Greaves (also Glendon College) on the working of the CLOC lexical collocation package developed at Birmingham (new version to emerge shortly).

Professor Sandra A. Thompson (Dept. of Linguistics, UCLA) talked on the thematic significance of the initial or final placing of to-infinitive clauses of purpose in English. Dr. Y. Y. Aziz (University of Mosul, Iraq) presented an analysis of Classical Arabic sentence types in relation to thematic organization. Mr. R. Veltman (Institute of Languages and Linguistics, University of Kent) gave a paper on the grammar of comparison with reference to Bernsteinian codes. Dr. A. M. Elmenoufy (University of Cairo) talked on the place of intonation analysis of English in relation to discourse, and reflected on the present state of the art. She hopes to be able to publish her thesis, which, although written in the late 60s, she feels contains information and insights that are still relevant. Professor M. Gregory (Glendon College, Toronto) presented an analysis of a Hemingway story in terms of interlocking and overlapping 'phases' in the discourse. Professor J. W. Du Bois (Department of Linguistics, UCLA) showed how an analysis of discourse could reveal the meaning of certain articles in Sacapultec (a Mayan language), which led to reflections on the function of discourse analysis in Descriptive and General Linguistics.

Mr. N. Gotteri (Department of Linguistics, University of Sheffield), in a paper which referred to data from Bulgarian and Polish, made a distinction between system networks proper (semantic networks) and networks which were mere formal taxonomies (the latter being useful investigative tools, but having no formal place in the grammar). Dr. D. Morley (Department of Modern Languages, University of Strathclyde) explored various writers' attempts at drawing up transitivity networks and attempted to find common ground among them. Mr. J. Ogborn (Centre for Science and Maths Education, Chelsea College, London) showed how the notion of the system network, applied to data of a non-linguistic kind, can be used in educational research and training.

The Eleventh International Systemic Workshop is planned for late August or early September 1984, at the University of Stirling, with Martin Davies as local organizer. In 1985 it is hoped to meet at Ann Arbor.

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David Young

regarded as good and bad definitions of dictionary entries. As a non-specialist myself in most of the fields of lexicography, I found all the plenary papers very useful and enjoyable.

What I personally enjoyed most, though, were the papers and the discussions in Section 3, on 'the learner's dictionary'. There were reports on good experimental work, criticisms of current learner's dictionaries, suggestions for their improvement and for further lexicographical research. In particular, I should like to mention the paper by Hayward and Moulin ('False friends invigorated'), which advocated the systematic inclusion in EFL courses of any interlingual similarities which are liable to cause error, and Ilson's paper ('The communicative significance of some lexicographic conventions'), which explored the different conventions used by lexicographers (e.g. the structure of dictionary entries, the different typefaces, the labels, the examples, the language of definitions). Edwin Lovatt's interesting paper ('Illustrative examples in a bilingual colloquial dictionary') also gave rise to a lively discussion and contained a great deal of information about principles on which to base colloquial dictionaries for foreign learners.

All in all, LEXeter '83 was a great success, a conference I thoroughly enjoyed. It was nice to meet old colleagues and make new friends, and it was interesting to be able to have a look in the lexicographer's kitchen. It was a big conference with almost 275 participants, including representatives of numerous publishing firms. At the next conference, perhaps, the publishers should be given an opportunity to give their views on the commercial side of dictionary making.

Instituut Engels-Amerikaans
Katholieke Universiteit
Nijmegen

Herman Wekker

* * Copies of the 50-page Final Circular, mentioned by Herman Wekker, were available from Exeter at £1.50. Reinhard's introductory essay 'One man's view of the scenario of lexicography' covers: Historical perspectives, Regional perspectives, Segmental perspectives (*, * restricted fields or aspects), Interlingual perspectives, Theoretical perspectives, and the function of LEXeter '83 itself. BAAL's interest in this important conference is acknowledged on p.10, and it is good to note that three of the six plenary papers were given by BAAL members.

My thanks to Herman Wekker, who gallantly took on this Exeter report when I met him at Leicester at BAAL '83, where he gave a paper (see Abstracts), on his way up -geographically- to Newcastle to the LAGB Autumn meeting. Herman is one of six Netherlands members of BAAL. -Ed.

2. Tom BLOOR writes:

TECHNICIANS TALKING:
A report of the meeting of
Language Centre Technicians
(University of Aston in Birmingham, 30 June 1983)

For two years now heads of university Language Centres have met periodically (usually at CLIT) under the sponsorship of Walter Grauberg (Nottingham). This year, at Walter Grauberg's suggestion, it was decided that great benefits could be gained from a meeting of Language Centre technicians. Academics have many possibilities of meeting and exchanging ideas and information, but such opportunities are rare for technical staff. The meeting took place at the University of Aston in Birmingham on 30 June 1983. I sent invitations to the twenty-two institutions on our list of language centres (including departments with a similar function) and most of them replied, ten positively. In the event, representatives from two of these centres were unable to attend, and so thirteen participants represented eight universities: Aston, Cambridge, Exeter, Hull, Leeds, Nottingham, Warwick and York.

It is impossible to do justice to the range and depth of the discussion, and ignorance obliges me to omit the technical details which naturally figured in many of the exchanges, but I have selected some of the points which struck me from a programme consisting of fairly free discussion (chaired by myself) on five topics, each topic introduced by one of the participants.

* * *

1) Hardware (Introduced by P. R. Parker, Warwick)

With the exception of Tandberg, there has been little continuity in the firms producing language laboratories since their inception. This presents maintenance problems and tends to create a preference for Tandberg, though its output is by no means beyond reproach. Local provision of maintenance facilities by the supplier is highly desirable, but unfortunately comparatively rare. The increasingly sophisticated technology of language laboratories presents problems not only of maintenance but also of manipulation, and technicians should train academics in the use of new equipment. Also consumers should tell manufacturers what they need and not passively accept innovations dictated by the suppliers. Local maintenance is made increasingly difficult by modern design so that the supplier has to be called in (and paid) every time a fault occurs; this should not be necessary.

11) Innovations (Introduced by Colin Richardson, Hull)

Video can now be regarded as standard equipment along with audio-recorders, etc. Current developments in satellite TV could make the reception of foreign programmes an everyday reality in the near future, but this will entail considerable investment. Although equipment will become less expensive as it is more widely used, some problems will be difficult to overcome; the variation in standard signals, for example, imposes the need for a range of equipment capable of receiving and recording all the standards required. Commercial conversion of VT recordings is very expensive at present. Another promising area is digital audio, which is already a reality, and there are high hopes of producing audio-visual programmes, involving digital pictures co-ordinated with sound. Technologically, the future looks exciting.

111) Copyright (Introduced by J. C. Wright, Exeter)

Off-air recording and copying commercial tapes is a very worrying aspect of language centre work as copyright law is immensely complicated. Some participants feel very strongly that, on moral and professional grounds as

well as from self-interest, they should refuse to participate in any activity which might be construed as breaching copyright. A recommended layman's guide to the intricacies of copyright law is Geoffrey Grabh *Copyright Clearance: a Practical Guide* published by the Council for Educational Technology, which provides an algorithm for staying on the right side of the law.

iv) Cataloguing and filing (Introduced by June Atkin, Nottingham)

There are many cataloguing and filing options, and choices should be determined by the centre's specific needs. Detailed records are essential, including not just titles of the recorded materials available but descriptions of contents. One point often neglected is the need for titles, etc., to be given in English as well as the language of the recording, since they need to be accessed by people with no knowledge of the language or, even in the case of learners, very limited knowledge in some instances. This is particularly true for languages which do not use Roman script. Computer cataloguing is already being introduced in some institutions.

v) Duties and career prospects (Introduced by William Oleske, Leeds)

Circumstances and duties vary enormously from one institution to another, some technicians having very heavy responsibilities. In some institutions setting up lab programmes for lessons is a major operation; in others, lecturers are expected to set up their own lab sessions. Technicians who are frequently asked to organise materials at the last possible moment envied those who have a strict ruling on giving adequate notice.

There is a widespread sense of frustration at the lack of promotion possibilities, but this might have to be grudgingly accepted under the present constraints imposed on universities. What is more disturbing and less excusable is the lack of provision for further training. Manufacturers have a vested interest in not training client technicians to service equipment, but they should be pressed to do so. Furthermore, it is clearly in the interest of the university to develop the skills of people who are responsible for highly expensive equipment. It is ironical that educational institutions should lag behind commerce and industry in the provision of in-service training.

* * *

At the end of the session, everyone agreed that it had been a very enjoyable and profitable day, and that it was surprising—even regrettable—that such a gathering had not taken place before. It was decided that at least two such meetings a year were desirable with representation from more universities. A further meeting was scheduled to take place at Nottingham on 15 December 1983.

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Thomas Bloor

Participants not named above were Derek Adams, Wendy Firmin and Peter Roberts (Aston), Michael Moore (Cambridge), David Seymour (Nottingham) and Mike Dawson (York).

ARTICLES

1. John TRIM: Max Gorosch: Founder of AILA
2. James ALATIS: Toward a definition of TESOL
3. John HONEY: The way linguists argue: A reply to Crystal and Hudson
4. Gerald GAZDAR: A note on GPSG

1. John TRIM

Max Gorosch
(obit 1983)

Founder of AILA

His friends in all European countries will have heard with great sadness of the death earlier this year of Max Gorosch. A tribute to his memory has appeared in the Unesco Alsed-LSP Newsletter, written by his close collaborator in the Copenhagen School of Economics, Jacques Qvistgaard. This is not the place to repeat what is better expressed there but more recent members of BAAL, to whom his name may not be familiar, may wish to be reminded of the part which he played in the foundation of our Association.

Max Gorosch's cosmopolitanism is already apparent from the fact that he was a Swedish, Jewish Hispanist working in Copenhagen, commuting regularly between there and his home in Danderyd. He was one of the 'Three Wise Men' (the others being HMSI Donald Riddy and Professor Bernard Pottier, later replaced by Professor Gerhard Nickel) selected by the brilliant young Swedish administrator, Sven Nord, to take charge of the ten-year major project in modern languages initiated by the Council of Europe in Stockholm in 1962. At that time it was hoped that the Council of Europe might fund the setting up of a European institute for applied linguistics. When these hopes were disappointed, it was agreed instead to found an 'association internationale de linguistique appliquée'. This was the origin of AILA.

For the next twenty years, Gorosch was indefatigable in his promotion of AILA, travelling widely and following up all contacts that might lead to the setting up of a new national affiliate or to the strengthening of existing ones. In the early years, the French association, AFLA, was particularly active in promoting the audio-visual, structuro-global methodology of the time. This was presented to different *stages* organised by Gorosch, Riddy

and Pottier for the Council of Europe in many different European countries. The first international colloquium on applied linguistics was held in Nancy in 1964, and subsequently symposia were organised, centred on the theme of teacher training and covering all educational levels from primary school to higher education and research. Many British linguists were involved in this activity, particularly M. A. K. Halliday and Peter Stravens. The publications were issued by AIDELA (Association des éditeurs de linguistique appliquée) and are now little known though they contained statements of principle and good current practice that have a permanent value. The symposia were usually associated with a meeting of the AILA committee, the members of which had varying status. Some AILA affiliates were substantial organisations with a mass membership, other consisted of a small number of experts at university level. In certain cases, a 'national' representative might speak for few besides himself.

The British Association for Applied Linguistics was established in 1967, partly as a sponsoring body for the Second International Congress of Applied Linguistics, which was held in Cambridge in 1969. The Congress attracted over 700 participants from all over the world, listed in the appendix to *Applications of linguistics*, the published papers from the conference. The conference also left BAAL with the healthiest financial balance among the national associations. It led to a rapid increase in the number of national associations affiliated to AILA, which ceased to become an exclusively European body and passed from the sphere of the Council of Europe to that of Unesco. Max Gorosch was extremely active in the promotion of new associations at this time but gradually transferred his energies to the development of the specialised commissions, by means of which AILA promoted international co-operation in a whole series of specialised areas within applied linguistics. As with the national bodies, the size and level of activity of the commissions varied very greatly. Max had very little time for the bureaucratic niceties of administration. The commissions were, however, immensely dynamic and creative, and contributed greatly to the building of working relations among applied linguists in many countries. Gorosch was particularly generous in his treatment of young people, and regarded it as an important part of his activity to identify young people of promise, to promote their careers and to bring them into international work.

At the Fifth International Congress of Applied Linguistics at Montreal in August 1978, Max Gorosch was made the first Honorary Member, indeed Honorary Vice-President, of AILA and was presented with a handsome silver

plate in a profoundly moving ceremony. At that point he left the International Committee and, in the following year, having reached the statutory retiring age, left his Chair in Spanish in the Copenhagen School of Economics, laying down at the same time his formal responsibilities to the Unesco Alsed network on languages for special purposes. Retirement was, however, an impossible concept for Max, and he continued to work within the framework of the Swedish scientific commission, KVAL; the news of his death came as a great shock to all of us who had known and worked with him.

It is difficult, if not impossible in print, to convey the warmth and attraction of Max Gorosch's personality. He inspired great affection, saw good in all men, and could persuade the most disparate types into co-operation. Without this broad acceptance of people as they are, the projects of the Council of Europe and ALIA could never have developed as they did. ALIA, with all its strengths and weaknesses, remains very much his creation. It now faces a period of consolidation and institutionalisation, and many of its more idiosyncratic features will no doubt be ironed out. We shall always, however, remember with gratitude the humanity and vision of its founder.

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2. James ALATIS

Toward a Definition of TESOL

English is the most widely taught foreign language in the world. The teaching of English is therefore a vast undertaking. Vast undertakings require organizations, and organizations, as is well known, require acronyms. Hence TESOL has become the acronym that is most widely used in America to refer to teaching English to speakers of other languages.

Within TESOL a distinction is made between two acronyms: TEFL, teaching English as a foreign language, and TESL, teaching English as a second language. Marckwardt* first called attention to the distinction the British have traditionally made between TEFL and TESL. In the case of

* Albert Marckwardt, 'English as a Second Language and English as a Foreign Language,' *PMLA* 78 no.2 (1963) 25-28.

TEFL, literary and cultural goals predominate and use of the language as an active communicative tool is minimized. In TESL, on the other hand, the primary goal of instruction is the achievement of a high level of communicative competence in English, sometimes developed to a point of balanced bilingualism or, not infrequently, English dominance over the native language.

American usage has moved historically from TEFL to TESL to TESOL. TESOL has the advantage of encompassing both terms. At the same time, its choice reflects the development of the profession from one whose major concern was foreign students to one whose primary focus is domestic learners of English who cannot accurately be described as foreigners.

TESOL is also the acronym for Teachers of English to Speakers of Other Languages, an independent professional organization established in 1966 with headquarters in Washington, D.C. The organization was created out of professional concern over the lack of a single, all-inclusive professional organization that might bring together ESOL teachers and administrators at all educational levels. The formation of the organization was a sign of TESOL's maturity as a profession. Although the word 'international' was not included in the title of the new organization, it was understood by its founders that its scope, concerns, and membership would be international.

Ever since its inception, the history of TESOL has been a history of dynamic growth and rapid development. From an organization whose members numbered a mere 337 in March, 1966, TESOL can now boast of an association of near 10,000 members and of 61 affiliates, 18 of them outside the United States. They are: British Columbia (TEAL) Canada, Colombia (ASOCOP), Dominican Republic (DATE), TESOL Greece, Ontario (TESOL Assoc. of Canada), TESOL Portugal, Israel TESOL, Quebec Province (SPEAQ) Canada, TESOL Spain, Ireland (ATEOSOL), TESOL Italy, Japan (JALT), Mexico (MEXTESOL), Thailand TESOL, TESOL France, Scotland, Korea, Venezuela. It should be added that there is a good deal of interest and preparatory organization in progress in various countries including Australia, Costa Rica, Argentina, Saudi Arabia, and Turkey.

Perhaps the most important contribution that TESOL, the organization, has made to TESOL, the field, is in providing the organizational framework upon which its affiliates can build, each according to local needs. Basic to this framework has been TESOL's insistence upon quality above all, and a sense of professionalism that is growing throughout the world. Organizationally and substantively, TESOL seeks to provide a model for other organizations to

In this regard, it is important to know that TESOL is ready to emulate. In this regard, it is important to know that TESOL is ready to provide a number of services to each of its affiliates. The purpose is to help teachers at every level to develop and maintain effective organizations which constantly seek improvement in the teaching of English as a second or foreign language. The ultimate beneficiaries of such improvement, of course, are the thousands of children as well as adults throughout the world for whom English is a second or foreign language.

It should be emphasized that the abiding relationship between TESOL and its affiliates is one of mutual service and joint need. Through its affiliates, TESOL reaches not only a wide audience, but an organized one. We speak in many tongues, but we speak with one voice. In an age of new challenges and new opportunities for English as a second language teachers, the capability for united action at local, state, national and international levels is most important. At the same time, the affiliates find in TESOL another forum for exchange of ideas, for exploring professional issues, for reaching agreement in a single voice. TESOL helps to strengthen the regional affiliates by providing advice and leadership when requested, and by acting as liaison and communication link among the vast network of TESOL affiliates that is developing throughout the world.

Thus, what gives TESOL its prestige as a creative organization is its international and highly professional spirit. Its members have the opportunity to meet and work with colleagues from various parts of the world, all united in a rich and abiding fellowship—the fellowship of all those committed to the teaching of English throughout the world. The essential bond of their discipline is the English language and what has been written in the language. TESOL's annual conventions and meetings are effective steps to enhance English language studies throughout the world and thus make significant contributions to international understanding. The TESOL Quarterly is the organization's scholarly journal for ESOL, Bilingual Education, and applied linguistics in general. The TESOL Newsletter, which complements the Quarterly, specializes in the news notes and short reports to keep the membership apprised of recent developments and coming events on the ever-shifting ESOL scene.

Finally, the strength of TESOL is attributable to the selfless dedication, devotion, and energy of its membership and its officers. TESOL owes much to Harold B. Allen, who drafted the original constitution and was TESOL's first President (1966-67), and is still its senior statesman. David P. Harris

drafted the first major constitutional revision—adopted in 1974—and was the organization's fourth President (1969-70). H. Douglas Brown drafted the second major constitutional revision which was adopted in 1982. He was also TESOL's 15th President (1980-81) and is now the first Chair of the Publications Committee under its new charge to set up a comprehensive publications program for the organization. Betty Wallace Robinson was the first editor of the TESOL Quarterly and held the position for over five years; she also served as President of the organization in 1973-74. Ruth Crymes served as editor of the TESOL Quarterly for 44 years beginning in 1973. She was elected First Vice President in 1978 and in that office prepared the first TESOL Handbook for Affiliates and Interest Sections. Succeeding to the presidency in 1979, she served for a half year until she was tragically killed in an airplane crash on her way to speak to TESOL's affiliate in Mexico.

In addition, there are two women whose names should be included because of the scope of their influence on TESOL—the organization and the field. They are Virginia French Allen and Mary Pinocchio. Pinocchio was TESOL's President in 1970-71, and Allen has served the organization in many capacities, including the Executive Board and the Publications Committee. Both women have had a wide influence because of the teachers they trained—Allen at Teachers College and Temple University, Pinocchio at Hunter College CUNY. They are both in demand for presentations to classroom teachers—even into retirement, and both have published extensively in the classroom textbook field. The scope of the influence that both of these women have had on TESOL is impossible to measure, but it is pervasive, constructive, and enduring.

As the Executive Director of TESOL, I would like to conclude with one essential point. Traditionally, political differences and trade conflicts have been the focus of international negotiations. In recent years, however, other issues have caused world-wide concern, including the depletion of the earth's resources, environmental protection, and the effects of scientific advances and ever-expanding technology on our way of life. These common concerns demonstrate that people of different nations must learn to cooperate in new areas in order to solve problems that affect all mankind. Language is the key to such cooperation. It is our moral obligation, therefore, to use language study as effectively as we can to help create a sense of unity among men, which is an indispensable condition of peace and general prosperity. It is to this end that TESOL was established, and it is to this end that it is dedicated. As such, TESOL has a great vitality and a sense of youthful idealism that distinguish it from other professional organizations

of youthful idealism that distinguish it from other professional organizations or fields. Domestically, it is our abiding belief in equal educational opportunity - our opposition to discrimination - that gives us a special excitement and relevance. Internationally, this belief has its roots in the notion of mutual educational exchange and improved cross-cultural communication leading to world peace.

James E. Alatis

Dr. Alatis is Dean of the School of Languages & Linguistics, Georgetown University, Washington D.C. 20057 U.S.A.

TESOL Scotland

TESOL Scotland is the latest affiliate (at the time of writing!) of this remarkable organisation. It was inaugurated in Edinburgh on October 15th at a day conference which began with an inaugural speech by Jim Alatis and ended with a dinner at which the speaker was David Abercrombie. In between came a plenary paper by Alan Davies, President of the new organisation, a plenary paper by Ros Mitchell, and a choice of 15 papers by members (including Olivia Farrington, Liz Hamp-Lyons, and Mike Wallace) - members, that is, of SATESL and/or SATEPL, the two existing Scottish associations which will continue their separate identities but enjoy the benefits of an umbrella organisation.

On the Committee are John Landon and Rosalind Grant-Robertson, who chair, respectively, SATESL and SATEPL. The Treasurer is Anna Mackay, and the Secretary Liz Hamp-Lyons (University of Edinburgh Institute for Applied Language Studies, 21 Hill Place, Edinburgh EH8 9DP; tel: 031-667 1011 Ext. 4592 & 4596).

Dr Alatis' article above was written for this issue of the Newsletter by way of celebration of this event: we thank Dr Alatis heartily, and send our best wishes to TESOL Scotland.

3. *

John Honey's pamphlet *The Language Trap: race, class, and the 'standard English' issue in British schools* was reviewed in N/118 (pp 41-52) by David Crystal and by Dick Hudson. Professor Honey here replies. I have added some identifying references at the end. -Ed.

John HONEY

The way linguists argue:
A reply to Crystal and Hudson

I had expected - and intended - that my pamphlet should set the cat among the pigeons, but I scarcely foresaw the intense and emotional reaction it seems to have provoked among some linguists, at least if Professor Crystal's review in BAAL Newsletter (Summer '83) is anything to go by.

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The central argument of *The Language Trap* is that a significant threat to the standards of English taught in British schools has been posed by the way certain propositions in linguistics have been used in such a way as to suggest that facility in standard English is not, after all, as important to pupils as teachers used to claim it to be. Presenting this case involved showing how one core proposition in linguistic theory - about the essential 'equality' of different languages and varieties - had been formulated by a number of respected linguistic theorists in Britain and how these formulations, in popularised form, had filtered through the 'education industry' - essentially teacher-trainers, advisers and others concerned with educational policy - so that in consequence classroom teachers could arrive at a position where they would feel it wrong to promote standard English forms among pupils who spoke non-standard. This I believe has actually happened, and nothing in the criticisms I have seen of my pamphlet has given me any reason to re-think that central argument which my table of quotations on page 4 was designed to illustrate.

Professor Crystal is incensed to discover his name at the head of the list of those whose formulations of that core proposition have been used in the education industry to promote attitudes towards standard English which I claim have been damaging. He rightly points out that in another book (1976), directed at a quite different audience, he has set out a case for the importance of standard English in schools which is very much the same as mine. That is a fair point, which I concede straightforwardly. What I am not certain of is his attitude towards the quotation from his 1968 book (*What is Linguistics?*), reprinted verbatim in subsequent editions. Does he now wish to disown it? Does he wish to re-interpret it? He brushes off

its source as "a simplified little book I wrote for Sixth Formers some years ago", whereas its wide currency among senior pupils, undergraduates and also (I find) teachers in training gives it exactly the kind of influence in the educational community at large which I was trying to draw attention to. Nor should he, at least, be surprised that this is so. I am sorry that he should feel the need to misrepresent the facts as to the audience of that 1968 book, and I am sure that it must be the frenzy of the overkill strategy of his review rather than untruthfulness which has led him to imply that it is mere Sixth Formers rather than teachers and others whom he was addressing in that book. The prefaces to all three editions show the intended audience as including specifically undergraduates, EFL students, teachers, and the general reader. Moreover, it is a strange argument that suggests that in books written for a non-specialist public, academic authors are somehow not responsible for the very sweeping and dogmatic assertions with which they regale their readers.

"We cannot measure one language against the yardstick provided by another." I do not believe that any fruitful discussion of what his review (p.44) calls the comparable efficiency or adequacy of languages, either from a linguistic or from a sociological point of view, can take place so long as he maintains that standpoint about yardsticks. Nor do I believe that he can escape complicity in the general connexion which I have posited, between the promulgation of fuzzily-stated ideas of linguistic 'equality', and the uncertainty of teachers about how to handle non-standard English. Nothing in his review seems to me to render invalid my citation of Crystal (1968 onwards) on yardsticks and comparability as exemplifying the 'relativist' standpoint which my pamphlet suggests has helped to nourish the linguistic attitudes and practices which I examine.

It is, of course, open to him to protest that a writer is not necessarily responsible for the uses to which his writings are put (though I notice he is not willing to extend such indulgence to me for the way my pamphlet was craved by the press, and even by one BBC news bulletin). That may be a fair disclaimer from him, although I think one needs to go on to ask whether the original citations which (he might want to claim) have been misused by others to advance particular causes were defensible in the first place, and before long we must return to the question of what is really implied by the alleged consensus among linguists about linguistic 'equality'.

It is a great pity that Crystal's personal anger has got in the way of

his critical judgement in reading and appraising this pamphlet, since it prevents his grasping one of the basic points I was trying to make. It deals, as I have explained, with the way linguistic theories have been mediated to the educational community at large. He clearly has not understood this, since he demands to know why I do not refer throughout to specialist and technical "books of my own size" (p.43), and holds me up to ridicule for having frequently preferred to offer citations from the educational press, the quality Sunday newspapers, *New Society*, and so on. Since he finds difficulty in following the logic of what I did, I have to remind him of what he surely knows, that there are teacher-education courses in many institutions where students on extended and compulsory language programmes do not read a line of Chomsky in the original, or even of Lyons's *Semantics* which he cites as fundamental to some of these issues. If he will look again at Savage's reader *Linguistics for Teachers* cited on my page 4 list, he will find neither Chomsky nor Lyons in their original form, and the same is true of (for example) the Open University reader (ed. Pugh et al.) *Language and Language Use* (1980). From works such as these he will see how common or otherwise it is for teachers to receive their crucial ideas about language from "primary technical sources", which even their lecturers may not have read. And the charge of having cited "pop" sources rather than solid originals in my pamphlet comes oddly from someone who appears in my page 4 list for a quotation which is backed up by no specific source references whatever: not a single one.

The essence of Crystal's case against me is that I "attribute extreme and absurd views to linguists" (p.46), and salutes which I then demolish. But does he deny that linguists have claimed to believe, and certainly have propagated (as he in his published works has propagated) propositions about linguistic 'equality' such as I attribute to Crystal, Lyons and Trudgill on page 4 of my pamphlet? Arguing for himself, he can explain away the implications of "equally good" by saying that he only meant "comparably efficient/adequate" from a linguistic but not from a sociological point of view, though even in saying this he has to go on to assume that all the qualifications about 'needs' and adjustment to 'contact situations' which I said deserved to be spelled out if any such efficiency were tenable, would automatically be taken as read by any serious student of the subject. My own experience is that students and teachers simply do not make all those allowances and qualifications which Crystal, in trying to justify his citation about the social development of the users of a language, now

protests are implicit as a matter "of course" (p.45). Certainly it is strange that in a book which he now claims was "written mainly for Sixth Formers" he did not feel it necessary to spell out any of those rather crucial qualifications.

* *

So, on this basis, my whole case on the "equal goodness" issue can be dismissed as a "myth" (p.47). But wait: we have not seen what the other linguists he seeks to defend would want to claim as their understanding of linguistic equality. For Lyons, it involves support for the 'working hypothesis' that "all languages are comparable (n.b. not equal) in structural complexity and expressive power" (personal communication). There seems plenty of evidence on the score of comparable complexity, and time and again I refer in my pamphlet to the demonstrability that specific languages or dialects are not merely 'debased' versions of others but are complex, rule-governed systems. But the "comparable expressive power" bit worries me. I would have thought that there was enough evidence that many of the languages of (say) pre-literate societies which cannot measure time or distance in any but the vaguest way cannot have comparable expressive power with advanced societies whose languages give their speakers the power to do so. It may well be that this is an objection which can be overcome, but I have yet to see a convincing discussion which does so. For Crystal, of course, the issue is settled, and the idea of room for dispute is part of the Honey "myth": "Go and look in *JAL*, *ANL*, and elsewhere". It would help us all here if Crystal were now to produce citations of the six articles in those journals which, in his view, most convincingly and explicitly settle the issue of "comparable expressive power" or "functional optimism" among all languages. After that, we would all be interested in his demonstration of how widely known and commonly cited those conclusive articles are, in the mainstream of linguistic discussion - and here I do not even mean in the kinds of linguistic texts read by teachers. My own spot check among four graduates in linguistics of British universities found that none of them could remember details of any article which they might have read in either of those journals, and there were among them those who had difficulty in naming the journals from their initials.

My "myth" in suggesting that linguists are unclear about what is really meant by the various formulations of the linguistic equality theory which

teachers have understandably then interpreted in the 'equally good' sense that I have set out in my pamphlet, looks even more stark when we pass from Crystal's and Lyons's understanding of it to Trudgill's. For him, the version of the theory that all linguists are agreed about relates rather to the potential equivalence of language varieties, and he rightly points out (personal communication) that insofar as my pamphlet might give the impression that such notions stem from Chomsky, linguists had these views long before Chomsky arrived on the scene. This I accept, but I am much struck by the notion of potential equivalence, which is of course very different from actual equivalence, and indicates that enormous changes may have to take place before it is realised. Just how, and how far, languages can cope with such changes must be an important part of the controversy. If this is what Trudgill thinks linguists mean by linguistic equality, then the ground has shifted yet again. I see what Dick Hudson means when he writes in his review about the bland assertions linguists make on this, and how much room for clarification there is on these points. I return to my premise that all this is not a matter of "imaginary" targets and a "myth" of my own invention, as Crystal dismisses it, but a real problem of confusion and uncertainty among the specialists which has in turn led to confusion and uncertainty among teachers who have been influenced by them.

* *

I have to say that I think Crystal's personal pique has led him into a number of misunderstandings of what I was saying, and into a number of indefensible positions. His defence of Labov's 1969 paper is quite extraordinary. He now confesses his "reservations" about Labov's approach, and thinks he goes too far. Yet he says my criticisms lack historical perspective, and because of that I "have the gall to dub Labov's paper a travesty of scientific method". But does Crystal really want to defend the research methods, and the exposition of evidence and argument, as they are set out in that paper? How does historical perspective of the climate in which these issues were discussed 15 years ago affect the scientific authority of Labov's conclusions as set out in that paper? Why is it "gall" to question those methods of enquiry and argumentation? If we really accept Crystal's logic of exculpation here, I can imagine similar excuses for Lysenko's research methods, or Sir Cyril Burt's.

His allegation of inconsistency in my references to the grammatical regularity and communicative adequacy of non-standard London speech (p.44) misses the point: though adequate within the limited speech community, it is inadequate for communication outside it.

I simply do not accept Crystal's assumption that it took "12 hours for sputnik to have incorporated itself into the world's languages" in 1957 (p.45). Genuine incorporation into a lexis cannot be judged on the basis of 12 hours of use. Moreover, I am told there are languages in the world which to this day do not contain the word sputnik.

All his comments on his page 49 on observations of mine can be firmly answered, but I have space for just three. Somebody, he says, should warn the Australian, Scots, Liverpudlian and other humorists on TV about my absurd suggestion that prejudices against non-standard English are becoming stronger. It is interesting that he should pick on TV comedians, for this example neatly illustrates an important dimension of attitudes to non-standard speakers on the media. I wonder what he would make of the reactions to other media performers, e.g. commentators from Ulster (like John Cole) and Eire, as witness the comments and correspondence in *Private Eye* throughout June and July 1983, and Simon Hoggart's piece in the *Observer*, 7.8.83. But perhaps such non-academic sources are beneath Crystal's contempt.

"There are almost no pure dialect speakers left in Britain": someone (says Crystal) should tell the Leeds Dialect survey they're wasting their time. The answers to this are, first, that the Leeds Survey don't think it's a waste, and their spokesman's specific comment on the question of how many pure dialect speakers there are now (June 1983) in Britain spontaneously confirmed that he didn't think there are now any pure dialect speakers. Secondly, Crystal's resort involves him in repudiating his Reading University colleague Malcolm Peet, whose 1980 book on dialect makes precisely the point I did (pp. 34-35, 95). Thirdly, it also involves him in doing violence to exactly that historical perspective which he charged me with neglecting in the case of Labov. The quotation is wrenched from a context in which the preceding paragraph had made it clear that it was by comparison with the situation up to the 19th century that the prevalence of pure dialect was now being judged. This is the type of silliness into which Crystal is driven by his hysterically defensive stance.

He likewise ridicules my concern about the standards of English of some university entrants. The only evidence I can cite here is not of such standards themselves but of the judgements of numbers of university teachers: I have a dossier of reported complaints by such people, and am interested to find that Professor Lyons agrees with me about "declining standards of literacy in British schools (and in university entrants)". So when Crystal asks mockingly "what is the stuff that most of my students speak and write called, then?", we are entitled to ask how far he takes his loathing of prescriptivism (p.47), and whether he believes there are any standards of 'correctness' or acceptability at all which teachers and dons are justified in expecting from their pupils. This is a crucial question, since a clearer idea of the proper margin of prescription for English in schools seems to me a very appropriate matter of discussion among those who are (p.50) "busy working on how standard and non-standard English is to be integrated within the curriculum", or on syllabuses for teacher training, or providing school text books or other materials on the way language works: or (I would add) those responsible for the policies of examination boards. Dr. Trudgill is quite open about where he stands on the issue of prescription: except in pathological cases, the notion of correctness does not apply - as far as grammatical structure is concerned, speakers always speak their own dialect correctly. How workable this principle is in constructing syllabuses, text books etc. and in everyday teaching deserves to be more widely discussed, rather than simply asserted. Similarly, Crystal's bland assertion (p.46) that it is by no means true that fostering non-standard forms in schools can be at the expense of pupils' progress in the use of standard English because his contacts with teachers over 12 years lead him to believe it does not happen, must be set against the experience of teachers, teacher-trainers and other educationists who feel that there are circumstances in which the promotion of non-standard forms may well be at the expense of achieving facility in standard: the experience of promoting Black English in North America and, more recently, in Britain has certainly caused such teachers to think that this is so. I suppose I must fall back on my own experience within the past 10 years as classroom teacher, teacher-trainer and as HMI engaged inter alia on enquiries into language work in primary and secondary schools, in explaining why I simply do not accept his blanket assertion that it is by no means true that teachers get the balance wrong. We're in a funny intellectual and professional climate when for an academic and teacher-trainer to stand up

and express his alarm at this situation is to invite the accusation (p.47) of "a massive piece of scaremongering".

Only an advanced state of personal bitterness can explain one or two of the pils into which Professor Crystal has fallen in his passion to discredit this pamphlet. Tearing a sentence out of its context and failing to complete the quotation enables him (p.47) to represent me as maintaining a stance "just a little step away from 'straightforward suppression'" of non-standard English in schools, and as being cruelly insensitive to the problems of pupils' self-esteem. In fact, the full text makes clear that (1) I do not believe that these problems are always as great as they are sometimes claimed, for reasons I give; and (2) I believe that far greater damage to self-respect is implicit in the language policies which I criticise. Elsewhere (p.42) he is able to portray me as an irrational believer in a "conspiracy", by the device of conveniently suppressing a vital if -and by failing to recognise the function of the counterfactual conditional mood. It is surprising that a linguist, of all people, should be reduced to arguing in that way. We must ascribe to that same unfortunate motivation his need to sneer at my own reference to myself as a socio-linguist, and at my connexion with Barbara Strang, and his slighting reference to a Singaporean linguist (p.47, 49).

In all the welter of bluster and counter-allegation that constitutes Crystal's review, one thing worries me more than anything else. He really believes -he states so emphatically and explicitly (p.45) - that I am under the impression that I was the first person to perceive that the theory of functional optimism is "at best an open question". I am in the unique position of being able authoritatively to refute his stated belief, but what is a matter for serious concern is his willingness both to believe, and dogmatically to assert, a proposition which is simply untrue. So much for the passion for 'evidence' which is argued back and forth in the pamphlet and in his review. It is now conventional for linguists to argue, in support of their belief about linguistic equality, that it will hold until evidence to the contrary is forthcoming. I should have thought that the common-sense position was the other way: though we have no evidence that 'primitive' languages are structurally less complex than others (indeed they may be more so) their expressive adequacy has limitations which are attested by the need for their speakers to switch into other languages for an increasing range of functions. Lyons, at least, comes clean about his underlying reasons for assertions about linguistic equality: it is

"ideological confidence rather than empirical knowledge" (Chomsky, 1977 edn., p.172). Since I sympathise with Lyons's ideological outlook I want to share that confidence, but to suspend one's critical faculties because of what one wants to believe, or, like Crystal in his review, to believe the worst because of one's emotional state, seem to me to be an unsound basis for argumentation among linguists on important issues. Ironically, it is Labov, whose 1969 paper I have criticised ferociously, who reminds us of the importance to good scientific work of a value-free atmosphere, a dispassionate approach, the conflict between objectivity and commitment (in *Language in Society*, XI, 2, 1982, pp 166-7).

* * *

Dick Hudson's review is a different kettle of fish, since his own amour-propre is not at risk; and I am grateful for the warm agreement he is prepared to express with much of it, even though he is forced finally to regret its publication. I only want to make two points in reply, after conceding his perfectly proper criticism that my reference to Whorf would have benefited from acknowledgement that Whorf argued the functional superiority of Hopi over (say) French for certain purposes. (I should mention, too, that Peter Trudgill's comments on my pamphlet, in a stoutly-argued letter of predictable but courteous disagreement, included the very valid point that Bolinger's generalisation (which my pamphlet quotes on p.27) that underprivileged forms are never adopted as a general standard, is disproved in the case of Norway.)

First he thinks my pamphlet will confirm people in their prejudices about language. I can only answer that one man's prejudice is another's precious conviction, and if we want to alter people's attitudes to language it will not be by arguing in a fundamentally defective way (as I have tried to show it to be) about such things as linguistic equality. I would go further, since my professional concern is with education, and say that the 'prejudices' of parents and teachers in favour of pupils' gaining a real facility in standard English are not necessarily rooted in bigotry and ignorance, and that the whole set of theoretical presuppositions made by linguists about the relationship between language varieties needs a great deal more sorting out before we assume that we have an adequately based and coherent sub-discipline of educational linguistics ready to incorporate in syllabuses and write up in text books. Dr. Hudson's own efforts to promote such sorting out can only be applauded.

Secondly, I really must answer his final point that I am "ambiguous throughout", "managing to face both ways" on the issue of accent. If he looks more closely at what I was saying, he will find that there is no inconsistency whatever. The pamphlet uses examples of London English (on pp. 111 and 23) which are, in Stewart-Bickerton terminology, basilectal (or near-basilectal). That is, they contain non-standard grammatical forms (pronoun case, double negative, past tense, etc.); contracted interrogative which contrast with standard grammar and, demonstrably in the second example, are pronounced in ways which are very markedly different from standard, so much so that they may well be unintelligible except to speakers from the same community. By contrast Mr. Scargill uses completely standard English and, as anyone who has studied his spoken English will confirm, commonly uses near-acrolectal (virtually standard English) pronunciation with the variable use of certain emblematic features of an original Barnsley accent, depending on his audience. Thus, for example, in two different TV interviews commenting on the general election result, on BBC and ITV on 10.6.83, Scargill showed no clear non-standard features, and in the longer of these (ITV), even the word industrial came out without the realisation in the second syllable of the characteristic northern u. But a TV excerpt on 11.6.83 of his address to the Northumbrian Miners' Gala showed the realisation of that phoneme in courage, as well as his original dialectal system for word-initial h (in has). I take it that in any case Dr. Hudson is not attempting to argue the proposition that all accents in Britain are equally readily intelligible outside their own localities. My own hope would be that it would become more possible than it now is for those London schoolchildren to achieve the same facility as Mr. Scargill's to operate in more than one arena of discourse.

School of Education
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Leicester.

John Honey

GRYSIAL, David, What is linguistics? (Edward Arnold, 1968)
-- Child Language, Learning and Linguistics
(Edward Arnold, 1976)
HONEY, John. The language trap: race, class, and the 'standard English' issue in British schools, Kay-Shuttleworth Papers on Education No. 3 (Kenton, Middlesex: National Council for Educational Standards, 1983). (£2 post free)

See N/L18 p.41; also p.53 of this issue (letter from the Professor of General Linguistics in the university of Liverpool)

4. * * * Following Conle Cullen's report in N/L18 from IAGB's Spring meeting at Sheffield, which was preceded by a workshop on Generalized Phrase Structure Grammar, Gerald Gazdar has kindly supplied a '2-slides-A4' information note on GPSG.

Gerald GAZDAR

A note on Generalized Phrase Structure Grammar

In the last four years there has been a surprising resurgence of interest in phrase structure grammar as a theory of syntax. Closely related to this trend in theoretical linguistics has been a renewal of interest in the computational application of PSGs in the construction of parsers for natural languages.

Generalized phrase structure grammar (GPSG) is a sophisticated variant of context-free phrase structure grammar. It falls within the family of theories that have been usefully characterized as "Extended Montague Grammar" by Emmon Bach and Barbara Partee. These theories have much in common, including the working hypothesis that a single level of structural description is sufficient for both syntactic analysis and semantic interpretation, and a metatheoretical commitment to the desirability of explicitly providing the rules necessary for such interpretation.

The major innovation that GPSG makes is that the grammar itself is not defined ostensively, but rather it is defined indirectly by various techniques which have the effect of both allowing the grammar definition to capture significant generalizations, and making the grammar definition several orders of magnitude more compact than a simple listing of rules would have been. Over its 25 year history, transformational grammar developed a whole armoury of linguistically useful notations, and many of these can just as well be used in characterizing GPSGs. Crucially, GPSG employs (1) categories defined in terms of syntactic features, and (2) an inductive definition of the set of rules in the grammar via linear precedence rules, rule-schemata, metavariables (mappings from one set of rules into another), and principles of feature instantiation.

Rule schemata allow generalizations to be captured by collapsing sets of rules with some common property into a single statement. Like a rule schema, a metavariable is a grammar characterization device (i.e. a clause in the definition of the grammar). But unlike a rule schema, it is one which enables one to define one set of rules in terms of another set, antecedently given. Generalizations which would be lost if the two sets of rules (e.g. active VP rules and passive VP rules) were merely listed are captured by the metavariable. With respect to syntactic features, work in GPSG has shown how their use for sub-categorization in a context-free PSG can capture generalizations that had had to be stipulated in the standard transformational account employing context-sensitive lexical insertion. Furthermore, the use of features to handle the class of unbounded dependency constructions (e.g. relative clauses, wh-questions, topicalization, etc.) is able to capture as a theorem a generalization about their interaction with coordination that was never satisfactorily captured in transformational grammar, namely Ross's Coordinate Structure Constraint.

Among the areas of syntax that GPSG work has covered in depth are the sub-categorization of verbs, the English auxiliary system, coordination, questions, relative clauses, noun phrases, adjective phrases, prepositional phrases, and infinitival and sentential complements. Many of the facts dealt with have been at the centre of recent controversies in generative grammar. However, GPSG analyses have also been provided for some neglected syntactic constructions. The earliest GPSG work concentrated on English, but in the last couple of years

p.48

various scholars have developed fragments, sometimes quite extensive ones, of the grammars of Adyge, Arabic, Basque, Catalan, Chinese, Dutch, French, German, Greek, Hindi, Irish, Japanese, Latin, Makua, Palauan, Polish, Spanish, Swedish, and Welsh.

Computational applicability Most computer scientists working on natural language processing are not interested in details of grammar per se, nor is there any compelling academic reason why they should be. However, in the absence of computationally usable grammars provided by linguists, they are forced to produce their own. This is a waste of their time, and runs the risk that faults in their syntax will subsequently appear to be faults in their theory of processing. The progenitors of these programs are not to be blamed for this state of affairs; rather linguists deserve the blame for not providing that for which they are academically responsible. Thus, since GPSGs simply define PSGs, and since PSGs are both computationally tractable and very well understood, it is perhaps not surprising that GPSG has proved of interest within the computational linguistics community. There are already two commercial computer implementations of GPSG-like grammars (Hewlett Packard and Texas Instruments), and several large experimental parsers and grammar testers in academic institutions.

Biblio:

The excellent (6) and (9) provide the only extant textbook-level discussions of GPSG, and (2) is an intendedly painless introduction to the GPSG treatments of coordination, questions, and relative clauses (and the volume includes a "discussion" between Thompson, Chomsky, and Gazdar). (3) is complementary to (2) but is comprehensive rather than comprehensible. (1), (4), and (5) are collections which include a large number of fairly technical GPSG papers. Finally, (6), (7), (8), and (9) all deal with the language processing issues provoked by GPSG. A bibliography of over 150 recent papers in phrase structure grammar is available from Gerald Gazdar on request, as is a descriptive list of nine existing computer implementations of GPSGs.

- (1) Barlow, Michael, Daniel Flickinger and Ivan Sag, eds. (1982) *Developments in Generalized Phrase Structure Grammar: Stanford Working Papers in Grammatical Theory*, Volume 2. Bloomington: Indiana University Linguistics Club.
- (2) Gazdar, Gerald (1981) 'On syntactic categories'. *Philosophical Transactions (Series B) of the Royal Society* 295, 267-283.
- (3) Gazdar, Gerald, and Geoffrey Pullum (1982) 'Generalized phrase structure grammar: a theoretical synopsis'. Mimeo, Indiana University Linguistics Club, August 1982.
- (4) Gazdar, Gerald, Ewan Klein, and Geoffrey Pullum, eds. (1983) *Order, Concord and Constituency*. Dordrecht: Foris Publications, papers by Borsley, Cann, Horrocks, and Stucky.
- (5) Jacobson, Pauline, and Geoffrey Pullum, eds. (1982) *The Nature of Syntactic Representation*. Dordrecht: Reidel, papers by Gazdar, Jacobson, Maling and Zaenen, and Sag.
- (6) Johnson-Laird, Philip (1983) *Mental Models*. Cambridge: Cambridge University Press, chapters 12 and 13.
- (7) *Proceedings of the 21st Annual Meeting of the Association for Computational Linguistics*. SRI, Menlo Park: ACL, papers by Joshi, Perrault, Pullum, Shieber, Shieber et al., Thompson, and Uszkoreit.
- (8) Sparck-Jones, Karen, and Yorick Wilks, eds. (1983) *Automatic Natural Language Parsing*. Chichester: Ellis Horwood, papers by Gazdar, Kay, and Pulman.
- (9) Winograd, Terry (1983) *Language as a Cognitive Process: Syntax*. Reading, Ma.: Addison-Wesley, section 6.7.

* * Dr. Gazdar's address is: School of Social Sciences, University of Sussex, Falmer, Brighton, BN1 9QN.

REVIEWS

1. Merrill SWAIN & Sharon LAPKIN:
Evaluating bilingual education: a Canadian case study Thomas
2. R. B. Kaplan (ed.):
Annual Review of Applied Linguistics, Volumes I and II Hartmann

1. Merrill SWAIN & Sharon LAPKIN *Evaluating bilingual education: a Canadian case study* (Multilingual Matters 2 (Clevedon, Avon, England: Multilingual Matters Ltd., 1982) 127 pages ISBN 0-905028-09-0 Pbk £3.90 (Hdbk: 0-905028-10-4 £8.90).

Reviewed by Alan THOMAS

This is an informal presentation of a technical report *Bilingual education in Ontario: a decade of research* (The Ministry of Education, Ontario, 1981), in which three alternative immersion programs for the teaching of French as L2 were evaluated. Immersion students (monolingual English on entry, in almost all cases) are taught the same curriculum content as their peers in the 'regular' English medium program, but the language of instruction is French: parents freely opt for either program. Chapter 1 tells us that demand for an effective L2 program has followed on the emphasis on French as the language of work in Quebec (and its subsequent legalisation as such). This has brought some English Canadian parents to realise the value to their children of knowing French, for economic, educational, cultural and political reasons. As the majority language group outside Quebec province, learning French as L2 was unlikely to pose a threat to personal or cultural identity, nor to L1 maintenance: the question posed by immersion parents was, 'Would learning an L2, and being taught through it, have adverse effects on L1 literacy or on academic achievement?' The rest of the book answers that question.

Chapter 2 gives a clear account of what immersion programs are about. Early immersion programs can begin (at the beginning of formal schooling) either with exclusive use of French in the classroom (total immersion), gradually reducing to a 50-50 balance of French and English, or with partial immersion which is maintained at 50-50 right along. Late immersion programs, beginning around 7th or 8th grade, can start at 60% French, levelling off to 40% or less. They provide a naturalistic setting for L2 learning, in that students acquire language in much the same way as they acquire their L1 - by interaction in which the focus is on content rather than form. Particularly in early immersion programs, children are exposed to a large amount of L2 use by the teacher in the first two years, but can use either L1 or L2 themselves. During this period, French is gradually established as the language of the classroom. Children use French words and idioms as they learn them: they hear them in the course of general teacher-student interaction, but also key vocabulary items are fed in in context, 'conveying real messages through the use of pictures, gestures and other body language cues' (p.6). The initial focus is on developing the child's comprehension of French rather than on his productive abilities, again on analogy with L1 acquisition. In late immersion programs, where students will have had previous formal teaching of French as a second language in daily 20-40 minute class periods for two or three years, French is frequently made the classroom language right off, but teachers' corrective activities focus on content rather than on grammatical form.

In Chapter 3, the authors address the questions most frequently asked about immersion programs, such as: Are the students' skills in their L1 English affected? Do they come out of the program with more French than those who've only had conventional contact hours? Does their general academic achievement compare with that of their peers in monolingual English programs? Tests used to monitor the progress of immersion students over a period of nine years in comparison with a control group in the regular English program and a group of native French speakers, are critically described, and the rest of the book presents the results.

As far as the acquisition of French goes, Chapter 4 provides an unanswerable argument in favour of early total immersion programs. Students in these programs lag behind a group of native French speaking peers in Montreal only in the productive skills of speaking and writing. Early partial immersion students ultimately compare with their total immersion peers in receptive skills, as measured by listening and reading comprehension tests, while late immersion students are consistently behind both early immersion groups. At the same time, all immersion students outperform those who have had only the conventional daily 20-40 minute classroom session in French. One indicator of the optimum school setting for minority language teaching which emerged was that schools which were exclusively for immersion students provided a more favourable setting for the acquisition of French than did those which had English medium and immersion programs running side by side. Interestingly, immersion students—despite their fluency, and the favourable perceptions of it held both by themselves and their francophone peers—were reluctant to initiate conversations in French, though they happily responded to them. As might be expected, immersion students initially lag behind their English program peers in English language literacy skills; but, ultimately, they make up the shortfall in full, with early total immersion students outperforming their English program peers.

In relation to general academic achievement, tests of knowledge in specific subject areas (Chapter 5) indicate that early total immersion students are the equal of the English program comparison groups, and have the edge on them in work study skills. Early partial and late immersion students show up less well in the acquisition of mathematical and science skills—but, of course, their weaker L2 skills may partly account for it.

As would be expected, early immersion students adjust best to the school environment (Chapter 6), and develop positive attitudes towards francophones.

This excellent book provides a clear exposition, in everyday language, of the Canadian experience with immersion programs. The case is undoubtedly made, particularly for early total immersion programs, though as with all similar situations, it is not enough merely to have an effective educational instrument for teaching a minority language. Parental involvement, and the fact that, being the majority cultural group, they have no cause to feel under threat on entry into the minority culture, count for a lot; as do the optional nature of the program, and the positive attitudes towards French and French Canadians of those who so opt. In other words, the educational instrument works, for those whose social and cultural set make them amenable to it or for whom there is perceptible material advantage in submitting to it—the constant dilemma of minority language teaching.

Alan R. Thomas

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Alan Thomas teaches Sociolinguistics and Contemporary Welsh; he has published on Welsh dialects and on the grammar of contemporary Welsh. He is a member of IAGB and on the committee of the International Linguistic Association.

2.

Annual Review of Applied Linguistics Volumes I and II, general editor R. B. Kaplan. Newbury House Publishers, Rowley/Massachusetts. 1981, 1982.

Reviewed by Reinhard HARTMANN

Because of financial cutbacks many of us find ourselves forced to think about priorities, to take stock. Because of these constraints some may consider it healthy to go a step further and ask where our whole field is going, and whether the directions taken are the right ones. In such a situation one looks around for guidance, preferably of the type that is regularly updated. Fortunately, a new American series, the *Annual Review of Applied Linguistics (ARAL)*, has begun to fulfil this need.

ARAL I (1979-80) contains 13 survey articles under 4 main headings: Bilingualism, Language Teaching/Learning, Psycholinguistics, and Sociolinguistics; *ARAL II* (1980-81) has 18 contributions under the three headings: Language Policy, Language-in-Education Policy, and Language Teaching & Literacy. There are informative introductory essays and overviews by the General Editor and a team of editorial helpers as well as a wealth of bibliographical detail in addition to the well-coordinated commissioned contributions of 33 different authors.

My first reaction to *ARAL* was to wonder why this sort of thing has not been tried before. (Various collections of essays, reports and conference proceedings exist, but they usually present only a restricted view.) My second reaction was to admire the initiative of the editors and the quality of the contributions. (It is not easy to get a range of authors together at short notice to produce a coherent state-of-the-art survey.) Thirdly, I wondered whether applied linguistics had really grown up into a respectable (if somewhat diffuse) set of scientific interests. Robert Kaplan's modest remarks about the goals and future development of this series are to be commended; by making recent scholarship more readily available, it manages to evaluate progress, to define boundaries, and—perhaps most importantly—to show up gaps.

The 1979-80 volume concentrates on some of the more traditional concerns of applied linguistics. It starts with a useful discussion of bilingualism, pidginization and other contact phenomena, then reviews recent work on language teaching and syllabus-design, and finally treats various psycholinguistic and sociolinguistic issues, including testing and sign language. I find the first half of the volume which deals with specific issues more useful than the second which makes practice subsidiary to theory. A spirit of eclecticism pervades most of the contributions; many manage to strike a healthy balance between scepticism and enthusiasm.

Sociolinguistic topics predominate in the 1980-81 volume. Kaplan and Kachru set the scene by stressing the related facts that our century has been one of migration and displacement for millions of people around the world and that multilingual variety rather than monolingual uniformity should be the object of linguistic analysis and language planning. Extremely interesting case studies are then presented of how language policy is (or is not) affecting different parts of the world. I particularly profited from the discussion of such themes as English in India, Arabisation in the Middle East, bilingual education in the United States, language maintenance in the Philippines, language teaching in East Africa, and linguistic minorities in England.

There are some unique features worth mentioning. All contributions contain detailed and up-to-date references, many also have an annotated bibliography. The presentation, though produced from typescript, is usually clear and uncluttered. Current trends seem well-covered, but occasionally the line between established fact and personal opinion becomes blurred. Thus it is

difficult for the reader to reconcile statements on the impact of trans-formational-generative grammar, which is praised in one essay, but derided in another. Some references are obscure, some inconsistencies remain, some odd formulations might have been edited out. A careless slip gives BAAL a new title. The biographic information on individual contributors is so minimal as to be almost misleading. Most seriously, the historical perspective is entirely absent: one would have liked to know, e.g., why 'applied linguistics' as an academic discipline developed relatively late in the U.S. Specifically, I would question strongly Jack Richard's assertion that "the applied linguistic concept of Error Analysis was a direct outcome and application of Chomskyan linguistics"

But these flaws are negligible when we consider the overall benefits. We are offered a widened scope for applied linguistics, which is seen not just as language teaching + linguistic adornments, not just as hyphenated specialisation (linguistics plus psychology, linguistics plus computing, etc.), not just as linguistics in search of practical applications, but rather as a complex of language problems that can be solved in a spirit of scientific enquiry, public sponsorship, and expert collaboration. The first two volumes have introduced some old and some new such problem areas. Future volumes presumably will bring others (numbers III to V, to '84-85, are in active preparation). It is to be hoped that the editors' appeal to critical comment from the readership will lead to increased academic contacts, to the ultimate good of applied linguistics as a whole. I recommend the series for widest possible dissemination.

University of Exeter

R. R. K. Hartmann

* * A note about *ARAL*, by Robert Kaplan (Dept. of Lings., Univ. of Southern California), appeared in *N/L16* Autumn '82 p.52.

BAAL N/L19 Aut83 p.53
VI LETTER

Worcester College

To:

The Editor

BAAL Newsletter

Oxford.

28.10.83

Dear Sir, I find Prof. Crystal

is to be congratulated on his review of The Language Trap.

When I first read the said pamphlet, I could hardly understand a word of it. But now Prof. Crystal as made me see that J. Honey is really quite a reasonable man (comparatively speaking, that is).

Yours truly

R. Harris

Some Notices

Colloquium on the History of Reading and of its teaching and study

Date: Saturday 17 March 1984

Venue: Centre for the Teaching of Reading, University of Reading

Information: Tony Pugh, Open University (Yorks. Region), Fairfax House,
Leeds LS2 8JU.

Greg Brooks, NFER, The Mere, Upton Park,
Slough SL1 2DQ.

N.B. The venue is now Reading, not London.

Conference: Languages without a written tradition and their role in education

Date: Friday 31 August - Sunday 2 September 1984

Venue: Thames Polytechnic, Woolwich, London SE18.

Information: Dr Thomas Acton, School of Social Sciences, at the Poly.
Tel: 01-854 2030 Ext. 452

The 1984 ABC Summer Workshops organised by the TESOL program at
Teachers College, Columbia University

Date: 25 June - 14 July 1984

Information: John F. Fanselow, Box 63 BA, Teachers College,
Columbia University, New York, NY 10027, U.S.A.
(Proposals for presentations at the ABC Summer Weekend
Colloquium, July 6 and 7, should be sent to the
same address.)