

BRITISH ASSOCIATION FOR APPLIED LINGUISTICS

NEWSLETTER

No. 1 March 1976

EDITORIAL

One of the most useful services which BAAL could perform for its members is that of providing a fairly rapid and unpretentious channel for the exchange of information, ideas and opinions on all aspects of Applied Linguistics. Many workers in this field find that they are attempting to straddle a large number of disciplines and that they are increasingly dependent on other workers with expertise in these disciplines for simple information about what to read in a limited amount of time. This first issue of the newsletter contains two surveys of recent literature, one on clinical linguistics, and one on discourse analysis. Similar surveys are in preparation for later issues, and offers from BAAL members interested in contributing to this service will be received most gratefully by the editor. It is envisaged that this sort of article will be the main feature of subsequent newsletters, but offers and suggestions of other contributions will be welcome. Short reviews and notices of recent new books of general interest, detailed accounts of textbooks and teaching materials which are being used, reports of research in progress, requests for information - all these will be equally welcome.

Clearly, this is the sort of activity which can only develop with the active support of BAAL membership. We have no doubt that members will find the contents of this issue useful, and we are most grateful to those who responded so rapidly to early invitations and requests for contributions. The usefulness of subsequent issues will be entirely dependent on the number of offers of contributions - of all kinds - made over the next few months.

CLINICAL LINGUISTICS: Some recent bibliographical additions.

LEE, L (1974) Linguistic Approaches to Developmental Language Disorders
 FOLIA PHONIATRICA Vol. 26 pp 33-37

A masterly historical review of the linguistic contribution to diagnostic and therapeutic techniques in the assessment and remediation of child language disorders. The relative values of behaviourist, transformational-generative, and generative semantic approaches are compared with regard to their clinical usefulness. The emphasis, while being avowedly practical, is backed by an adequate understanding of theoretical issues. The basic philosophy of the author is "to make use of new ideas wherever we find them, to test them out in clinical teaching, and to modify or adapt procedures to suit our clinical needs" (p.34).

SCHNITZER, M L (1974) Aphasiological Evidence for Five Linguistic Hypotheses
 LANGUAGE Vol. 50 pp 300-315

In the tradition of Whitaker, Blumstein, Kehoe and previous Schnitzer papers (see Goodglass and Blumstein Anthology mentioned below) this paper analyses the errors made by one dyphasic patient in speech and also his judgements of the grammaticality of sentences. The patient's linguistic and metalinguistic performance provides evidence which the author concludes as supporting the neurolinguistic reality of performative analysis, discourse rules, a copula creation rule for English, the partial independence of syntax and semantics, and the function of pronouns as pure variables

Volumes of selected readings:

GOODGLASS, H and BLUMSTEIN, S (Editors): Psycholinguistics and Aphasia
 John Hopkins University Press Baltimore 1973

A useful collection of articles reprinted from journals such as CORTEX, chapters abstracted from major works such as MACDONALD CRITCHLEY's "Aphasiology", JAKOBSON's "Selected Writings", and new contributions apparently written especially for this volume. The book is divided into five parts along conventional linguistic lines of I General Overview; II Phonology; III Syntax; IV Semantics and Lexicon; V Several Psycholinguistic Dimensions. The papers included are almost entirely restricted to the productive aspects of aphasic impairment in the spoken medium only, which thus presents a rather narrow view of the language disturbance. The editors, however, do a fine job in drawing together the various threads of research in their opening editorial article and in providing commentaries at the beginning of each paper. As well as bibliographies at the end of each paper, there is an extensive, though "selected", seven page bibliography of psycholinguistics and aphasia at the end of the book.

LONGHURST, T M (Editor): The Linguistic Analysis of Children's Speech: Selected Readings MSS Information Corporation New York 1974

The title of this collection is misleading; the contents are all confined to clinical studies. There is no editorial commentary, though the papers are organised into four relatively homogeneous sections, entitled I Topography of Deviant Language; II Collecting and Preparing Samples for Analysis; III Linguistic Analysis: MLR, NDW (TTR), and LCI; IV Linguistic Analysis: LASS, ISCD and CORS. (The latter crop of acronyms refers to the different types of analytical procedures.) There are some interesting minor papers on sampling techniques as well as reprints of most of the major papers illustrating the various current analytical procedures. The notable omission is the papers of LAURA LEE; apparently permission to reprint these was refused as they were due to appear under her own editorship in her book "Developmental Sentence Analysis" published by Northwestern University Press (1974).

O'CONNOR, N (Editor) Language, Cognitive Deficits and Retardation
 Butterworths London 1975

This volume records the proceedings of a "study group" which met under the auspices of the Institute for Research into Mental and Multiple Handicap. Contributors and participants included linguists, psychologists, psychiatrists and educationalists. The contributions vary considerably in the directness of their applicability to the clinical field. Each paper is followed by a commentary from a participant with particular interest in the area discussed. This juxtaposition of sometimes differing views makes this stimulating collection even more worthwhile reading. The topics covered range from "Speech Perception in the Absence of Speech Productive Ability" (FOURGIN) through "Are Subnormals Linguistic Adults" (CROMER) to "Language Deficit and Behaviour Modification" (YULE, BERGER and HOWLIN).

SCHIEFELBUSCH, R L and LLOYD, L L (Editors) Language Perspectives - Acquisition, Retardation and Intervention
 Macmillan London 1974

A massive collection of 16 original papers divided into seven sections, each section concluding with a detailed "discussion summary". The titles of the sections are as follows: I Infant Reception Research; II Development of Concepts Underlying Language; III Development of Receptive Language; IV Developmental Relationship between Receptive and Expressive Language; V Non Speech Communication; VI Early Language Intervention; VII Language Intervention for the Mentally Retarded. The papers cover almost every viewpoint in acquisition and intervention programmes, with an Epilogue by Staats which tries to bring together the behaviourist and cognitive viewpoints in what is called a "neopsycholinguistics". Contributors include P.A. Morse, P. Eimas, Eve Clark, I.M. Schlesinger, the Moreheads, Melissa Bowerman, Paula Menyuk, Rick Cromer, Lois Bloom, David Ingram, the Premacks, the Bricketts, Jon Miller and David Yoder... As if it needed saying, a very stimulating book.

SINGH, S (Editor) Measurement Procedures in Speech Hearing and Language
 University Park Press Baltimore 1975

An uneven selection of specially prepared papers that are vaguely classifiable under the general topic of "assessment" indicated by the title. Out of fifteen chapters, two are devoted to "language", eight to "perception - audition" and five to "production - acoustics". The last two sections deal with a variety of topics ranging from the use of distinctive features for the classification of consonant misperceptions, through investigation of middle ear function and the physiology of the larynx to forensic applications of acoustic speaker identification techniques and the measurement of parameters of speech underwater! The two chapters on language are: MOREHEAD, D M "The Study of Linguistically Deficient Children", & COMPTON, A J "Generative Studies of Children's Phonological Disorders: A Strategy for Therapy". Morehead's paper comprises a rather summary review of the literature of syntactic analyses of "linguistic deficiency" in children and a much more detailed discussion of trends in research into normal child language development and their implications for the clinical field. Compton, on the other hand, just "does his own thing": a longitudinal case study of one child's sound system and the changes brought about by intervention procedures based on a generative phonological analysis. This paper is a very detailed illustration of one technique; there are no references or discussion of any other possible approaches to phonological assessment.

FORTHCOMING: in 1976

Studies in Language Disability and Remediation

Edward Arnold London

Vol.1 Crystal, D. Fletcher, P and Garman, M The Grammatical Analysis of Language Disability: a procedure for assessment and remediation.

Vol.2 Ingram, D Phonological Disability in Children.

Berry, P. (Editor) Language and Communication in the Mentally Handicapped.
Edward Arnold London

MALS JOURNAL VOL. 2, 1 January 1976: an issue devoted to "Language Pathology".
Edited by Pam Grunwell.

Pam Grunwell
City of Birmingham Polytechnic

67

2. The "Birmingham Project"

i.e. work deriving from two SSRC-funded projects at the University of Birmingham, studying audio-recorded discourse from classrooms, TV discussions, doctor-patient consultations and committee meetings.

J. McH. Sinclair & R.M. Coulthard (1974) Towards an Analysis of Discourse OUP

M.C. Ashby & R.M. Coulthard (in Press) "A linguistic description of doctor-patient interviews" in M. Wadsworth, ed Everyday Medical Life, Dent

D. Brazil (1975) "Discourse intonation", Discourse Analysis Monographs, No. 1., U. of Birmingham

Sinclair and Coulthard (1975) apply the Hallidayan model of a rank-scale to spoken discourse, proposing five ranks of: act, move, exchange, transaction and lesson. The description is developed on teacher-pupil interaction. This model has now been developed in more recent unpublished work.

3. Teacher-pupil Discourse

Clearly this substantive category cross-cuts different theoretical approaches. I list items under it, as they might be of immediate relevance to those concerned with language in education. The work listed is nevertheless theoretical approaches to classroom discourse, not applied studies.

Sinclair & Coulthard (1974) op cit

M. Stubbs (1975) "Teaching and talking: a sociolinguistic approach to classroom interaction" in G. Chanan & S. Delamont, eds, Frontiers of Classroom Research, National Foundation for Educational Research.

E. Mishler (1972) "Implications of teacher-strategies for language and cognition: observations in first-grade classrooms", In C. Cazden et al, eds, Functions of Language in the Classroom, Columbia.

J.J. Gumperz and E. Herasimchuk (1972) "The conversational analysis of social meaning: a study of classroom interaction", in R. Shuy, ed., Sociolinguistics: Current Trends and Prospects, Georgetown Monographs 25, 1972

4. Miscellaneous

W. Labov (1972) "Rules for ritual insults", in D. Sudnow, ed, Studies in Social Interaction, Free Press

Important attempt to formalize sequencing rules and rules of interpretation.

E.O. Keenan (1974) "Conversational competence in children", J. Child Language, 1, 2

Demonstration that children of under 3 years carry on highly structured conversation. Important for work on language acquisition.

7
D. Burton & M. Stubbs (1975) "On speaking terms" analysing conversational data", J. Midland Association for Linguistic Studies, Summer 1975

Intended as a beginner's introduction to finding linguistic organization in recorded conversation, and formally identifying markers of conversational structure.

For further work, see especially recent editions of Semiotica and Language in Society, and papers in:-

D. Sudnow, ed (1972) Studies in Social Interaction, Free Press

R. Turner, ed (1974) Ethnomethodology, Penguin

J. Laver & S. Hutchesson, eds., (1972) Communication in Face-to-face Interaction, Penguin

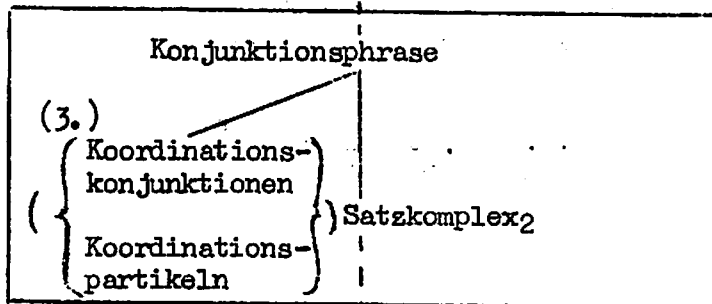
Michael W. Stubbs
Department of English Studies
University of Nottingham

A NEW SYNTAX OF GERMAN?

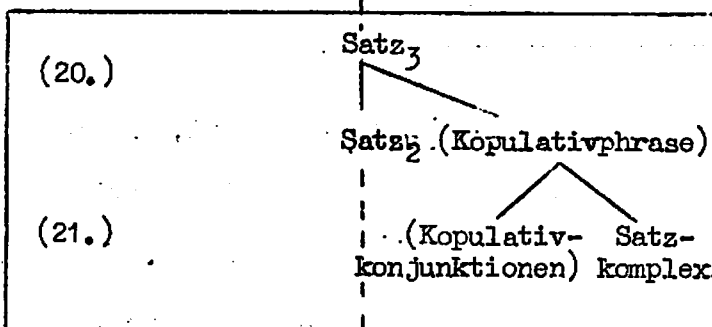
Readers will be familiar with the FAT linguistics programme (published by Athenäum Fischer Taschenbuch Verlag, Frankfurt) which includes such titles as the Reader zur kontrastiven Linguistik edited by G. Nickel, K.-D. Bünting's Einführung in die Linguistik, N. Dittmar's Soziolinguistik and the two-volume Lektürekolleg zur Textlinguistik edited by W. Kallmeyer et al.

A couple of linguists at Paris and Göttingen, Danièle Clément and Wolf Thimm, have just added to this series a Grundzüge einer Syntax der deutschen Standardsprache (279 pages, DM24) which presents the basic constituent structures of German in 54 rules or sections, thus forming an interesting compromise between a full-swoop race through the whole territory and a selective survey of some of the areas where recent exploration has cleared the way a little.

Just to select one example at random; the word und (which the naïveté of logic and the innocence of pre-generative linguistics used to call 'conjunction') is treated under three different headings:

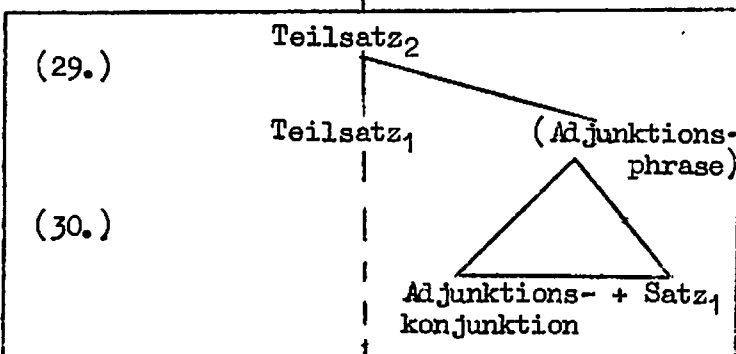


(a) As part of a 'Konjunktionsphrase' it introduces a co-ordinate clause complex which could stand as an independent sentence. This applies to 'Koordinationskonjunktionen' like aber, denn, und and (je)doch and 'Koordinationspartikeln' like dagegen, hingegen and indes(sen), but not to 'Situativ-partikeln' like aber, daher and schließlich (Rule 3).



(b) As part of a 'Kopulativphrase' it adds a clause complex to a clause (Rules 20 and 21). The difference between (a) and (b) is illustrated by the 2 following sentences:

Er war bekanntlich deutscher meister, und ihm gelang es als einzigem deutschen, weltmeister aller klassen zu werden.



Bekanntlich war er deutscher meister und der einzige deutsche, dem es gelang, weltmeister aller klassen zu werden.

(c) As part of an 'Adjunktionsphrase' it helps to link phrases or clauses (Rules 29 and 30). Such 'Adjunktionskonjunktionen' also include noch, oder and und/oder, but must be distinguished from the 'Disjunktionskonjunktion' oder and other particles like nicht, nur, sondern, auch:

Diese bestimmung richte sich nicht nur an den hersteller und den halter eines kraftfahrzeuges, sondern auch an den fahrer.

The authors admit that there are other uses of und which they have not analysed (in any case many facts are still not completely understood), and would presumably concede that the related conjunction sowie which they do not mention might be a possible alternative in some 'Kopulativ-' and 'Adjunktionsphrasen' (in (b) and (c) above).

Completeness is not a virtue one normally associates with contemporary syntactic studies, but the authors of this book openly and modestly acknowledge gaps and omissions. Thus the treatment of nominal qualification is sketchy, pronouns are mentioned only once, the complexities of the verb phrase are completely left out of account, the concepts of 'clause pattern' and 'text reference' are not discussed, possibilities of transformation are often hinted at rather than explicitly stated. But these shortcomings merely reflect the infant state of the art of syntactic description.

Clément and Thümmel are to be praised particularly for their contribution to the study of sentence adverbials and other particles (see above) and of the mechanisms of dependent clauses. The examples are clear and plentiful, the rules concise, the notation fairly simple. Two features add to the modern flavour of the book: consistent 'Kleinschreibung' throughout and quotations from a non-literary corpus reflecting social issues.

Just one thing that puzzles the critic: who is the book aimed at? As it leaves bibliographical references and theoretical controversies to a minimum, it will not satisfy the general linguist. On the other hand, the rules and examples do not add up to a paedagogical grammar for students. The average Germanist and applied linguist would perhaps have preferred either a didactically adapted workbook or a more complete work of reference.

R. R. K. Hartmann
Exeter University

I N F O R M A T I O N W A N T E D

Colleagues may find an 'information wanted' service useful, and to start the ball rolling the editor would be very grateful for any information about research into group work procedures in the teaching of languages.

Requests, and also informal reports on the progress of research, will be included in subsequent issues.

RECENT BOOKS NOTED

Academic Press:

- Syntax & Semantics, Vol.3 Speech Acts (ed.Peter Cole & Jerry L.Morgan) £9.35.
Vol.5 Japanese Generative Grammar (ed.Masayoshi Shibatani) £13.90.
Harry Beilin - Studies in the Cognitive Basis of Language Development, £11.25.
K.S.Fu - Syntactic Methods in Pattern Recognition, £11.30.
H.Giles & P.F.Powesland - Speech Style & Social Evaluation, £6.60.
Dominic W.Massaró (ed.) - Understanding Language, £7.90.
Jerrold M.Sadock - Towards a Linguistic Theory of Speech Acts, £6.25.

Edward Arnold:

- M.A.K.Halliday - Learning How to Mean, £2.75 PB.
Peter Trudgill - Accent, Dialect & School, £1.95 PB.

Batsford:

- Margaret Berry - Introduction to Systemic Linguistics, Vol.1, Structures and Systems, £5.50.

H.M.S.O.:

- 'A Language for Life' - The Bullock Report, £5.00 PB.

Newbury House:

- Barrie Thorne & Nancy Henley (eds) - Language & Sex, \$8.95.

Longman:

- G.Leech & Jan Svartvik - A Communicative Grammar of English, £3.00 PB.
J.B.Heaton - Writing English Language Tests, £1.50 PB.
H.G.Widdowson - Stylistics and the Teaching of Literature, £2.00 PB.

Oxford University Press:

- The Edinburgh Course in Applied Linguistics, Vol.2, Papers in Applied Linguistics, (ed. J.P.B.Allen & S.Pit Corder) £5.00 PB.
John Dixon - Growth through English (second edition), £1.25 PB.
A.S.Hornby - Guide to Patterns & Usage in English (second edition), £1.40 PB.
- Oxford Advanced Learner's Dictionary of Current English (third edition) £4.00.
Sinclair Rogers (ed.) - Children & Language, £6.00.
J.McH.Sinclair & R.M.Coulthard - Towards an Analysis of Discourse, £2.50 PB.
W.Whiteley (ed.) - Language in Kenya, £9.00 PB.
Andrew Wilkinson - Language and Education £1.25 PB.

Routledge & Kegan Paul:

- Jonathon Culler - Structuralist Poetics, £2.75 PB.
Basil Bernstein - Class, Codes & Control, Vol.3, £3.50.

- - - - -

Cambridge University Press are establishing a large-scale new series of EFL text books, including - it is interesting to note - titles on handwriting and translation.

- - - - -

Comments, please, on these or any other recent books will be gratefully received.

Please send correspondence and contributions for future issues to:
C.J.Brumfit, University of London Institute of Education, Bedford Way,
London W.C.1.