

No. 14

NEWSLETTER

Spring 1982

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# EDITORIAL

In this issue we have contributions from twelve members (or members-to-be) of BAAL, and several dozen more members are mentioned by name. This is important to the Newsletter.

Along with the innovation agreed by the Executive Committee that Seminar Organisers' reports should appear in the Newsletter (instead of floating loose in the mailing), there is the experiment, kindly agreed to by the organisers of the Language & Ethnicity seminar, of having contributions from "non-platform" participants in the seminar. These 'reflections' must not be taken as reflections on the other two seminars recorded here at much shorter length: what they reflect is merely the presence of your Editor at the third seminar —and his absence, alas, from the other two. I have included lists of participants in Section I in the belief that they can increase our awareness of what we, and the Association, are all doing, and also increase the possibility of making or following up personal contacts, both with members and non-members.

I am sorry that the documentation of the Annual Meeting was not ready for the Autumn issue of the Newsletter. The Annual Meeting involved roughly a quarter of the membership and details of it could easily have reached the other three-quarters at the first opportunity instead of the second. Section II should be taken with the keynote address which appeared in the Autumn issue.

I hope that other people's conferences, all announced prospectively in Howard Jackson's newsletter (see p.41), will figure (some of them, at least) in our newsletter. It all depends on members being willing to write, and to write soon after the event. I am grateful to Connie Cullen for helping us to maintain past practice with an up-to-the-minute account of the latest conferences of our sister organisation, LAGB (some might say mother organisation, but divergent daughter-independency has long been replaced by convergent fraternity).

Others who have written for the Newsletter are the book-reviewers in this issue, with Christopher Brumfit at their head. The reviewing of series of books, which Christopher has undertaken here, is particularly laborious —and particularly useful to members, and probably to the series editors. My thanks to the reviewers! And to the senders-in of Notices, Notes, Letters, etc. —please continue!

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

John Mountford  
Editor

69 Glen Eyre Rd.,  
Southampton SO2 3NP

(Tel: 0703 767373)

N.B. The deadline for the Summer issue, N/L15, will be Saturday 15 May, and for the Autumn issue, N/L16, it will be Saturday 9 October 1982 — yes, October 9th!

## I

RECENT BAAL SEMINARS

In the six months since the last Annual Meeting three Seminars have been held:-

1. Sept. '81: Interpretive strategies in language learning (Lancaster Univ.).
2. Dec. '81: Research in language testing (Reading Univ.).
3. Jan. '82: Language and ethnicity (London Univ. Inst. of Educ.; a joint Linguistic Minorities Project/BAAL seminar).

Reports by the organisers follow, together with additional material.

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1. BAAL Seminar: Interpretive strategies in language learning  
Held at the University of Lancaster, 24-28 September 1981.  
Organisers: Christopher N. Candlin & Michael P. Breen:  
Department of Linguistics & Modern English Language and Institute  
for English Language Education, University of Lancaster, LA1 4YT.

Organisers' Report

The aim of this Seminar was to bring together a range of people concerned with language and language learning to consider the nature and place of interpretive strategies in language learning. The Seminar was organised on the basis of presented papers followed by the comments of a discussant and then a general discussion of the issues raised. Consideration of the more psychological - and therefore covert - nature of interpretation was offered by Ellen Bialystok, Elaine Tarone, Herbert Seliger, Mike Sharwood-Smith and Kari Sajavaara. On the other hand, deductions as to the process of interpretation from overt communicative behaviour were offered by John Heritage, Claus Faerch and Gabriele Kasper. In addition consideration was given to aspects of interpretation with direct reference to the language teaching context - this included a discussion of inferencing from written texts - by Charles Alderson and Mick Short. Sheila Harri-Augstein offered a further perspective with reference to "learning conversation" as a means of uncovering strategies adopted by learners when confronted by data. A review of the Seminar was offered by Christopher N. Candlin, who considered in particular the problems of research evidence in this field, and Michael Breen who drew together a number of implications for the language teachers in the classroom.

A range of major issues emerged during the Seminar, and these included: the fact that there were clear differences in how the various presenters defined "strategies"; the problem of distinguishing between strategies for interpretation and strategies for learning; the problem of inferring covert mental strategies from overt behaviour of learners; and the actual complexity of the nature of interpretation itself.

Whilst the Seminar represented a clear opportunity to share both theory and research on this aspect of language learning, there remains a need for a more integrated theory of both "interpretation" and "strategy" - a theory which exploits the kind of multi-disciplinary perspective adopted by this Seminar. There is also a need for much more sophisticated experiments and investigations which will inform us of the mental operations of the processes which underlie interpretation.

The presentation papers and discussion papers from the Seminar are likely to be published in the near future under the editorship of the organisers.

\* \* For full list of speakers and participants, see p.26. 30

2. BAAL Seminar: Research in language testing  
Held at the University of Reading, 11-13 December 1981.  
Organisers: Arthur Hughes, Dept. of Linguistic Science, & Don Porter, Centre for Applied Language Studies, University of Reading, Whiteknights, Reading RG6 2AA.

#### Organisers' Report

Despite heavy falls of snow which prevented some people from Germany, Canada and Norwich from reaching Reading, most of the original 30 participants managed to get to the seminar. Nevertheless, four papers were lost in this way.

The meeting was divided into 4 sessions. Papers were as follows:-

#### Session 1. The Unitary Competence Hypothesis

- a) H. Vollmer (Osnabrück): Keynote Paper;  
A. Hughes (Reading), formal response;  
B. Spolsky (Bar-Ilan), comments.
- b) A. Hughes & A. Woods (Reading): Interpreting the performance on the Cambridge Proficiency Examination of students of different linguistic backgrounds.

#### Session 2. Communicative Language Testing

- a) A. Harrison: Keynote Paper;  
C. Alderson (Lancaster), formal response.
- b) A. Moller (British Council): A Scale for the assessment of writing.

#### Session 3. ESP Testing

- a) B. Carroll (Pergamon): Keynote Paper.
- b) C. Weir (Associated Examining Board): Performance criteria.
- c) P. Gove (Exeter): Pragmatic considerations in communicative test design for ESP.
- d) A. Fok (Hong Kong): Assessing academic English at university level.
- e) I. Seaton (British Council): The Development of the Non-Academic Module, a series of tests for the English Language Testing Service.

Session 4. Various

- a) A. Davies (Edinburgh): The validity of concurrent validation.
- b) C. Alderson & S. Urquhart (Lancaster): The effect of student background discipline on comprehension: a pilot study.
- c) D. Porter (Reading): The effect of quantity of context on the predictability of linguistic items: two studies.
- d) B. Parkinson (Stirling): Assessment of pupil attitude & achievement in the evaluation of 'Tour de France'.
- e) T. Gorman (NFER): Monitoring the language performance of nationally representative groups of pupils.

The content of papers and the discussions which followed them were both informative and stimulating, thus fulfilling the aims of the seminar. It is hoped that a book based on the seminar will appear in 1982. Copies of abstracts may be obtained from the organisers.

Participants (24): BAAL members' addresses are given in parentheses.

J. Charles Alderson: Inst. for Eng. Lang. Educ., Univ. Lancaster, LA1 4YT.  
 Brendan J. Carroll: 8 Manor Place, Speen, Newbury, RG13 1RB.  
 R. H. Crawshaw: Dept. of French Studies, Univ. Lancaster, LA1 4TW.  
 C. Criper: Dept. Lings., Univ. Edinburgh, Edinburgh 8.  
 Alan Davies: (Dept. Lings., Univ. Edinburgh, Edinburgh 8).  
 Paul Fletcher: Dept. Ling. Science, Univ. Reading, RG6 2AP.  
 Fok Chan Yeun Yuen (Angela Fok): Language Centre, Univ. Hong Kong.  
 Tom Gorman: (NFER, The Mere, Upton Park, Slough, SL1 2DQ).  
 Phyllis S. Gove: 12 Wessex Close, Topsham, Exeter, EX3 0LU.  
 P. S. Green: (Language Teaching Centre, Univ. York, YO1 5DD).  
 Andrew Harrison: 35 Brentham Way, Ealing, London W5 1BE.  
 C. P. Hill: (Univ. London, Inst. Educ., London WC1H 0AL).  
 Arthur Hughes: (see Organisers).  
 Alan D. Moller: (ELSD, British Council, 10 Spring Gardens, London SW1A 2BN).  
 Brian Parkinson: (Dept. Educ., Univ. Stirling, Stirling FK9 4LA, Scotland).  
 Don Porter: (see Organisers).  
 Ian Seaton: Eng. Lang. Testing Service, British Council, 10 Spring Gardens, London SW1A 2BN.  
 Peter Skehan: Dept. Eng., Univ. Birmingham.  
 Malcolm Smith: Oak Cottage East, Path Hill, Goring Heath, Reading RG8 6RG.  
 Bernard Spolsky: Dept. of Eng., Bar-Ilan University, Ramat-Gan, Israel.  
 Nic Underhill: International Language Centres, 24 Old Bond St., London W1X 3DA.  
 J. J. Vollmer: Universität Osnabrück, Fachbereich 7, Postfach 4469, D-4500 Osnabrück, W. Germany.  
 Cyril Weir: (Associated Examining Board, Wellington House, Aldershot, GU11 1BQ).  
 Tony Woods: Dept. Applied Statistics, Univ. Reading, RG6 2AP.

Publication

Papers from the seminar, together with additional contributions from John Oller, Lyle Bachman and Adrian Palmer, are to be published by Academic Press as Current developments in language testing. The book, edited by Hughes and Porter, is expected to appear around the end of 1982.

LMP/BAAL Seminar: Language and Ethnicity

Held at University of London Institute of Education, 7 - 9 January 1982.

Jointly organised by the Linguistic Minorities Project (Univ. of London Inst. of Educ.) and BAAL.

Organisers: Dr. Alan Davies, University of Edinburgh, Dept. of Linguistics, 15 Buccleuch Place, Edinburgh EH8 9LN, and Dr. Verity Saifullah Khan, Linguistic Minorities Project, 18 Woburn Square, London WC1H 0NS.

Organisers' Report

\* \* \* This will appear in the next issue of the Newsletter. As it happens, the comments or reflections on the Seminar, kindly written, as an experiment, at the Editor's suggestion, by four participants who, like him, enjoyed the seminars from the floor (so to speak), will give members a good picture of this latest addition to the long series of successful BAAL Seminars -with due credit to LMP, of course!

These reflections follow on p.5.

Reflections on the Seminar contributed by four "non-platform" participants.

# 1. Howard Jackson

It was an intriguing and suggestive title for a seminar: 'Language and Ethnicity'. Perhaps a little too suggestive. What expectations did it create for me? As a descriptive linguist who has worked a little on the contrastive analysis of South Asian languages and English, I hoped for some discussion of the minority languages in Britain and the extent to which they encode ethnic and cultural characteristics. I expected some general discussion of the relationship between language and ethnicity, and probably a consideration of the place of the mother tongue of ethnic minorities, of bilingualism and of bilingual education.

In the event my interpretation of the title did not exactly correspond to the interpretation reflected in the contributions to the Seminar, which seemed to me to be a very wide one. The conference was clearly exploratory, as one of the organisers indicated in her summing-up; and the breadth of interpretation of the title could also be explained by the accepted interdisciplinary nature of the topic and the desire to bring together the findings of research and the practice of those concerned with the problems of ethnic minorities especially in education. Some contributors seemed not to be aware of the broad interpretation of the title nor of the mixed audience: it was reported that some participants had found some papers incomprehensible, and I must confess that I had trouble with the jargon-laden sociological contributions.

Returning to my expectations: there was a paper, a very valuable one, by Robert Le Page (York) and Andree Tabouret-Keller (?Strasbourg), on the relations between language and ethnicity, or more accurately on the contribution that language may make to the establishment of ethnicity, based on their research on Belizean. Possibly related to this area, Lesley Milroy (Ulster Polytechnic) contributed a paper on 'Language varieties and group identity', though she was one of several prevented by the wintry weather from reaching the Seminar. Her husband Jim (Sheffield), however, spoke to the paper, which was based on research done in Belfast and investigated the establishment of language varieties as badges of group identity by means of personal network structures, especially if these are close-knit.

There was a paper on bilingualism, 'Towards a social psychological model of bilingual development', by Michel Blanc (London) and Josiane Hamers (?Montreal), which set out six possible 'cases' of bilingual development, from that where two languages are learned simultaneously and develop equally for the same functions, to that where two languages are learned consecutively but a child has not developed all the functions in the first language before starting to learn the second, which is the predominant language in the society. This latter case is one which many children from Asian backgrounds find themselves in; and it is pointed out that a neglect of the first language in such cases could have a harmful effect on the overall linguistic development of the child.

Also under the general heading of the sociology or sociolinguistics of bilingualism (?bidialectalism) was an interesting paper by Roger Hewitt (London), entitled 'White adolescent creole users and the politics of friendship', which examined the relationship between the prestige value of West Indian creole and its function as a badge of identity. Hewitt

did this by observing the nature and distribution of creole usage by white adolescents who formed friendships with groups of their peers of West Indian origin. Hewitt noted that among black adolescents creole was often a prestigious dialect, 'one within which are encoded intuitions regarding their need for maintaining a system alternative to that provided by official, and predominantly white, authorities...'. Consequently, the use of creole in schools and thus its institutional legitimisation would undermine one of its primary functions, as what Halliday has called an 'anti-language'.

A number of papers addressed themselves to the problems experienced by members of ethnic minorities in education/training, arising from problems of language. Tom Jupp and Celia Roberts presented a study from the Industrial Language Training area, showing how Asians might not do justice to themselves in an interview because their expectations of what was required of them in answering questions did not correspond to the assumptions of the white interviewer. Ralph Grillo (Sussex) reported on the teaching of French to Algerian immigrant workers in France, showing how the content of language training reflected the ideology of the trainers: for example, whether that ideology saw the purpose of language training as being to achieve the "insertion" of the immigrants into French society, or as being a device to raise the political consciousness of the immigrant worker. Harold Rosen (London) made the final contribution to the Seminar with a paper on 'The pupil in the school languages network'.

The fringe activities were quite as (if not more) fascinating as/than some of the Seminar contributions. The first evening was devoted to poetry reading, by a writer of Jewish origin working with children in London schools, by some Bengali-speaking poets reading both English translations and some of the original Bengali, and by a poet of West Indian origin. The second evening found us as guests of the Linguistic Minorities Project at 18 Woburn Square, gaining an insight into some of the work that they are doing.

One of the abiding impressions of the Seminar for me was for the first time to see linguists aware of the possible social and political impact of their work, realising their social responsibility and the influence they might carry with policy-makers and administrators. Perhaps it was the Chief Education Officer of ILEA dropping in to present 'The Local Education Authority perspective' which sharpened linguists' minds to this aspect of their work. Perhaps it should also alert linguists to the necessity of presenting the results of their work in a lucid and digestible fashion.

I will end with a commendation for the organisation of the Seminar. For the most part, the full texts of the papers were bound together and circulated in advance. In the Seminar sessions, each usually devoted to two or three papers, contributors were allowed about 15 minutes to talk to their papers, questions and comments were taken from participants, and a discussant (who had been appointed in advance) made a more reflected critical comment on the papers. This all made for a much higher level of discussion than achieved with the conventional reading-of-papers type of conference.



## 2. Suzanne Romaine

The topic of the BAAL Seminar on Language and Ethnicity could hardly have been more timely: scarcely a week goes by in which there is no mention of a minority group somewhere in the world which is struggling to obtain a degree of autonomy. A frequent rallying cry in these and other nationalistic movements appeals to uniqueness of ethnic identity and common language. Linguists have long recognized that the salience of language in ethnicity is often closely related to perceived autonomy and historicity, e.g. the stress on Black ethnicity in the United States as witnessed by the recent Ann Arbor decision. There has been a new spurt of sociolinguistic research devoted to questions of language and ethnicity (e.g. the work by Giles et al.). Of course linguists are not the only ones who are aware of and interested in the relation of language to ethnic identity, cultural heritage etc. The multidisciplinary nature of the topic was reflected both in the papers which were presented at the Seminar and in the participants who attended.

Since Howard Jackson has provided a convenient summary of the items on the programme, what I will do is offer some selected comments on issues which were of special interest to me as a sociolinguist. I think the topics covered can be categorized into three headings (though note that the programme was organized under the heading of 'perspectives', which don't match my groupings). In the list which follows I have cited only a few examples which exemplify each category; and some contributions don't fit neatly into one category, as we'll see.

1. Theoretical perspectives on dimensions of ethnicity (e.g. Le Page & Tabouret-Keller, Milroy, Hewitt, Baric).
2. Ideological questions (e.g. Williams, and Husband —the latter not included in the printed programme).
3. Practical problems, e.g. industrial language training, mother tongue teaching etc. (e.g. Jupp and Roberts, McLeod, Harold Rosen and Mike Rosen).

Theoretical perspectives The paper by Le Page & Tabouret-Keller was one of the most significant contributions under the first of my three headings. To summarize it a bit simplistically, it is devoted to the explication of two problems and the nature of their interrelationship: 'most people believe there are races, but the races they believe in can't be defined genetically; people believe there are languages, but the languages they believe in can't be defined linguistically (p.1)'. The paper dispels the view that languages are neat systems spoken in neat communities. For the purposes of theory and description one can of course assume that languages are autonomous and that communities are homogeneous, but this idealization doesn't take us very far in accounting for the creative dynamics involved in actual language use and development. Le Page & Tabouret-Keller see identity as a key element in the latter. They characterise ethnicity as a multidimensional concept, which itself varies in terms of its salience and interrelationship with other factors such as sense of place, family relationships, physical similarities, common cause, and common religious beliefs or other traditional beliefs. Languages, varieties of "ways of speaking" may mark ethnic and other identities to different degrees, and thus become symbols of them in certain contexts. The papers by Milroy and Hewitt illustrate this point with reference to two different situations. Milroy is concerned with the extent to which non-standard Belfast speech is used by members

of working class communities as a marker of solidarity and integration into local networks. Hewitt discusses the use of creole by white speakers as an interactive strategy with black peers.

Ideological questions Some of the remarks made by Le Page & Tabouret-Keller about the cultural conditioning of descriptive categories and the labels/stereotypes associated with concepts like race, ethnicity etc. lead us into the second of my themes. Reference to notions like 'balanced bilinguals' (Blanc & Hamers), or 'writing in perfect sentences' (McLeod) reflect ethnocentrism in what Glyn Williams has termed 'our discursive practice', i.e. the way we derive and talk about the models and metaphors we use in description of phenomena and in theory construction. Williams (p.16) maintains that there is no knowledge outside of discourse. I take this to mean that he denies the existence of what Popper would call 'objective knowledge'.

Although the rise of European nationalism brought with it a major reorientation to the descriptive study of language in that the emergent standard languages of the European nation-states such as French and German were now regarded as legitimate systems worthy of scientific treatment along with the classical languages, it left an ideological legacy, or way of thinking about language, which survives in the basic descriptive and analytical categories of modern linguistic theory. This theory takes the largely monolingual societies of Western Europe and the highly codified standard written languages used in them as the norm. Chomsky's emphasis on the competence of the ideal speaker-listener in a homogeneous speech community has reinforced this. We would do well to be reminded more frequently that multilingual speech communities far outnumber the monolingual ones we take as the normative models for linguistic theory.

In view of the prevailing 'language ideology' and the failure of linguistic theory to arrive at a convincing conceptual paradigm based on heterogeneity, it is no wonder that many of these European nation-states conceive of themselves as monolingual, and monocultural, and that their educational policies are largely assimilationist. (I do not of course maintain that ideology has 'caused' this, but merely that there is a significant connection.) The notion of 'one language, one nation' is very much a product of 19th century European nationalism (cf. however Le Page & Tabouret-Keller's reference to 'pre-Copernican concepts about language homogeneity'!) Present policies reflect in part the belief that to be bilingual or to have multiple cultural and linguistic allegiances is inevitably problematic and confusing.

I have dwelled on this question of ideology because I think it is important not to attach too much significance to theoretical models based on the idiosyncracies of the minority speech communities and paradigm cases of bilingualism which have been studied thus far. Blanc & Hamers' paper illustrates how careful one must be. They refer, for example, to a balanced bilingual who develops a competence that enables him to keep his two languages separate and a set of rules which allow him to switch from one to the other without interference (p.14). Does this mean then that other kinds of switching or interference are indicative of lack of competence? There is already a great deal of research on code-switching which suggests that different types of switching correlate with different types of ability and levels of fluency in the languages in question. The way in which and the extent to which languages are 'switched' or 'mixed' depends not only on the languages involved but also the social norms of the community about switching and the perceived autonomy of the languages/varieties. I also wonder where the evidence is for the claim made by Blanc & Hamers (p.3) that if some functions of language are little used and/or valued by adults

the child will not develop to an optimum level all the functions served by a language.

Perhaps this is a good point at which to make a comment about the confusion between use and function which arises in some of the papers, e.g. Blanc & Hamers and McLeod. To identify the function of something is not the same as accounting for the use of something. For example, two communities may share a function of literacy, but use it in different ways. McLeod fails to distinguish between these two possibilities in his discussion of writing and his neglect of the difference between writing/reading as group vs. individual phenomenon.

Practical problems I always have an acute sense of *déjà vu* when it comes to talking about practical problems (a sentiment expressed by one of the participants) arising from discussions of the relationship between linguistic resources, ethnicity, class and educational policy. This is not the first time (nor will it be the last, I'm sure) that I have heard people complain about the need for more research into these areas and the gap between research and policy, policy and implementation, and theory and practice, etc. (Peter Newsam's list included many more.) I am afraid I have nothing really constructive to add to this debate, except perhaps to express an opinion. Given the potential impact of language and sociolinguistic issues in virtually every aspect of public life, I think more (socio-)linguists should realize the potential of their discipline to be more politically-situated (rather than solely descriptively and theoretically-based). This means that linguists must take the lead in making language visible and focusing public attention on language issues in order to gain access into areas of society where decisions about language are being made. I am advocating in other words what I think goes by the fashionable catch-word name of 'Handlungsforschung' (or 'action research'). Linguists must also take responsibility for the dissemination of their research results to potential consumers. The latter include not just teachers, but also politicians --and even the communities/groups who are the subjects of the research. Some have argued that it is not the job of linguists to get into the legitimation process since the issues are ones of power, societal rights etc., and therefore the province of politicians. That may be true, but certainly politicians are not better placed from the perspective of their training to discuss matters of language policy etc. without the expertise of linguists. Most of the recent language legislation (e.g. Bilingual Education Act, Mother Tongue Teaching Directive etc.) and litigation arising from it (e.g. Ann Arbor School Board vs. Martin Luther King Junior Elementary School Children, Lau vs. Nichols, etc.) assume the existence and availability of linguistic expertise to ensure their implementation.

Perhaps I can end by offering a few non-academic comments on the BAAL Seminar as an event. As a seasoned conference-goer it has been my experience that conferences range from the big international jamborees with somewhat of a three-ring circus atmosphere to small 'insider' workshops which bring together a group of like-minded professionals working on the 'same' problem who discuss it intensively on the same 'wave-length' (Bernstein would surely call this mode of discourse an instance of 'restricted code'). Both of these extreme types have their frustrations and merits. The BAAL Seminar was somewhere in-between. Some participants were at times upset by professional jargon and the theoretical (rather than practical) slant of some of the discussions. As usual there was not enough time for discussion in situ. As for myself, I met new people, saw old friends, learned some interesting things and re-examined familiar problems. It's time now however to get on with the work that lies ahead.

### 3. Ranjit Arora

The purpose of this seminar, as explained in the preliminary information sheet, was to examine the relationship between language and ethnicity from both a theoretical and an applied point of view. The title 'Language and Ethnicity' therefore seemed both appropriate and promising. As a practitioner in the field of teacher education, with vested interest in language teaching (English as a first language, English as a second language and teaching of Mother-tongues), I expected to benefit from three days of informal and informed discussions. I had hoped that papers from invited speakers will be directly concerned with the relationship between language and ethnicity and that the discussants will draw out implications, if any, for teachers, researchers and trainees. The circulation of seminar papers prior to the seminar was well appreciated. Admittedly, it was somewhat difficult to follow some of the jargon-loaded arguments in certain papers. On the whole it was useful to read in advance about different approaches of various disciplines to the study of language and ethnicity. Consequently, the discussions during each session focused more on specific issues but with a general awareness of wider perspectives.

The general organisation of the seminar, with invited speakers and appointed discussants and a format which encouraged an open and informal exchange of views, was very impressive indeed. As promised, the participants certainly had some opportunity (however limited) to discuss their own work and experience.

Since the invited speakers had a brief to consider the different approaches of their disciplines to the study of language and ethnicity, there was a tremendous variety of issues raised and discussed (however briefly). Some of these issues were not so directly relevant to the theme of this seminar, while others that were very relevant indeed —Bilingualism, Mother-tongue maintenance and Mother-tongue teaching— did not get sufficient exposure.

The comments that follow are not in the same order as the seminar papers. The various papers are referred to on the basis of their relevance to various issues.

Language, ethnicity and group identity The opening paper on 'Models and stereotypes of ethnicity and of language' presented by R. B. Le Page and A. Tabouret-Keller set the scene very positively by focusing on sets of criteria by which people claim ethnicity and language allegiance and by suggesting that ethnic terms and linguistic labels are culturally conditioned. However, their two views of history and social structure ('dynamic' model reflects migration, social change and ethnic mixing; 'static' model reflects the wish for stability, continuity and group exclusivity) are somewhat over-simplified and seem to suggest that these two models are totally 'static' in that they take extreme positions. Lesley Milroy's paper on 'Language varieties and group identity' explored the essential tension between the manner in which intergroup language differences are used, rather generally, and the manner in which, in a complex society, they mirror and reinforce social class and power distinctions. The important point that emerged from the arguments in this paper was the suggestion that a close-knit network of a particular language group is an important mechanism of language maintenance. (So what is new?) It follows, therefore, that speakers whose language networks become less close-knit are more exposed to external linguistic and social pressures. This means that their pattern of language use would reflect their position in a socially stratified society.

Black British English Viv Edwards in a paper on 'Research priorities in the sociolinguistic description of Black British English' stressed the importance of accurate description of the range of languages and the patterns of language use of the black British community. It was clear from the discussion that there is an urgent need to identify its forms and variants and to understand who uses it, on what occasions and to what effect. Roger Hewitt's fascinating paper on 'White adolescent creole users and the politics of friendship' added an interesting dimension to the issue of Black British English. He suggested that teachers should have sufficient knowledge of the creole forms relevant to any 'interference' displayed in children's attempt at writing standard English. This paper also raised a fundamental question about 'Do language differences themselves constitute a problem for black teenagers in Britain in 1982; or is it teachers' attitudes to these differences that create a problem?'.

Bilingualism Michel Blanc and Josiane Hamer's paper 'Towards a social psychological model of bilingual development' was the only one directly related to the issue of bilingualism. This social-psychological model claims to have taken into account the existing evidence on the development of bilingual children. The authors suggest that educators should bear in mind that whatever the situation, both languages should be equally 'valorised' and used for all functions as far as possible. Whilst I agree with this commendable suggestion, I cannot help feeling that it is neither realistic nor desirable to present a scientific model of a process which is subject to severe psychological and social constraints. Since the effects of growing up in a 'bilingual' environment vary enormously from child to child and from community to community, an early intervention and encouragement of mother-tongue maintenance may be the only way to help children become true bilinguals. Glyn Williams' paper on 'Functionalist problematics and discursive practice in socio-linguistics' was scheduled to be presented within the same sociological perspective. As it happened it was not at all related to the issue of bilingual development or to the relationship between language and ethnicity. In his own words, Glyn Williams has 'wandered through the predominant to the non-existent before reaching the emerging' (whatever that may mean). He seems to have attempted an overview of different points of view about the relationship between language and social structure. Unfortunately, for most of us, the essential message was incredibly disguised in totally incomprehensible jargon.

As far as the rest of the seminar was concerned, the most interesting aspect was the pupil's perspective. The presentation and discussion by Harold Rosen and Michael Rosen focused on 'The pupil in the school languages network'. They considered (1) how different ethnic groups see their own languages in the school context in general and in the classroom; (2) how they relate to the dominant language English and, more specifically, to the subject English in the curriculum, and (3) how they relate to other languages legitimized within school; and (4) if their own language is taught in school, how far does this respond to their own sense of the role of that language in their lives. The trainer's perspective, although useful and interesting, was, at least for me, rather too familiar. However, it provided a framework for a stimulating discussion of issues raised by papers on 'Language disadvantage and discrimination' by Tom Jupp and Celia Roberts, and 'The community trainer's perspective' by Ethnie Nightingale. 'A Case Study from Lyons' by Ralph Grillo added another interesting dimension to it.

On the whole, as an exploratory seminar, it was a great success. The organisers acknowledged the invariable complexity of the issues raised and

discussed. It was particularly heartening to hear many speakers challenging their own disciplines to open up, and arguing for interdisciplinary work. Hopefully, the organisers would follow it up with more seminars to enable in-depth discussion of some of the issues raised. I, for one, would certainly like to see more discussion and dissemination of action research and a closer link between methodological, theoretical and practical issues by cultivating a positive attitude to multidisciplinary approach.

#### 4. Xavier Couillaud

The organisers of the BAAL Seminar managed to meet the challenge of having 80% of the papers due to be presented sent and made available to the participants two weeks before the opening session. I want to begin with the mention of this rare achievement for several reasons. First of all, those who could not attend the Seminar and are eager to know what was said during those two full days and a half are now likely to be able to read many of them (in the Journal of Multicultural & Multilingual Development) this coming autumn. So it is as unnecessary as it is impossible to try and summarise them all here. I would rather share some thoughts about how the Seminar was conceived, and how and why it proved to be a positive experience. From this kind of assessment, those likely to organise a follow-up seminar might be encouraged to go ahead. The second reason for mentioning this pre-publication of most papers is the role it played in giving the Seminar its particular style. Most participants had obviously read them beforehand. The speakers were asked to assume that the papers had been read and they managed to stick to their allotted 15 - 20 minutes to present a summary of their points. So genuine, lengthy and open discussions occupied more than half of the sessions, instead of the more usual burdensome one-way discourse mediated through the chair. The general pace of the Seminar, and the help of discussants, allowed the involvement of most participants.

This procedure allowed all those involved to turn into an advantage what could have brought about failure: a very broad theme, a kaleidoscope of approaches from a multidisciplinary panel of speakers, and from a mixture of academics and practitioners among the participants -sociologists, social anthropologists, linguists and psychologists, education administrators, language teachers of adults and children, advisers, teacher trainers and social workers. Their meeting was one of different 'registers'. The risk was great. On the one hand we might have witnessed a display of parallel soliloquies, or the all too frequent confrontation between scholars from different approaches, methodologies and ideologies, in a sterile process of boundary maintenance, some sort of 'combat des chefs'. On the other hand, to paraphrase Glyn Williams, there was 'an issue associated with language as the medium of cultural and ideological reproduction, namely that of the expropriation of language production'!! There was every possibility of academics themselves expropriating questions from practitioners about daily issues: 'What are we going to do today, tomorrow, next week, with research findings?' as Peter Newsam expressed it.

Beyond the various 'language' problems between different 'ethnicities' within the Seminar, the very understanding of such a broad theme was a crucial issue! One can imagine the wide range of different expectations among the participants, in spite of the common interest in the theme that had brought them together. Its formulation by academics was 'Language and Ethnicity', whereas practitioners tended to reformulate it after their preoccupations: 'Languages and Ethnicities', outside and inside the classroom.

Many of the academics present were in touch with the day to day reality in, for example, the educational field and were conscious of their social responsibility. This led them to stress some fundamental theoretical implications, echoed by Glyn Williams, Bob Le Page, Charles Husband and David Parkin. Practitioners accepted being reminded of the dangers of over-simplification. They also proved to be aware of, or to want to know more about, the theoretical implications and their choices in daily practice, and to be engaged in genuine research work to question and improve it. Through the discussions we all became more aware of the need for a more multidisciplinary research.

Thus the different perspectives were broadened, the collection of incompatible assertions at different levels replaced by a constant cross-fertilisation between different disciplines. Questions were shared between participants who turned out to be all 'researchers' at their respective levels. Lorraine Baric and Gaynor Cohen for example provided good insights into what a social anthropological approach can contribute to the debate about language and ethnicity and acknowledged the challenge posed by the complexity of our urban industrialised societies: the new forms of cultural variations, the political and economic implications of language and information, and the significance of network structures in power relations. In the particular case of bilingual development, M. Blanc and J. Hamers tried to show how a social psychological approach, helping to distinguish between different sorts of bilingualism, could bring some clarity to the intricate relation between language and ethnicity. The debate was also broadened through the constant questioning about theoretical implications. The input of the sociological approach focused on the need to shift from a structural functionalist approach to an analysis of power relations as an essential element of the link between language and ethnicity.

Although many case studies referred to ethnic minorities, the study of Language and Ethnicity was related to the fundamental question of 'status' so that as much attention was paid to the ethnicity of the dominant majority or majorities. Code-switching, bilingualism, language learning were, for example, related to the shaping of social identity of groups and individuals. They were seen within the framework of historical and contemporary processes of domination, discrimination and exclusion. The notion of 'language of resistance' became in this context one element of the growing debate about 'mother tongue teaching'.

Charles Husband's paper was particularly interesting in this regard. He presented an autobiographical illustration of the necessity of interdisciplinary work to get a clearer and wider picture of the relationship between language and ethnicity. He discussed the evolution of his methodological approach in his research on the role of language as used and reproduced by the mass media, showing how it shaped the discussion of 'race' relations in Britain, and developed certain characteristics of English ethnicity. Participants were told how a content analysis of the national press reporting of race relations had been an essentially positivist approach and was linked to survey data on personal accounts of race relations by the sociological concept of 'the definition of the situation'. It was certain sociological critiques which then led him to assess the disadvantages, but also the advantages, of the content analysis methodology; and he concluded that it was defensible insofar as it provided 'scientific robust evidence' for those who do not find it 'patently obvious that race in this predominantly white society has been publicly handled in arbitrary and politically motivated terms'. Then we heard how, in his attempt to

further bridge the rifts between psychological and sociological analysis, and to identify points of articulation between them, he had found Tajfel's model of inter-group relations, a general theory of social identity which could provide an 'heuristically powerful theoretical basis for approaching the analysis of ethnic relations'.

His reflections probably reminded the participants of Glyn Williams' critique of what he called the 'structural functionalism of most socio-linguists and anthropologists'. Charles Husband answered this by stressing the evolutionary dimension of social norms in the context of inter-group contact and what he called a flexible British identity into which is woven a powerful 'race' imagery.

This notion of flexibility was stressed throughout Bob Le Page's remarks on the nature of ethnicity and of language, but Charles Husband noted that:-

- a. The relationship between group membership and social identity presupposes social categorisation, which provides the framework for social comparison, described as 'a dynamic activity in which the psychological distinctiveness of membership group is enhanced particularly in relation to dimensions valued in the ingroup'. One of these dimensions is obviously language, as well-illustrated by Roger Hewitt's fascinating research on the use of Creole by white youths.
- b. If categorisation is an inevitable psychological process, the sociological question remains: whose categories are we using? Charles Husband shared Williams' interest in this link between cognitive process and a sociological context: 'the analysis of the structure of the society as a whole and the major conflicts of interest that govern its course'.

Glyn Williams threw some light on this when he emphasized that the main carriers of culture are not individuals but groups locked in power relations. This dynamic plays an important role in assigning relative statuses to languages among other things. This is reflected in choices at class, school, local authority and state levels with regard to the curriculum, the examination system and overall language teaching policies. Tom Jupp and Celia Roberts illustrated this aspect in their joint paper on 'Language, disadvantage and discrimination: Breaking the cycle of majority group perceptions'.

Husband concluded his paper by protesting the limitations of his published work since it lacked an explicit theory of language. He then used this as a starting point for arguing that, in the area of language and ethnicity, contributors to the debate should be required to make explicit their theories of language, ethnicity and social structure. This he argued as being essential to prevent the development of naive interdisciplinary endeavours of spurious sophistication.

We are not so far away from the usual topics in Applied Linguistics as these comments might suggest! When listening, soon after Charles Husband's paper, to Michel Blanc and Josiane Hamers' presentation of their social psychological model of bilingual development, I could not help thinking of what could come out of some content analysis by staffs in schools, advisers in Teachers' Centres and students in Colleges of Education, of articles and books on language and language teaching most commonly found on their shelves and used by them. Which few recurring terms and phrases, vectors of little-questioned constructs, would be found on the various sorts of bilingualism to be encountered in today's classrooms? How does



domination operate? How is the majority culture, or one particular social dialect, taken to be the standard, with other cultures or sub-cultures, languages and dialects, as deviations from the norm? What are the relations between the most common language policies and the centuries-old dominant monolingual monocultural English ethnicity and their effect in and around the school? What can be done about this problem now that we can identify it as THE problem, prior to, and one of the main causes of, the so-called problems of the bilingual child? Applied Linguistics has much to learn from social psychology, social anthropology and sociology. It can help to develop in schools the kinds of attitudes and practices that may lead many young pupils to be proud of being what they are and using the languages they use.

- \* \* Howard Jackson is in the Dept. of English & Foreign Languages, City of Birmingham Polytechnic; as an editor of the British Linguistic Newsletter he has contributed a note about the BLN to this issue. Ranjit Arora teaches at Bradford College - see her first paragraph. Xavier Couillaud is Language Information Network Co-ordinator, or LINC-man, at the Linguistic Minorities Project. Suzanne Romaine is in the Dept. of Linguistics of Birmingham University. My thanks to them all! JDM

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Attendance (BAAL members' addresses are given in parentheses)

Speakers and discussants Professor Lorraine BARIC, Dept. Sociological & Political Studies, Univ. Salford; Dr. Michel BLANC, (Dept. Applied Ling., Birkbeck College, London); Dr. Clive CRIPER, Inst. for Applied Lang. Studies, Edinburgh; Dr. Tom GORMAN, (NFER, Slough); Dr. Ralph GRILLO, School of African & Asian Studies, Univ. Sussex; Dr. Roger HEWITT, Univ. of London Inst. of Education; Dr. Charles HUSBAND, School of Social Analysis, Univ. Bradford; Tom JUPP, NCILT, Southall; Prof. R. B. LE PAGE, Dept. of Lang, Univ. of York; Alex McLEOD, Univ. of London Inst. of Education; Peter NEWSAM, Ed. Officer, ILEA; Eithne NIGHTINGALE, Tower Hamlets Inst. of Adult Education, London E1; Dr. David PARKIN, Sch. of Oriental & African Studies, London; Prof. Harold ROSEN, Inst. Education, Univ. London; Michael ROSEN, 11 Meeson St., London; Dr. Michael STUBBS, (Dept. Ling., Univ. Nottingham); Dr. Glyn WILLIAMS, Dept. Social Theory & Institutions, Univ. Coll. North Wales.

Poets James BERRY, Brighton; Muhammad Nurul HUQUE, London E1; Mrs. A. JAHAN, London SW8; Mike ROSEN (also discussant); Joginder SHAMSHER, Southall.

Participants (66) Safder ALLADINA, Rua Cidade de Coimbra 90B, Parede 2775, Portugal; Ranjit ARORA, Bradford College, Bradford; Sarah BARRETT, (Edward Arnold (Publishers) Ltd., London); Barbara BAUGHAN, Clissold Park School, London; Dr. Roger BELL, Dept. Ling., Univ. Lancaster; Tony BELL, Inst. Ling., London; Mrs. Jean BOYCE, Neighbourhood English Teaching, Edinburgh; J. M. BRADSHAW, Dept. of Language, Univ. York; Elaine BRITTAN, Multicultural Adviser, London Borough of Waltham Forest, Walthamstow, London; Ms M. BROWN, Middlesex Polytechnic, Barnet; M. S. BYRAM, Sch. of Ed., Univ. Durham; Moira CALDERWOOD, Neighbourhood English Teaching, Edinburgh; Linda CODY, Univ. of London Inst. of Ed.; Gaynor COHEN, Civil Service College, London SW1; Xavier COULLAUD, Linguistic Minorities Project; Prof. Norman DENISON, Institut für Sprachwissenschaft, Univ. Graz, Austria; Stephen DENNY, Tower Hamlets Inst. of Adult Ed., London E1; Sian DODDERIDGE, Indus. Lang. Training, Marsh Adult Ed. Centre, Huddersfield; Pirkko ELLIOT, Sch. of Librarianship, North London Polytechnic; Ms. Mary FRASER, Inner London Educ. Authority; Jane FREELAND, (School of Lang. & Area Studies, Portsmouth Polytechnic);

Mark W. J. GARNER, Rusden Coll. of Advanced Education, Melbourne, Australia; Edie GARVIE, (117 Saltmarsh, Orton Malborne, Peterborough); June GEACH, Centre for Information on Language Teaching, London SW1; Dr. Elizabeth GOODACRE, Middlesex Polytechnic, Barnet; Joan GRIFFITHS, Producer, School Radio, BBC, Broadcasting House, London W1; C. J. HINDMARSH, Dudley Lang. Centre, Brierley Hill, West Midlands; Volker HINNENKAMP, Fakultät für Literaturwissenschaft und Linguistik, Univ. of Bielefeld, W. Germany; Elizabeth HOADLEY-MAIDMENT, National Centre for Industrial Language Teaching, London SW12; David HOULTON, Schools Council Mother-Tongue Project, Centre for Urban Education Studies, London N5; Sophie HSIA, Institut de Phonétique, Dept. d'anglais, U.L.B. Bruxelles, Belgium; Ms. IP KUNG SAU, Language Centre, Univ. of Hong Kong; Dr. Howard JACKSON, (City of Birmingham Polytechnic); Mrs. A. JAHAN, Bangla Education and Cultural Centre, London SE8; Josie LEVINE, (Dept. of English, Univ. of London Inst. of Education); Izabel MAGALHÃES, Universidade de Brasilia, c/o Dept. of Ling. & Modern Eng. Lang., Univ. of Lancaster; Judith MARTIN, Glasgow Language Centre; Marilyn MARTIN-JONES, L.M.P.; Mildred MASHERED, School of Education, Polytechnic of North London; Jane MILLER, Dept. of English, Univ. of London Inst. of Education; James MILROY, (Dept. of Eng., Queen's Univ., Belfast /Dept. Lings., Univ. Sheffield); Terence MINKER, Vauxhall Manor School, London; Rosamond MITCHELL, (Dept. of Education, Univ. of Stirling); M. C. MOBBS, Birkbeck College, London; Marybel MOORE, Univ. of London Inst. of Ed.; Anna MORAWSKA, LMP; John MOUNTFORD, (69 Glen Eyre Road, Southampton); J. S. NAGRA, Sidney Stringer School, Coventry; F. C. PEDUZZI, Middlesex Polytechnic, Barnet; Ben RAMPTON, Univ. of London Inst. of Ed.; Harunar RASHID, Inspector for Humanities, Wolverhampton Education Dept.; Euan REID, (LMP); Prof. John REX, St. Peters College, Birmingham; Stella Maris RICARDO, Universidade de Brasilia/ Dept. of Linguistics & Modern Eng. Lang., Univ. of Lancaster; Dr. Suzanne ROMAINE, Dept. of Linguistics, Univ. of Birmingham; Ana SANTOS, Portuguese Consulate-General, London; Mr. B. N. SHARMA, Language Centre, Nottingham; Mr. D. W. H. SHARP, (Univ. College of Swansea Dept. of Ed.); Margaret SIMONOT, ILT Unit, Butts Centre, Walsall; Greg SMITH, LMP; Colin SPENCER, An Comunn Gaidhealach, Inverness; Sally TWITE, HMI, (Dept. of Educ. & Science, London W1); Mrs. J. F. WALLWORK, (Court House, Hadlow Castle, Tonbridge); David WALTON, Faraday High School, London; Edward WILLIAMS, (Centre for Applied Language Studies, Univ. of Reading); Diana WOOLLARD, Dept. of Linguistics, Univ. Coll. London.

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\* \* My apologies to any members who appear as non-members (and vice versa) in the participants lists throughout this issue. The new membership list was not available. JDM

BAAL MEETING 1981 (SUSSEX)

The papers given at the Association's 1981 Meeting were listed in the last Newsletter and Christopher Brumfit's keynote paper 'Language variation and the death of language teaching' was given in full. Abstracts of 13 of the other 15 papers given now follow (with apologies to Silvia Dingwall whose paper was omitted from the list).

Frank E. BELL: 'Interscript'. The purpose of this paper is to give a first presentation to the membership of a new system of pictographic and ideographic writing called Interscript, envisaged in the first instance as a medium of limited register international communication. Within this strictly limited register Interscript is intended to be a potentially complete system of non-phonetic symbols covering both lexis and structure, which can be written by hand or printed. There are other important possible uses of Interscript, which will also be described. Interscript consists of visual symbols called glyphs of sufficient number and complexity to reflect a degree of communicative competence corresponding to somewhere between the Waystage and Threshold Levels (of the Council of Europe's Languages Project), in any language. While the majority of these glyphs stand for lexical items, Interscript, unlike several semiotic systems already in existence, has a developed and partly validated set of organisational principles or "rules" analogous to the rules of "grammar" (excluding the phonological component) proposed for natural languages. Through the combination of these two elements, Interscript can cover the full range of messages exchangeable by the speakers of any language up to the stage mentioned above. The system, though well advanced, is not complete, but various factors have encouraged the authors to believe that it can become so. They hope there will be sufficient interest among scholars within the fields of linguistics and applied linguistics to justify a more detailed examination of the system, perhaps at a weekend seminar. (Three-page hand-out and further information available from Frank Bell.)

V. K. BHATIA 'Defining legal scope in statutory writing'. The present paper, based on the analysis of the Housing Act 1980, attempts to explore the complexity of qualificatory insertions in legislative writing and to see if there are any consistent relationships or even patterns of variations between the legal function of qualifications and their linguistic form, concentrating specifically on one of the typical legal functions of such qualifications, namely that of defining legal scope in legislative writing. Most of the earlier studies of the complexity of modification in statutory writing suffer from two weaknesses: first, they are based on the analysis of logical structure of the legislative sentence, where there is an implicit assumption about some kind of a one-to-one relationship between the logical functions of these qualifications and their formal linguistic realisations; and second, they seem to underestimate the multiple complexity of this aspect of writing. The ultimate purpose of the paper is an applied linguistic one in that it derives from an attempt to provide the most useful and most economical English support courses for students overseas who are expected in their law studies to have a fairly good competence in reading law in English, which includes an ability to process legal documents such as Acts of Parliament, statutory instruments and international agreements of various kinds. It forms part of a more comprehensive investigation, the aim of which is not only to study the functional, rhetorical, and linguistic features of legal documents themselves but also to consider the extent to which legal documents have the forms they do because of tradition and

convention, and the extent to which their style is governed by necessity —by the fact that there is no other way of maintaining the clarity, unambiguity and specification of scope required. If we were to understand this we could provide a reading course that would have a principled methodological base, offer the right reading materials, and, most importantly, give insight to the learners of the thinking underlying the language used in legal documents. (Language Studies Unit, University of Aston, Birmingham B4 7ET.)

Fred CHAMBERS 'Information structures and their pedagogic applications'. Academic writing consists not of the presentation of 'facts' but the presentation of these facts in an ordered manner, that together constitute an argument. An essay will consist of a series of these 'related facts'. In turn, these sets of related facts relate in various ways to each other to produce a larger argument. Information structures (i.s.) represent the organisation of these sets of facts at a first level. They are diagrammatic representations of the information revealing the relationship between facts that together constitute a (sub)-argument. A very limited number of i.s. seem capable of handling all the information of a typical essay. The three or four main types of i.s. will be described with various sub-types and simple examples provided. Various levels of structure can be detailed including simple, compound and complex forms. The negotiation of the i.s. —the way which the writer proceeds through an i.s.— will be considered. Writers typically do not follow an unmarked path through an i.s. but negotiate some marked form. The reasons for various marked forms will be suggested. With such a tool it is possible to analyze academic writing and thus provide a useful pedagogic device that has applications in the teaching and testing of the reading and writing of academic texts and may also be useful for evaluation purposes as well as the measurement of difficulty of reading. (Univ. of Essex.)

V. COOK 'B = f(P,S), or some problems with functions'.

An interactional framework for conversation: participants have overall goals they are trying to achieve in conversation; they achieve these goals through using specific short term goals (language functions); the strategies for realising these functions vary according to factors in the situation; a conversational schema specifies ways in which goals may be achieved in a particular set of situational factors in terms of topic, role, variable strategies for realisation or interpretation, etc. Essential features of modern interactionism (Endler and Magnusson 1976): 1. Actual behaviour is a function of a continuous process or multi-directional interaction (feedback) between the individual and the situation that he or she encounters; 2. The individual is an intentional active agent in this interaction process; 3. On the person side of the interaction cognitive factors are the essential determinants of behaviour, although emotional factors do play a role; 4. On the situation side the psychological meaning of the situation for the individual is the determining factor. What might the L2 learner have to learn?: overall goals, some transferred, some new; language functions, some transferred, some new; strategies for realising functions, some old, some new; recognition of relevant situational factors, some old, some new; conversational schemas relating situation to goal, some old, some new.

Fraser, B., Rintell, E., and Walters, J., 'An approach to conducting research on the acquisition of pragmatic competence in a second language' in D. Larsen-Freeman (ed.) Discourse analysis in second language research, Newbury House, 1978.

Ervin-Tripp, S., 'Wait for Me, Roller Skate!' in S. Ervin-Tripp and C. Mitchell-Kernan (eds.) Child Discourse, Academic Press, 1977.

Endler, N.S. and Magnusson, D., 'Toward an interactional psychology of personality', Psych. Bulletin 83:5 (1976), 956-974.

Silvia DINGWALL 'A questionnaire survey of EFL teachers; or Happy Teachers: a game for EFL personnel'. This article reports on a questionnaire survey of EFL teachers' attitudes to certain controversial issues in language teaching, including such things as the treatment of errors, and the role of the textbook. The questionnaire was distributed by the magazine Modern English Teacher in Feb. 1981, and through this and other sources, over 540 replies have been received from more than 50 countries. The paper describes the drawing-up of the questionnaire, the motivations behind it, and the procedure for analysis. Besides this report of research in progress, I also suggest ways in which the questionnaire might be exploited for teacher training purposes. For instance, it can be employed quite successfully to encourage teachers or trainee teachers to reflect on their own language learning experiences and to ponder over the reasons why a language teacher, in the role of a language learner, might (or might not) make different demands on a teacher from those that their own students make. Many of the questions in the second part of the questionnaire have been used to spark off discussions about fairly fundamental pedagogical issues. The following two questions, for example, have proved quite provocative: Q5 'A good teacher will discover what the majority of students want to learn in class (e.g. rote learn vocabulary) and then provide them with the means to do it, even if this involves going against one's own teaching principles'; Q18 'The performance of English teachers should be assessed according to the improvement in their students' standard of English'. One of the principal tenets of this paper is that we need to pay as much attention to variation among language teachers as has recently been paid to variation among language learners, when we produce EFL/ESL materials or engage in teacher training. The 'Happy Teachers' game presented in this paper gives details of six very different respondents to the questionnaire, which serves to illustrate this point. Participants in the game are asked to match certain background information about the respondents with their replies to the attitude questions. In a teacher training session, the comments cited could be examined in order to see what views they reveal about language teaching. Better still, the participants' own responses to the questionnaire could be discussed in this manner, although sensitive handling would be required. This could usefully lead into a discussion of teacher 'types' and the needs of different kinds of language teachers. (Univ. of Lancaster, Dept. of Linguistics & Modern English Language, Lancaster LA1 4YT.)

Published under the title 'Report of Research in Progress and "Happy Teachers": a game for EFL personnel' in Practical Papers for English Language Education vol. 5, pp.169-197, Institute for English Language Education, University of Lancaster, 1981. See also Silvia Dingwall 'Variety and needs in the EFL profession' Modern English Teacher 9.3 (1982) pp.40-43.

Jacques DURAND 'Variation and the teaching of pronunciation'. This paper raises two fundamental issues in the teaching of pronunciation, with particular reference to English and French. First of all, should pronunciation be taught at all? Secondly, if it should be taught what should the norm be? These questions have received an excellent treatment in David Abercrombie's classic treatise Problems and principles in language study but the case has been reopened recently by the French linguist M. Cling. The latter has launched a wholesale attack on the teaching of RP in French schools and questioned the basis for the teaching of pronunciation. This paper argues that while many of M. Cling's arguments are persuasive, a case can and must be made for the teaching of pronunciation. However, on the question of norms it shows that many of the criticisms raised by M. Cling

against RP can also be levelled at the standard usually taken for granted in the teaching of French pronunciation. The norm that people accept unreservedly is often no more than a fictitious norm and more awareness of variations in the phonology of French could lead to pedagogically simpler and sounder systems. (Dept. of Language & Linguistics, University of Essex, Colchester CO4 3SQ.)

Arickx, I. (1972) 'Les orthoépistes sur la sellette', Travaux de linguistique 3, 101-164, Publications du service de linguistique française de l'université de l'état à Gand.

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MacCarthy, P. (1978) The Teaching of Pronunciation, Cambridge: C.U.P.

Martinet, A. & Walter, H. (1973) Dictionnaire de la prononciation française dans son usage réel, Paris: France - Expansion.

Peretz, C. (1977) 'Aspects socio-linguistiques du parler parisien contemporain', in H. Walter (ed.) Phonologie et société, Studia Phonetica vol.13, Montréal-Paris: Didier.

Walter, H. (1976) La dynamique des phonèmes dans le lexique français contemporain, Paris: France - Expansion.

Walter, H. (1977) La phonologie du français, Paris: P.U.F.

Urs DÜRMÜLLER 'What is a Varieties Grammar?' A Varieties Grammar (VG) attempts to provide a unifying apparatus for various kinds of language varieties -diatopic, diastratic, and diatypic. The notion of 'family grammar' appears to be especially useful in that process since it permits the postulation of a supergrammar for the whole 'family' as well as that of subgrammars for the individual 'members'. In order to restrict the scope of a VG, the present approach defines varieties as 'typolects', which are interpreted as contrasting with idiolects. And in order to make the theory of a VG applicable to pedagogical purposes, the notion of a VG is further restricted to that of the grammar of a repertoire of varieties as it might exist for real speakers of English. The consideration of the needs of EFL speakers leads to a redefinition of grammar in holistic terms, i.e. to an inclusion of socio-cultural aspects of language into the framework of the grammar. While it is impossible to write a VG for, e.g., all the varieties of English, it seems to be possible to set up ad hoc VGs of English as, e.g., for ESP. (Dept. of English, Univ. of Bern, Switzerland.)

Carlos A. FARACO 'Teaching native language to students who speak substandard variants in Brazil'. An enormous population has migrated from rural to urban areas in Brazil since the end of World War II, as a consequence of either the very bad conditions of living in rural regions (especially because of problems concerning land-ownership) or the intense process of industrialization (specially in the central and southern part of the country). This fact has created a completely new situation for the educational system, which for centuries was organised only for rich and middle-class urban people. More schools and more teachers have been necessary. The quantitative aspect, however, has been but a small part of the big problem. Some facts will speak by themselves: (a) we are working with students whose parents are, in general, illiterate; (b) most of these students (if not all of them) have problems with their health: they suffer

of verminose; they do not have a rich diet; most of them are even underfed; (c) most of them leave school after three or four years, either for economic reasons (they have to start working very early) or for the failures of the educational system itself, which has not provided enough places for all these students in secondary school; and, even worse, has not provided an education that should correspond to these students' necessities. The system still operates as if only rich and middle-class people were coming to school; (d) it goes without saying that the language variant that these students speak is without any social prestige; (e) these students live far from the town center and are, today, the majority among all the students in the first years of school in Brazil. Because of all these facts, we from the Department of Linguistics of the University of Parana (Curitiba, Southern Brazil) started in 1979 a project of research and educational experimentation in one of these schools. In this paper I present and discuss: (a) the reasons for us, together with the teachers of the school, to decide not to work with the standard language with these students; (b) the alternative linguistic program we have developed; (c) some of the first results we have obtained until now. (1981/82 Univ. of Salford: 3 Top o' th' Meadows, Waterhead, Oldham OL4 3SF.)

Peter NEWMARK 'The translation of informative texts'. The paper will define the term; propose typical text categories, and will list thirteen criteria where, if the original is defective, the translator's duty is to remove or mitigate the deficiency. Therefore an alternative title is "When the Translation has to be better than the Original".

Henri PORTINE 'Analyse de discours et didactique des langues'. Après avoir rappelé les origines de l'analyse de discours (discourse analysis de Z.S. Harris, désir de rendre compte des textes politiques et pédagogiques, prise de conscience du fossé séparant phrase et texte, étude de l'argumentation en-dehors des cadres de la rhétorique), je ferai une description rapide des principales tendances en France en analyse de discours: études lexicosémantiques (recours aux fréquences lexicales et à la contextualisation des lexèmes), études sur la structure des textes (sémiotique), études en termes d'opérations d'un sujet énonciateur (abstraction construite sur le locuteur effectif). A partir de cette description, j'essaierai de préciser les notions de texte (réalisation concrète écrite ou orale possédant certaines caractéristiques), de discours (activité de constitution de textes en rapport à une situation et à des conditions de production données), de communication, d'énonciation (enunciation/language act). Le champ de la didactique des langues (enseignement et apprentissage) suppose l'articulation: texte / langue / langage, ou si l'on préfère (ce qui est plus proche de l'expression en anglais): texte / langue / discours. L'utilisation de textes est nécessaire. Ce sont les points de départ que l'on possède. Ils sont produits dans une langue donnée (contrainte: la langue pré-existe au sujet qui la parle) et dans le cadre d'une activité langagière (ou activité de discours) du sujet énonciateur. A travers les textes, ce que l'on vise c'est la connaissance de la langue par l'étudiant et sa capacité à avoir une activité de production langagière. On est donc dans la situation suivante:

niveau de production des textes

langue / texte / discours

niveau d'analyse des textes et  
d'apprentissage d'une langue

Cette problématique sert de colonne vertébrale à l'élaboration de pratiques pédagogiques (stratégies d'enseignement). Face au caractère relativement dispersé de l'analyse de discours, il s'agit à la fois de mettre sur pied un bricolage satisfaisant et d'assurer une cohérence d'ensemble (deux tendances contradictoires qu'il faut concilier). L'utilité de l'analyse de discours pour l'enseignement et l'apprentissage des langues doit donc être double: préparation et choix de matériel didactique, utilisation (méthodologique) de matériel didactique. (BELC, Paris VII.)

M.J. REYNOLDS 'Communicative curriculum design: the Topic and Task approach'. The paper will describe the structure and discuss the principles of the above approach to communicative language-learning and draw examples of the approach from the language programme designed for the School of Environmental Design at King Abdul Aziz University, Jeddah. As an approach designed for language-use programmes for academic settings and purposes, the paper will show how it is related to Widdowson's concern that language-learning be 'an aspect of some other subject' (Widdowson 1979) and Brumfit's that language programmes should have 'broader educational overtones' (Brumfit & Johnson 1979). Other communicative language-teaching models will be critically reviewed and compared with the topic and task model, in particular those of Wilkins (1976), Munby (1978) and Breen & Candlin (1980). It will be shown that the topic and task approach meets both content and process demands, whereas other approaches, by emphasizing either one at the expense of the other, are making an unnecessary and methodologically harmful distinction. The paper will define the terms topic and task and examine the concepts from a number of perspectives. For instance they will be related to the work of earlier task analysts such as Gagné (1962) and Davies (1971), but defined here in a more process-oriented manner. They will be related, too, to the work of Allwright (1977) and an expansion of certain of his categories of topic and task will be put forward. Essentially, then, topic will be considered as data drawn from a specific subject-area, and task as goal-directed activity upon the data, an operational unit having conceptual, behavioural and linguistic dimensions. From this it follows that the topic and task approach adopts dual focus —upon the content (topics) and upon the verbal and non-verbal processes (tasks) entailed by the content. The paper will deal, finally, with problems related to the approach, both those that it is claimed the approach can deal with successfully, and others that remain problematic. In the former area are problems of learner motivation, transfer (from language to subject study) and authenticity (of data and learner response). In the latter area are matters of (a) 'chunking' —How big is a task?— sequencing and grading (answers are suggested), (b) generalizability —how performances become systematic and automatic, and (c) appropriate entry points for learners. (c/o Department of Linguistics & Modern English Language, Univ. of Lancaster, Lancaster LA1 4YT.)

Allwright, R.L. (1977) 'Turns, topics and tasks' (paper given at TESOL National Convention, Miami, Florida).

Breen, M.P. & Candlin, C.N. (1980) 'The essentials of a communicative curriculum in language teaching' Applied Linguistics 1.2, (1980).

Brumfit, C.J. & Johnson, K. (1979) The communicative approach to language teaching (Oxford University Press).

Davies, I.K. (1971) The management of learning (McGraw-Hill).

Gagné, R.M. (1962) 'The acquisition of knowledge' Psychological Review 69 (1962).

Munby, J. (1978) Communicative syllabus design (Cambridge University Press).

Widdowson, H.G. (1979) Explorations in applied linguistics (Oxford University Press).

Wilkins, D.A. (1976) Notional syllabuses (Oxford University Press).



John ROBERTS 'The use of dialogues for teaching transactional competence in foreign languages' There is nothing new about the use of dialogues in FLT —their employment dates back at least to Erasmus who used them as what we might now call 'communicative gambit drills'. However, in more recent FLT history, the use of dialogues seems to have been restricted mainly to demonstrating and inculcating mastery of formal structure and to 'drilling in' chunks of ritualised language. This paper aims to present a view of dialogue not as a structured flow of words and phrases in the narrowest linguistic sense, but as the outward manifestation and vehicle of the interplay of strategies designed to procure the outcomes desired by those engaged in dialogue. It will be argued that in this light virtually any dialogue may be seen as a 'transaction', whether its underlying objective is merely to maintain friendly relations or whether it is to wheedle £2000 out of one's bank manager. Native speakers of a language are so used to employing strategy in their dialogue-transactions that they probably do it quite unconsciously most of the time. But there is evidence, even if only anecdotal, that native speakers differ considerably in their 'transactional competence'; so, if the foreign learner wishes to acquire a high level of transactional competence in order to attain as often as possible any particular desired outcome, what descriptive tools are available from discourse analysis which can be used to reveal both the strategic structure of dialogue and how and why some transactional strategies are more effective than others? A simple, but pedagogically employable, framework of analysis is provided in the work of Robert Di Pietro, and the paper attempts to show how his ideas, applied in practice, can considerably enrich the use of dialogues as FLT 'materials' and instructional devices, and why the dialogue is the ideal pedagogical medium for the fostering of transactional competence.

In response to requests John has supplied the following bibliography of papers by Di Pietro on strategic interaction:-

- 'The semiotics of role interpretation', paper presented at the First International Congress of Semiotic Studies, Milan, Italy, 2-6 June 1974 (mimeo).
- 'The strategies of language use' in P.A. Reich (ed.) The Second LACUS Forum, Hornbeam Press, Columbia, S.C. 29206, 1976.
- 'Contrasting patterns of language use: a conversational approach', Canadian Modern Language Review 33/1, 1976.
- 'Verbal strategies, script theory and conversational performances in ESL' in C. Blatchford & J. Schachter (eds.) On TESOL, TESOL, Washington, DC, 1978.
- 'Verbal strategies in the modern language classroom', paper first delivered at the Spring 1978 Conference of PSMLA. Published in The Bulletin LVII/2, 1979.
- 'The open-ended scenario: a new approach to conversation', paper presented at the 15th Annual TESOL Convention, Detroit, MI, 3-8 March, 1981 (mimeo).
- 'Discourse and real life roles in the ESL classroom' TESOL Quarterly 15/1, 1981.
- 'Language, culture and strategic interaction in the classroom', paper issued by the Bilingual Education Service Center, Intercultural Development Research Association, Houston, Texas, 1981.
- 'Strategic interaction from texts: converting written discourse into spoken conversation', paper to appear in The Proceedings of the Third Delaware Symposium, ed. Wm Frawley, Plenum Press.

Tina SUTHERLAND 'Studies in patterns of short-term linguistic and social change in the family unit'. Sociolinguistic theory and practice makes the assumption that linguistic differences are distributed across extra-linguistic variables such as social class, age, sex and ethnicity in a temporally stable way. It is expected that the current research will determine (a) the types of variation in language use and in social attitudes within the family, and (b) the types of change of variation in language use and social attitudes within the family over short periods viz. six months. The research (subject of my PhD thesis) has been in progress for 18 months, with three stages of interview undertaken and transcribed. It is hoped that at least one further set of interviews will take place prior to the final analysis of the data. The informants for my study were taken from three Newcastle families with six members of each family taking part (the parents and four children) with an age range from 16 to 57 years at the first interview. The nuclear families all live within a few hundred yards of each other - two live in the same street whilst the third family lives around the corner. Three of the "children" are married, living in areas away from their parents and a further three have left the parental home during the course of the interviews. All children, however, have regular contact with their parents and siblings. To date it has only been possible to make tentative suppositions but the following points would seem to be relevant: 1. That linguistic variety is directly related to the "lifestyle" of an individual rather than to any single factor of age, sex or social class; 2. That attitude is one of the largest single determiners of the language of the individual; 3. That the language of the individual is not stable but changes in language coincide with changes in "lifestyle"; 4. That signs of ethnicity in language may differ between the young and the old. It is expected that further discoveries will be made as this research progresses, although preliminary consideration of this matter indicates that the research will necessitate revisions of sociolinguistic theory. (C.M. Sutherland, School of English, University of Newcastle upon Tyne, NE1 7RU.)

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ESF (European Science Foundation) involvement in Applied Linguistic research The Association had the pleasure of hearing about this from John Lyons, who is Professor of Linguistics at the University of Sussex and also Linguistics representative on two of the six ESF Standing Committees, viz. the Humanities Committee and the Social Sciences Committee. ESF activity in Applied Linguistics comes under the latter, and Professor Lyons gave an account of three initiatives and invited the interest or participation of BAAL members. He has since kindly provided up-to-date notes on these.

- i) Second language acquisition by adult immigrants. This project (previously referred to as the Ecology of Adult Language Acquisition) is aimed at studying in parallel the way in which migrants with no formal training in learning a second language, and who are not following a formal course in their host country, acquire the facility to communicate. Of particular interest is the difference between the experience of migrants from different cultural backgrounds arriving in different language environments. Five target (host) languages have been chosen - Dutch, English, French, German and Swedish. As a result of a year's pilot work, done primarily in Germany and in Sweden, a draft field manual has been produced which will be used by the five different research teams. The work itself will start in earnest about May or June this year. Two, possibly

three, appointments are due to be made to the British team, though finance is still a considerable problem. Some British linguists with a professional interest in sociolinguistics have offered to assist by giving advice and consultancy as the work progresses, and John Lyons would be very happy to receive enquiries from BAAL members who might be similarly interested. (See ESF Communications 1 p.9.)

- ii) Migration Studies. The ESF is supporting a project on the effects of recent migrations in Europe, more particularly on the cultural identity of second generation adolescent immigrants. Work is being carried out in several different countries of Europe, and a number of workshops have been held on problems posed by migration. Of particular interest to linguists was a workshop held last November in Granada devoted to the formal and informal status of the migrant's mother tongue in host countries. (See, on the project as a whole, ESF Communications 1 p.11.)

- iii) ESF Summer Schools (linguistics). The ESF, in collaboration with other bodies, hopes to sponsor a series of Summer Schools, to be held in different countries every two years, on different areas of linguistics. They are intended primarily for young university teachers and postgraduate researchers working at an advanced level.

Arrangements for the first Summer School, on sociolinguistics, at the University of Sussex from 18 July to 7 August 1982, are well advanced: participation will be limited to 60 people, and the selection of the British quota has been made. (No further applications can be considered.) The following will be teaching on the course: Richard Coates, Norbert Dittmar, Maya Hickmann, Annette Karmiloff-Smith, Wolfgang Klein, Roger Lass, Suzanne Romaine, Ragnar Rommetveit. Lectures and seminars will be conducted in English, French and German. (See ESF Communications 1 p.9.)

The theme of socio-linguistics has been chosen for the first Summer School because of the lack of facilities in many European countries for the training of researchers and teachers in recently developed methods and theories. One of the particular characteristics of the theme is its multi-disciplinary nature. Particular attention will be given at the Summer School to the status of minority languages, bi-lingualism, child-language acquisition and dialect studies in a social framework.

The purpose of the series is to provide advanced training in areas of linguistics that cannot be covered properly in a single university - and often not in a single country. In addition, the series will result in a wider knowledge throughout Europe of work being done in the different linguistics "schools".

Since its establishment in 1974 as a non-governmental organisation, the European Science Foundation has worked

- to advance cooperation in basic research in Europe
- to promote the mobility of research workers
- to assist the free flow of information and ideas
- to facilitate the harmonisation of basic research activities
- to encourage cooperation in the use of existing facilities.

"Science" in the Foundation's terms covers all the disciplines in which ordered research is carried out - the humanities, the social sciences and the natural, medical and technical sciences. The Member Organisations of the Foundation are the academies and research councils of, at present, 18 European countries. Among the seven United Kingdom organisations are:

The British Academy, the Medical Research Council and the Social Science Research Council. The address of the ESF is: 1 quai Lezay-Marnésia, 67000 Strasbourg, France (Tel.: (88) 35 30 63). ESF Communications, recently launched 'to make the work of the Foundation more widely known within the scientific community', is published from the same address.

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Participants (97) (BAAL members' addresses are given in parentheses)

Gertrud AUB-BUSCHER (Hull); John AYTO (Brighton); I.F. ARIZA (Manchester); Alan BAAR, Univ. Newcastle u.T.; Colin BEARNE, Univ. Sussex; Frank BELL (Shrewsbury); B. BHATIA, Univ. Aston; A. Menel BLOOR (Aston); Thomas BLOOR (Aston); C. BRUMFIT (London); F. CHAMBERS, Univ. Essex; David COBB (Longman); Paul COGGLE (Kent); V. COOK (Essex); D.C. COURTS (W. Australia); A. COUSINS (Plymouth); M. DEUCHAR, Sussex; Silvia DINGWALL, (Univ. Lancaster); Peter DONOVAN, CUP; Angela DOWNING, Madrid; P. DREW, Univ. Essex; Adrian Du PLESSIS, CUP; J. DURAND, Essex; Urs DÜRMÜLLER, Bern; Peter ETHERTON (Wellington, Soms.); Carlos FARACO, Brazil/Oldham; Mary FITZGERALD, St. Leonards-on-Sea; E. FREEDMAN (Leicester); Jane FREELAND (Portsmouth); John GALLEYMORE (Portsmouth); R.J. GLASHEEN, Hove; Linda GORMAN, Enfield; Pam GRUNWELL (Leicester); Roger HANCOCK, Bosham; R. HARTMANN (Exeter); A. HIGGIE, Kettering; C. HILL, (Dartford); Thelma HOWELL (Br. Council); Elisabeth INGRAM (Trondheim/Edinburgh); N. LEES, Leicester; W. LITTLEWOOD (Swansea); Helen LUNT, CILT; J. LYONS, Sussex; Jim McGIVNEY, Sussex; R.N. MANN, Longman; Peter MANSFIELD, Shrewsbury; Doreen MARKHAM (St. Paul's Cray); Mr. MATTHEWS, Pergamon Press; Ulrike MEINHOF, Sussex; W. MITTINS (Newcastle u. Tyne); A. MICKLEM (Bingley); John MOUNTFORD (Southampton); Patricia MUGGLESTONE (Hove); Simon MURISON-BOWIE (OUP); B. NAGEL, Walsall; P. NEWMARK (London); John NORRISH (London); Peter O'CONNELL (Folkestone); H.E. ORCHARD, RSA, London; S. PARASHER, Edinburgh; Alison PARKES, Northampton; A. PESTER (Wolverhampton); Robert PHILLIPSON (Denmark); H. PORTINE, BELC, Univ. Paris VII; Janet PRICE (Newcastle/Brighton); Valerie QUINLIVAN (Colchester); R. QUINLIVAN, Colchester; A. RAZOOK, Univ. Sussex; Hilary REES-PARNALL (London); Euan REID (London); M. REYNOLDS, Halton; Richard ROSSNER, Bath; J. ROBERTS (Essex); Sonia ROUVE, London; Ramsey RUTHERFORD (Bielefeld); Kathy SEED, Longman; Carol SANDERS (Sussex); P. SEWELL (London); Derrick SHARP (Swansea); Mary SHIELDS, Blackwell's, Oxford; Sam SPICER (Essex); Patrick STEVENSON, Southampton; Peter STREVS (Cambridge); Tove SKUTNAPP-KANGAS, Univ. Roskilde, Denmark; Aris SWARBUCK (Aberdeen/Arundel); T. SUTHERLAND, Newcastle u. Tyne; Howard THOMAS (Hove); R. TOWELL, Chorley; J. URE (Edinburgh); Ormond UREN (London); Anwar WAGIALLA, Lancaster; Catherine WALLACE (Ealing); Cristina WHITECROSS (OUP); Josephine M. WILDING (Maidenhead); Anne WILKINS (Leicester); Marie-Paule WOODLEY (Manchester); C. WRANGHAM, Ealing C.H.E.

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## III

RECENT CONFERENCES ELSEWHERELinguistics Association of Great Britain

Connie CULLEN reporting from Another Place.

It is hoped that reports on meetings of the Linguistics Association of Great Britain will become a regular feature of BAAL Newsletters. This report covers two meetings: the Autumn Meeting, held 30 Sept - 2 October at the University of York and the Spring Meeting held 24 - 26 March at the University of Reading. (LAGB has traditionally had meetings in both Spring and Autumn; the Spring meeting, which includes the Association's A.G.M., continues to be the main one, and the only one constitutionally required.)

LAGB Autumn '81 Meeting (York)

The York meeting (Local organiser: Carol Wallace) was attended by over 100 people, a very large number for a (traditionally small) autumn meeting. (The explanation for the large attendance probably lies in the popularity of York as a tourist centre and the convenience of its location.) The program ran from Wednesday evening to Friday teatime and started, as is now almost always the case at LAGB meetings, with papers particularly chosen to be of great general interest and enjoyment to those attending. At York the opening session contained two papers on British Sign Language: one on borrowing and change in British Sign Language by Bencie Woll (University of Bristol) and the other on the syntactic typology of BSL by Margaret Deuchar (University of Sussex). These papers, and their interested reception by the meeting, reflect a growing interest among linguists in sign language and its resemblance to and differences from the better-studied audio-vocal human languages.

On Thursday, a very full program began with four papers on semantics and related phenomena: Ruth Kempson (UCL) dealing with specificity and the distinction between vague and ambiguous utterances; Connie Cullen (Hull) on the use of sentence stress as an information-focussing device (reporting on experimental research on the accuracy of informants at reconstructing eliciting utterances) and two papers (from Noel Burton-Roberts (Newcastle) and Robert van der Auwera (Brussels)) on the problem of accommodating and defining the notion 'possible' in a truth-conditional semantics with only two truth values.

Thursday afternoon saw sessions on two topics deservedly receiving more time at LAGB meetings these days: Celtic languages and Generalized Phrase Structure Grammar (a non-transformational syntax being developed and worked on by Gerald Gazdar and others, with the aim of presenting context-free phrase structure rules as an account for syntactic phenomena). The first session, on Brittanic Celtic, contained a paper from Janig Stephens (SOAS) on the constituent status of particularly problematic VPs in Breton, and a paper from Bob Borsley (then at UCL) on a process of syntactic agreement in Welsh. In the second session, Gerald Gazdar presented a paper on case and control in Modern Icelandic, demonstrating how the complex and difficult patterns of case and control could be captured in a context-free phrase structure grammar; and Ewan Klein (Newcastle) dealt, in a GPSG framework, with the class of sentences called 'EQUI' and 'Raising' sentences, proposing a semantic as well as syntactic basis for their differing interpretations. (Both of these papers were co-authored by Ivan Sag of Stanford.)

Thursday night's two papers were on phonology: Frans Plank (Hanover) on rule ordering between morphological and phonological rules, and Richard Coates (Sussex) on syllabic structure in Icelandic. (Does this mean that

there is also a trend towards increased British interest in Icelandic?!).

Friday morning started again with semantics. (Is this deliberate: does the LAGB think you have to be especially alert for semantics?): Paul Werth (formerly of Hull, now in Brussels) on possible-world approaches to tense and modality, and Joanna Channell (for herself, Alan Cowie and L. Jeffries of the Lexical Research Unit, Leeds) on the way in which participant roles might help in the description of lexical meaning; Annabel Cormack (UCL & SOAS) on the semantic interpretation of VP anaphora in English and K. Facey (SOAS) on an application of Kamp's views of discourse reference to the analysis of what is sometimes called the reflexive in Japanese.

The meeting closed on Friday afternoon after three sociolinguistics papers (this is the first time in some years that there have been any number of sociolinguistic papers at an LAGB meeting; it is a tribute to the known special interest of the University of York in sociolinguistics that the papers were offered for the York meeting). Papers were presented by Leslie Milroy (Belfast; now Sheffield) on the way in which knowledge of context influences comprehension, by M. Chan & H. Kwok (Hong Kong) on Chinese influence on Hong Kong English vocabulary, and by John Local & John Kelly (York) on the analysis of phonetic distinctions among vowels in regional variations of speech ('A new view of do and dew').

#### LAGB Spring '82 Meeting (Reading)

The Reading Meeting (Local organiser: Colin Biggs) was attended by about 130 people. It opened on Wednesday night with the 1982 LAGB Lecture, given by a guest of the Association, Barbara Partee (University of Massachusetts at Amherst). Professor Partee gave an interesting talk on formal semantics and linguistics, tracing the development of formal semantics in linguistics and explaining its advantages and drawbacks at each stage in its development. She concluded with a discussion of recent developments, particularly the work of Kamp and others, which she thought might be righting the balance between formal semantics and discourse considerations.

Thursday morning began with two papers on conditionals: Neil Smith (UCL, and current Chairman of LAGB) on the interpretation of conditionals, in which the relationship of conditionals with compound antecedents to those with single propositions as antecedents was discussed; and Liliane Haegeman (Survey of English Usage) on the syntax and interpretation of English conditionals with future reference.

The Thursday morning session also included a paper on phonology (from Nigel Vincent, formerly of Hull and now of Cambridge) comparing prosodic and autosegmental treatments of verb inflections in Terena; and two papers on historical linguistics topics: Richard Coates (Sussex) on pre-Old English umlaut and Theodora Bynon (SOAS) on infinitives and clauses in diachronic perspective.

Thursday afternoon and evening there were parallel sessions: the number of good papers offered for this meeting was so large that, to accommodate as many as possible, a number of parallel sessions were arranged (for the first time in some years). The arrangement caused a certain amount of grief to some members who found themselves unable to attend all the papers they would have liked to. One of the afternoon's parallel sessions was devoted to three papers on phonology ('a rare thing these days', the session chairman remarked). It began entertainingly with John Wells (UCL) reviewing conservatism and innovation in English local accents and concluding, with the use of evidence from home and overseas varieties, that the

most powerful source of successful innovation has been London working-class speech. This was followed by Jane McBrearty (Birmingham Poly) on the distinctive feature Coronal, and by Francis Katamba (Lancaster) on syllable structure in Luganda. The other session contained papers by Colin Biggs (Reading) on problems in the definition of PRO in Chomsky's recent government and binding papers and by Bob Borsley (now at West London I.H.E.) on the validity of positing PRO in certain syntactic structures in Welsh.

Parallel sessions on Thursday night offered papers by Dick Hudson (UCL) on semantics and by Grev Corbett (Surrey) on various kinds of agreement rules (in one session) and by Ivan Lowe (Summer Institute of Linguistics) on discourse topic markers in Muhang, a language of the Arapesh family (Papua New Guinea), and Marion Owen (Cambridge) on the use in conversation of the word 'anyway' (in the other session). Having a pair of papers on discourse phenomena is some sign that this, too, is an area of increasing activity among LAGB members.

On Friday morning there were three papers on Generalized Phrase Structure Grammar (by Ewan Klein of Newcastle on infinitival clauses without overt controllers, by Connie Cullen of Hull on a GPSG treatment of aspect markers in Mandarin Chinese syntax, and by Gerald Gazdar of Sussex on the adequacy of GPSG accounts of coordination), followed by a paper on parsing (from Ken Church of MIT, currently on study leave in Sweden), and by a paper on word-order universals (from Martin Prior of SOAS).

The conference concluded on Friday afternoon after two parallel sessions. In one of the sessions there were three papers on semantics (which just goes to show that semantics can occur at other times than the early morning): from J. Buysschaert (Ghent) on quantifier scope ambiguity, Thomas Herbst (Erlangen) on the use of valency theory in the description of English, and R. J. Watts (Zurich) on the notion of 'truth' in semantics. In parallel were papers by Allan Bell (usually of Washington; on sabbatical at Reading) on determiner-deletion in 'news' English (the spread of Time magazine's 'Fugitive financier, Mr. Robert Vesco'), Reza Ordoubadian (Tennessee) on some aspects of the genitive in Azarbayjani and Steve Hagen (Newcastle) on word formation in Russian.

All in all, the meeting's program was one of the fullest offered by LAGB in recent years.

#### News from the Business Meeting

Two long-serving members of the LAGB committee retired this year: Connie Cullen (Treasurer) and Richard Hogg (Membership Secretary). They have been replaced by John Payne (of Manchester, as Treasurer) and Andrew Crompton (of Nottingham, as Membership Secretary). The other officers continue in office.

The AGM approved a motion calling on members in full-time employment to decline offers of part-time, temporary or ad hoc employment and to recommend to employers offering such work that they should instead offer it to a linguist who is unemployed.

The next meeting of the LAGB is in Kent, 22 - 24 September 1982. Applications for membership should be sent to the Membership Secretary.

Connie Cullen  
Dept. of Linguistics,  
University of Hull.

ADDENDUM to Lancaster Seminar report, pp.1-2.

Attendance (BAAL members' addresses are given in parentheses)

Speakers

Dr. J. Charles ALDERSON, Institute for English Language Education, Univ. of Lancaster: 'Reading literature' (with M. SHORT); Ellen BIALYSTOK, Research Association, Faculty of Education, Univ. of British Columbia: 'A psycholinguistic framework for exploring the basis of second language proficiency'; Christopher CANDLIN (with Michael BREEN - see Organisers): 'Review of Seminar: Implications for language teaching'; Dr. Claus FAERCH, English Institute, Univ. Copenhagen: 'Interpretive strategies for solving lexical problems'; Dr. Sheila HARRI-AUGSTEIN and Dr. Laurie F. THOMAS, Centre for the Study of Human Learning, Brunel University, Uxbridge: 'The self-organised learner and the relativity of personal learning: constructing referents for the processes of achieving meaning'; Dr. John HERITAGE, 4 Avoncliffe, Tiddington, Stratford-upon-Avon: 'Demonstrations of understanding'; Dr. Gabriele KASPER, Language Centre, Univ. of Aarhus, Denmark: 'Interpretive strategies in learner/native-speaker discourse'; Philip RILEY (C.R.A.P.E.L., Université de Nancy II, France): 'System constraints on interpretive strategies in face-to-face interaction'; Dr. Kari SAJAVAARA, Dept. of English, Univ. of Jyväskylä, Finland: 'Message processing and language acquisition in the foreign language teaching context'; Herbert W. SELIGER, 75-53 177th Street, Flushing, New York 11366, U.S.A.: 'Strategy and tactic: universal categories of language acquisition'; Mr. M. SHARWOOD SMITH, Inst. voor Engelse Tall-en Letterkunde, Rijksuniversiteit Utrecht, Netherlands: 'Two ways of viewing the interpretation of language input'; Elaine TARONE, 1023 Fifth St. S.E., Minneapolis 55414, U.S.A.: 'De-coding a non-primary language: the crucial role of strategic competence'.

Participants (19)

Brian ABBS (3 Burlington Gardens, London W4 4LT); Susan AXBEY, Flat 1, 124 Kew Rd., Richmond, Surrey; Geoff BRINDLEY, c/o Miss Fran Wilde, General Education Section (Visitors), The British Council, 10 Spring Gardens, London SW1A 2BN; Leslie DICKINSON (Scottish Centre for Education Overseas, Moray House, Edinburgh); Eric EVANS, National Language Unit of Wales, Pontypridd, Mid. Glam. CF37 1UG; Ms May FRITH, c/o Mrs. M. Wetherill, 140 Grand Drive, Herne Bay, Kent, CT6 8HU; Prof. Elizabeth INGRAM, (Univ. of Trondheim, Norway); Leila KEANE (Resource & Development Unit, Longman English Teaching Services, Harlow); Dr. David LITTLE, Centre for Language & Comm. Studies, Trinity College, Dublin; William T. LITTLEWOOD, (Univ. Coll. of Swansea, Dept. of Educ., Swansea); Mrs. Mersedeh NOORMOHAMADIAN, 14 Candlesdown Lane, Stenalees, St. Austell, Cornwall; Robert PHILLIPSON, (Nyvej 17, 4050 Skibby, Denmark); Avril PRICE, Oxford Univ. Press, Walton St., Oxford; Jonathan ROBERTS (Centre for Applied Language Studies, Univ. of Reading); Mick SHORT, Dept. of Linguistics & Modern Eng. Lang., Univ. of Lancaster; Tove SKUTNABB-KANGAS, Nyvej 17, 4050 Skibby, Denmark; Ms Juanita WAR, Dept. of Linguistics, Univ. of Edinburgh; Dr. Rod WATSON, Dept. of Sociology, Univ. of Manchester; Norman F. WHITNEY (Flat 6, 49 Greencroft Gardens, London NW6).

Student Participants (14) (Dept. of Linguistics, Univ. of Lancaster):

Mainlida Cavalcantor, Gen Ling Chang, Monica Collingham, Cleo Dvarfe, Alex Gogos, Vijaya John, V. Kumar, Juriah Long, Michael Makosch, Phil Mothershaw (I.E.L.E.), Rose Swan, Jenny Thomas, Dilys Thorpe, J. Zerkowintz.

Conference Assistants (5) (Univ. of Lancaster):

Sylvia Dingwall, Leo van Lier, Kazem Lotfipair, Andy MacNab, Sarah Mann.



## IV

REVIEWS

Books for language teachers: two series:-

- (i) Practical Language Teaching (edited Marion Geddes & Gill Sturtridge, Allen & Unwin/Heinemann).
- (ii) Essential Language Teaching series (edited Roger H. Flavell, Macmillan).

Reviewed by Christopher BRUMFIT (Univ. of London Inst. of Education).

Until recently there was only one series of basic books for language teachers—the Longman Handbooks for Language Teachers, edited by Donn Byrne. This series, which still produces good new titles, is committed to a fairly traditional format, the books running to well over a hundred pages, and usually providing an authoritative overview of basic areas like pronunciation teaching or writing. Such a format does not prevent innovation—the latest title, Jane Willis's Teaching English through English is a strikingly original book—but all the texts are lengthy and serious-minded, and contrast strongly with more recent series.

Practical Language Teaching is a series of short books which started appearing from Allen and Unwin in 1980, though it has now been taken over by Heinemann. The first five books range from 79 to 128 pages in length, and the price is never below £2.50. In size they are very slightly larger than a standard Penguin book. Essential Language Teaching produced its first title in 1979, but the other two to have appeared came two years later. They are substantially cheaper than the Allen and Unwin series, slightly smaller, and vary from 98 to 137 pages. A third new series is advertised from Cambridge but although this promises to have an interesting format which will be commented on later, so far only one new book has appeared and it is too early to comment.

The thinking behind all these new series seems to be an assumption that teachers in training need independent, pocket-size and above all short sources of information on all aspects of teaching. Where the traditional market for books on teaching has assumed a trainee who is more or less the equivalent of a graduate, these—with greater or lesser success—attempt to be both simple and practical, and also assume relatively little interest in principle or explanation. They are responses to two phenomena which distinguish EFL teaching from almost all other kinds: the existence of a large number of training courses which consist almost exclusively of work on teaching techniques for a particular subject, with little or no consideration of more general ethical, philosophical, historical or psychological issues; and the demand from a large number of non-native-speaking teachers of English overseas for simple texts in English. Two important questions of principle are thus raised (though this review will be unable to consider them in any detail). The first is whether we can ever separate the technical side of teaching from broader issues without dehumanising it, and the second is whether the best people to advise non-native-speaking teachers of English are the native speakers who most often are asked to write books on methodology.

This review will make brief comments on individual books in each series, and follow these with some more general observations.

i) Practical Language Teaching

1. Planning and using the blackboard Patricia Mugglestone (1980) 95pp. 0-04-371062-X.

This, like all the books being discussed, has valuable material in it, but it is difficult to refer to because it lacks clear structuring -there is no clear enunciation of basic principles in using the blackboard to which all the detailed discussion can be referred. There is no index, and altogether the book will make more sense to those who already know from experience how to use a blackboard than to those who are new to the field. One or two of the diagrams will pose problems to non-native speakers (Figure 23, for example, proves difficult for this native speaker to complete), and the general impression is of a useful, practical but essentially amiable ramble. As with all books in this series, the layout is attractive and clear. It may seem pretentious to demand rigour from a discussion of blackboard work, but that is precisely what is lacking, and without rigour it is difficult to relate individual ideas to any consistent pattern or approach. Such a weakness is apparent in a chapter in a book, but is exposed much more clearly when the topic acquires a whole book to itself.

2. Using the magnetboard Donn Byrne (1980) 79pp. 0-04-371065-4.

Although again there is no index, this booklet is clearer than the earlier one and constitutes a comprehensive and useful guide which is well illustrated and practical. Instructions on how to make and obtain equipment are helpful, and a wide range of techniques is illustrated. The major question to ask, though, is whether we are justified in spending £2.50 on such a short book, however well it is done. A dishonest person could photocopy the whole book for substantially less than it costs in a shop.

3. The magazine picture library Janet McAlpin (1980) 68pp + 24 specimen photographs of pictures. 0-04-371061-1.

Like the other books, this is good on the organisational problems of obtaining and adapting materials, and it complements the ELTI film 'Using magazine pictures' nicely. Its assumptions about the nature of language teaching are, however, mainly audiolingual, with a strong emphasis on pictures as a means of controlling the language used by pupils. It tends to ignore the many more creative and exciting possibilities.

4. Teaching written English Ronald V. White (1980) 112pp. 0-04-371068-9. (This is no. 4 in the series on the cover, but on the title pages this is given as no. 3 and the previous book as no. 4.)

On the basis of the first few titles, this is a sport in the series, for it is concerned not with specific techniques to be used for many purposes, but with one of the major purposes of English teaching. Scarcely surprisingly, it is longer than its predecessors, but even so the author has had to condense his material, and the strain sometimes shows. Unlike the other books, however, this is a genuine contribution to the debate on methodology, and it lines itself up firmly with the communicative approach. It does not provide the kind of authoritative

overview of Byrne's book on writing in the Longman series, but it does give a clear account of one particular approach to the teaching of writing. Furthermore, unlike many discussions of writing, it does deal with writing as reinforcement as well as the development of written discourse. Ronald White does, however, treat writing as primarily a matter of breaking down the organisation of texts and then restoring them through the learner's written exercises. This approach has severe psychological limitations, which reveal themselves in his unsatisfactory distinction (p.15) between personal and creative writing. The latter is dismissed very firmly from the EFL classroom, and again on p.104, but such a dismissal raises many problems, even if we accept many of his doubts. True fluency cannot be gained in writing by solely mechanical means, for the process of being fluent demands that the message-making is integrated with the physical process of writing —all writing has elements of creativity insofar as the user contributes to the organisation of the text, and the writing recommended in this book is often so severely functional as to be unnecessarily mechanical. Such exercises will certainly have a place in a good writing course, but they cannot constitute the whole course without making it over-schematic. Perhaps teaching language for use should not be confused with teaching to use it: as in much communicative discussion, needs seem to have determined pedagogy and learning processes have been played down. Nonetheless, the book provides many useful hints, and is good on aspects of general methodology, like correction. There is a useful annotated list of references, but again no index.

5. Using blackboard drawing Peter Shaw & Therese de Vet (1980) 128pp.  
0-04-371075-1.

This, although clearly practical in intention, starts off with a surprisingly academic tone. It is full of illustrations, but they are sometimes confusing and difficult to interpret, which is a major weakness in a book of this kind. Figures 30 and 115, for example, caused considerable puzzlement. It raises, though without comment, crucial issues of stereotyping which are highly problematic in foreign language work. We read on pp. 44-5: 'the only people who need normal eyebrows are intellectuals, inventors and artists. Then they should be bushy...' —and indeed we do have an illustration looking like a somewhat bohemian Denis Healey. However, in general this book smacks of classroom experience, and would be good for advanced and in-service teachers, though the drawings are too fussy. The text is well thought out, and —unlike some of the earlier ones— principled in organisation.

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At first sight this series falls between two stools. Major discussion, for example of writing, is constrained by the series format, while minor matters, for example magnetboards, are extended beyond their importance by the full book treatment. There is also a tendency to concentrate too much on technical and administrative matters, while incursions into methodology proper present a varied but never authoritative series of viewpoints. All the books have some value, but with the exception of Ronald White's book, they are expensive for what you get. There are also more misprints than there should be.

ii) Essential Language Teaching series

Teaching techniques for communicative English Jane Revell (1979) 98pp.  
0-333-27177-7.

It is easy to be pedantic at the expense of this book, and even the title makes one wonder about techniques for teaching uncommunicative English! The book is a little uncertain in tone, and may sometimes be linguistically confusing for non-native speakers: 'tome' on the third line of chapter one, 'proposition' undefined on the second page of the same chapter. It is also somewhat aggressively demotic in tone, with 'disinterested' being used for 'uninterested', and a cultural assumption that V-signs, 'bloody' and other paraphernalia of urban life are to be encouraged in the classroom. This may appear a rather stuffy response to a book which does contain many ideas of practical value, but there is good reason to suppose that communicative teaching will not benefit from a determined obsession with the trivial, and all the examples here do presuppose trivial-mindedness in the students. Most of the techniques will work with serious material, but there is little here to engage the full commitment of the learner. Nor are major difficulties discussed. Role play may lead to stereotyping which prevents natural use of language. This issue is not mentioned. Many of the activities could be dealt with in pidgin, but this issue is not discussed either. Some of the materials (e.g. the dialogue on pp. 35-38) are strikingly unrealistic—and this is an important issue for communicative work. All in all this is a book to be used with care; there are ideas worth taking over, but—like the books in the first series, and with less excuse—this lacks any sort of theoretical perspective.

Pronunciation skills Paul Tench (1981) 124pp. 0-333-27178-5.

The title of this book indicates correctly that it is not concerned with integrating pronunciation work with the development of structural competence, nor with a holistic approach to language learning. However, there is a lot of merit here, albeit rather traditionally presented, and it is good particularly on intonation teaching. There are rather a lot of minor points that can be quibbled with: why should the spelling system ideally reflect pronunciation exactly? (p.5) —what about Chinese? What is the word hough rhyming with lock on the same page? Sentences and utterances are equated on p.6. A list of phonemic symbols is given, but no indication of whose system is being used. RP is equated with a dialect on p.13, and so on. And there are some remarks about learning and methodology which are perhaps more tendentious now than a few years ago. 'Accuracy does not grow mysteriously with the passing of time and nor does it grow out of vague and fuzzy approximations', we are told on p.42. Teachers are recommended to teach RP even if they do not speak it themselves, and—as in most books on pronunciation—segmental phonology is perhaps more prominent than it should be for teaching purposes. In spite of all this, however, there is a lot of value in the book, for it provides a clear overview of many traditional teaching techniques, and is clearly laid out and indexed. Pictures and diagrams are used well, and there are lots of neat and helpful summaries of teacher activity, like the advice on detecting errors in intonation on p.95.

How to use games in language teaching Shelagh Rixon (1981) 137pp.  
0-333-27547-0.

This is the first really good book under review. It is clear, attractive, well indexed, well organised, the right length, and fills a gap in the market. It covers all the major areas of importance in using games, integrating them well into an overall conception of what language teaching is about. It manages to combine practical information (sources of games and equipment, how to make them, etc.) with a discussion of principles and a recognition of their value and limitations. There are neat descriptions of many games, and plenty of clear and appropriate illustrations. Perhaps the discussion concentrates over-much on convergent and predictable language work, but this is only a tendency, and it is a most useful addition to the literature.

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The Macmillan series is longer in design than the other one, but faces similar problems. However, the latest one shows that some of the general difficulties have been overcome, for a topic has been found which receives appropriate treatment in the length available, and is still practically useful. This series, being cheaper than the Allen & Unwin one, is better value for money, and the design problems of the first title have been resolved in the third, which is attractive to handle. The binding is also stronger than in the other series.

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Both these series have problems of format. It may be that there are not many topics suitable for this length of treatment, and only 'games' has not suffered from over-condensation or over-extension. The format of the proposed Cambridge series, which seems to follow their one-off Maley & Duff 'Drama Techniques...' in having a brief introduction discussing principles and theory, followed by extensive exemplification with material for teacher use, or techniques for direct application, may be a better alternative than either of these (and indeed the games book is the closest of the books under review to this format). Otherwise the length and style of the Longman Handbooks still seems preferable.

C.B.

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Allan JAMES & Paul WESTNEY (eds) New linguistic impulses in foreign language teaching (Tübingen: Gunter Narr Verlag, 1981) pp. 304 ISBN 3 87808 126 X.

Reviewed by Christopher BRUMFIT (Univ. of London Inst. of Education).

This is a collection of thirteen papers written by university teachers of English in German and Dutch universities. It reflects the preoccupations of the many people who still teach general English to able, committed and advanced students — people who have been somewhat neglected in much recent theoretical discussion. Two papers relate linguistic description to pedagogical grammar, three consider aspects of phonology and phonetics,

others look at morphology, semantics, discourse analysis, syllabus design theory, textbook construction, learner variation, testing, and a case study is reported on of English for teachers of English. Nearly all the papers examine what the editors call 'the interface of linguistic theory and pedagogical practice' (p.9) but the bias, unlike with much recent discussion, is towards linguistics rather than pedagogy. One detects, indeed, a slight irritation with speculation which moves too far from data; nearly all the papers stick fairly closely to linguistic, and often core linguistic models or descriptions.

All the papers have something interesting to offer. Among those deserving special mention are Sharwood Smith's consideration of the role of notions and functions in a pedagogical grammar with a contrastive basis, Livia Polanyi's use of discourse analysis to contribute to the teaching of cultural assumptions, and Westney's careful appraisal of the notional syllabus argument. These appealed to this reviewer because they relate to his current preoccupations, but teachers of pronunciation, psychologists or materials writers will also find much material to benefit from. The papers are fairly technical and assume some familiarity with current theoretical discussion, but they constitute a good survey of approaches to the linguistic end of applied linguistics, and the book should certainly be bought for any language teaching library.

C.B.

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R. R. JORDAN Academic writing course, Collins Study Skills in English (Collins 1980).

Reviewed by Steve McDONOUGH (Univ. of Essex).

The main purpose of this book is stated clearly and simply at the beginning of the Introduction: 'To enable the non-native speaker of English who wishes to follow a course in the medium of English at tertiary level to express himself coherently in writing'. One of the many virtues of the book is that the instructions, advice, and explanations are always expressed as clearly and simply as that. To achieve this end, the book is divided into three Parts: Fundamentals (two chapters), Functions (ten Units), Appendices (nine), plus a Key to the exercises.

The first Part, Fundamentals, consists of a great variety of material such as causes of error, spelling, punctuation, some grammar, vocabulary pitfalls, appropriateness, organisation and connectives. Not all student groups would need to work through everything here; with a group of pre-registration course postgraduate students I found the most useful sections to be the checklist of errors in Chapter 1 and the material on Connectives in Chapter 2, because much of the rest of the material did not have meaning for the students until the points contained therein had occurred in the course of their own writing, whereupon the exercises could be used with profit.

The second Part, Functions, is the major portion of the book. Each of the ten chapters is devoted to a selection of grammatical and vocabulary points which are chiefly associated with a particular operation used in academic essay writing, for example the present and past passive tenses and sequence markers in the Unit on Description, or causal connectives, prepositions, and simple conditions in the Unit on Cause and Effect.

The ten Units in this section seem to cover most of the necessary functional elements in the ordinary academic essay or examination answer; the coverage of grammatical structures needs to be supplemented with other more or less explicit grammar lessons if there is time, depending on the group. The topics used for the little reading passages and exercises are many and varied, with a good mixture of number work and diagrammatic information. There is plenty for the students to work through in class and do as homework. A summary of useful structures and vocabulary treated in each Unit is given at the end of it for the students to refer to while doing the exercises. My only minor criticisms of Part 2 are the choice of grammatical structures, which could have been wider, and the lack of practice material for integrating the elements learned in several Units, i.e. for putting the parts of essays together into more extended pieces of writing. Depending on time, any teacher can devise their own material to supplement the course in these respects. One advantage of the book is that a group which is reluctant to write in English outside class can easily be given shorter tasks to perform in class.

The set of appendices which forms the third Part gives useful information on lexical and morphological topics which students should be able to refer to while doing the exercises in the main part of the book and later while actually writing the work for which this book is designed to prepare them.

Jordan's Academic Writing Course is, in sum, a very useful course-book which stands a good chance of achieving its stated aims.

S.H.McD.

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K. JAMES, R. R. JORDAN & A. J. MATTHEWS Listening Comprehension and Note-Taking Course, Collins Study Skills in English (Collins 1979).

Reviewed by Jo McDONOUGH (Univ. of Essex).

Like the Academic Writing Course, these materials were developed at the University of Manchester, and thus represent the fruits of considerable experience in the organisation of Study Skills courses.

The Listening course is intended for tertiary level students whose schemes of study require them to follow lectures in English. Each Unit is based on a Study Skills area (e.g. Lectures and Note-Taking, Effective Reading, Using a Library, Group Discussions). The format for each Unit is similar: there are three 'texts', i.e. simulated lectures (Stage 1, Stage 2, and Stage 3) graded in order of complexity, and each requiring the student to perform a sequenced series of operations from Dictation (Stage 1) through practice in global and detailed comprehension (Stage 2) to note-taking (Stage 3). This sequencing is based on the sound theoretical principle of decoding→comprehending→noting important points. It has been argued that global comprehension should be practised first: however, it is demonstrably the case that many non-native speakers are not at first able to decode information at the phonological level, and training in this needs to be given at an early stage.

Naturally there are some points which practitioners would find a little more controversial: for example, the relative lack of redundancy in the early stages normally found in this kind of speech; the nature of the topics themselves; and the fraught question of 'simulation' and 'authenticity'. However, overall the course is a valuable addition to the still fairly small number of 'quality' materials in the Study Skills field based on the insights and findings in the Applied Linguistic disciplines which inform such materials production.

J.McD.

Peter LLOYD & Michael BEVERIDGE Information and Meaning in Child Communication (London: Academic Press, 1981) 196pp. ISBN 0.12.453520.8 £13.60.

Reviewed by Alison PARKES.

Do young children communicate, or do they merely talk to themselves? If they do communicate, how effective is that communication? How do children use language to convey information and influence the actions of others? These are among the questions explored by Lloyd and Beveridge in their investigation into the nature of child communication. Their book makes a valuable contribution to experimental research into child language, and points the way to much-needed further research, both experimental and observational.

Lloyd and Beveridge begin by questioning an assumption which has long influenced linguists' and psychologists' views of child language, an assumption rooted in the work of Piaget, namely that the language of 3-5 year-olds is restricted to egocentrism. While not the first to challenge this view, Lloyd and Beveridge set out deliberately to disprove it by demonstrating that pre-school children are capable of verbal communication. The techniques they employ not only throw up interesting data about the language of young children, but are constantly subjected to the authors' evaluation of their validity and effectiveness.

These experiments constitute the bulk of material presented in the book. The authors' aim was to set 'communicative tasks' which involved their young subjects in speaking to a partner -sometimes another child, sometimes an adult, and in a particularly interesting experiment, a talking doll. The communicative tasks were designed so as to 'make human sense' (after Donaldson 1978), i.e. to place reasonable and appropriate demands on the children. Not all of the experiments were wholly successful in this respect. In one experiment pairs of children were given identical sets of picture cards. The cards differed from each other with respect to three critical features. The task of one child, separated from his partner by a six-inch-high screen, was to describe a chosen card so as to enable his partner to select the corresponding card from his set. On occasion a child would make the obvious mistake of simply holding up his card for his partner to see. However, when the partner was not a child but a talking doll (viz. a toy panda with a voice box operated from an experimenter's booth with a view of the experimental room), a subtle and significant shift occurred in the communicative task. The children were told that the talking panda, Chu-Chu, was trying to learn to speak our language, and that they could help him. Now the emphasis was clearly and meaningfully placed on verbal communication. The persistence with which the children tackled this task speaks for the 'human sense' it evidently made for them.

As well as standard referential communication tasks, the ability of children to teach one another ordering skills (seriation) is investigated. In none of the tasks did the children achieve perfect communication. Their failures can help to elucidate the skills necessary for perceiving a communicative task as well as for performing it. There may remain a further set of skills required before the generalized use of communicative skills occurs in non-structured situations. Such skills may be of special significance in the communicative failure of mentally retarded adolescents. A chapter is devoted to an analysis of the communicative performance of such children, which will no doubt be of interest to those concerned with their education.



The extent to which we might teach communicative skills, or pose tasks involving cooperation and verbal communication between children, in the achievement of a mutual goal, has implications for educationists and parents. Such discussion is introduced in the second half of the book, which broadens its scope still further to consider the degree of children's awareness of cognitive processes, of their own speaking and listening skills. 'Metacommunication' is a subject which has only recently attracted research, and is thoroughly reported in the penultimate chapter.

Arising from Lloyd and Beveridge's work is a clear need for observational data from non-structured situations. For while going a long way toward refuting Piaget's emphasis on the egocentrism of young children, and establishing that his view greatly underestimates their communication skills, the authors admit that the present study is restricted to '... experimental tasks where the situation is structured so as to make the children concentrate on the task of communicating' (p. 104). The field is also wide open for further experimental research, for as Lloyd and Beveridge point out, their techniques still require a great deal of refinement. This is not meant to detract in any way from what is a most thoroughly researched and in some ways pioneering work, deserving of attention not only from linguists but also from psychologists, from child psychologists and from educationists.

A.P.

- Donaldson, M. (1978) Children's minds (London: Fontana).  
 Piaget, J. (1959) Language and thought of the child (3rd Edn). (London: Routledge and Kegan Paul).  
 Piaget, J. & Inhelder, B. (1969) The psychology of the child (London: Routledge and Kegan Paul).
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ADDENDUM to Members' Activities, pp. 43-4. Peter Strevens:-

CAMBRIDGE UNIVERSITY PRESS have launched a series of books under the general title of *NEW DIRECTIONS IN LANGUAGE TEACHING*, to be edited by Howard Altman (University of Louisville, Kentucky) and Peter Strevens (Wolfson College, Cambridge, and the Bell Educational Trust).

The series hopes to serve the interests of language teachers and others who wish to be aware of major issues facing the profession today, who seek to understand the relevant theoretical issues underlying current debates, who wish to relate theory to classroom practice, and who are interested in learning about important developments on both sides of the Atlantic and elsewhere.

The first two titles in the series have now appeared: *Communicative Language Teaching: an introduction*, by William Littlewood; *Developing Reading Skills: a practical guide to reading comprehension exercises*, by Francoise Grellet. The third book *Simulations in Language Teaching*, by Ken Jones, appears in September 1982. Topics envisaged for future volumes range widely and will include at least the following: syllabus design, classroom research, affective language teaching, second language learning research, motivating the learner, training teachers, fundamental aspects of translation, self-access materials, individualising instruction, performance testing, media developments, computer-assisted instruction, bilingual education, teacher training, the Council of Europe Languages Project, micro-teaching, topics in ESL, television and language teaching; and other themes.

Perhaps you would like to contribute a book to the series? Or you may feel that there is a serious gap in the literature which could be filled by way of a book in this series. Expressions of interest are welcome, and should be addressed to either of the series co-editors (addresses below) or to Adrian du Plessis, Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU/<sup>or</sup>32 East 57th Street, New York, NY 10022.

Professor Howard B. Altman  
Dept of Modern Languages  
University of Louisville  
Louisville  
Kentucky 40292

Peter Strevens  
The Bell Educational Trust  
Red Cross Lane  
Cambridge

NOTICES, NOTES, LETTERS ETC.NOTICES

The Publications Sub-committee of the Executive Committee is interested in hearing about monograph-length works in applied linguistics which deserve publication and which could be published with the aid of a grant from BAAL funds. It will not be possible for suitable works to be subsidized entirely by BAAL, but there are funds available to contribute to publication costs. Preliminary information should be sent to:-

C. J. Brumfit,  
University of London Institute of Education,  
20 Bedford Way, LONDON, WC1H OAL.

Annual Meeting 1982 Scholarships Attention is drawn to the notice included in this mailing. With the help of the Bell Educational Trust, two awards will be available to post-graduate students to enable them to attend and give papers at the Annual Meeting in Newcastle-upon-Tyne, 17-20 September.

NOTES

British Linguistic Newsletter. Howard Jackson has kindly supplied the following note.

The BLN was founded in 1971 by Jim Hurford, then at Lancaster University. It was taken over in 1976 by the Linguistics Section of the Department of English & Foreign Languages, City of Birmingham Polytechnic, which currently comprises: Howard Jackson, David Cordiner and Dick Leith. These three between them do all the work on the BLN: editing, subscriptions, typing, dispatch. The BLN is financed entirely by its readers.

The BLN is a monthly news and information sheet for those professionally concerned with Linguistics. The BLN gives information on: Job Opportunities (sent directly from institutions or culled from the general or specialist press); Conferences; Meetings of Linguistics Circles and the like; Publications (e.g. Working Papers) which are not produced or advertised commercially; new journals and book series.

The BLN has approximately 400 subscribers spread around the globe. It appears nine times a year, monthly from October to June. Copy date is the first Wednesday of the month, except in January and June when it is the second Wednesday; and dispatch usually occurs within a week of the copy date. The current subscription rate for UK and Ireland is £2 for a single copy (nine issues). Bulk subscriptions are proportionately less, e.g. £6 for five copies. Overseas subscriptions are more.

If you are interested in subscribing to the BLN, please write for subscription details and a sample copy to: The Editors, British Linguistic Newsletter, Dept. of English and Foreign Languages, City of Birmingham Polytechnic, Westbourne Road, Birmingham B15 3TN. Telephone 021-454 5106 (ask for one of the editors by name).

LAGB Employment Information Exchange. Marion Owen, who is conducting this operation on behalf of the Linguistics Association will be happy for BAAL members to respond to the following invitation, which was circulated late last year to LAGB members and also appeared in the November issue of the BLN.

With the almost complete drying up of traditional job opportunities for linguists in higher education, there are many well-qualified people who are unable to find work but who are not yet willing to give up hope of a career in linguistics. The LAGB has set up a 'clearing house' for ideas and information on short-term employment in areas within and close to linguistics in which such expertise could be applied. Suggestions so far include the running of short courses under the auspices of existing organizations and departments, and consultancy work in industry and commerce. If you have any experience or ideas —perhaps you have yourself successfully weathered a period between postgraduate research and permanent work— please contact Marion Owen, Department of Linguistics, University of Cambridge, Sidgwick Avenue, CAMBRIDGE CB3 9DA.

Employment Information Sheet no. 1 (January 1982) is now available to linguists. It focuses on possibilities in adult education (Extra-Mural Depts. / WEA) and in the computing field. Marion points out that she can't actually find jobs for anyone (information exchange ≠ employment exchange), and her information will always be linguistics-oriented (not language-teaching) — but ideas will be very welcome!

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\* See also the end of Section III re LAGB AGM.

Hong Kong Association for Applied Linguistics (HAAL). There has been established in Hong Kong an active association for Applied Linguistics, which has applied for affiliation to AILA. It meets monthly, usually in the Hong Kong Polytechnic, for papers and discussion. For those so disposed, the meetings are normally followed by a more informal social gathering with suitable refreshments. BAAL members visiting Hong Kong are welcome to attend the meetings: they should contact Peter Barnes, Hon. Sec. HAAL, Department of Languages, Hong Kong Polytechnic, Hung Hom, Kowloon, HONG KONG (Tel: 3-334318). Visitors willing to give papers should contact Peter Barnes, preferably some months in advance.

Visitors to Hong Kong. Aside from HAAL, visitors are welcomed at the two universities and the Polytechnic. In return for a public lecture it may be possible to accommodate academic visitors at Robert Black College, University of Hong Kong, which is considerably cheaper than most hotels. Robert Black is normally booked several months in advance, especially in the summer months. Please use as contact: John Gibbons, School of Education, University of Hong Kong, Hong Kong (Tel: 5-4097341). (N.B. If possible, avoid the unpleasant heat of July and August.)

Recent developments. Owing to public concern over standards of English and Chinese, the Hong Kong government has recently introduced a £30 million language package, aimed at raising standards. It includes new primary and secondary English syllabuses focused on the interests and needs of learners; a new 'Communication in English and Chinese' syllabus for sixth forms: new task-oriented examinations; research into the problems of education through the medium of English and Chinese; and (perhaps most exciting) the establishment of an Institute for Language in Education with 60 lecturing staff to retrain teachers and co-ordinate the other changes, as well as conducting research and acting as a general language teaching information centre.

LETTERS TO THE EDITOR

Sir, I write with an old complaint - which should surely by now be an unnecessary one! It is that your report on current research activity in Britain in applied linguistics appears to make the mistaken assumption that 'research' equals 'research in universities'. It does this in its heading ('Applied linguistic research in British universities 1980-81') and in its statement that in February 1981 'all British departments of applied linguistics were circulated'. Presumably departments which were not actually named 'Department of Applied Linguistics' were circulated too - but to the best of my knowledge no circular was received in my department (where there are at least two current projects in applied linguistics, one of which, as it happens, was reported on in BAAL Newsletter 11, March 1981).

Only six university departments replied, and you rightly suggested that this was a poor response. There are many non-university institutions of higher education where valuable research is going on, and I'd therefore like to suggest that you include the polytechnics and colleges of higher education in your next survey - and that we resolve again to remember that not everything of academic worth emanates from that set of institutions that happen, in our language, to be separated off from other rather similar institutions by the label of 'universities'. A case of a need for applied sociolinguistics, perhaps?

Yours sincerely,

Robin P. Fawcett,  
Department of Behavioural &  
Communication Studies  
The Polytechnic of Wales (19.10.81).

\* \* My apologies that this letter did not appear in the Autumn issue - JDM.

MEMBERS' ACTIVITIES

(See also p.40: Strevens)

Allan James writes from Amsterdam about two publications by the Gunter Narr Verlag, Tübingen, West Germany, of which he is co-editor.

New linguistic impulses in foreign language teaching (edited Allan James & Paul Westney, published April 1981): a collection of selected papers on various areas of applied linguistics. (See review p.35.)

Dialect phonology and foreign language acquisition/Dialektphonologie und Fremdsprachenerwerbs (edited Allan James & Bernhard Kettemann, to be published April 1982): The papers all have reference to the linguistic analysis of the English of German L1 dialect speakers: dialects include Bavarian, Swabian, Styrian, Carinthian, Franconian, Swiss, etc. Contributors include Maria Schubiger, Wolfgang Viereck, Ernst Burgschmidt, Dieter Grötz, Erich Germer, Hans Grassegger as well as a number of papers (old and new) of the editors. Some papers are in German, some in English.

Pat Wright has sent from Cambridge a copy of the MRC's Human Performance Reports List 26 (Autumn 1981) which she has co-edited. This lists, with abstracts and a topic index, about 100 papers produced by three Medical Research Council units (Applied Psychology Unit, Cambridge; Selective and Control Processes in Perception and Memory, Oxford; Perceptual and Cognitive Performance Unit, Sussex), including seven of Pat Wright's on the design of

"usable text": e.g. 'Informed design for forms'; 'Editorial intervention and other system constraints on the design of usable texts'; 'Beyond readability: a psychological approach to the comprehension of government forms and leaflets' (in Proc. of the AILA Congress 1981). Copies of List 26 are available from The Librarian, MRC Applied Psychology Unit, 15 Chaucer Rd., Cambridge CB2 2EF; order forms for reprints are included.

John Swales has sent from Aston a notice of a Joint UWIST/SELMOUS Conference entitled

#### COMMUNICATION IN ENGLISH

(16-19 September 1982 at the University of Aston in Birmingham). John Swales is Head of EFL in the Language Studies Unit at Aston; the Conference Organiser is Ray Williams, and the Chairman this year of SELMOUS (Special English Language Materials for Overseas University Students) is George Blue (Southampton). The aim of the conference is to bring together teachers of English for Specific Purposes and teachers of first Language (English) Communication Skills to adult learners, both in Britain and overseas - not only in academic settings but also in industrial/business environments. It is expected that some of the papers presented at the conference will be published in a special book on the theme.

Information from Ray Williams, Language Studies Unit, The University of Aston in Birmingham, Gosta Green, Birmingham, B4 7ET., England (UK 021-359-3611 Ext. 281).

## VI

### NEWSLETTER PROSPECT

At the very end of the last Newsletter, I mentioned Dick Hudson's 'Some issues on which linguists can agree' which appeared in the Journal of Linguistics last September (JL 17.2(1981):333-43). Dick is a member of BAAL and also one of the LAGB representatives on the joint BAAL/LAGB Committee for Linguistics in Education (CLIE). He compiled his list at the instigation of CLIE and, in introducing it, he writes:

I am convinced that every one of the 83 statements has implications for some area of practical life, and I hope that it will be possible for these implications to be developed and presented in a way which will show the world that linguistics does after all have something to say of practical importance. (335)

'Some issues' has been well received by linguists and I would like the Newsletter to provide a forum for some of the discussion which it should generate.

The Linguistic Minorities Project has recently joined with BAAL to run the seminar on 'Language & Ethnicity' (see pp. 4-16). More about LMP itself, I hope, in the next issue.

Ron Beresford will be reviewing Pam Grunwell's The nature of phonological disability in children.

... I see an imbalance creeping into the Newsletter which I beg members to do their utmost to correct!

JDM